 **Theme 10 **

**Inventing a Board Game**

**Teacher Notes**

**Aims**

* to revise the main events and developments in the history ofHuddersfield Giants Rugby League Football Club
* to revise the reasons for and the results of major changes at the club
* to devise, design and make a board game based on the events in the history of Huddersfield Giants Rugby League Football Club
* to encourage children to be interested and take pride in the history and heritage of Huddersfield Giants Rugby League Football Club

**Related Knowledge and Skills**

concepts and vocabulary related to the passage of time

reading for information, literal and inferred

speaking and listening in group discussion

decision-making

estimation of probabilities

testing, revising/amending, re-testing

**Time**

3 x 60 mins lessons

**Resources**

Pupil Resource Sheet

Dice

**From Theme 3: Timeline**

Pupil Activity Sheet: Timeline of Huddersfield Giants Rugby League Football Club

**Differentiation Strategies**

**Less able children/pairs:**

Pairs should include at least one good reader to ensure access to information.

Board games could cover shorter periods of the club’s history.

Board games could cover fewer events from 1860 to present day.

**More able children/pairs:**

Opportunity to take responsibility and lead pairs activities.

Board games could cover all of the club’s history, and more events from it.

**Overview**

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| **Activity**  **Number** | **Class Organisation/Activity** | **Main Idea** | **Resource** |
| **1.1** | Class introduction | Inventing a board game which uses the Timeline of Events and Developments at Huddersfield Giants Rugby League Football Club | Pupil Resource  Sheet;  From Theme 2:  Pupil Resource Sheet 1  Pupil Activity Sheet 1 |
| **1.2** | Pairs discussion and production of game | Devising, designing, making, playing and amending the game to iron out problems | dice; card  art materials |
| **1.3** | Class discussion, pairs reporting back | Explaining and demonstrating games invented;  suggesting improvements to other children’s games |  |
| **1.4** | Playing the Games | Playing and refereeing games and making improvements |  |
| **1.5** | Class discussion | Explaining which games were the most attractive, fair, imaginative, interesting, easy to understand and enjoyable |  |

**Activities**

**1.1 Class introduction**

* Explain that, in their pairs, children are to invent a board game based on the Timeline

of Huddersfield Giants Rugby League Football Club.

* Ask children for ideas, prompting them by asking how the following could be

adapted:

Snakes and Ladders

‘Race to the Finish’ games with rewards and penalties such as:

missing a turn/having an extra turn

throwing an even number to continue

going forward/back on the board

answering a question to proceed

* Show children the Pupil Resource Sheet, explaining that:

they can use this board to draft their ideas

their final design does not have to be in this shape or to have one ‘square’ per year – they may wish to ‘snake’ a number line around a bigger board to leave room for decorative artwork or ‘bridges’ and ‘tunnels’ between different parts of the line

they may wish to choose part of the club’s history to make their game shorter

rewards and penalties should be explained on the board or, if there is not room to write the information there, on cards to be picked up on instructions from the board

rewards should be based on positive events at Huddersfield Giants RLFC, such as winning promotion or moving to a better ground, or in the wider world which affected the Huddersfield club such as the end of wartime

penalties should be based on negative events at the Huddersfield club, such as relegation or going into administration, or in the wider world which affected the club such as the economic depression of the 1930s

rewards and penalties should be proportionate in relation to each other

no individual reward or penalty should be so great that it effectively decides the game and makes the rest irrelevant.

rewards and penalties could include elements of knowledge and/or skill

children should assess how often a type of reward or penalty should be repeated in terms of their proportionate influence on the game

they will need to be consistent in the rewards and penalties for repeated events, such as winning Championship titles or the Challenge Cup wins, being relegated

their handwriting should be legible, consistent and appropriate for a board game.

* Organise the class to work in pairs.

**N.B. Probability**

**The mathematical probabilities involved in devising rewards and forfeits are complex.**

**At KS 2 children should understand basic probabilities related to a single cuboid di, e.g. that there is a one in six chance of throwing any given number, a one in two chance of throwing an even number etc. Beyond that they should try to develop a sense of likelihood and fairness in their game. This approach can also be used at KS 3, but there is also scope for more complex calculations in probability.**

**1.2 Pairs discussion and production of game**

* Create the game.
* Play the game to iron out any problems, adjusting the rules where necessary.

**1.3 Class discussion, pairs reporting back**

* Children explaining and demonstrating how to play their games, including any

amendments they have made from playing it.

* Encourage children to make suggestions for improvements to other pairs’ games.

**1.4 Playing the games**

* One child from each pair to stay with their game to explain and ‘referee’, whilst the

other goes to play another pair’s game, then swap places.

* Continue until children have played a selection of other games.

**1.5 Class discussion**

* Children commenting on their favourite games/parts of games and explaining why they are their favourites based on:

attractiveness of presentation

fairness of rewards and punishments

imagination in ideas

elements of thought/skill as well as luck

how easy it is to understand

enjoyment.