GAMING IN LLŶN NATIONAL LANDSCAPE

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider boardgames they have played and two different ones in order to develop success criteria for what makes a good boardgame. They explore Llŷn National Landscape's special qualities and take photographs that demonstrate its special qualities. Learners review Llŷn National Landscape's vision for the landscape by 2040 and develop advice for the managers of the landscape that could help them reach this vision. Taking their learning into account, they amend and improve their success criteria from Task 1. Learners create their Llŷn National Landscape boardgame after developing a mind map of all their ideas. Following checking against their success criteria, they ask others to play before making any final adjustments.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.
Means of taking photographs (e.g. smart phone, tablet, camera).
Means of making boardgames, e.g. cardboard, sticks, dice, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT MAKES A GOOD BOARDGAME?

Explain to learners that in this task they will consider boardgames they have played and two different ones in order to develop success criteria for what makes a good boardgame.

Screen 3

Ask learners to discuss the questions posed.

Focus questions

- Which boardgames have you played?
- Which was your favourite boardgame? Why?
- Which was your least favourite boardgame? Why?
- What was the last boardgame you played? What did you like about this game?

Screen 4

Invite learners to list their success criteria for what makes a good boardgame on the sheet. Then, to keep this sheet open, as they'll be adding to it throughout the task.

Screen 5

This screen gives an example of a boardgame. Ask learners to read the text and discuss the questions posed.

Focus questions

- What do you like about this boardgame?
- What don't you like as much about this boardgame?
- What new success criteria could you add to your list?

Then, to add any new success criteria to the sheet.

Screen 6

This screen gives another example of a boardgame. Ask learners to read the text and discuss the questions posed.

Focus questions

- What do you like about this boardgame?
- What don't you like as much about this boardgame?
- What new success criteria could you add to your list?

Then, to add any new success criteria to the sheet.

Screen 7

Ask learners to look at their success criteria on the sheet and choose the top five or six. Then, to delete all the other criteria from the list.

Explain that they will use these top criteria to help assess the game they will design and make in this activity.

Learners need to save their sheet for use in the next task.

TASK 2

OUR LANDSCAPE

Explain to learners that in this task they will explore Llŷn National Landscape's special qualities, take photographs that demonstrate its special qualities and look at the vision for the landscape by 2040 so that they can amend and improve their success criteria from Task 1.

Screen 3

Explain to learners that the Llŷn National Landscape, has its own special qualities. Ask them to discuss the questions posed.

Focus questions

- What do you know about Llŷn National Landscape?
- What do you think are Llŷn National Landscape's special qualities? List your ideas.

Screen 4

Here Llŷn National Landscape's special qualities are given plus the learners' own ideas.

Ask learners to discuss the questions posed.

Focus questions

- Which of these special qualities are similar to your ideas?
- Which of these special qualities are not on your list?
- What surprises you about these special qualities? Why?

Screen 5

Explain to learners that their boardgame is going to be based on the Llŷn National Landscape and will include photographs of the landscape and its special qualities. Invite learners to look at the map and the special qualities. Then, to discuss the questions posed.

Focus questions

- Where on the map could you see each of the special qualities?
- If you could choose just one location to take your photographs, where would that be?

Screen 6

Take learners outside to take photographs of the special qualities.

Screen 7

Ask learners to review their photographs, look at the special qualities again and discuss the questions posed.

Focus questions

- Which photographs best show the special qualities?
- How many of Llŷn National Landscape's special qualities have you captured in photographs?
- Which are your favourite photographs? Why?

Then, to store their favourite photographs digitally.

Screen 8

Explain to learners that their game is going to try to educate others about Llŷn National Landscape. Ask them to review the vision for Llŷn in the year 2040 and discuss the question posed.

Focus question

- To reach this vision what do you think Llŷn National Landscape's managers need to do? List as many ideas as you can.

Screen 9

Explain to learners that as a class, they are going to explore factors that impact on Llŷn National Landscape's vision for 2040.

Ask each group to research one factor and develop advice for the landscape's managers as to how to reach the vision.

Inform learners that they will present this advice to the class in a two-minute presentation.

Screen 10

Invite learners to research their given factor using the QuADS grid to answer the questions.

Screen 11

Ask each group to prepare their presentation of advice for the landscape's managers as to how to reach the vision. The presentation could be digital or hard copy (e.g. poster, leaflet, infographic, etc.). To help learners plan, ask them to discuss the questions posed.

Focus questions

- How will you present the information you have gathered? Why?
- Where will you look for good quality images to include? Why? Would these images be free? How do you know? Would they have a copyright? What makes you think that?
- Have you gathered enough information to present some of your advice mathematically? Why do you think that?
- How will you make sure your presentation is only two minutes long?

Screen 12

Invite each group to present their advice for Llŷn National Landscape's managers.

Screen 13

Explain that learners are going to use their learning about the special qualities, photographs and 2040 vision of the landscape to review their success criteria for what makes a good boardgame.

Ask them to open their 'Success criteria' sheet from Task 1 and add any new criteria that they will need to follow to make a good boardgame for Llŷn National Landscape.

TASK 3

DESIGNING OUR BOARDGAME

Inform learners that they are going to create their boardgame after developing a mind map of all their ideas. Following checking against their success criteria, they ask others to play before making any final adjustments.

Screen 3

Invite pairs of learners to join up with another pair and compare their success criteria sheets for what makes a good boardgame for Llŷn National Landscape. Ask them to discuss the questions posed.

Focus questions

- How similar are your success criteria?
- What is different about your success criteria?
- Which success criteria should you use to develop your boardgame? Why?

Invite learners to type in their group's success criteria.

Screen 4

Ask each group of learners to draw a mind map to show all their ideas for their boardgame before selecting the best ideas and creating their game. To start their thinking, they could discuss the questions posed.

Focus questions

- What is the aim of your game?
- How could players win the game? What would they need to do?
- How could players move in your boardgame? Would they need other equipment such as dice, spinners, etc?
- What could the board be like? Why?
- What size could your board be? Why?
- How could the board be set out? Would it have different sections? What might the sections look like?
- What could you do to make the board look interesting?
- Which of your stored photographs of the special qualities could you use? How could you use them?
- How could you map the path through the boardgame? Why do it like this?

Screen 5

Ask learners to discuss the questions posed.

Focus questions

- How could your boardgame focus on Llŷn National Landscape's special qualities and vision for 2040?
- What pieces could your game need? How could you denote the pieces?
- What cards could be written for your game? How many sets of cards could there be? Why?
- What types of cards could you have? Would the cards be advantageous or disadvantageous or both?

Then, to add their ideas to the mind map.

Screen 6

Ask learners to discuss the questions posed.

Focus questions

- What types of rules could you have for playing the game?
- How many players could play the game?
- What strategies would a player need to win the game?

Then, to add their ideas to the mind map.

Screen 7

Ask each group to decide on the details of their boardgame using their ideas from the mind map. Then, to roughly draw the board and the pieces. They should also draft a set of rules for playing the game.

Then, invite learners to check their decisions against their success criteria.

Suggest that they modify their game, if they need to, so that it fits well with their success criteria.

Screen 8

Ask learners to make their game.

Screen 9

Invite learners to ask another group to try to play their game. As they play, suggest that learners observe things that work well and note any parts of the game that don't work as well.

The playing group should give advice on...

- How well the game worked.
- How the game could be improved in terms of its:
    - board
    - pieces
    - rules.
- How well the game met the success criteria.

Ask learners to make any adjustments to their game to improve it.

Screen 10

Explain to learners that you want them to use the reflection triangle to consider how they designed and made their boardgame.

Invite learners to drag and drop the terms provided to show their thoughts and to consider what other strategies they used and to record their ideas.