

The Perfect Economy

Board Game Assignment

Many board games are based on economics (like Monopoly & Settlers of Catan). Your team is tasked with creating your own board game that demonstrates your understandings of the pros and cons of various economic decisions. Be sure to follow the directions carefully.

PART ONE – planning the game intentions

Your board game must represent a specific economic ideology – this means that you must create a game in which players are rewarded (or punished) for actions that would be supported by either a capitalist, a communist, or a supporter of a mixed economy like Canada's. In other words, which economic system do you want to promote as being superior to the other economic systems?

In order to decide which focus your game will take, gather information from the unit about the different economic systems. **Students will work on their own to fill out a worksheet** that will help to guide your decisions. You will then be placed in groups with students who have similar ideological views.

PART TWO – planning how to play the game

Now that you have decided what you want the players of your game to learn, you need to figure out how they will play the game. Do you want to have something like snakes and ladders, or more like “The Game of Life” where you roll the dice and let fate decide with cards? Or how about a “Choose Your Own Adventure” style where players have to make choices based on certain situations? You can even do “Trivial Pursuit”.

Just be sure that your **game can be played in under 20 minutes**, and that the directions will be easy to follow (you will not be in the room when your game is played). One requirement for all of the games is that **there must be cards to provide specific situations where the player must decide the best option**. *So for example, if your game is promoting a capitalist economy, you would ask the players if they would want to see taxes increased to help pay for a new provincial park – and the correct answer should be no. Each team member is required to create a minimum of 5 cards for the game*

Spend some time in your group brainstorming the various ideas you have. Then share your final plans with your teacher (**a ½ page explanation of how your game will be played**, and how this will ensure all of the criteria is met).

PART THREE – creating the game

For this part of the assignment, you will need to **create a list of tasks that need to be completed, and assign each team member a responsibility**. You should also **create a timeline** that will help you to stay on task for this major assignment. **This part of the assignment is important** so that the teacher can be aware of your responsibilities.

Each team member will be marked according to the specific task they have been assigned; also, marks will be assigned for your individual time management. If a team member in your group is struggling to fulfill their task, do your best as a team to encourage them (your teacher can help you with this).

PART FOUR – improving the game

To make sure your game is the best it can be, your **peers will provide you with some coaching**. Your game is **expected to be 99% completed by this date**, but you want to be aware of the fact that you might need to make some changes (*for example, if you are planning on going all out and want to paint a piece of wood for your game board, don't do that yet – just create a prototype until you get your feedback*)

The benefit of others evaluating your game is that you will also be evaluating someone else's game – so you might get some good ideas that you will want to incorporate.

PART FIVE – playing the game

After you have had a chance to polish your game, you will hand it in to your teacher to review. **Your game will be then used in other classrooms to help students review key economic concepts.**

You will be evaluated on

- **Engagement** – how creative is the game, are directions easy to follow?
- **Encourages** reflection – players will have to make choices with consequences
- **Exemplifies** understanding – the accuracy of your game

Individual Mark

-	you completed the initial worksheet	/5
-	you have completed your cards and assigned task with professionalism	/10
-	you have assisted your group and ensured the final product is successful	/5
-	you provided effective feedback in your peer coaching responsibilities	/5
	TOTAL	/25

Group Mark

Appearance

- all information is neatly presented, with typed text on the board and game cards /1
- rules and procedures handout provides clear instruction to players /1
- board includes images, is appealing and creative /2
- group used time wisely/came prepared (all pieces were available to players on game day) /1

Game

- engages the players as they make decisions /2
 - encourages players to consider issues relating to economics /3
 - includes all information that has been required /5
- TOTAL /15**

Grand Total /40

Criteria Checklist

Information that must be addressed in the game

- Types of resources, key economic questions, ideological terms (e.g. right wing and left wing, public and private ownership)
- The pros of **your** economic system
- The cons of **other** economic systems
- The role of unions in your economic system
- The level of support for social programs in your economic system

Presentation of the game

- All instructions and playing cards must be typed
- Instructions must include clear explanations of
 - o the objective of the game
 - what to learn
 - how to win
 - o procedures (who moves when and how)
- All game pieces must be available on both the peer coaching day (part four) and game day (part five)
 - o Please have all game pieces stored in a Ziploc bag to avoid losing any
 - o **please note – in past years many students have left game pieces behind and then returned months later looking for their game pieces – the classroom has limited storage and after a CLEARLY set deadline, all game paraphernalia will be recycled.*
- Quality of presentation: the board must be
 - o colorful and well crafted (= not messy)
 - o engaging (includes visuals)

Group Game Proposal

The economic system we are focusing on is:

The information we will be including in our game (use your worksheet to help you with this):

How does our economic system work (theory)?
What are the benefits to our economic system?
What are the cons in other economic systems (why is our economic system better)?

The object of our game will be:

The rules and procedures for our game are:

Draw a sketch of what your game board will look like and hand this in to your teacher.

Board game creator - <http://www.instructables.com/id/Game-opoly-Designing-Building-your-own-Board-Ga/>

Our timeline/responsibilities

For this part of the assignment, you will need to create a list of tasks that need to be completed, and assign each team member a responsibility. You should also create a timeline that will help you to stay on task for this major assignment.

Team member name	Responsibilities:	Will be done by:

**all team members should have the creation of their questions in this section, in addition to any other specific responsibilities. Be very specific, don't just say "Gets stuff done"*

Some hints:

Having a tough time assigning individual responsibilities to each of your team members? – here's some ideas:

- *creative expert - in charge of creating the board game*
- *creative assistant – helps the creative expert with the game building*
- *data specialist - types up all of the cards and game information*
- *research consultant - refines the questions created by the group*
- *research assistant – helps the research consultant polish the questions*
- *building manager – puts things together (cuts out the cards, glues on pieces)*

Our Game Questions (please be sure to include your name with the section of questions you have written)