



## Creating a botanical board game

### TIME

2 hours

### MATERIALS

Encyclopaedia, books or Internet access for research  
Cardboard ( 2)  
Rulers  
Sticky labels  
Dice  
Art and craft materials  
Cones, nuts, dried and / or pressed plant materials as counters  
Photocopies of sheet A11

### SKILLS

Creativity  
Group work  
Writing questions  
Reading  
Research  
Drawing

### KEYWORDS

Vocabulary from previous modules

### CROSS-CURRICULAR ACTIVITY

PSHE - Customs  
Mathematics

### Overview

Children review the material they have studied during the year by creating their own botanical board game.

### Aims

To reinforce and consolidate knowledge gained during the 'Plants in Art' topic.

To help children work together to review their knowledge and to create their own learning resource.

To further interest in natural sciences.

### Teaching sequence

1. Ask the children to create their own 'botanical' board game. Working in groups (or as a class), children think creatively and suggest ideas about the style of board game and playing board they would like to develop. They should also plan the rules and instructions on how to play their game. Encourage children to think about the style of their playing pieces too, e.g. instead of plain counters to move around the board they could use different seeds or leaves.
2. For homework, each pupil takes home a copy of the activity sheet A11 and cuts out the four small squares; 2 with the '?' (question mark symbol) and 2 with 'Plant Fact' signs on. They can mount them on card if they like. Ask children to write two questions on each '?' card and two 'plant facts' on the other cards – all will be used in the board game. They should base their questions / facts on the work that they have done on plants during the term / year.
3. In designing their game, there must be points in the game at which a player is asked a question (using the question cards made as homework), and points at which a player collects facts about plants. Children can do further research for their questions and facts using a variety of sources, e.g. internet, encyclopaedias. Include 'risk', 'go back' and 'miss a turn' spaces.
4. Once each group of children have completed their game, they can present it to the class. Children should have an opportunity to play each other's games.
5. Children should write on sheet A11 what key points they have remembered about plants.

### Teachers' notes

You will need to explain what will be done and set the homework (teaching sequence No.3) ahead of the process. By creating their own questions and plant fact cards for the game, children will have the opportunity to review and consolidate what they have learnt so far in the year. The children could use previous work to stimulate ideas, recall information and to decorate their playing board. The activity sheets will provide feedback on learning outcomes, and enable the teacher to review and improve / adapt the lesson plans for future use. The finished game can be used at the beginning of the next school year to assess the knowledge of a new cohort of children or it can also be used for wet playtimes throughout the year.

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The most interesting things I remembered about plants today are:



?

**Plant Fact**

?

**Plant Fact**