



Give us your feedback
on your experience
with this activity plan!

So, You Want to be a Game Designer?

Activity Plan



Description

Are your students obsessed with video games? Do you want to connect their interest in video games to your program's goals around literacy, social emotional development, STEAM skills, health and wellness, or college and career readiness? Then this is the activity for you! Use this plan to build student STEAM and literacy skills and maintain their interests.

Objectives

Students will demonstrate the literacy, social emotional, and STEAM skills (on the list below) as measured by an observation checklist completed during sessions 16-21 of the activity.

Students will demonstrate an understanding of career pathways by designing visual career narratives after interacting with each guest.

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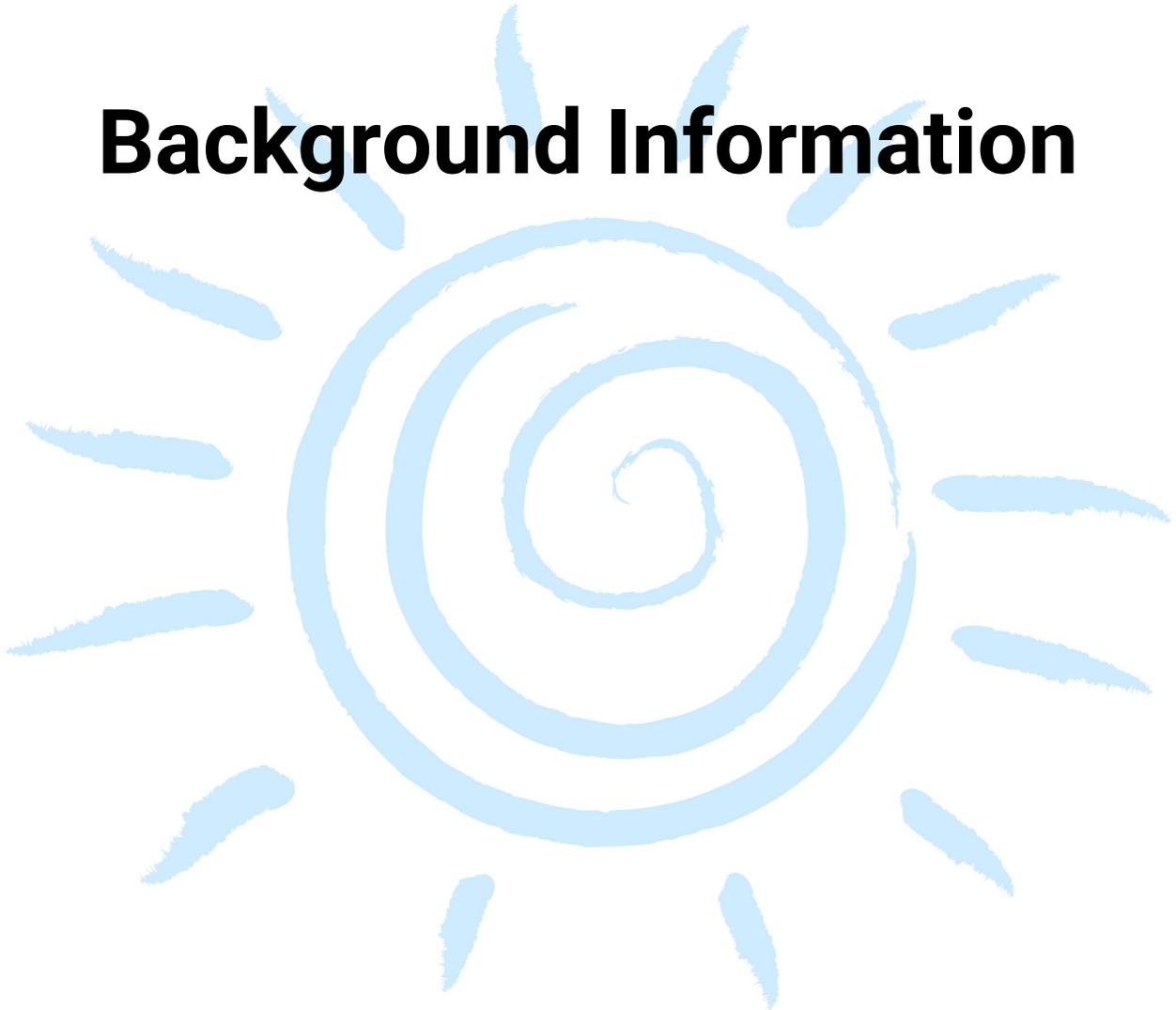
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Background Information



Skills Taught

<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Introduce characters • Organize an event sequence that unfolds naturally • Use narrative techniques to show the responses of characters to situations • Use sensory details to convey experiences and events precisely • Provide a conclusion following the narrated experience or events • Utilize planning, revising, editing, and rewriting techniques to develop and strengthen writing • Use technology to produce and publish writing 	<p style="text-align: center;">Social Emotional Skills</p> <ul style="list-style-type: none"> • Listen actively and communicate effectively • Practice collaborative problem-solving focused on the common good • Show leadership and contribute productively to groups • Exhibit self-discipline and self-motivation • Set collective goals • Take initiative and demonstrate agency
<p style="text-align: center;">STEAM</p> <ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Look for and make use of structure • Follow a multistep procedure when performing technical tasks 	<p style="text-align: center;">Health and Wellness</p> <ul style="list-style-type: none"> • None
<p style="text-align: center;">College and Career Readiness</p> <ul style="list-style-type: none"> • Explore careers via interactions with professionals • Participate in hands-on activities related to introduced careers 	<p style="text-align: center;">Other</p> <ul style="list-style-type: none"> • None

Target Audience

6th-8th grade

**This could be expanded for 3rd-5th or 9th-12th grade students using the variations for each session.*

Length of Activity

23 hours

The activity is designed to be done in 1-hour segments either daily for 5 weeks or over several months.

**This may need to be expanded to provide students more work time based on the extensiveness of the game they design.*

Materials Needed

Paper
Pencils
Colored pencils, markers, or crayons
Chart paper
Sticky notes
Name tag stickers
Devices with internet access
Variety of gym equipment (whatever is available to you will work)
Stop watches
Projector or smartboard to project videos and games onto
Copies of handouts from this packet for each student
Poster board or large paper
Tape, sticky tack, or tacks to post student work on the walls or bulletin board
“A Bug’s Life” movie (available on Disney+)
Blank thank you cards
Kraft paper rolls
Painter’s tape
Spot markers
Pipe cleaners
Rubber bands
Plastic cups

**There may be other optional materials for various sessions that allow students to expand or have choice in their work*

Prework

- Create a teacher account on Tynker (tynker.com) and set up accounts for your students (↑ or use Scratch (scratch.mit.edu) for additional challenges).
- Schedule guests from your community for days 5, 9, 11 and 18. Use the “Strategies for Finding Guests for Community Days” handout to identify possible resources.
- Plan for Launch Day.

Low Tech Alternative

For some out-of-school time programs the digital access to computers for every one or two students to create a video game is a barrier to implementation. This activity plan can be used with few key changes to create a comic book manually instead.

Facilitators can also allow students to choose to write a comic book while others create a video game. At times this may mean that you will have students doing different activities at the same time. It also will mean that the facilitator may want to plan for some additional community days and their guests.

Below you can see revised activity titles for those following the low tech alternative.

- Day 1 | Let's Make a Video Game -> Let's Write a Comic Book
- Day 2 | Get to Work!
- Day 3 | Where in the World?
- Day 4 | Our Opening Crawl
- Day 5 | Sketches and Digital Design
- Day 6 | Programming Crash Course -> Telling a Story with Pictures
- Day 7 | Ready, Set, Action!
- Day 8 | Script Day
- Day 9 | All About Programming -> Becoming an Author
- Day 10 | Sketch to Screen -> Starting Your Story
- Day 11 | Graphic Design -> Becoming an Artist
- Day 12 | Get Programming -> Get Writing
- Day 13 | Live Practice
- Day 14 | Group Vibes
- Day 15 | Keep Programming -> Keep Writing
- Day 16 | The Last Melon -> The Last Melon
- Day 17 | Tech Day -> Off to the Editor
- Day 18 | Dress Rehearsal -> Final Edits
- Day 19 | More Marketing
- Day 20 | DIY Marketing -> DIY Marketing
- Day 21 | Launch Day
- Day 22 | Break It Down -> Break It Down

For those that are implementing the low tech alternative, you will see the  symbol in the variations section for each day that requires revision in the activity plan or resources that are used in order to prepare for the project.

Steps for Implementation



Day 1 – Let’s Make a Video Game | Introduce the activity

Preparation

Print and cut apart “Among Us Cards” – print enough sets so that everyone can have one card.

Print one set of “Among Us Directions”

Get projector or screen ready to show video

Gather supplies – Paper and colored pencils, markers, or crayons

Directions

- Open the session by asking the students some of the following questions (5 mins).
 - What is your favorite video game? What do you like about it?
 - Why do you like video games?
- Say, “today we’re going to play a video game in live action.” Use the “Among Us Directions” to introduce and play Among Us (25 mins).
- Playing video games – virtually or live – are fun, but making a video game requires creativity and skills. Let’s learn more about what it takes to make a video game.” *Show video at <https://www.youtube.com/watch?v=PMXf0e8n2Oc>* (20 mins).
- Say, “that sounds like a lot of work – and fun. Use your paper and colored pencils/makers/crayons to draw your favorite video game. You can draw a scene, character or one you imagine.” (10 mins).
- *Post students’ art around the room to inspire them as they continue their projects.*

Student Choice

- Allow students to choose their drawing materials or use other craft supplies to create their art.
- Play an additional round of Among Us and allow them to choose their roles or play in small groups. They can take turns reading the directions.

Variations

↓ Play Active Among Us – have students pick between Imposter and Crewmember “Among Us Cards,” not telling anyone what character they have. Give them directions to play tag stating that if they are the Imposter they can tag and freeze others, but no one can know who the Imposter is – they have to be fast and sneaky. You can add an Engineer who can unfreeze Crewmembers if you want to.

↓ Show this simpler video to elementary students

<https://www.youtube.com/watch?v=ZGGMmguIZD0>

↑ Show this more technical video to high school students

why.pbslearningmedia.org/resource/2143a241-f8d9-4a54-a4a5-b9634797bd28/make-a-video-game/?student=true

Day 2 – Get to Work! | Form Group and Develop Norms*Preparation*

Print “So, You Want to Be a Game Designer Jobs” handout

Gather supplies – Pencils, sticky notes, chart paper

Directions

- Open the session by asking students write their names on the top of a sticky note and ask them to write if they want to work 1) alone 2) in a pair or 3) in a group to create their video game. Ask the students, “Why did you write your answer?” Follow up based on their responses asking questions such as:
 - How does that make you feel?
 - What happened to make you think that?
 Use these questions and others to help students express what their experiences working alone, in pairs, and in groups have been. (5 mins)
- Collect the sticky notes. *Use these to assign groups that you think will work. If you are concerned about having time to assign the groups, have them write their sticky notes in advance so you have time to think.*
- Say, “Now I want you to think about when you’ve worked in a group. Write down things people did that you liked and didn’t like. Write one thing on each sticky note. An example might be, “didn’t do their work,” “was lazy,” or “had great ideas.” You have 5 minutes to write as many sticky notes as possible.” (35 mins)
- After 5 minutes have students work to sort the sticky notes into piles of common themes such as “effort,” “kind,” or “good listening.” You may have to prompt them with some example categories.
- Have students read each sticky note in the first theme. Then ask them to write a simple expectation on a piece of chart paper. An example may be:

Brainstorm	Theme	Expectation
Didn’t do their work Was lazy	Effort	Do your best

- Continue this for each theme. When you finish you should have 5-7 expectations.
- Ask, “You wrote these expectations. How do you feel about them? *Allow responses.* Do you think that you are missing any expectations? *Allow responses.* Do you agree to meet these expectations?” *If students agree, have them sign their name on the chart paper and post it in the room.*
- Assign students to their groups, then say, “During this project there are a lot of jobs to do. Take the “So, You Want to Be a Game Designer Jobs” handout. Come up with a group name and assign everyone at least two (*this can vary based on group size*) jobs from the jobs list. Every job needs to be assigned to someone.” (15 mins)
- In the last 5 minutes of the session, call students back to the large group and have them share their group names (for individuals they can decide on a project name).

- Consider posting one copy of the “So, You Want to Be a Game Designer Jobs” handout for each group in the classroom so it is available for reference.

Student Choice

- Allow students to decide if they will work alone, in a pair, or in a group to create their game.
- Have students develop expectations based on their own experiences.
- Have students decide on a group or project name.

Variations

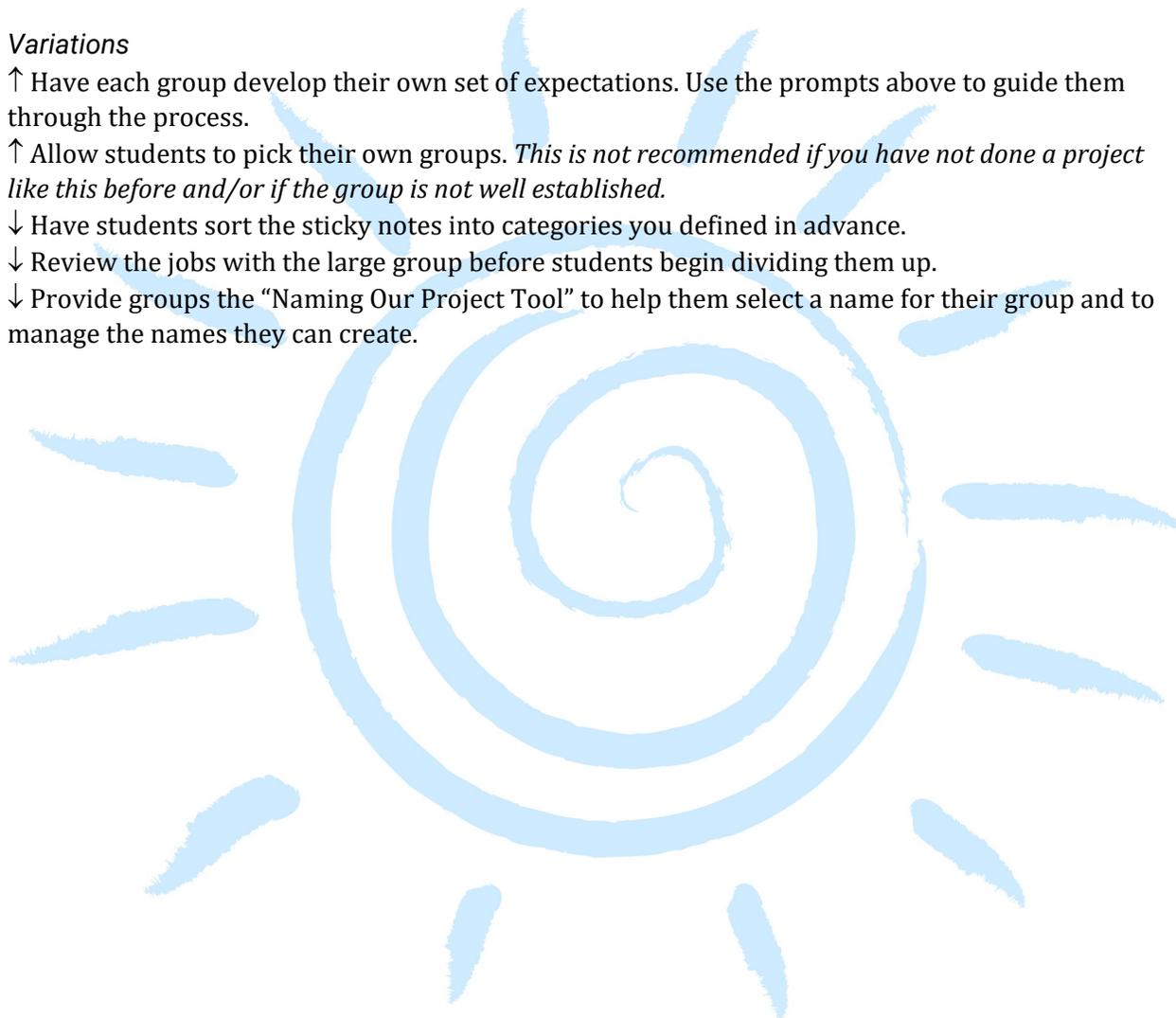
↑ Have each group develop their own set of expectations. Use the prompts above to guide them through the process.

↑ Allow students to pick their own groups. *This is not recommended if you have not done a project like this before and/or if the group is not well established.*

↓ Have students sort the sticky notes into categories you defined in advance.

↓ Review the jobs with the large group before students begin dividing them up.

↓ Provide groups the “Naming Our Project Tool” to help them select a name for their group and to manage the names they can create.



Day 3 – Where in the World? | Design the Setting and Characters

Preparation

Print copies of the “National Superhero Registration Form” and “Most Wanted Form” for each student.

Find “A Bug’s Life” (available on Disney+) – you will need to play minutes 0:00-19:30 for students.

Gather supplies – Name tag stickers, pencils, colored pencils, markers, or crayons

Print and cut apart the “Character Guide Cards.”

Directions

- Assign each group a character from “A Bug’s Life” – Mr. Soil, The Queen, Princess Atta, Flick, and Hopper - and provide them the “Character Guide Card” for their character so that they know what their character looks like. Explain, “We are going to look at a clip from ‘A Bug’s Life.’ As we watch, pay attention to their character’s characteristics and how they show leadership.” (30 mins)
- Show the video clip (minutes 0:00-19:30).
- Give students chart paper and colored pencils, markers or crayons. On the paper have them list the characteristics of their character and how they show leadership – what kind of leader they are.
- Have each group share out how their character shows leadership.
- Say, “now think about yourself. Are you like Mr. Soil who follows the process and makes sure the work gets done? Are you like the Queen – steady and calm in stressful situations? Are you like Princess Atta, easily stressed but trying hard? Are you like Flick, who is inventive and creative, but others sometimes are frustrated by you. Or are you like Hopper – tough and tell others what to do. Move to go sit by the character (Character Guide Card & chart paper) that you think shows leadership most like you.”
- Once students move, ask them to talk in their groups and answer the questions:
 - What makes your character a good leader?
 - What can the other characters do to support you?
 - How does this impact how you work in a group?
- Have students share their responses.
- Say, “Characters are more than what they look like. It’s how they respond in stressful situations, their strengths, and more. Today we are going to design our characters for our game. How they look will be part of this, but you also need to include what they are like. We are going to use the ‘National Superhero Registration Form’ or the ‘Most Wanted Form’ to design your character. Work with your group to create them.” (25 mins)
- Have students show their drawing of their character and talk about their background and characteristics. (5 mins)

Student Choice

- Have students choose to design a hero or villain.
- Provide students a variety of materials to make a 3-D character.

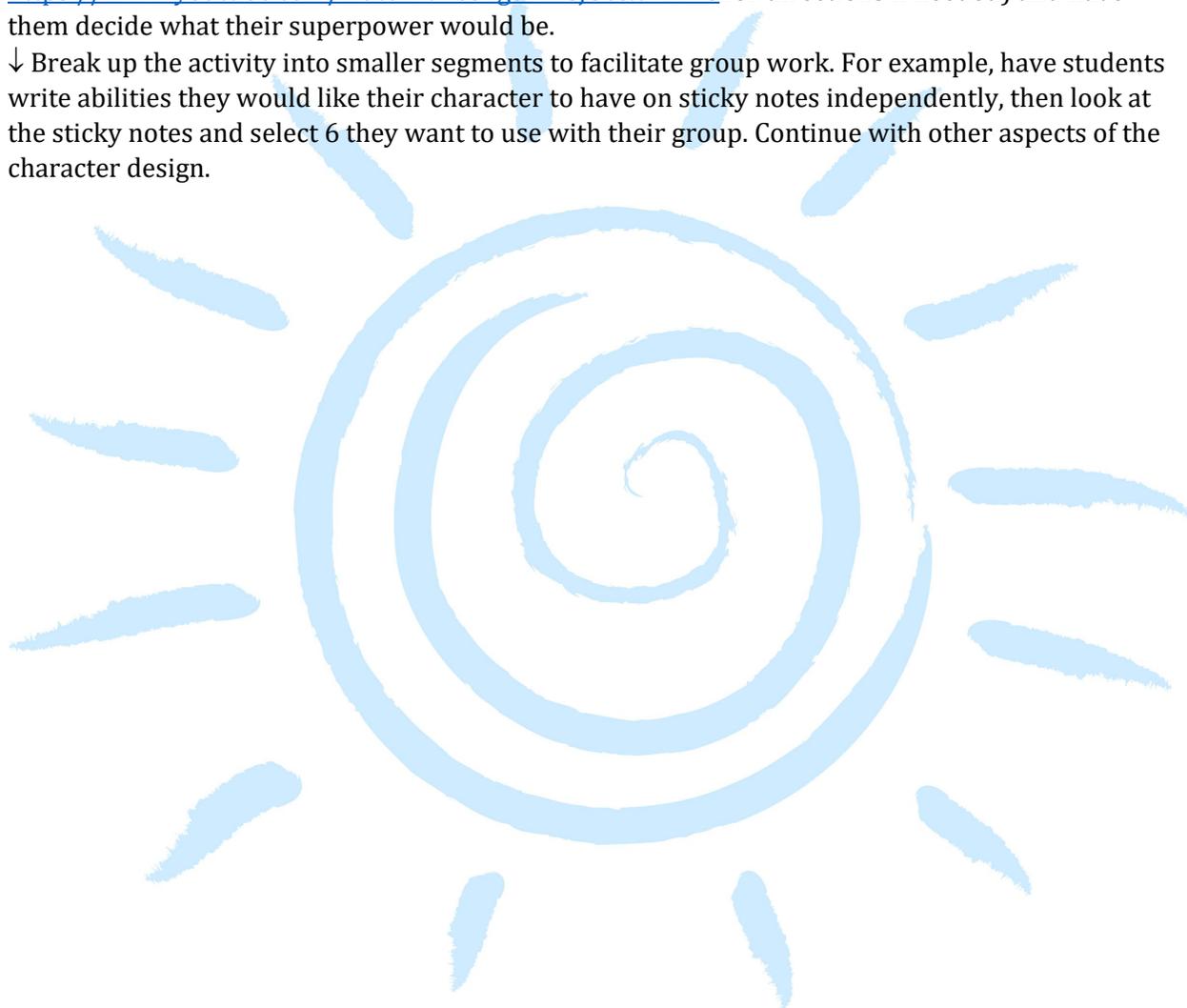
Variations

↑ Instead of providing the forms, have students design their characters without the tool. Prompt them to think about what they would want to know about the characters.

↑ Expand on what we know about the characters; have students include weaknesses, unique features, motives, character flaws, personality type, voice, etc.

↓ Younger students may not have the social emotional skills for the “A Bug’s Life” activity. Instead, consider an activity in which students draw themselves as a superhero (use <https://www.youtube.com/watch?v=bs1gy2mCjUc&t=114s> for directions if needed) and have them decide what their superpower would be.

↓ Break up the activity into smaller segments to facilitate group work. For example, have students write abilities they would like their character to have on sticky notes independently, then look at the sticky notes and select 6 they want to use with their group. Continue with other aspects of the character design.



Day 4 – Our Opening Crawl | Write the Backstory to the Game

Preparation

Create a folder that students can access with the following resources:

- Star Wars Opening Crawls - <https://www.youtube.com/watch?v=LS0RXyrhGek>
- “Superman Backstory” (from handouts in this packet)
- Article on Harry Potter’s Backstory - https://harrypotter.fandom.com/wiki/Harry_Potter
- The Adventures of Captain Underpants: The First Epic Novel by Dav Pilkey Chapters 1-2 – (This can be an audiobook or paper book from your local or school library. If you can’t find it, check HooplaDigital.com)
- Song “Alexander Hamilton” from Hamilton the musical - <https://www.youtube.com/watch?v=y110IGzuDg>

Post the background questions below somewhere visible (on chart paper, project on a wall or smartboard, write them on a board).

- How does the backstory affect the character now? How do they look and feel?
- What were the major events/choices that affect the character now?
- What is the character’s trigger? What makes them react?

Print “Our Opening Crawl” handout – 1-2 per group.

Gather supplies - Pencils

Directions

- Say, “We are going to write our backstory today – this is what happens to make the conflict happen in our video game. Before we start writing, let’s explore a few examples of these. There are 5 examples you can look at [give directions to access the materials]. Check out at least 2 of them. With your group, think about another character’s backstory that you know. Prepare to share with the class about it – you might need to use your computer to find the details.” (20 mins)
- *Have students share out their examples. As they share ask each group:*
 - How does the backstory affect the character now? How do they look and feel?
 - What were the major events/choices that affect the character now?
 - What is the character’s trigger? What makes them react? (i.e., in Star Wars the want to protect their land, Superman is good and just because of his ancestor’s wisdom.) (20 mins)
- Have students work in their project groups to answer the 3 questions above about their character. You may want to post them on chart paper, project them on a wall/smartboard, or write them on a board. Students can write their answers on the “Our Opening Crawl” handout. (20 mins)
- If time allows, have them share their character’s backstory with the group. Encourage peers to ask 1 follow up question they still have about the character.

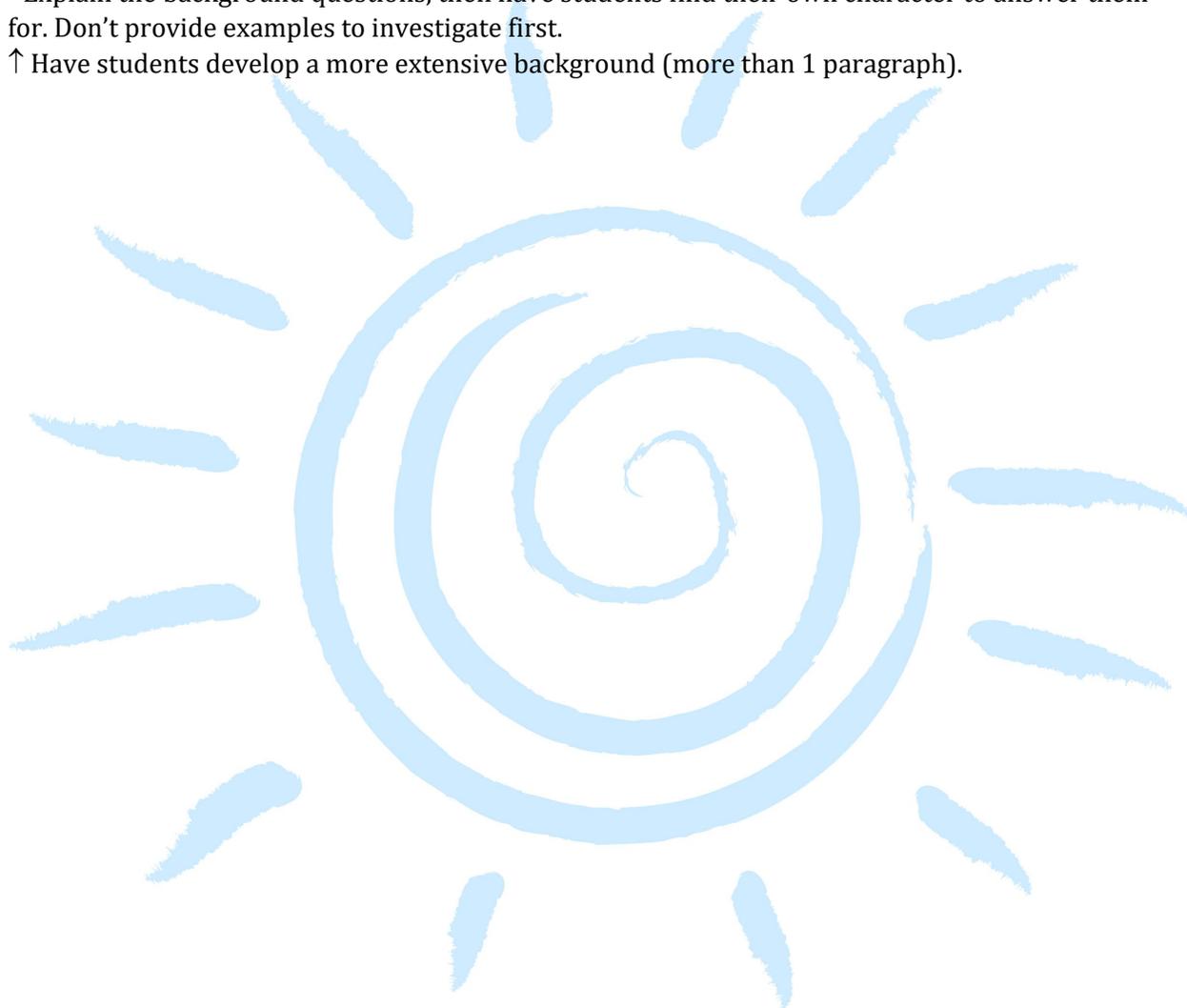
Student Choice

- Have students choose 2 of the 5 provided character backstories to investigate.
- Students choose their own character to investigate.

- Allows students to capture their backstory creatively – on something other than the “Our Opening Crawl” handout.

Variations

- ↓ Provide students the background questions in advance of investigating the characters.
- ↓ Do an example with students, looking at the resource, then answering the questions.
- ↓ Choose characters with simpler backgrounds and share those with students instead.
- Explain the background questions, then have students find their own character to answer them for. Don't provide examples to investigate first.
- ↑ Have students develop a more extensive background (more than 1 paragraph).



Day 5 – Sketches and Digital Design | Introduce a comic book author and learn drawing techniques

Preparation

Invite a comic book author to come to this class.

Gather supplies – Pencils, sticky notes, blank thank you cards

Directions

- Tell students who will be visiting the class and give them a short introduction of them. Say, “we are going to learn about how you become a comic book author.” (10 mins)
- Pass out the sticky notes and writing utensils and have students write questions that they want to ask the artist on the notes and stick them somewhere they can see them during the visit.
- If your students are struggling to write questions, you can either ask them to select some of the following questions to ask, or share these questions to help them get thinking about their own questions:
 - How did you get started as a comic book author? What education and experience do you have?
 - What is the most interesting part of your work?
 - What other people do you work with to publish your work?
 - What is the most difficult part of your work?
 - What challenges have you faced in your career and how do you deal with this adversity?
 - How do you make sure that you stay healthy and creative?
- Host the visit. *We have not included a lot of details here because this will vary significantly by guest. If at all possible, provide opportunities for students to see their work and to ask questions. This conversation should focus on the career of the author.* (30 mins)
- After the author leaves, have students write a thank you note. Encourage them to include a drawing of themselves (as a superhero or as themselves) or a mini-comic in the card. (20 mins)

Student Choice

- Write their own questions for the artist.
- Write a thank you note with a drawing or mini-comic.

Variations

→ If you can't find a comic book author to come, consider sharing this video or others like it - <https://www.pbs.org/video/comic-book-author-saladin-ahmed-njpp5e/>

→ If students want to draw themselves as a superhero, you can show this very basic video to help them get started <https://www.youtube.com/watch?v=bs1gv2mCjUc&t=114s>

→ If a comic book author is not available to talk about their career, consider inviting another author or artist.

↓ Provide students example thank you note text with several blanks they can fill in. For example:



Creating a brighter future for every child—every day.

Dear, [Name]

Thank you for visiting us at [Program] today. I learned that [lesson]. One thing I thought about your work is [thing].

It was [adjective] that you took your time to visit us.

Thank you,

[Name]



Day 6 – Programming Crash Course | Learn about sequencing and the basics of programming
Preparation

- Print one copy of “Hoo, Ha! Directions.”
- Set up Tynker accounts for each student and provide them the access information.
- Each student will need a computer for this day.
- Set up a projector. If possible, each student will be able to connect their computer to it so they can show their work. If this is not possible, then prepare to pull up each student’s account so that they can show their work. It may be helpful to do this in advance in order to manage time.

Directions

- Explain the directions and play 2-3 rounds of Hoo, Ha! using the “Hoo, Ha! Directions” handout. (15 mins)
- Say, “just like in Hoo, Ha!, in programming a video game one action causes another. This is called sequencing. We are going to use Tynker to make our games and today we are going to log onto our Tynker accounts and get an introduction to sequencing.”
- Have students watch the Tynker lessons 1-1.1 through 1-2.8. (15 mins)
- Then have students select home and create a new project, picking from any of the block coding activities. Give them 15 minutes to develop something that they can show the class. This does not have to be related to their game. Explain to the students that they will explain to the group how they used sequencing in the activity. (15 mins)
- When the time is up, have students show what they developed and explain how they used sequencing to design it. (15 mins)

Student Choice

- Students select the project they are going to create during the sequencing activity.
- Students work at their own pace while reviewing the Tynker lessons – they also can work in small groups if they prefer.

Variations

↓ While playing Hoo, Ha!, don’t allow students who are “out” to “heckle” other.

↑ If students are going to use Scratch instead of Tynker, plan an alternative way to introduce sequencing.

 **Low Tech Alternative:** Provide small groups of students a copy of the pages of the children’s book *A Chicken’s Child*. Have them put the pages in an order that makes sense, then write a story that makes sense.

Day 7 – Ready, Set, Action! | Storyboard the game

Preparation

Post GraffitiWalls around the room

Print 2 copies of the “Ready, Set, Action!” handout for each student

Gather supplies – Chart paper, pencils, markers

Directions

- Open by having students participate in “Amazing Mazes” (directions are included in the handouts section) from *GraffitiWall*. (15 mins)
- After participating in “Amazing Mazes” say, “Just like ‘Amazing Mazes’ where you have to plan ahead to be successful, you also have to plan your video game before you begin programming it. With your group you are going to plan the 6 obstacles that your character is going to face. Before you get started, we are going to look at a video game and figure out what the obstacles are.” (10 mins)
- Have students select a video game. You can take several suggestions, then have students vote on which to use for the activity. Have the students identify the obstacles their character faces and fill them in on a copy of the “Ready, Set, Action!” handout. They will be able to use a guide for their own group work.
- Have groups work on filling in their “Ready, Set, Action!” handout with their plan.

Student Choice

- Students choose who to play “Amazing Mazes” with.
- Students vote to decide on the video game that they will use for the example.
- Students design their own storyboard.

Variations

→ If time allows, provide instruction and have students think about the introduction, rising action, falling action, and conclusion of their storyboard.

↓ Have students brainstorm individual events and draw/write them on sticky notes. Then have them work as a group to sort them onto a storyboard.

Day 8 – Script Day | Review and revise work

Preparation

- Review each groups’ work throughout this session. Write any feedback you want to give them – props if you can fit it on a sticky note.
- Gather supplies – Sticky notes, pencils, colored pencils, markers & crayons, tape, sticky tack or tacks for the wall

Directions

- Have students gather their “National Superhero Registration Form,” “Most Wanted Form,” “Our Opening Crawl,” and “Ready, Set, Action!” worksheets – you only need one set for each group. Display each group’s work together.
- As needed, give groups time to finish or refine any work they didn’t complete on the worksheets listed above. Then have each group hang their work on the wall – each group should have their own space. (Time Varies)
- Give each student several sticky notes and a pencil (or make them accessible so that they can get more as needed) and say, “We are going to do some check-ins to improve our interactions and the quality of our games. We will use our sticky notes to share our ideas and then we will talk about how to improve them in our groups.” Review the norms the groups developed on Day 2/classroom norms before continuing this activity. Have students follow each of the directions below. (15 mins)
 - Draw 3 emojis that describe your experience working with this group and post them in your group’s space.
 - Visit each groups’ space and use your sticky note to identify something that they did really well. Write details about why this was well done on the sticky note.
 - Visit each groups’ space and use your sticky note to identify something that you think that they can improve. Write details about why this would improve their overall project.
 - Choose one other group and read all of the sticky notes. Find one thing you agree with and one thing you disagree with and use your sticky notes to comment on this.
- Post your feedback too while students are adding theirs.
- Have students return to their groups and have them discuss the following questions. (15 mins)
 - Look at the emojis that you and your peers drew. Are you having similar experiences? What could you do to improve everyone’s experience?
 - What did your peers say you did really well?
 - What did your peers say you should improve? How can you improve this?
 - Identify 3 things you are going to do to improve your project.
- Give students the remaining time to work on their projects. (30 mins)

Student Choice

- Encourage students to write and draw on their sticky notes.
- By providing students the opportunity to provide feedback to their peers in a positive and respectful way, we increase student choice.



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Variations

- ↓ Provide example feedback that they can give.
- ↓ Give students time limits to write their reflections for each group.
- ↓ Instead of having students review the feedback with their group, review the feedback with the large group to help them identify action steps.
- ↑ Provide students all 4 steps to the activity and have them work through more independently. The activity leader can redirect students to support them in managing their time.



Day 9 – All About Programming | Meet and learn about programming as a career

Preparation

- Invite a programmer to come to this class. The programmer does not have to be limited to video games (although this would be great), any type of programmer can be included.
- Gather supplies – Pencils, sticky notes
- Each student will need a computer for this day.
- Set up a Padlet (padlet.com – accounts can be set-up for free) and set up a stream entitled “Thank You.”

Directions

- Tell students who will be visiting the class and give them a short introduction of them. Say, “we are going to learn about how you become a programmer.” (10 mins)
- Pass out the sticky notes and writing utensils and have students write questions that they want to ask the programmer on the notes and stick them somewhere they can see them during the visit.
- Host the visit. *We have not included a lot of details here because this will vary significantly by guest. If at all possible, provide opportunities for students to see their work and to ask questions. This conversation should focus on the career of the programmer.* (30 mins)
- After the programmer leaves, have students write a thank you “note,” have them go to the Padlet you created and write a thank you to the guest and include imagery. The Padlet can be sent to the programmer via email by you or one of the students. (20 mins)

Student Choice

- Write their own questions for the artist.
- Write a thank you note with Padlet.

Variations

→ If you can’t find a programmer to come, consider sharing this video or others like it -

<https://www.youtube.com/watch?v=46ex2W0XD8A>

→ If a video game programmer is not available to talk about their career, consider inviting another programmer.

↓ Provide students example thank you note text with several blanks they can fill in. For example:

 Low Tech Alternative: Meet an author and ask them about writing as a career instead of a programmer.

Dear, [Name]

Thank you for visiting us at [Program] today. I learned that [lesson]. One thing I thought about your work is [thing].

It was [adjective] that you took your time to visit us.

Thank you,

[Name]

Day 10 – Sketch to Screen | Design your scene and character on the digital platform

Preparation

- Each group will need their “So, You Want to Be a Game Designer Jobs,” “National Superhero Registration Form” or their “Most Wanted” poster, “Our Opening Crawl,” and “Ready, Set, Action!” handouts.
- Each group will also need 1-2 devices to work from and their logins to Tynker.
- Provide each group with the “Sketch to Screen” directions.

Directions

- Say, “today we will (finally) start programming our scene and character. You are going to log into Tynker and start setting these up. You can use the ‘Sketch to Screen’ directions to help you get going.” (50 mins)
- As you monitor students’ progress, ask guiding questions to help them stay on track. It may be helpful to remind them of their jobs as you move into this section. You may also want to give 15- and 5-minute warnings.
- Say, “before we finish our work for the day, we are going to do a check-out circle. (10 mins) As we take turns going around the circle I want you to answer one or two of these questions:
 - What did you contribute to today?
 - What questions do you still have about how to program your scene or character?
 - What do you think that your group still needs to work on.”

Student Choice

- Allowing students to choose how many questions they will answer in the check-out circle and which ones provide choice.

Variations

↓ Instead of providing students the “Sketch to Screen” directions, you may guide this step-by step, breaking up their work time in between.

↑ You may have decided students are going to use Scratch instead of Tynker. They will need to do some research on how to develop their characters and scenes on the screen.

 **Low Tech Alternative:** Have students begin drawing the cover of their comic book and the opening blocks.

Day 11 – Graphic Design | Learn about graphic design

Preparation

- Collect magazines and ads that students can use.
- Gather pencils, paper, glue, scissors, crayons, colored pencils, and markers.
- Review <https://classroom.synonym.com/how-7850999-make-toothpaste-advertisement.html> to lead your discussion prior to the graphic designer’s arrival.

Directions

- Say, “graphic designers have to consider how they are going to communicate their messaging. There are several key things that they think about:
 - Color – Colors send messages. For instance, red indicates intense, bold, and strength while blue indicates trust, security, and strength.
 - Font – Fonts are also important – they must be legible and help send your message.
 - Imagery – The imagery must help get your message across.
 - Language – The language must be catchy and hook the user.

Grab a magazine and find a full-page ad. Find a partner and look at it and the logo. What do the color, text, imagery, and language make you think?” Have groups share their findings when they finish. (10 mins)

- Then say, “now join your group. With your group you are going to prepare a logo for your group and video game. Discuss the color, font, imagery and sketch it on paper. They can also cut things out of the magazine to add to their design. Your group should come up with two different versions.” (30 mins)
- After the groups have finished their sketches, have them join with another group to share their sketches. Have them ask the other group which sketch they like better and why, as well as any recommendations for changes. (10 mins)
- Give the groups 10 minutes to make revisions to their work based on the other group’s (and your) feedback (10 mins).

Student Choice

- Students will pick an ad and a partner.
- Students will apply graphic design techniques to their own poster.

Variations

↓ Have students cut apart magazines to create their own “graphic design” – a poster that reflects them using color, font, imagery, and language. Ask them to explain what techniques they used.

 **Low Tech Alternative:** Invite an artist instead of a graphic designer to better connect with the work students are doing.

Day 12 – Get Programming | Program scenes 1-2

Preparation

- Each group will need their “Ready, Set, Action!” handout.
- Each group will need 1-2 devices to work on and their log-on information.
- Print a copy of the “Mini-Meeting Questions” handout for each group.
- Print or have accessible a copy of the “Development Guiding Questions” handout.

Directions

- Say, “today you are going to have time to work on programming scenes 1 and 2 of your game. Before you get started, you are going to have a mini-meeting with your group. In the meeting you are going to answer the “Mini-Meeting Questions” and your Producer is going to write the answers down.” (5 mins)
- After they have their mini-meetings, they should get started on their work. You can use the “Development Guiding Questions” to help you as the facilitator ask questions that improve the quality of the student’s work and if they get stuck. (55 mins)
- It’s likely students will be able to fill the entire time finishing this work. When there are 10 minutes remaining in the time, give students a 10-minute warning and encourage the Producer to look at the “Mini-Meeting Questions” and see if they are on track to finish their work for the day.

Student Choice

- Throughout this session, the adult is the facilitator – not the teacher. Students should make all of the decisions about their project.

Variations

↑ Students may use Scratch instead of Tynker to increase the activity difficulty.

↓ Increase the number of check-ins with students throughout the session and break up the work time to support focus. One way to do this is to have students try each other’s game halfway through the time.

 **Low Tech Alternative:** Have students draw scenes 1 and 2 of their comic book.

Day 13 – Live Practice | Try your favorite obstacles on your friends “live”

Preparation

- Gather a variety of gym equipment. Whatever you have available will work. The “Live Practice Equipment List” includes some possible examples.
- Gather stop watches, markers, and chart paper
- Each group will need their “Ready, Set, Action!” handout.
- Find and plan to use a large (indoor or outdoor) space that students can run and be active in.

Directions

- Tell your students, “Today we are going to take a little break from our computers and ‘program’ our games live – like virtual reality. You are going to set up an obstacle course with 6 obstacles. These 6 obstacles will represent the 6 events on your storyboard – so you are going to work with your group. For example, if your character jumps over a lava river, you can draw it on the ground with chalk or set up a hurdle to represent it. You have 20 minutes to prepare your obstacle course and can use any of these materials.” (20 mins)
- Have each group select a host (or pair of hosts) who will run the obstacle course – demonstrating it when each group arrives, timing the students and recording scores. Have your students try the other groups’ obstacle courses. Use the stop watches to record how long it takes for students to complete each course. Record these on the chart paper. Have the groups rotate through the other group’s courses; you may want to set a timer for how long the groups will stay at each obstacle course. (30 mins)
- Have students circle up to talk about their experience today. Use these reflection questions to help them make connections with their video games:
 - What was your favorite obstacle and why?
 - Which obstacle are you most excited to try virtually?
 - Think about everyone here today – who tried something hard that you want to shout out?
 - Did you see anyone be creative today? Shout them out.
 - Did you like this activity? Why or why not?

Student Choice

- Students have choice in their design of the obstacles and the course.
- Because this activity is dependent on having completed the “Ready, Set, Action!” handout and having the materials together, you can move this activity to different days. For example, you can ask students when they arrive if they want to continue programming (day 15) or do this activity.

Variations

- ↓ Instead of having students rotate through obstacle courses, have the entire group do one obstacle course at a time. This reduces the physical activity students will get during the time, but can help support group management. If you choose this approach, engage all students in cheering and utilizing math skills. You can use a handout and have all students record times and do calculations.
- ↓ Make the activity simpler by having each group design one obstacle instead of a whole course.
- Deepen the math skills by having students calculate the difference between students' times.
- ↑ Have students compete side-by-side racing to finish the courses.



Day 14 – Group Vibes | Participate in team building and reflection – video game themed!

Preparation

Gather supplies: Kraft paper roll, pencils, markers, scissors, painter’s tape, spot markers, pipe cleaners, rubber bands, plastic cups

Review the “What’s Your Superpower?” handout

Print the “Lava Stone” instructions.

Make the Quadrapus based on the “Quadrapus Cup Stacking” handout.

Directions

- Explain to students, “Today we are going to do several activities to think about our group vibes.”

What’s Your Superpower

- Give each student a piece of kraft paper that is as long as they are tall. Have them work with a friend to choose their superhero pose and trace their outline in pencil. Then have students draw a cape on their outline. Look at the examples on the “What’s Your Superpower?” handout. Have students overline their outline and cape with a marker. (10 mins)
- Have students decorate their body (not the capes) with words and images that show their skills – their superpowers. (15 mins)
- Then have each student walk around to their peers posters and write and draw on their capes their classmates “superpowers,” skills and contributions. (5 mins)
- Remind students, “Each of us is unique and brings different skills and talents to our work. These are an important part of our projects. How have you seen your group’s skills and talents impact your project?” Give students a chance to share ideas.

Lava Stone

- Say, “A few days/weeks ago you competed to complete obstacles from your video game. Today we are going to do several group activities where you compete against me.”
- Play Lava Stone based on the game directions. (15 mins)
- After the activity, ask students, How did you work together? What roles did each of you play?

Quadrapus Cup Stacking

- Say, “The last activity is ‘Quadrapus Cup Stacking.’ You are going to work with a group that you choose (groups of 4) to complete the challenge.” Allow students to select their own groups. “There are 6 levels, as soon as you complete the first level, continue on to the next level. You will use the Quadrapus (show it to students) to pick up the cups and stack them the way they are shown in the picture on the “Quadrapus Cup Stacking” handout.” Give each group a Quadrapus and 6 cups. (15 mins)
- After the activity ask students, “When did you start to be successful stacking the cups? Do you need that type of cooperation while working on your video games? Give me an example of when you have successfully figured out how to be successful.”

Student Choice

- Students design their superpower self.
- Have students design alternate Quadrapus Cup Stacking levels.
- Allow students to select their Quadrapus Cup Stacking activity groups.

Variations

- ↓ Provide students an outline of a superhero and have them draw/write their talents and skills on it.
- ↓ Decrease the difficulty of the Lava Stone activity by reducing the space between the lines and giving students more “stones.”
- ↓ Prepare students for Quadrapus Cup Stacking by having them practice with their fingers before using the Quadrapus as demonstrated in this video
<https://www.youtube.com/watch?v=lsPKRWGxXAE&t=77s>
- ↓ Assign groups or support students in selecting their groups.
→ Allow students to spend the entire period working on their What’s Your Superpower activity, providing them magazines, scissors and glue to cut and paste and entirely fill the space.



Day 15 – Keep Programming | Program scenes 3-4

Preparation

- Each group will need their “Ready, Set, Action!” handout.
- Each group will need 1-2 devices to work on and their log-on information.
- Print a copy of the “Mini-Meeting Questions” handout for each group.
- Print or have accessible a copy of the “Development Guiding Questions” handout.

Directions

- Say, “today you are going to have time to work on programming scenes 3 and 4 of your game. Before you get started, you are going to have a mini-meeting with your group. In the meeting you are going to answer the ‘Mini-Meeting Questions’ and your Producer is going to write the answers down.” (5 mins)
- After they have their mini-meetings, they should get started on their work. You can use the “Development Guiding Questions” to help you, as the facilitator, ask questions that improve the quality of the students’ work and if they get stuck. (55 mins)
- It’s likely students will be able to fill the entire time finishing this work. When there are 10 minutes remaining in the time, give students a 10-minute warning and encourage the Producer to look at the “Mini-Meeting Questions” and see if they are on track to finish their work for the day.

Student Choice

- Throughout this session, the adult is the facilitator – not the teacher. Students should make all of the decisions about their project.

Variations

↑ Students may use Scratch instead of Tynker to increase the activity difficulty.

↓ Increase the number of check-ins with students throughout the session and break up the work time to support focus. One way to do this is to have students try each other’s game halfway through the time.

 **Low Tech Alternative:** Have students draw scenes 3 and 4 of their comic book.

Day 16 – The Last Melon | Program scenes 5-6

Preparation

- Each group will need their “Ready, Set, Action!” handout.
- Each group will need 1-2 devices to work on and their log-on information.
- Print a copy of the “Mini-Meeting Questions” handout for each group.
- Print or have accessible a copy of the “Development Guiding Questions” handout.

Directions

- Say, “today you are going to have time to work on programming scenes 3 and 4 of your game. Before you get started, you are going to have a mini-meeting with your group. In the meeting you are going to answer the ‘Mini-Meeting Questions’ and your Producer is going to write the answers down.” (5 mins)
- After they have their mini-meetings, they should get started on their work. You can use the “Development Guiding Questions” to help you, as the facilitator, ask questions that improve the quality of the student’s work and if they get stuck. (55 mins)
- It’s likely students will be able to fill the entire time finishing this work. When there are 10 minutes remaining in the time, give students a 10-minute warning and encourage the Producer to look at the “Mini-Meeting Questions” and see if they are on track to finish their work for the day.

Student Choice

- Throughout this session, the adult is the facilitator – not the teacher. Students should make all of the decisions about their project.

Variations

↑ Students may use Scratch instead of Tynker to increase the activity difficulty.

↓ Increase the number of check-ins with students throughout the session and break up the work time to support focus. One way to do this is to have students try each other’s game halfway through the time.

 **Low Tech Alternative:** Have students draw scenes 5 and 6 of their comic book.

Day 17 – Tech Day | Programming peer review

Preparation

- Prepare 4 pieces of chart paper, etc., one with each of the following headings and examples and post them around the room.
 - Heading: Design; Example: The design is visually appealing.
 - Heading: Functionality; Example: Each obstacle is challenging AND able to be completed.
 - Heading: Interest; Example: The character’s background is interesting and impacts the obstacles they face.
 - Heading: Effort; Example: I had to work hard to overcome the obstacles in the game.
- Print a copy of the “Peer Review” handout for each student.
- Gather supplies: Sticky notes, pencils

Directions

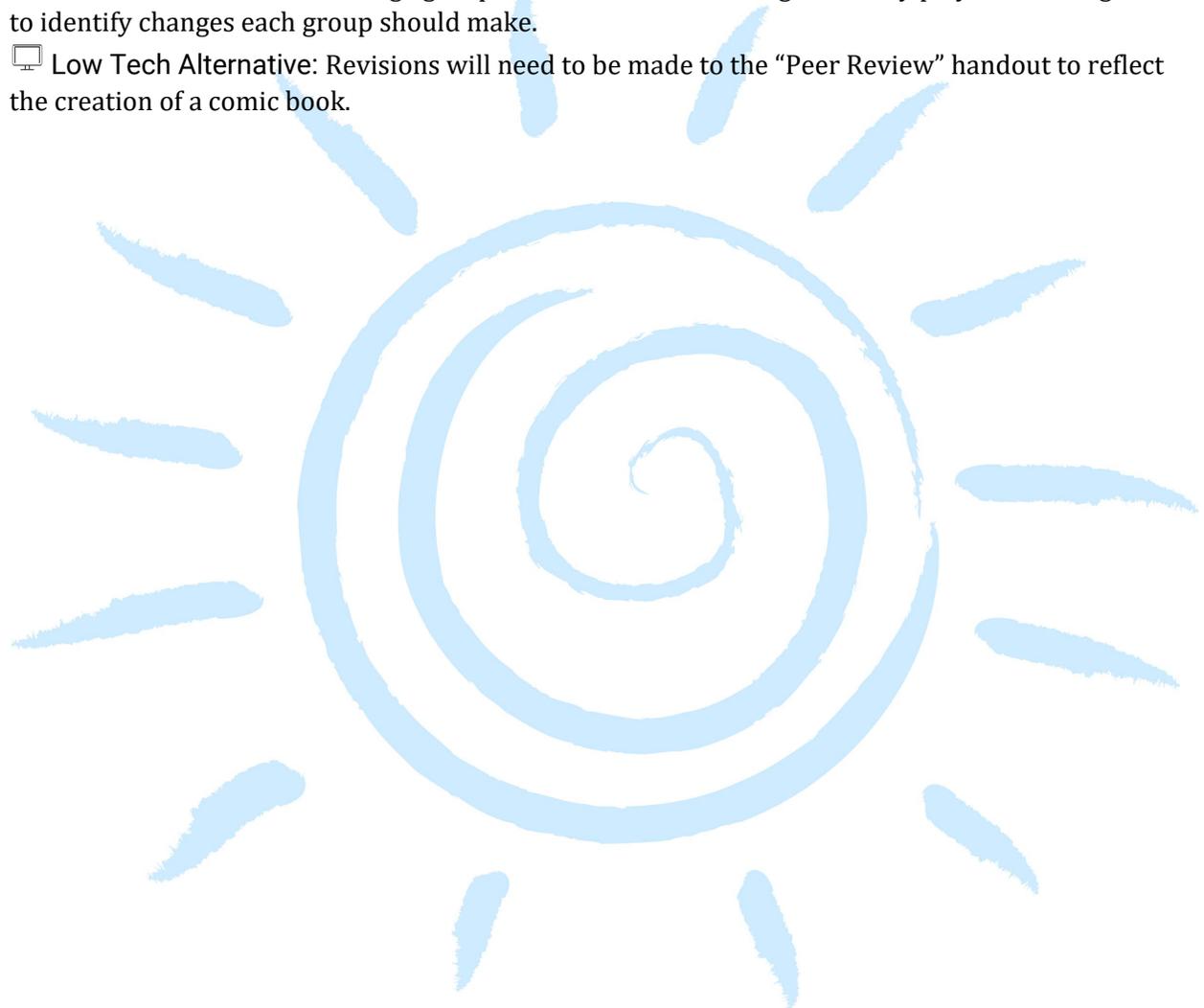
- Tell students, “Today we are going to peer-review our work thus far. This is something that happens in workplaces all over the world. Writers have editors, scientists have peer reviewers who analyze their research, and analysts review data collected by companies for trends. We are going to review each other’s games today, but first we are going to determine the criteria that we should analyze. I have posted five categories around the room. Take your sticky notes and write statements that you can agree/disagree with under each category. I wrote an example for each category to get you started.” (6 mins)
- Once students have written as many ideas as they can on sticky notes, have students form four groups and stick on top of one another statements that are similar/the same. (2 mins)
- With the students, review the statements they wrote and identify 3-5 statements for each category that they will use to review the games. Write them on the chart paper with a marker. You can determine how much of this should be led by you and by the students. (10 mins)
- Once you have written the statements on the paper, number them and have students fill them in on the “Peer Review” handout. (2 mins)
- Have each student find a partner from another group and have them try their partner’s game, then fill in the “Peer Review” handout. (15 mins)
- Have students record their answers their “Peer Review” handout and explain what they wrote to their partner. (10 mins)
- Have students rejoin their groups and share 1 recommendation that they received. Have each group list 3 (or more) changes that they will make to their games based on the feedback that they received. They can record it on page two of the “Peer Review” handout. (5 mins)

Student Choice

- Students inform the design of the Peer Review.
- Students select a partner’s game to play and review.

Variations

- ↓ Have students determine 1 or 2 indicators while you develop the remaining indicators.
- ↓ Have students write statements on sticky notes, then you take them to develop the indicators that will be used in the Peer Review. If you do this, you may want to split this activity into two different days to eliminate down time.
- ↑ After writing statements on sticky notes, have students work in groups to develop the final statements that will be used in the Peer Review.
- ↑ Have students share to the large group their reflections on the games they played work together to identify changes each group should make.
- 🖨 Low Tech Alternative: Revisions will need to be made to the “Peer Review” handout to reflect the creation of a comic book.



Day 18 – Dress Rehearsal | Make final changes*Preparation*

- Each group will need 1-2 devices to work on and their log-on information.
- Everyone will need their “Peer Review” handout.

Directions

- Have students make final revisions to their games based on the three changes they identified in the last session. The time they will need to do this will vary depending on the depth of the feedback. Use the “Development Guiding Questions” as needed to support their work. (60 mins)

Student Choice

- Students will determine how they address the recommendations they received during the peer review and make any final changes to their game that they want to make.

Variations

→ If you need additional activities to fill the time, revisit some activities your students enjoyed such as Among Us, Hoo, Ha!, Quadrapus Cup Stacking, etc.

 Low Tech Alternative: Have students review their peers’ comic books instead of their games.

Day 19 – More Marketing | Meet a professional in marketing and communications*Preparation*

- Invite a professional in marketing and communication to come to this class. The marketing and communications professional does not have to be limited to video games (although this would be great), any type of professional can be included.
- Gather supplies – Pencils, sticky notes, thank you cards

Directions

- Tell students who will be visiting the class and give them a short introduction of them. Say, “we are going to learn about how you become a marketing and communications professional.” (10 mins)
- Pass out the sticky notes and writing utensils and have students write questions that they want to ask the marketing and communications professional on the notes and stick them somewhere they can see them during the visit.
- Host the visit. *We have not included a lot of details here because this will vary significantly by guest. If at all possible, provide opportunities for students to see their work and to ask questions. This conversation should focus on the career of the marketing and communications professional.* (30 mins)
- After the guest leaves, have students write a thank you note. (20 mins)

Student Choice

- Write their own questions for the marketing and communications professional.

Variations

↓ Provide students example thank you note text with several blanks they can fill in. For example:

Dear, [Name]

Thank you for visiting us at [Program] today. I learned that [lesson]. One thing I thought about your work is [thing].

It was [adjective] that you took your time to visit us.

Thank you,

[Name]

Day 20 – DIY Marketing | Draft your marketing art and text for family event

Preparation

- Print a copy of the “My Marketing Plan” handout for each group.
- Gather supplies: pencils, posterboard, crayons, markers or colored pencils, other art supplies, tape
- Get projector or screen ready to show video.
- Each group will need a device available to them.

Directions

- Ask your students the following questions. Ask them to think about what they learned from the marketing and communications professional that they met. (10 mins)
 - What are some strategies used to promote a particular product or service?
 - How would you decide to price your product or service?
 - Can you recite a slogan or a tune related to a product or service?
- Show this video - https://bizkids.com/wp-content/uploads/BK211_Hosts_4-Ps-of-Marketing.mp4#t=1.1 and ask students what the video taught them. (3 mins)
- Have students complete the “My Marketing Plan” handout with their group. (10 mins)
- Have students begin designing their marketing piece. Remind them to sketch their design with pencil first. This can be done virtually or on posterboard depending on their marketing plan. (30 mins)
- Have students post their marketing pieces. (2 mins)
- Review with students the plan for launch day.

Student Choice

- Students decide if they will promote their video game virtually or physically.
- Students determine how to design their games’ marketing.

Variations

↑ Have students plan a marketing plan that includes both virtual and physical promotional materials.

☑ Low Tech Alternative: Devices will not be needed, but you will need to determine how books will be displayed.



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Day 21 – Launch Day! | Host your event

Preparation

- Complete the “Launch Day Plan!” handout and the identified action steps. Launch Day is a great opportunity for family and partner engagement. Consider inviting them to Launch Day.

Directions

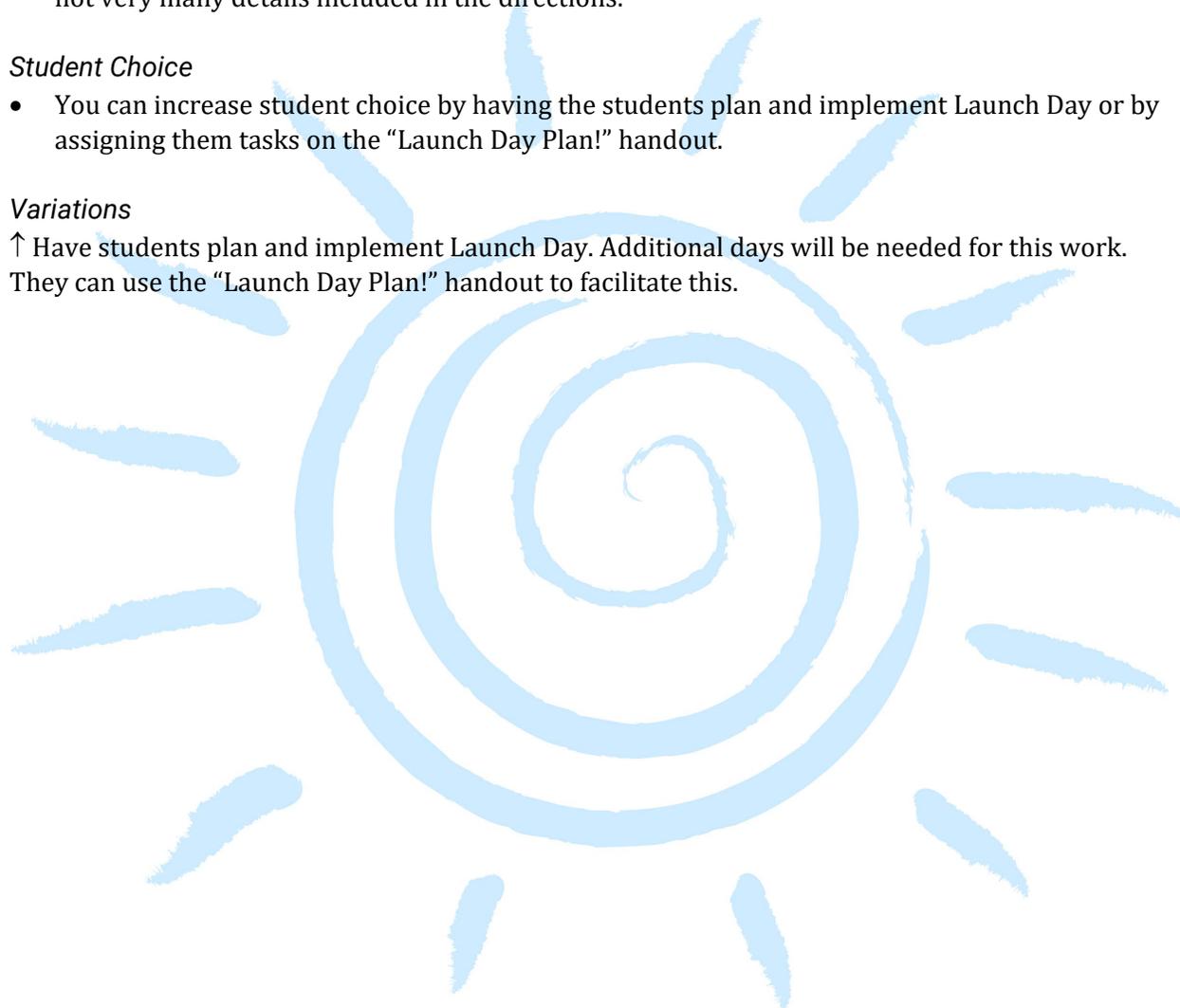
- Implement the Launch Day Plan! Because this will be very different for each program, there are not very many details included in the directions.

Student Choice

- You can increase student choice by having the students plan and implement Launch Day or by assigning them tasks on the “Launch Day Plan!” handout.

Variations

↑ Have students plan and implement Launch Day. Additional days will be needed for this work. They can use the “Launch Day Plan!” handout to facilitate this.



Day 22 – Break it Down | Reflect on and assess learning

Preparation

Print one copy of the “Pick-a-Reflection Question Strips” handout and cut the questions onto strips. Place them in a bowl or basket.

Print each student a “Rubric”.

Gather supplies: Pencils

Directions

- Have students stand in two lines facing one another. Say, “You are going to answer the question that I ask with the person that you are facing. You will have 30 seconds to share your answer. After the time is up, you will move to the right and have a new partner. The people who are at the end of each line will move to the opposite line, becoming the partner with the person who was on their left. You will answer each question twice.” Get your stopwatch ready and use the following questions for this activity.

- What did you like about this project?
- What didn’t you like about this project?
- What type of project would you like to do next?
- What did you learn from this project?
- Who was your favorite guest and what did you learn from them?
- What was your favorite activity we did throughout this project?

Feel free to add any questions you feel are fitting for your students. Then have students sit in a circle and ask them to share things that they heard that surprised them. (10 mins)

- Explain to them that the person they are facing is who they will talk to. Explain that one line is a listening line and the other is a speaking line.
- Have each student draw a “Pick-a-Reflection Question Strip” and write their response to the question on it. Then have them return the question strips.
- Have students sit in a circle. Ask a student to pull one question strip and read it and the response, then comment on it. Encourage them to do one of the following:
 - Give their own response
 - Comment on their peer’s response
 - Ask the group a follow-up question
- Allow other students to speak. You can use a talking stick to help students take turns or you can have the student who picked the question strip determine who talks.
- Continue this process having a new student pick each of the question strips. (30 mins)
- Give each student a “Rubric” and have them fill in the rubric based on their work. Then have them share their answers with someone else from their group. (10 mins)
You may want to add your own reflection in one-on-one meetings with students or complete a rubric for them to provide evidence of the skills they have exhibited.
- Finally say, “We are going to finish our ‘So You Want to Be a Game Designer’ activity with shout-outs. You are going to share things that you have seen others do throughout this activity that deserve recognition. After each recognition we will offer snaps – snapping our fingers – to acknowledge the person.” (10 mins)

Student Choice

- Have students lead the Pick-a-Reflection activity and determine what they will share and what their peers will share.
- Allow students to pick a partner from their group to review their “Rubric” with.

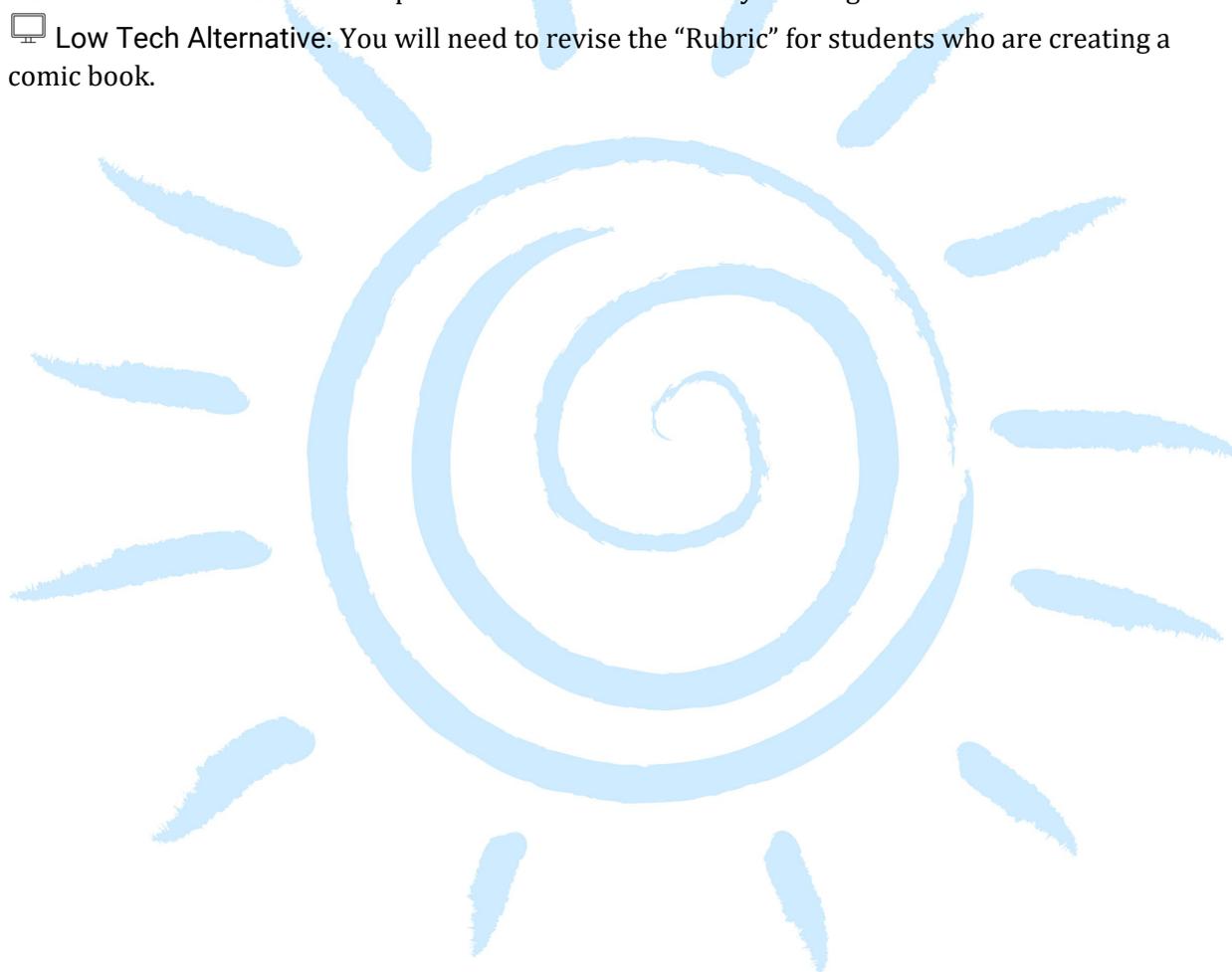
Variations

↑ After having the students write their answers to the “Pick-a-Reflection Question Strips,” let them facilitate the conversation with less guidance.

↓ Guide the Pick-a-Reflection activity instead of having students guide the activity.

↓ Have students share their responses to the “Rubric” with you and give them feedback.

 **Low Tech Alternative:** You will need to revise the “Rubric” for students who are creating a comic book.



Handouts

Handouts are in order by the day they are used in.



Strategies for Finding Guests for Community Days

Consider reaching out to these potential community partners in order find guests to share with your students during community days.

Comic Book Author	Programmer
Local college or university creative writing or visual arts department Local comic bookstore Local library or bookstore Local high school art teacher Social media Small local art collection Local arts program Community art show or fair	Local technology or IT company Local college or university computer science or programming department Website developers Larger local businesses and corporations Software developers Local business association or network Local young professionals association Search online portfolios
Graphic Designer	Marketing and Communications
Local college or university visual arts department Larger local businesses and corporations Local television station Advertising companies Website developers Local business association or network Local young professionals association Search online portfolios	Local businesses and corporations Larger local non-profits Local college or university business or communications department Marketing firms Local small business owners Chamber of commerce Local government Local business association or network

Among Us Cards

Print these cards. Cut these cards apart so that every student has one.

Imposter	Scientist	Crewmate
Engineer	Crewmate	Crewmate
Imposter	Scientist	Crewmate
Engineer	Crewmate	Crewmate
Imposter	Scientist	Crewmate
Engineer	Crewmate	Crewmate
Imposter	Scientist	Crewmate
Engineer	Crewmate	Crewmate

Among Us Directions

Print one set of these directions so that the teacher can use them to lead the activity.

Say, “today we are going to play Among Us – a live action version of the video game. The directions are:

- Sit in a circle.
- Select one Among Us Card. Look at what character you are. Don’t show it to anyone else.
- When I say “lights out” everyone is going to close their eyes. When I tell you to open your eyes, I’ll ask you a question based on your character. You will answer by pointing. If there is more than one of the same character, you must agree on your answer.
- The questions are:
 - Imposter – Who do you want to eliminate? – You will point to who you want to eliminate.
 - Scientist – Whose vitals do you want to check? – You will point to who you want to know about. If they are the Imposter I will nod yes. If they are not, I will nod no.
 - Engineer – Who will you help escape? – You will point to who you want to help escape the imposter. You can help yourself or someone else.
- Then I will say “lights on”, you can open your eyes, and I will announce what happened in that round – if the Imposter eliminated someone or if someone escaped.
- Then, all characters will be able to point to who they think the Imposter is. If more than one character points to another character, we will hold a vote. If the majority votes that you are the imposter, you’re out.
- Let’s play!”

Follow the script below for each round.

- Lights out.
- Imposter, open your eyes. Who do you want to eliminate?
- Imposter, close your eyes.
- Scientist, open your eyes. Whose vitals do you want to check? *Nod yes or no to tell them if the person they pointed to is the imposter.*
- Scientist, close your eyes.
- Engineer, open your eyes. Who will you help escape?
- Engineer, close your eyes
- Lights on.
- *Report on the round by saying either:*
 - During the last round the imposter eliminated *name*.
 - During the last round the imposter attempted to eliminate someone, but the engineer was able to help them escape before the imposter got them.
 - During the last round the imposter wasn’t able to find any crewmembers.
- Let’s take a vote, who do you think is the imposter?
- More than one of you pointed to *name*. Raise your hand if you think *name* is the imposter.
- *Name* is/isn’t out of the game.



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Continue to play until all the imposters are out or only imposters remain.

*If space allows, have students run to a new spot around the room when you say “lights out.” Wait until everyone sits down before continuing with the round. When you say “lights on” have them return to the circle.



So, You Want to Be a Game Designer? Jobs

Print one of these handouts for each student and have and complete.

Group/Project Name _____

Job	Description	Person Responsible
Investigative Reporter	Researches information and provides reports to the group and others (including the activity leader)	
Video Game Writer	Writes the storyline of the game including the key obstacles/scenes the character overcomes Works closely with: Programmer and Game Tester	
Character Producer	Writes the character's background and identifies their skills Works closely with: Video Game Writer and Video Game Artist	
Video Game Artist	Sketches the setting, character, and key scenes Works closely with: Video Game Writer, Character Producer, and Animator	
Animator	Takes the Video Game Artists' sketches and creates them on the screen Works closely with: Video Game Artist	
Programmer	Take the Video Game Writer's storyline and obstacles and programs them for the character Works closely with: Video Game Writer	
Audio Engineer	Designs and embeds audio into the game Works closely with: Video Game Writer and Programmer	
Game Tester	Tests the work done by the Animator, Programmer, and Audio Engineer and makes sure that it matches the design of the Video Game Writer, Character Producer, and Video Game Artist	
Marketer	Designs promotional materials to share about the characters and game Works closely with: Video Game Artist and Video Game Writer	
Quality Assurance and Technical Support	Checks all work and gives the group feedback and recommendations Works closely with: Everyone	
Producer	Makes sure that all work is on task and high quality Works closely with: Everyone	

Naming Our Project Tool

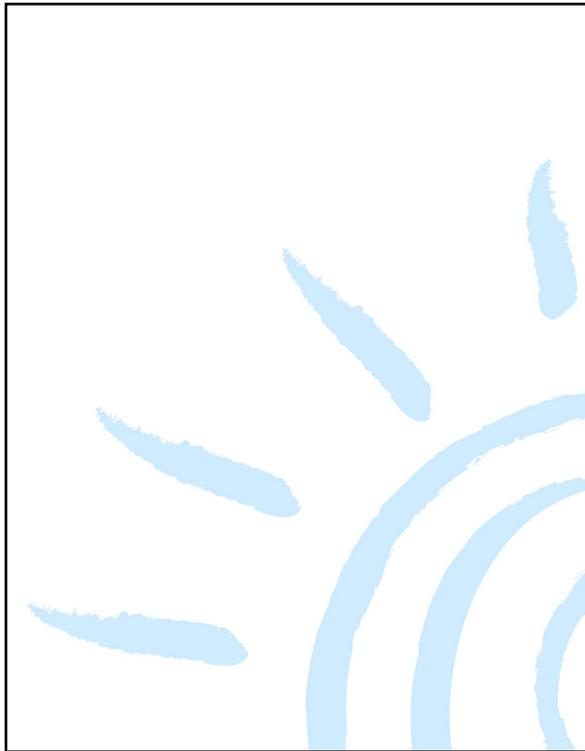
Give students this tool to help them select a project name.

Mash-up your name. Use one name from column 1 and one from column 2 to make your name.

1	2
The Great	Tie-Dye
Super	Disaster
Green	Christmas
Professor	Sequined Warrior
Captain	Kiwi
Doctor	Beast
Secret Agent	Bolt
The Powerful	Storm
The Amazing	Wolf
Phantom	Thunder
Queen	Purple
Iron	Fire
Keeper of	Alabaster
Fantastic	Marshmallow
Wonder	Astro
Ultra	Laser
Atomic	Dynamo
Mega	Night
Overseer of	Steel
Detective	Furry
Crimson	Jaguar
The Flying	Dragon
Giant	Fairy
Warrior of	Youth
Guardian of	Savage

National Superhero Registration Form

Use this form to register a hero in your game.



Real Name _____

Superhero Name _____

Place of Origin _____

My Abilities Include the Following:

- _____
- _____
- _____
- _____
- _____

• _____

Uniform _____ Nemesis _____

Power Ratings

Shade in each row to show your superhero's power ratings.

0 1 2 3 4 5

STRENGTH
SPEED
INTELLIGENCE
DURABILITY
COURAGE



Most Wanted

Use this form to register a villain in your game.

Name _____

Place of Origin _____

Last Seen _____

My Abilities Include the Following:

- _____
- _____
- _____
- _____
- _____
- _____



Last Seen Wearing _____ Ambition _____

Power Ratings

Shade in each row to show your villain's powers.

0 1 2 3 4 5

STRENGTH
SPEED
INTELLIGENCE
DURABILITY
EVIL

Character Guide Cards

Print these cards. Cut these cards apart and give one to each group for the “A Bug’s Life” activity.

Flick



Princess Atta



Hopper



The Queen

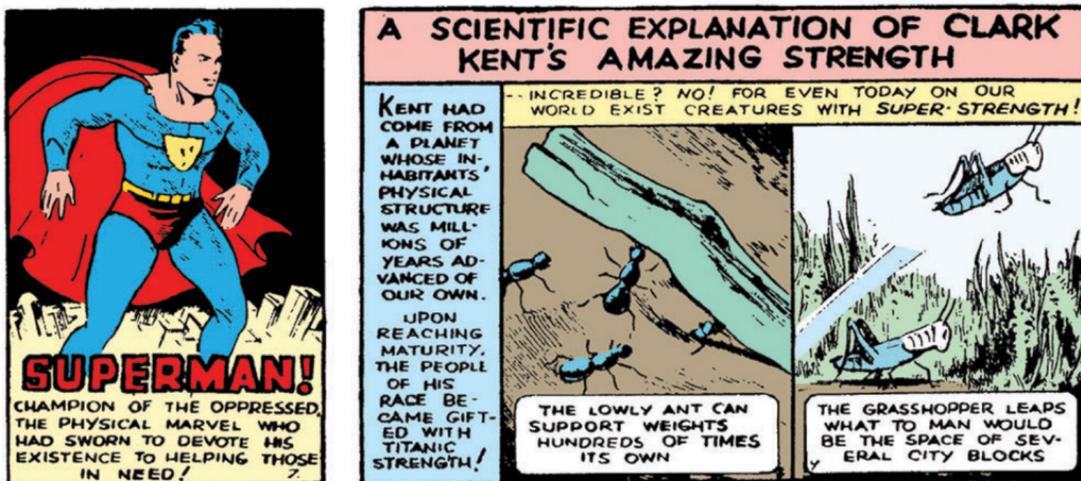
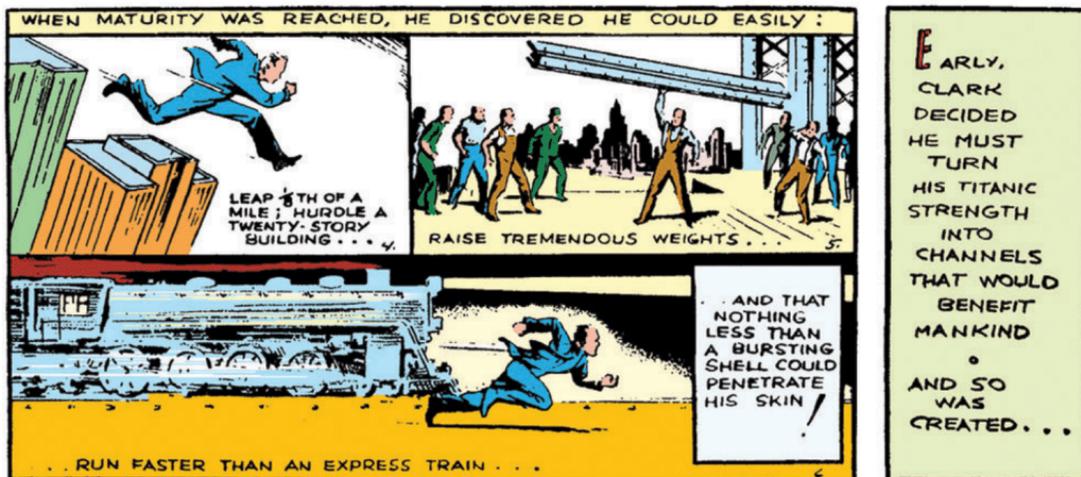
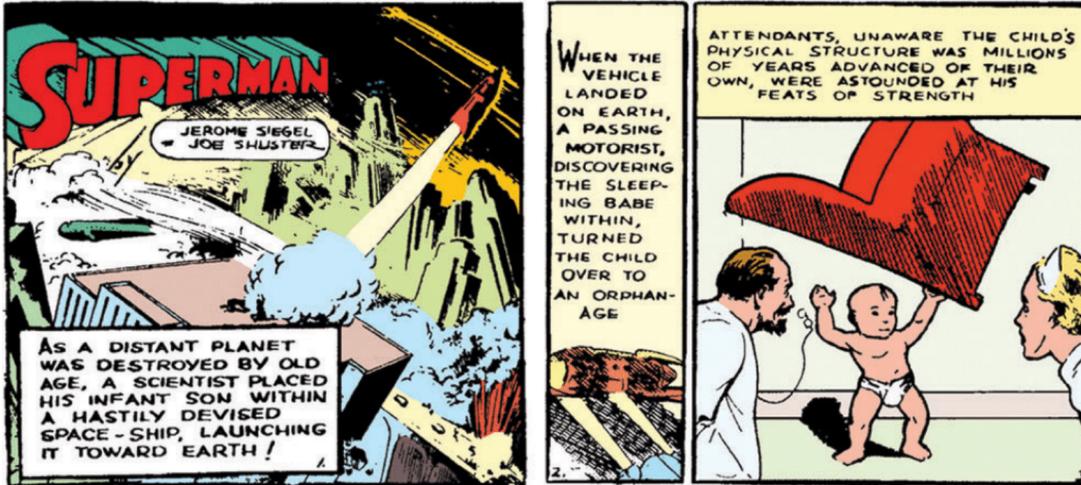


Mr. Soil



Superman Backstory

Superman (DC, 1938) by Jerome Siegel and Joe Shuster



Our Opening Crawl

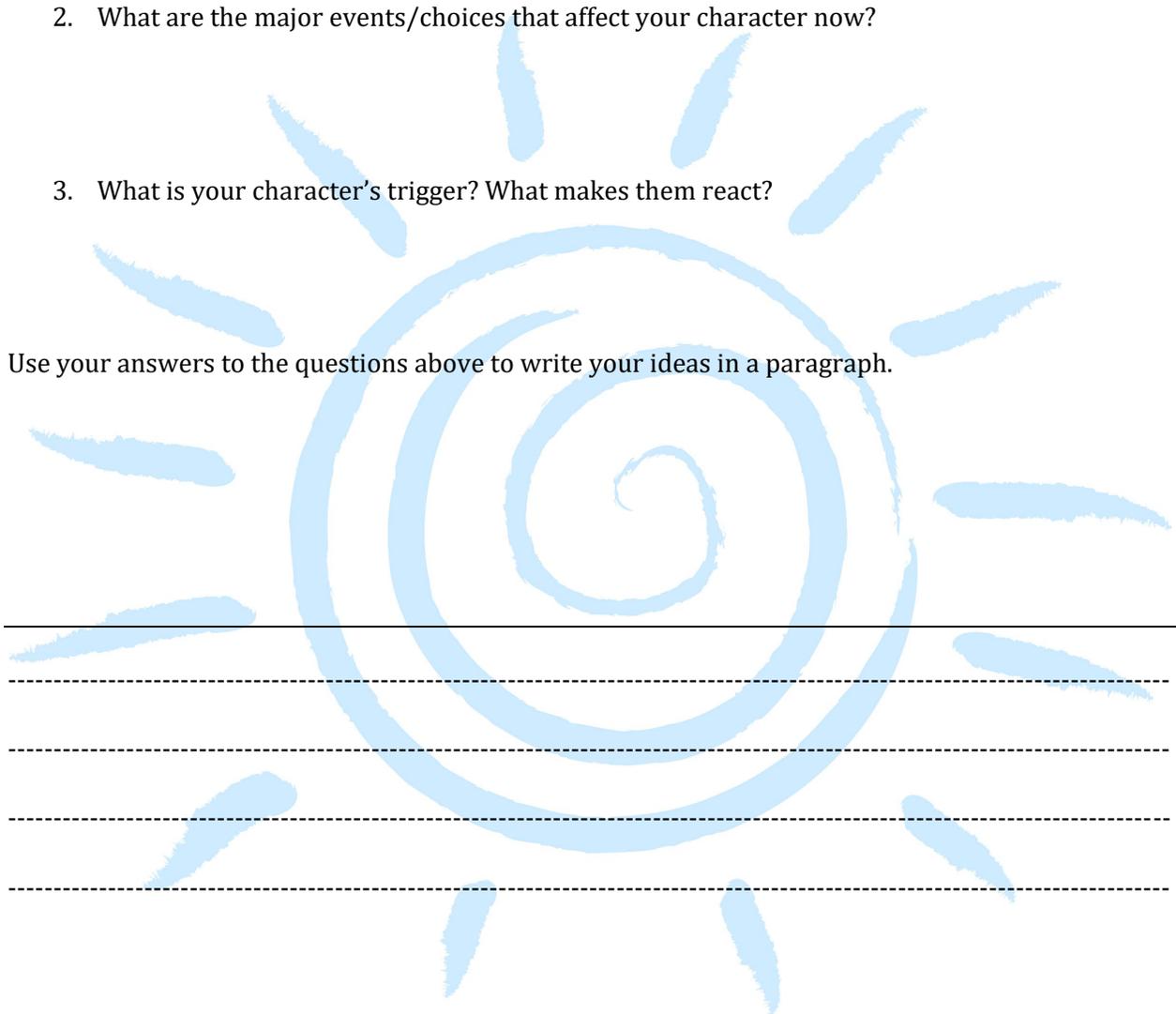
Use this handout to record your ideas for your own backstory.

1. How does the backstory affect the character now? How do they look and feel?

2. What are the major events/choices that affect your character now?

3. What is your character's trigger? What makes them react?

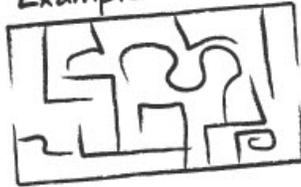
Use your answers to the questions above to write your ideas in a paragraph.



A large, light blue sun graphic with a spiral center and radiating rays is centered on the page. Below the sun, there are four sets of horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

Amazing Maze

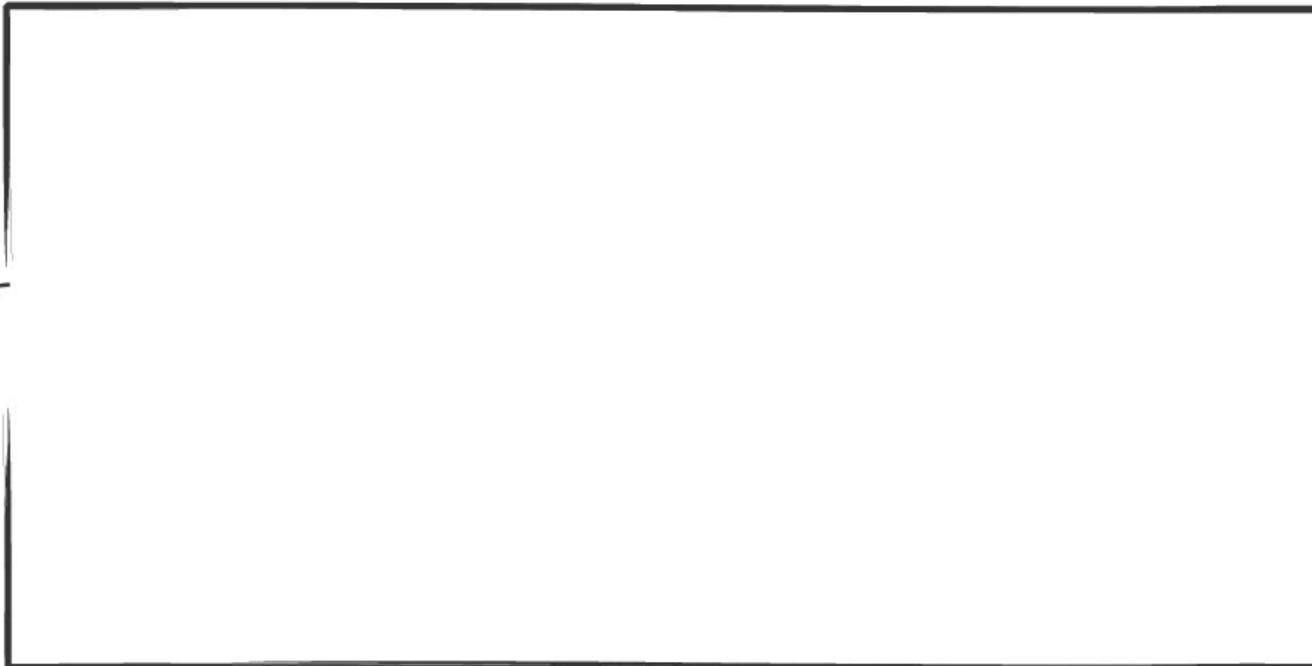
Example:



*Add a line—any length or shape.
Each new line must touch one and only one other line.*

START

FINISH





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Ready, Set, Action!

Use this handout to storyboard a videogame you're familiar with and your own video game. Use the square for your image and the small box below for a written description.

1	2
3	4
5	6

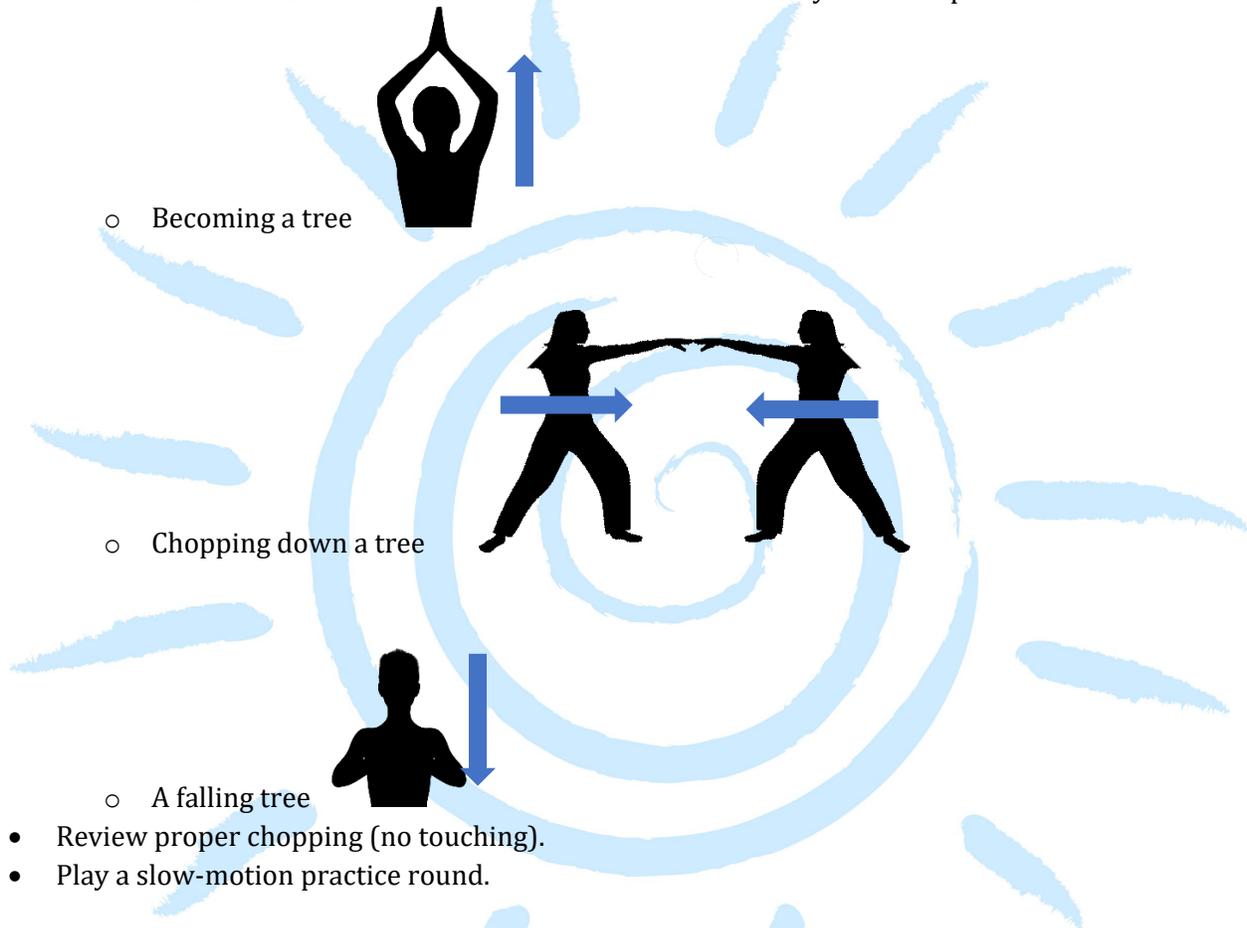
Hoo, Ha! Directions

These directions provide guidance on how to play Hoo, Ha! – a large-group game to get students thinking about sequencing.

- Have everyone stand in a large circle.

Before Beginning

- Make sure students understand the three motions and when you would perform each motion.

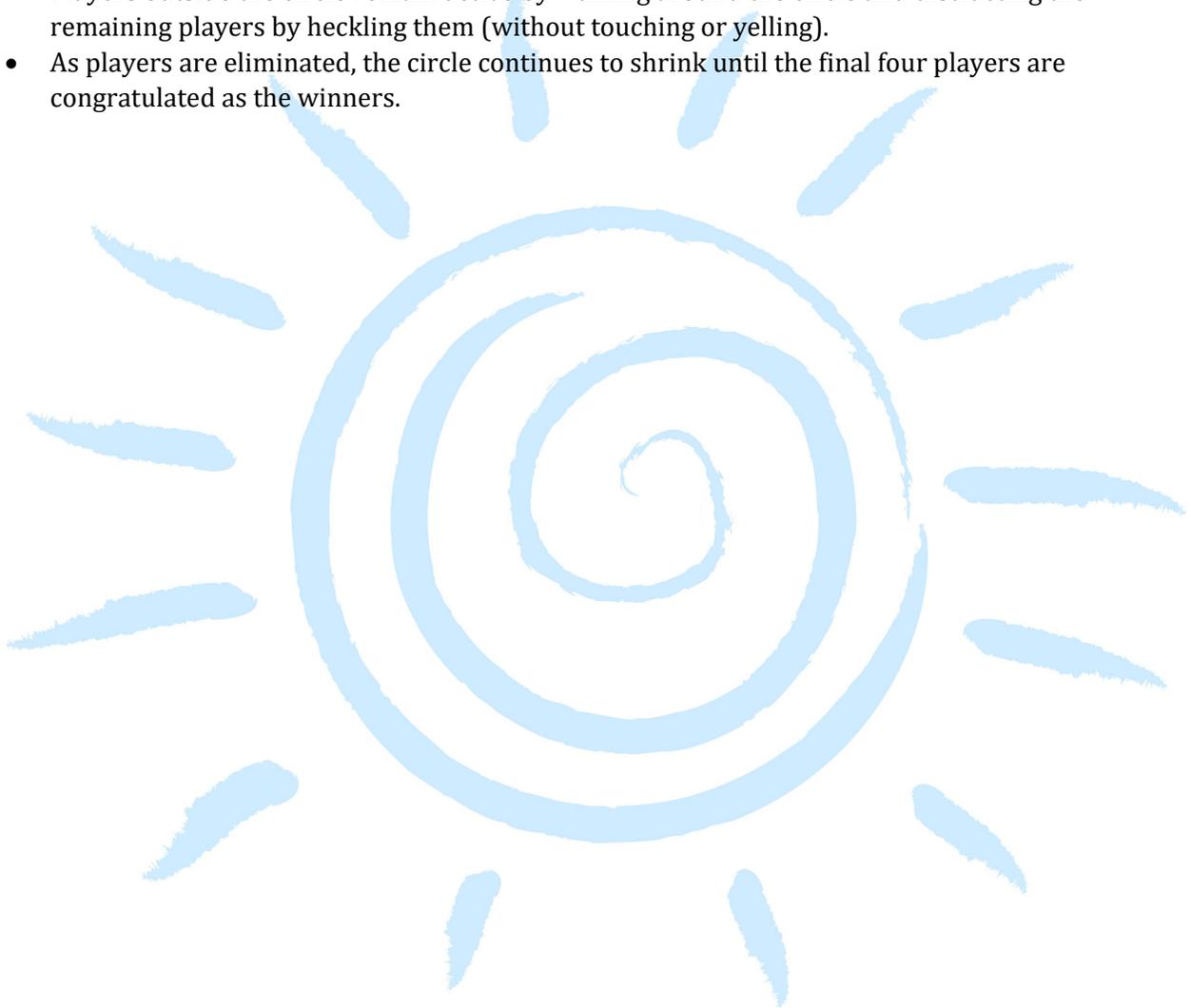


- Becoming a tree
- Chopping down a tree
- A falling tree
- Review proper chopping (no touching).
- Play a slow-motion practice round.

To Play

- Play begins when a designated player raises both arms over their head with palms together to become a “tree” and says “Hoo!”
- The two players on either side of the tree become “lumberjacks” and must chop the tree down by simultaneously make one chopping motion toward the midsection of the tree while also saying “Ha!” (Remember not to actually touch the tree with the chopping motion.)
- When the tree is chopped, it falls by bending at the waist, saying “Hoo!” and pointing to another member of the circle. The fallen tree may point to anyone in the circle except the players directly next to them.

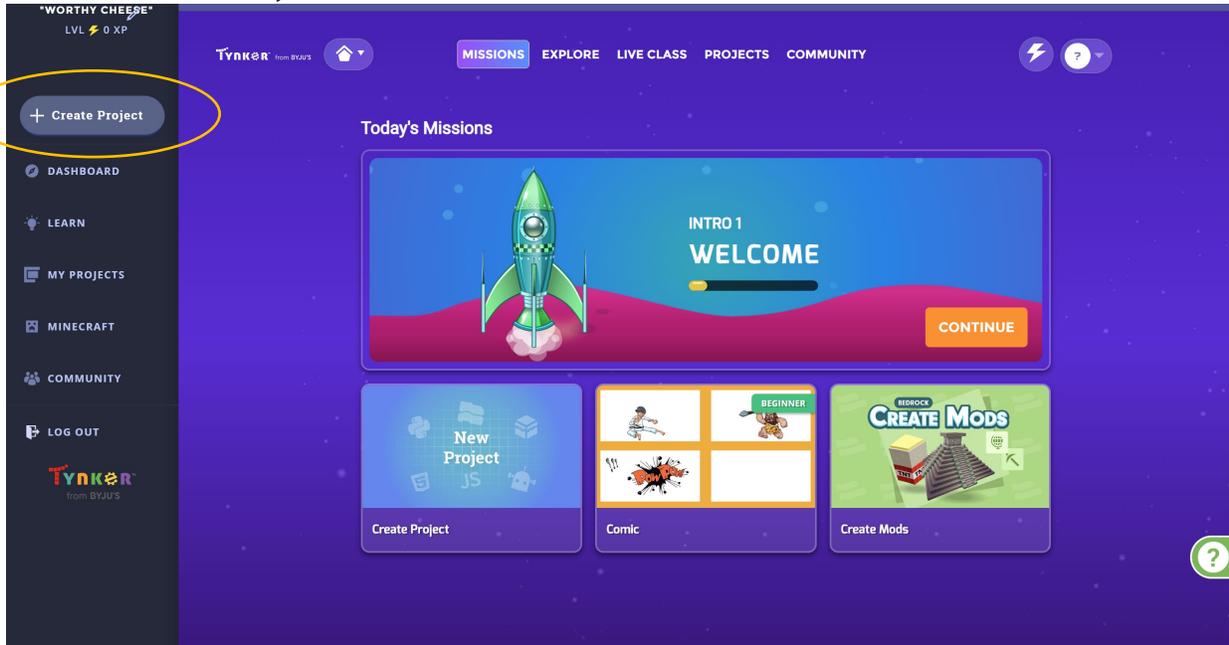
- The player whom the fallen tree points at must immediately become the next tree by raising both arms together and saying “Ha!”
- The game continues with the players on either side of the new tree chopping it down, the tree falling and pointing at another player, and the player pointed at creating the next tree.
- If at any time a member of the circle hesitates, performs the wrong motion or does not say “Hoo!” or “Ha!”, that player must step outside the circle. The game stops to let the player step out and starts again when a new tree goes up (anyone may do this).
- Players outside the circle remain active by walking around the circle and distracting the remaining players by heckling them (without touching or yelling).
- As players are eliminated, the circle continues to shrink until the final four players are congratulated as the winners.



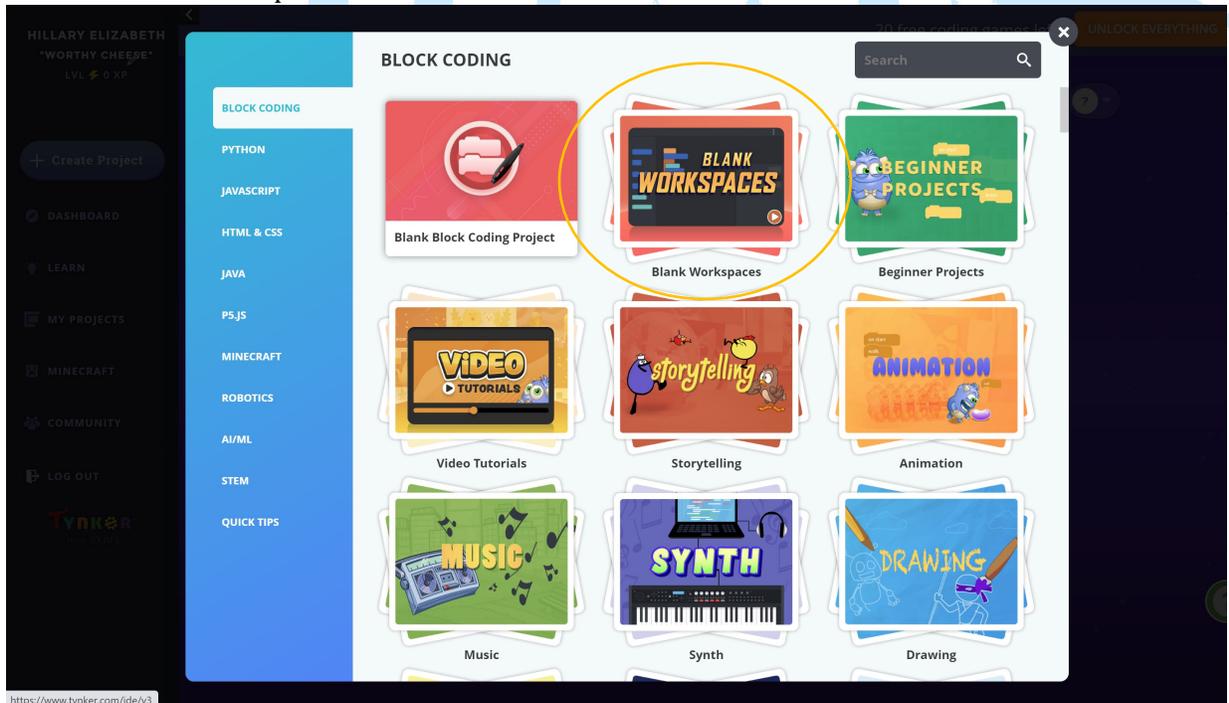
Sketch to Screen

Use these directions to begin “programming” your character and scene in Tynker.

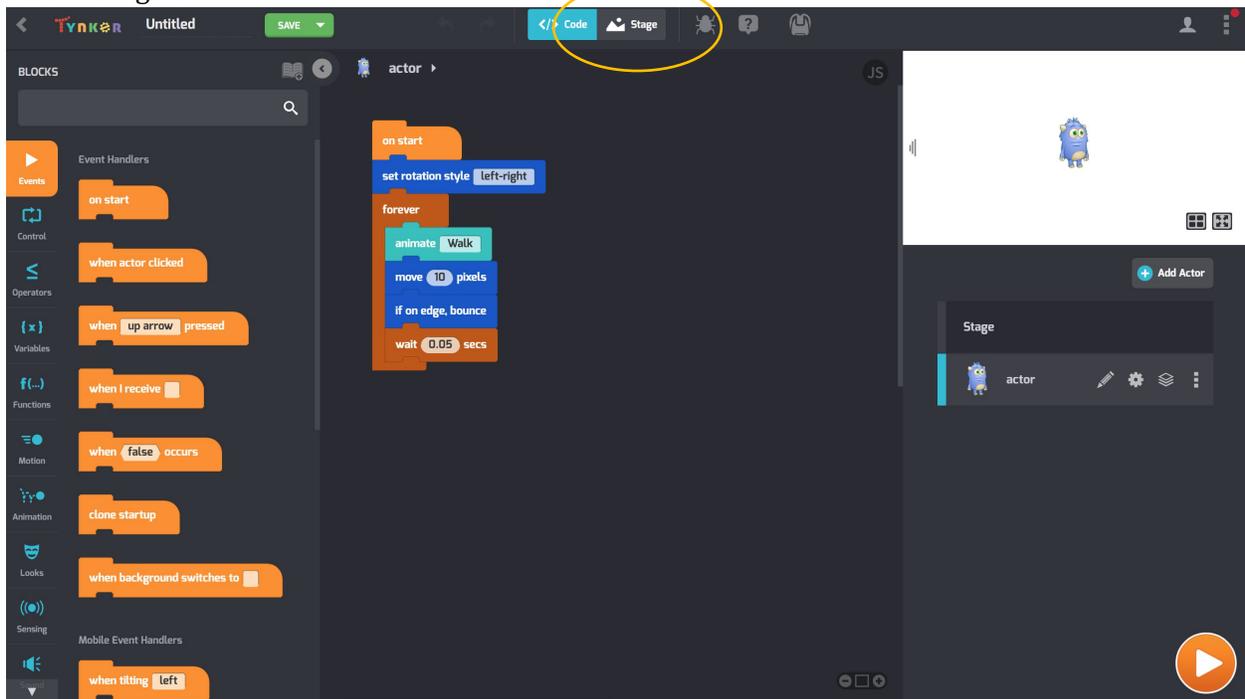
Select “Create Project”



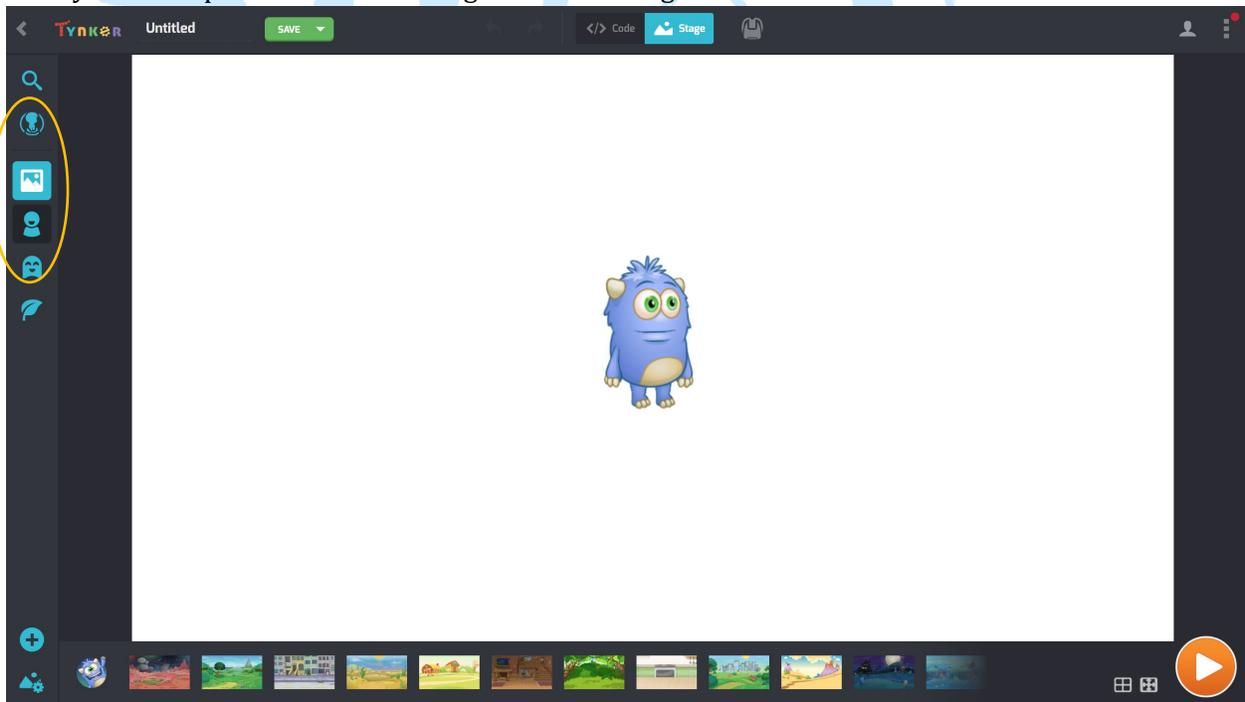
Choose “Blank Workspaces”.



Select "Stage".



Here you can explore and make changes to the setting and character.



Mini-Meeting Questions

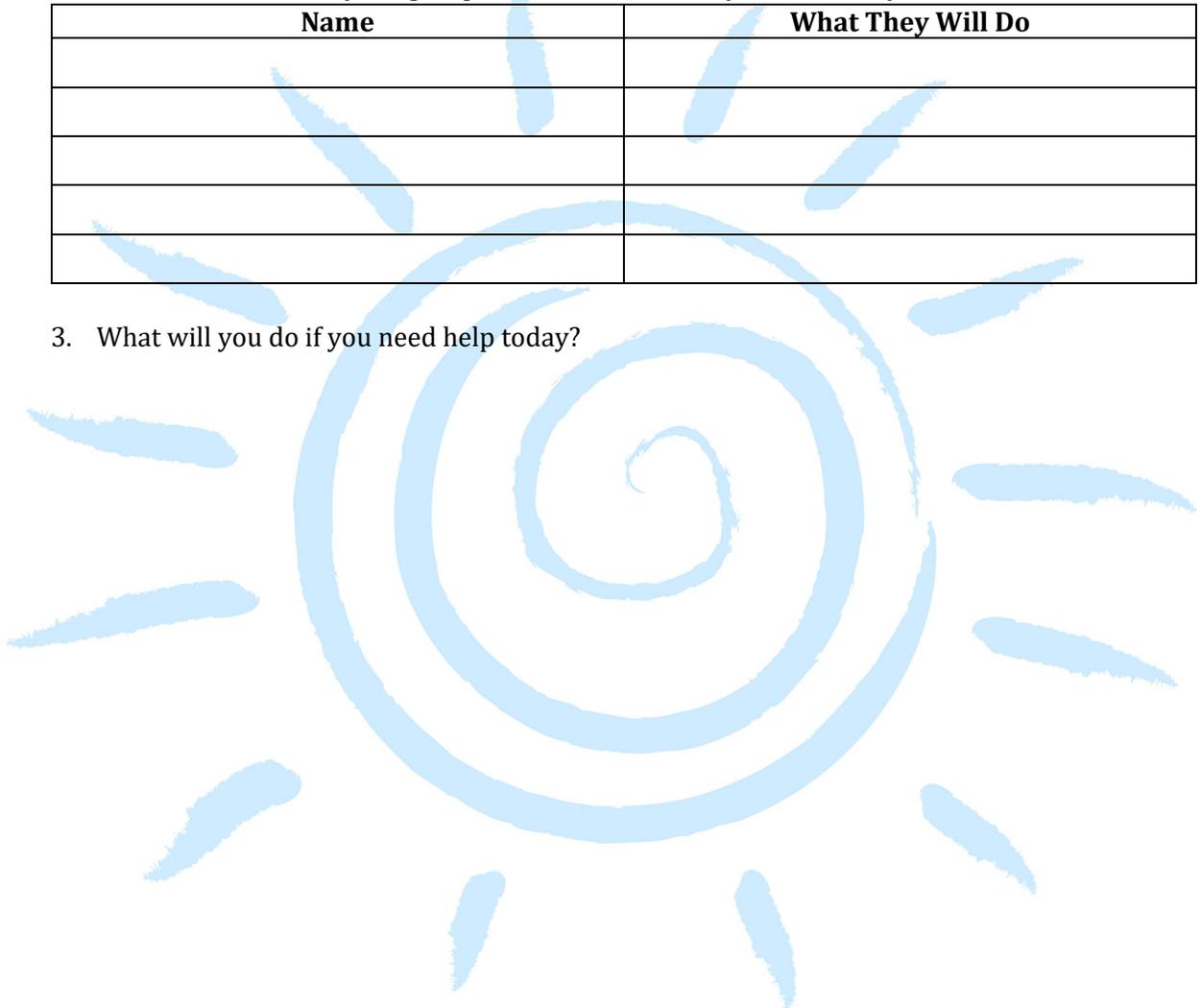
Answer these questions during your mini-meeting to help you get started today.

1. Reflect on your thinking, learning, and work on this project so far. What are you most proud of?

2. List each member of your group, then write what they will do today.

Name	What They Will Do

3. What will you do if you need help today?



Development Guiding Questions

These questions can be used by activity facilitators to help prompt student learning and critical thinking as they develop their video games.

When Something Doesn't Work

- Why does ___?
- What is the difference between ___ and ___?
- When might ___ be useful and why?
- What might happen if you combined ___ and ___?
- How does ___ work?
- Why do you think ___?
- What is the process for ___?
- Can you explain how ___ effects ___?
- How can you adapt ___ to create a different ___?
- Can you explain the reason ___?

When Students Finish Early

- What ideas could you add to ___?
- How does ___ connect with your character's backstory?
- What details can you add?
- What's the point of 'big idea' of ___?
- How is ___ related to ___?
- What would happen if you combined ___ with ___?

When Students are "Stuck"

- Who else in your group have you talked to?
- How is ___ an example of ___?
- What are the most important parts of features of ___?
- How could you design a new ___?
- Do you agree that ___? Why or why not?
- What do you notice about ___?
- What should happen next?
- How would you create/design a new ___?
- Why is ___ significant?

When Students Have Different Ideas

- Describe ___ from ___'s perspective.
- What do you think about ___? Explain your reasoning.
- What are the advantages and disadvantages of ___?
- How could ___ and ___ function together?
- Why is ___ significant? Explain your reasoning.
- What information would you need to decide about ___?
- What criteria could you use to assess ___?
- What is most important?

Live Practice Equipment List

This list includes a wide variety of materials that you might want to consider for this activity. You do not need all of these and in fact, if none of these are available this can be done simply with sidewalk chalk and a sidewalk.

- 
- Hula hoops
 - Rubber bases
 - Spot dots
 - Yoga mats
 - Hurdles
 - Yoga blocks
 - Bean bags (large or small)
 - Jump ropes
 - Scooters
 - Dodgeballs
 - Chalk
 - Parachute
 - Cones
 - Balance beams
 - Stepping stones
 - Fitness balls
 - Mats
 - Foam blocks
 - Tunnels
 - Foxtails
 - Trampolines
 - Launchers
 - Climbing equipment
 - Exercise bands
 - Nets
 - Balls

What's Your Superpower?

Use these samples to help students add their capes to their outlines.



Copyright © CLM Images

Lava Stone

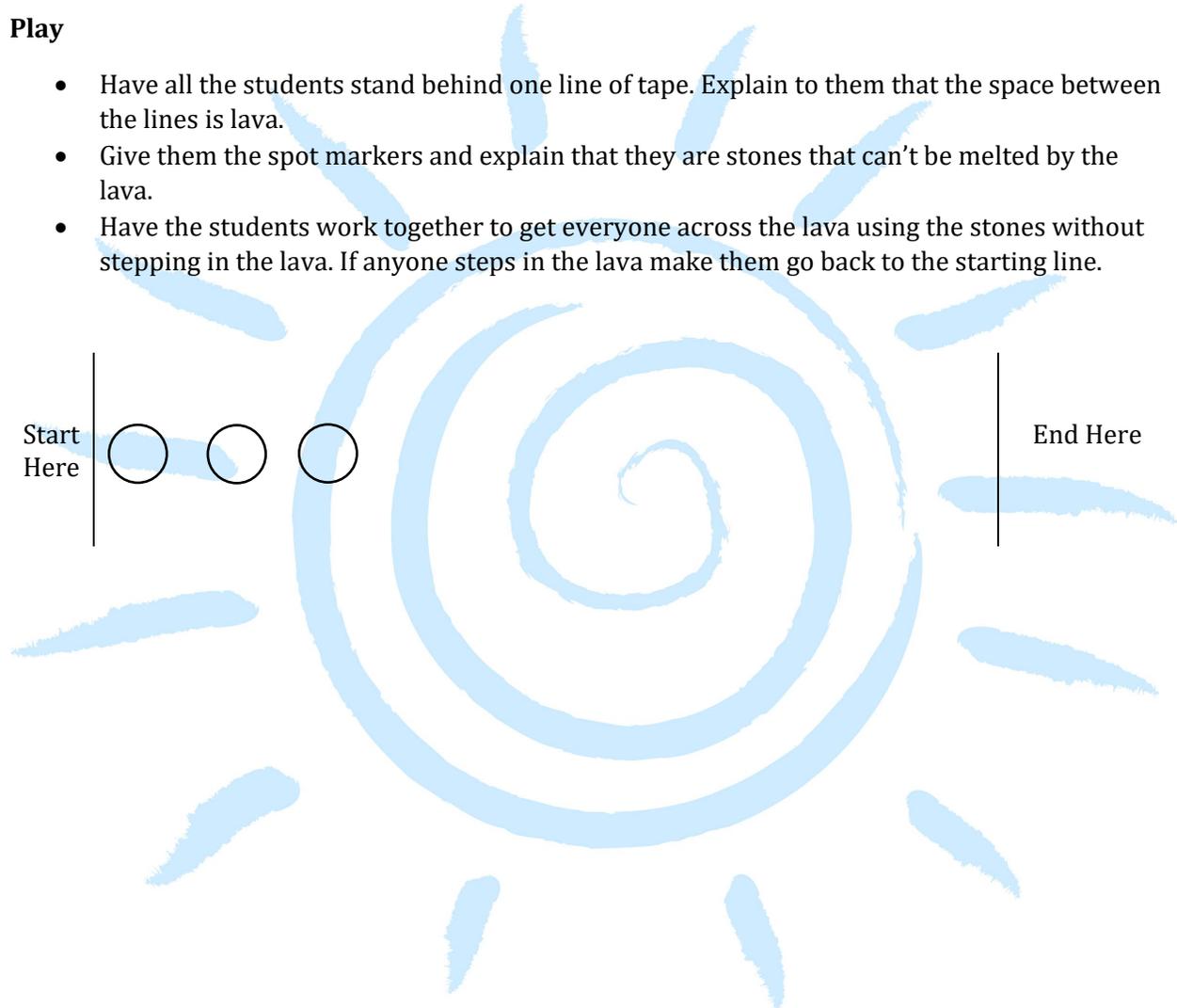
Use these directions to play lava stone with your students.

Set-Up

- Place a strip of painter's tape at both ends of the playing space. The greater the space between the strips of tape, the more difficult the activity.

Play

- Have all the students stand behind one line of tape. Explain to them that the space between the lines is lava.
- Give them the spot markers and explain that they are stones that can't be melted by the lava.
- Have the students work together to get everyone across the lava using the stones without stepping in the lava. If anyone steps in the lava make them go back to the starting line.

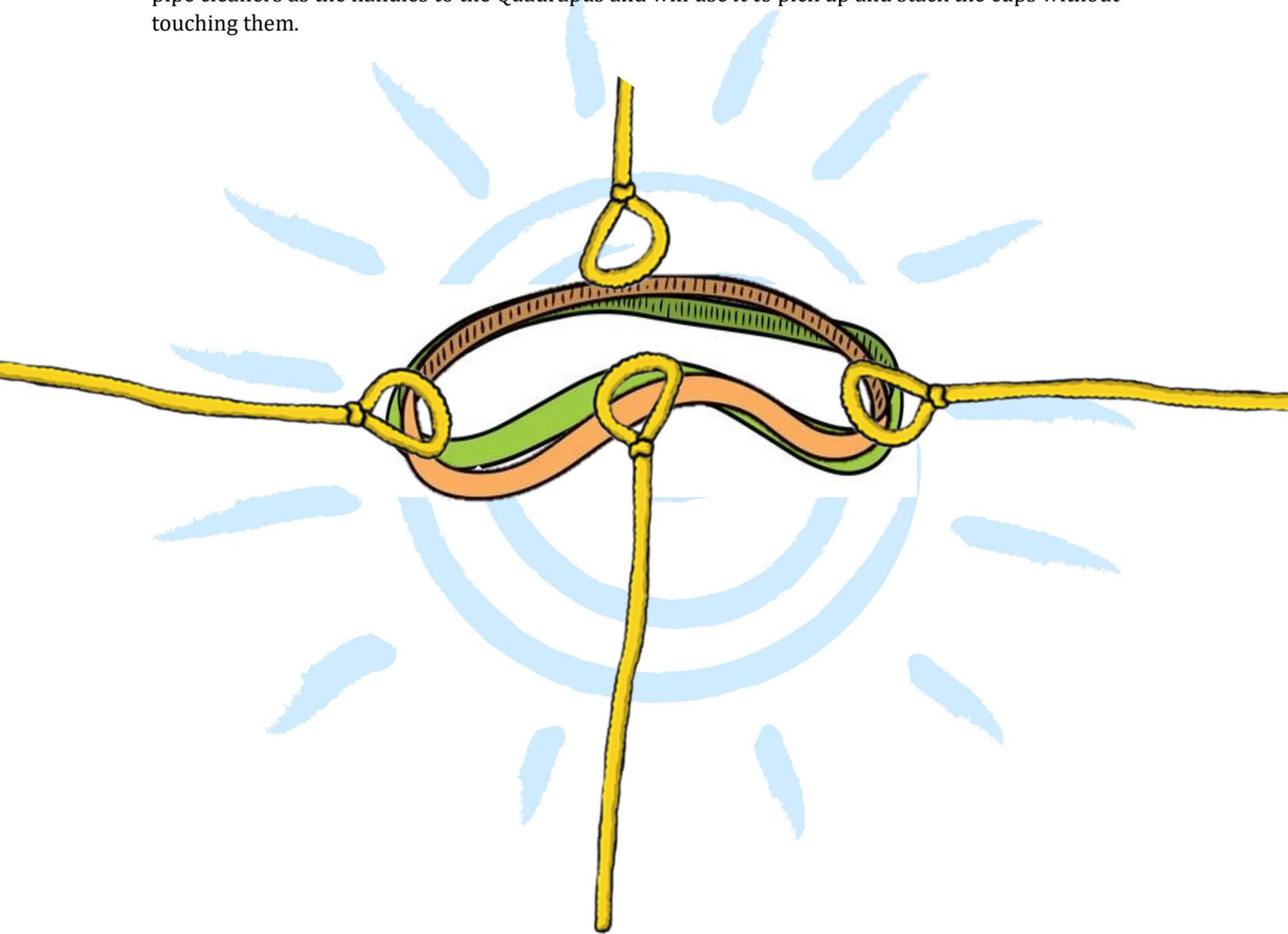


Quadrapus Cup Stacking

Use this handout to make the Quadrapus and for students to know the tasks that they must complete at each level of the game.

Construction Instructions

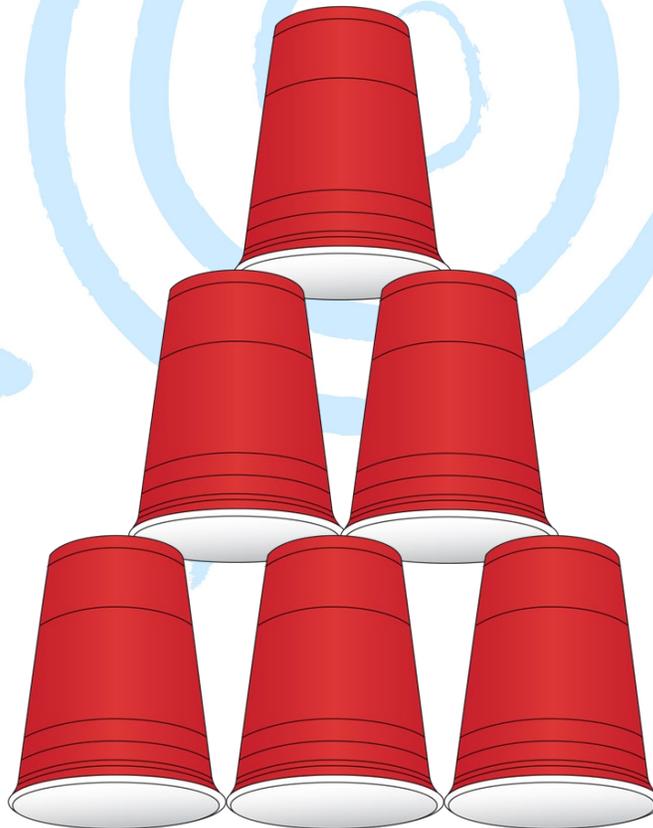
Layer two rubber bands. Then use four pipe cleaners to connect them. The students will use the pipe cleaners as the handles to the Quadrapus and will use it to pick up and stack the cups without touching them.



Level 1 – Unstack all cups and restack them.



Level 2 – “Cups Down” Pyramid

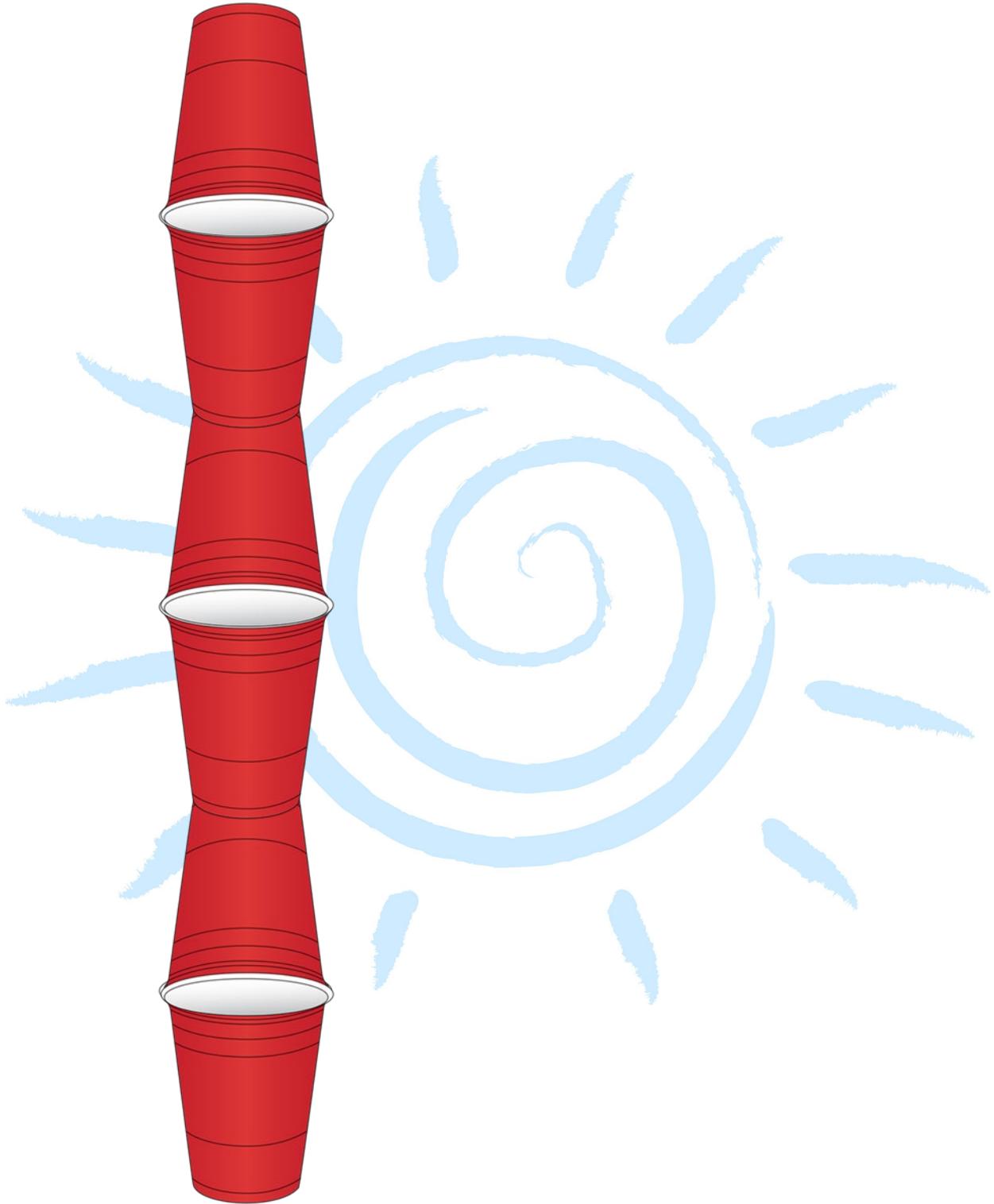


Level 3 – “Cups Up” Pyramid

Level 4 – “Sturdy Tower”



Level 5 – Small-Base Tower





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Peer Review

Fill in this handout with the statements you wrote and use it to review your peer's work.

Statements	Agree	Disagree	Explain Why
Design			
1.			
2.			
3.			
4.			
5.			
Functionality			
1.			
2.			
3.			
4.			
5.			
Interest			
1.			
2.			
3.			
4.			
5.			
Effort			
1.			
2.			
3.			
4.			
5.			

What are this game's strengths? _____

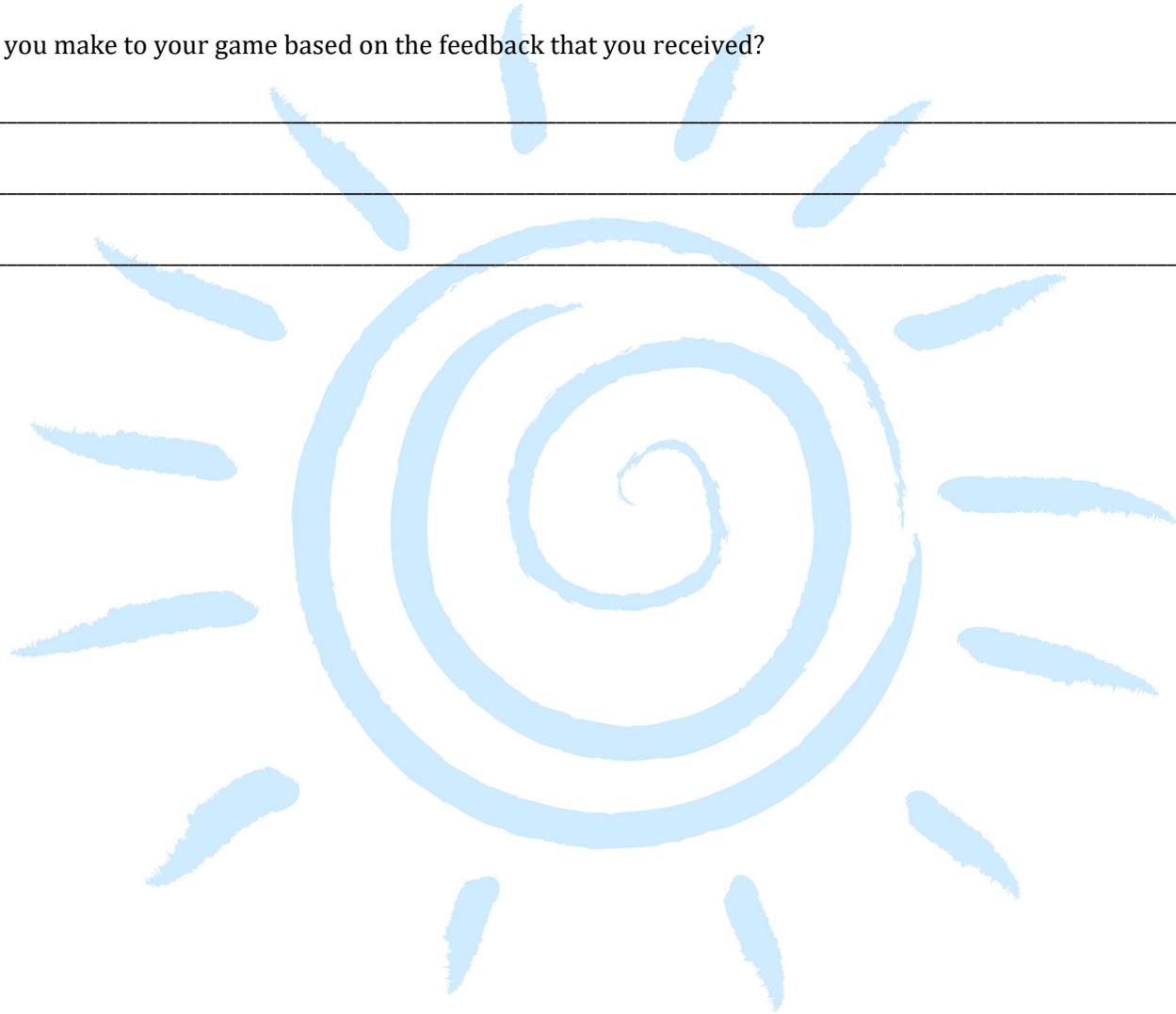
What would improve this game? _____



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What changes will you make to your game based on the feedback that you received?

- _____
- _____
- _____



My Marketing Plan

Students can use this handout to develop their marketing plan.

Product

- What is the name of your video game? _____
- Why would someone want to play your game? _____

Placement

- Where will you promote your game? _____
- Where will you put your promotion to catch the eye of your target customer? _____

Promotion

- How will you get the word out about your game? _____
- Who is your target customer? _____
- What slogan will you use to promote your game? _____

Launch Day Plan

Use this tool to plan Launch Day. Engage students whenever possible in this plan.

Date: _____

Time: _____

Location: _____

Who will be invited? _____

Will you invite your community guests? _____

How will the guests receive the invitation? _____

Who will send the invitation? _____

Space

How will the space be set up? (Draw a layout on the back of this page)

Think About: Will guests play students' games? What else will they see? Will you post their marketing materials or worksheets that they did throughout the project? What else will guests do?

Who will set up the space? _____

When will the space be set up? _____

Technology

What technology will you need? *Think About: Will you need computers for guests to play the games? Will you need screens or projectors for speeches or presentations?*

Who will set up the technology? _____

When will the technology be set up? _____

Speeches and Presentations

Will there be any speeches or presentations? _____

What will be the topics? _____

Who will make the speeches or presentations? _____

When will the speeches or presentations be? _____

Awards

Will you give students awards? _____

Will the awards be given based on votes of all guests or will you have a panel of experts that evaluate students' final products? _____

What will the awards be? _____

What will the award categories be? _____

When will the awards be? _____

Who will give the awards? _____

Refreshments

Will you offer refreshments? _____

Who will provide the refreshments? _____

Who will set up the refreshments? _____

When will the refreshments be set up? _____

Who will serve the refreshments? _____

Clean Up

Who will clean up from Launch Day? _____

When will the clean up occur? _____

Pick-a-Reflection Question Strips

Cut these strips apart prior to the Pick-a-Reflection activity.

What did you learn through this project?

Why did we do this project?

What are some things that you did really well on this project?

If you could do this project over, what would you do differently?

What did you learn and why is it important?

When you encountered struggles during this project, what did you do to deal with them?

What were we trying to accomplish by doing this project?



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What was the biggest challenge you faced during this project?

What part of the project are you most proud of?

What questions do you still have a video game design?

What was Launch Day like for you?

Which video game was most interesting to you and why?

Rubric

This rubric is a draft that may be used to assess student learning.

Category	1 Point	2 Points	3 Points	Points Earned 0-3	Explanation of Points Earned and Evidence
Develop a character	<ul style="list-style-type: none"> Introduce character(s) 	<ul style="list-style-type: none"> Use character's strengths and weaknesses to determine interactions 	<ul style="list-style-type: none"> Use narrative techniques to show the responses of characters to situations 		
Develop a game narrative	<ul style="list-style-type: none"> Include six events in the game 	<ul style="list-style-type: none"> Organize a six-event sequence that unfolds naturally 	<ul style="list-style-type: none"> Use sensory details to convey experiences and events precisely 		
Make revisions and develop a final product	<ul style="list-style-type: none"> Participate in proofreading and editing activities 	<ul style="list-style-type: none"> Utilize planning, revising, editing, rewriting techniques to develop and strengthen writing 	<ul style="list-style-type: none"> Eliminate errors and produce strong writing Use technology to produce and publish writing 		
Demonstrate leadership	<ul style="list-style-type: none"> Stay on-task and complete tasks 	<ul style="list-style-type: none"> Exhibit self-discipline and self-motivation 	<ul style="list-style-type: none"> Take initiative and demonstrate agency 		
Work effectively and collaboratively with peers	<ul style="list-style-type: none"> Listen actively 	<ul style="list-style-type: none"> Listen actively Show leadership and contribute productively in groups 	<ul style="list-style-type: none"> Practice collaborative problem-solving focused on the common good Set collective goals 		
Use technology and sequencing to program events	<ul style="list-style-type: none"> Follow a multistep procedure when performing technical tasks 	<ul style="list-style-type: none"> Make multiple attempts to solve a problem using knowledge of sequencing 	<ul style="list-style-type: none"> Make sense of problems and persevere in solving them Look for and make use of structure 		