



## TOPIC: DESIGN A 'HEALTHY EATING' BOARD GAME

**Curriculum area/s – Technology and Enterprise - Information**

**Title:** *Designing a Game Board – Healthy Eating (Tips and facts about vegetables grown in the class garden).*

**Year level(s):** 3

### Strands

- The Nature of Information (NI)
- The Creation of Information (CI)

### Understanding Goals

- Common ways in which information is used, processed and transmitted, such as written text, posters, pamphlets, books, road signs, photographs, tapes, digital disks and electronic files (NI)
- People use information for a variety of purposes (*Eg. informing others, entertaining, persuading*) (NI)
- Specific features of, and ideas for, information products (*Eg. a newspaper article would have a headline that is bold, large and brief and aims to attract readers' attention*)
- Practical constraints when creating and using information products (*Eg. limited amounts of materials, equipment, time and skills*) (CI)
- Simple, sequenced production processes for making information products (CI)

### Possible links to other curriculum areas

- Mathematics – Conversions of cooking measurements - weights, volumes and temperatures.
- Art –Drawing and painting plate designs with a vegetable theme/scene.
- Writing – weekly journal entries of observations and changes.
- LOTE (Indonesian) – Match English/Indonesian words/names for various fruit and vegetables.
- For more suggestions see the 'Vegetables' Cross Curriculum Plan on the Smarty Plants website.

### ACTIVITY LESSON PLAN

1. Investigate and research with the children a wide range of board games. Brainstorm all of the different types of characteristics of board games. Talk about the task which they will be doing – Design and make a board game which gives people hints/tips on eating a healthy diet and some facts on the vegetables which have been learnt about those grown in the school garden.
2. Children will then be able to select a partner or group of 3 or 4 to work with. They could work independently in the more senior classes. Provide a variety on resources for the children to collect and collate the facts going to be used.
3. Once some facts have been collated, brainstorm them onto charts so those children needing assistance can use them and also to be sure the discussed facts/tips are correct.
4. The children will then need to be given the opportunity to decide what type of board layout they are going to follow. Have the selection of materials available so they can work from that. Once the plan is done they will be able to begin drafting their game.
5. Discuss the completed games and allow for each group to share/present theirs before having a 'games' testing afternoon.
6. The children will enjoy giving feedback to each other. As a class, decide which features of a board game worked the most effectively.

### MODIFICATIONS FOR OTHER YEAR LEVELS:

For older year groups, the students will have been previously exposed to the Inquiry Process, so they will be able to apply their independent skills of researching, identifying the board game features, deciding on suitable materials and communicating their finished products.