

HEALTHY LIFESTYLE BOARD GAME PROJECT

An interdisciplinary project for Natural Science, English and Arts



MS Hina Anwar CC0 1.0 Universal

GOAL: Each team has to design a board game with questions about a healthy lifestyle.

TIMEFRAME: 9 sessions.

40	MONDAY 30/10	TUESDAY 31/10	WEDNESDAY 1/11	THURSDAY 2/11	FRIDAY 3/11
A	Nat Sci PROJECT INTRODUCTION. Evaluation rubrics. Read information on Nat Sci book.	Halloween	Bank holiday	Nat Sci Read information on Nat Sci book. Think possible game.	Nat Sci Decide on game. Distribute responsibilities and materials needed for Monday 6/11.
В	Nat Sci PROJECT INTRODUCTION. Evaluation rubrics. Read information on Nat Sci book.	Halloween	Bank holiday	Nat Sci Read information on Nat Sci book. Think possible game.	Nat Sci Decide on game. Distribute responsibilities and materials needed for Monday 6/11.

	MONDAY 6/11	TUESDAY 7/11	WEDNESDAY 8/11	THURSDAY 9/11	FRIDAY 10/11
A	Nat Sci + English Construct your board game. Draft 20-30 questions.	2 Arts Make question cards. Write game rules. Prepare presentation.		Bank holiday	Nat Sci + English TEAM PRESENTATIONS AND PLAYTIME. Evaluation.
В	Nat Sci + 1 Arts Construct your board game. Draft 20-30 questions.	Nat Sci Make question cards.	English Write game rules. Prepare presentation.	Bank holiday	Nat Sci + English TEAM PRESENTATIONS AND PLAYTIME. Evaluation.

RESPONSIBILITIES:

Coordinator

Timekeeper

Secretary

Materials manager

- Makes sure every team member contributes to the project.
- Asks every team member for their opinion.
- Asks teacher for help.

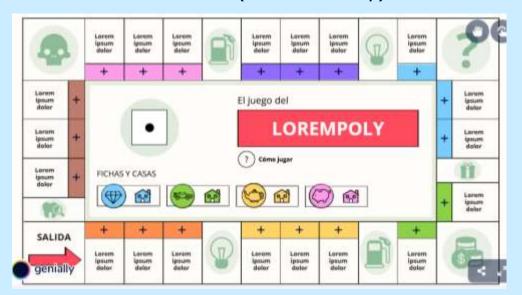
- Distributes time allocated to each task.
- Controls time.
- Encourages team members to keep on time.
- Controls everyone writes on their agendas what they need to bring to school.
- Controls everyone brings materials.
- Writes down team evaluation.

- Distributes materials to bring to school.
- Takes and returns materials from classroom.
- Encourages team members to tidy up.

MATERIALS NEEDED:

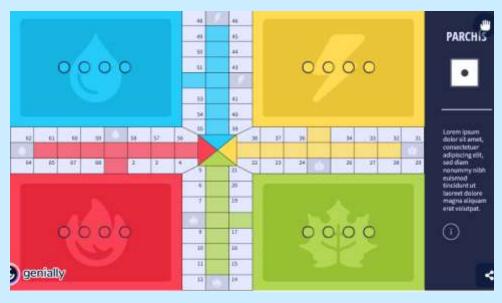
FROM SCHOOL **FROM HOME** Natural Science book • Box to keep game (pizza box, shoe box, cereal English books box...) Cardboard and colour paper Cardboard for the game Scissors Felt pens Glue sticks Decorations **Timer** Counters Spinner Dice

EXAMPLES OF GAMES (from Genial.ly)

















TYPES OF QUESTIONS

- Write between 20 and 30 questions with their answers.
- You can combine different types of questions.
- There must be at least two questions for each heading:

Diet	Hygiene	Rest	Exercise	Well- being	Strong emotions	Diversity	Inclusion	Social well- being	Being kind
P 26	P 26	P 27	P 27	P 28	P 28	P29	P29	P30	P31



EVALUATION RUBRICS

To be completed by each team at the end of the project:

In my team we			
	•	•	:
share ideas and information.			
listen to the ideas of others.			
solve problems together.			
do our share of the work.			
show respect.			

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To be completed by the teacher:

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Teamwork and collaboration skills

Pupil's name and class:	Project:	
Pupil's name and class:	Project:	

	1	2	3	4	RESULT
Engagement and focus	Is unable to engage with the task. Finds it hard to listen and stay focused.	Engages with the task on occasion but soon gets tired. Must be reminded to stay focused.	Engages with the task and has a positive attitude towards the project. Sometimes needs to be reminded to stay focused.	Fully engages with the task and has a positive attitude towards the project.	
Contribution and ideas	Rarely shares ideas with others or contributes to the team. Doesn't perform their assigned role in the team.	Makes some effort and contributes some ideas to the project. Performs their assigned role, but needs encouragement.	Shares ideas and information most of the time but may need to be reminded to stay on role on occasion.	Always makes an effort and shares their ideas with others. Performs their assigned role.	
Problem solving	Rarely makes an effort to solve problems.	Listens actively to problems and occasionally suggests new ideas to solve them.	Has a positive attitude to problems and sometimes suggests new ideas to solve them.	Always has a positive attitude towards problems and is able to work well with others to solve them.	
Respect	Often behaves disrespectfully towards others; talks too much and/ or forces their ideas on the team.	Behaves disrespectfully towards others on occasion; sometimes talks too much and may not be willing to consider the ideas of others.	Behaves respectfully towards others most of the time; allows other team members to talk and is usually receptive to their ideas.	Always behaves respectfully towards others; always lets other team members talk and responds in a positive way to their ideas.	

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Presentation skills

Pupil's name and class:		
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	1	2	3	4	RESULT
Volume and clarity	Speaks too softly to be understood. Intonation and stress are used incorrectly. Following their presentation requires considerable effort.	Must often be reminded to speak up. Intonation and stress are inconsistent. Following their presentation requires some effort.	Speaks at an adequate volume. Intonation and stress are often used correctly. Following their presentation requires only a little effort.	Always speaks at an adequate volume. Intonation and stress are appropriate. Following their presentation requires no effort.	
Eye contact and body language	Rarely looks audience in the eyes, has awkward body language and lacks confidence.	May make eye contact with audience on occasion, but seems a little uncomfortable.	Looks audience in the eyes regularly. Any issues with confidence don't affect the overall quality.	Is a confident speaker who uses eye contact appropriately to engage their audience.	
Organisation	The topic of the presentation is not at all clear and it is too long or short.	The main topic of the presentation is clear, but the key points are not introduced using the new language. May be too long or short.	The topic of the presentation is introduced clearly. Some attempts are made to introduce the key points using the new language.	Each part of the presentation is introduced clearly using the new language. The topic and key points are clear throughout.	
Fluency	Has great difficulty or is unable to present in English.	Speaks slowly with a lot of hesitation; says isolated words rather than phrases and full sentences.	Generally speaks at a good pace with some hesitation; uses full phrases and sentences most of the time.	Speaks with little hesitation; always uses phrases and full sentences and speaks at a natural pace.	
Accuracy	Errors predominate; difficult to understand.	Uses a variety of structures including the new language with frequent errors, or basic structures with few errors. Errors sometimes impede communication.	Uses a variety of structures including the new language. Some errors may be present, but are mostly non-impeding to communication.	Uses a good variety of structures, including the new language. Errors are minor, due to ambition, and don't impede communication.	