Board Game – Are We There Yet?
Inspired by the book
Are We There Yet: A Journey Around Australia.
Written and illustrated by Alison Lester

Year 6

Curriculum Areas: English

Curriculum Content Links (Drawn from the ACARA Australian Curriculum website http://www.australiancurriculum.edu.au/)

English - Year 6

Language
• Language for interaction
  o Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase

Literature
• Creating literature
  o Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

Literacy
• Interacting with others
  o Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.
• Interpreting, analysing, evaluating
  o Analyse how text structures and language features work together to meet the purpose of the text
  o Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features
• Creating texts
  o Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
General Capabilities

**Literacy capabilities**
- Comprehending texts through listening, reading and viewing
  - Expressing and developing ideas
  - Interpreting, analysing, evaluating
- Composing texts through speaking, writing and creating
  - Interacting with others
  - Creating texts
- Text knowledge
  - Text structure and organisation
  - Interpreting, analysing evaluating
  - Creating texts

**ICT capabilities**
- Creating with ICT (as required for creating game e.g. game cards, rules etc)
  - Generate products or solutions for challenges and learning area tasks

**Critical and creative thinking capabilities**
- Inquiring – identifying exploring and clarifying information
  - Gathering, organising and processing information
  - Transferring knowledge into new contexts
- Generating and developing ideas and possibilities
  - Imagining possibilities and considering alternatives
  - Seeking and creating innovative pathways and solutions
- Reflecting on thinking, actions and processes
  - Reflecting on thinking
  - Reflecting on procedures and products

**Personal and social capabilities**
- Social management
  - Communication
  - Working collaboratively
  - Decision making
  - Conflict resolution and negotiation
Unit: Board Game – Are we there yet?

Summary of Unit
Using the chosen text *Are we there yet? A journey around Australia* as a springboard, students work in small groups to design, construct and publish a board game based on the book or another with a journey around Australia. This unit is suitable as an enrichment activity for a small group or a whole class activity with several groups. It can be readily adapted to include several different books of different levels of complexity. A resource list of books involving journeys around Australia can be found at [http://www.asla.org.au/pubs/nyr2012/index.htm](http://www.asla.org.au/pubs/nyr2012/index.htm)

Preparation:
- Multiple copies of the text (if possible)
- Enlarged blank map of Australia for basis of board game
- Examples of different board games for students identify elements for their own project
- Range of materials depending on students’ requirements

Lesson content

Part 1 (3 lessons)
- Read the book to the class. Encourage students to consider the locations and events in the story as it unfolds.
- Examine several board games and identify the key components that are required in a board game.
- Have students consider how the story can be adapted into a board game, different types of games that could be developed and different strategies that could be applied in the game.
- Work with students to identify key criteria for developing a successful board game and develop a rubric for self-assessment of the task (refer to General capabilities, above, for guidance)

Part 2 (4 to 6 lessons)
- Students work in groups to develop their game.
- Students plan the game, prepare a draft of the board and rules for playing the game
- Share plans with another group and identify ways to improve the game
- Construct the game and its different components.
- Test the game with another group, identify possible improvements
- Finalise the game and publish.
Part 3 (1 afternoon)
• Have a games afternoon to test the games with students having an opportunity to observe other students’ engagement. Conclude with students completing the rubric self-evaluation.

Conclusion
• Share the games with the wider school community or place in the library for others to access.

Figure 1: In this game players progress around Australia by drawing cards. Blue dots with blue "Fact" cards have questions drawn from the book. Green dots and cards are "Events" and will affect movement (e.g. a flat tyre – miss a turn, bypass - move ahead, miss an exit - go back).