

Mashopolis Characters



CRUZ (GAMERTAG: "CRUZ CONTROL")

AGE: 8

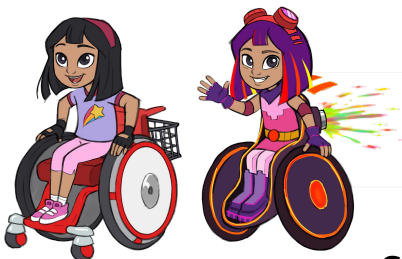
Cruz loves everything about video games and has ambitions to be a great gamer someday. She studies games, reads about games, and has developed a great talent for gaming strategy... she just doesn't quiiiiite have the expert gamer moves nailed down. Not yet at least.



MAX (GAMERTAG: "MAXOSAURUS")

AGE: 8

Loud. Boisterous. Loves to get dirty. That's Max. Oh, and did we mention he's loud? But he's also sweet and funny, with a vivid imagination and a playful personality that will win anyone over. Max does everything to the max: maximum volume, maximum imagination, maximum fun.



ZUZU (GAMERTAG: "ZUZU ZOOMER")

AGE: 8

Overflowing with an adventurous spirit, Zuzu is one determined kid. She is bold, gutsy, and not afraid to try new experiences. In fact, she's up for just about any challenge.

SCOUT



Wouldn't it be great if you had a gaming friend who could sniff out trouble, dig up clues, or fetch the perfect tool when you need it? Meet Scout, the computer generated, NPC (non-player character) companion, who's been coded into the game to help the kids keep the city running smoothly.

BEEPLES



Mashopolis is populated by a fun group of tiny, game-generated characters called Beples. These NPC's not only live in Mashopolis, they work there, too, doing the different jobs that help keep the city running.



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Mashopolis Platform and Training for Teachers Links

Mashopolis Platform

<https://bit.ly/MashopolisPlatform>

On this website you will find training videos, webinars, and support materials. If a new staff member at your site will be leading Mashopolis lessons, they need to complete the training through this site first.



Training for Teachers

<https://bit.ly/MashopolisTrainingForTeachers>

You will use this website to login and assign bundles for your learners. This is where you can create and manage student accounts, find lesson plans and materials, and where students will access all digital learning materials.



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Mashopolis Children's Program Activity Types

Digital Activities

Mashopolis animated TV series

- Animated stories about characters with diverse backgrounds using executive function skills to solve everyday problems.

Digital Games

- Engaging and immersive game experiences played through the Mashopolis Platform

Virtual field trips

- Interactable digital experiences that offer the opportunity to explore career locations.

eBooks

- Collection of e-books that highlight a career and the use of executive function skills within the occupation.

Brain Boost videos

- Short videos featuring children practicing self-regulation strategies

Hands On Activities

Paper Games

- Engaging and immersive game experiences played using paper materials

Role play activities

- Hands-on, career focused activities.

Career Match Ups

- Practice solving real-world problems by applying new career knowledge



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BRAIN BOOSTS

Try one or more of the following prompts to reinforce self-regulation strategies

Breathing Brain Boost

Let's **PAUSE** and do a **Breathing Brain Boost**. To do this, we will pretend to blow petals off a dandelion. Let's do this a couple times together.



Quiet Time Brain Boost

Let's **PAUSE** and do a **Quiet Time Brain Boost**. To do this, let's close our eyes and sit in silence for one minute.

Movement Brain Boost

Let's **PAUSE** and do a **Movement Brain Boost**. To do this, we can {insert movement activity here: *jump, dance, stretch, run, etc*}



Positive Affirmation Brain Boost

Let's **PAUSE** and do a **Movement Brain Boost**. To do this, we can [insert movement activity here: *jump, dance, stretch, run, etc*].



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SUCCESS SKILL REFLECTIONS

Ask one or more of the following questions after an activity to reinforce Success Skills



FEEL

Were there parts of this activity that were [*insert feeling: frustrating, confusing, exciting, etc.*]?

How did you know you were *[insert feeling]*?



THINK DIFFERENTLY

What new information did you learn in this activity?



FOCUS

Were you distracted by anything while you were doing this activity?

What helped you focus your attention back to the activity?



ORGANIZE

What information did you keep track of while you did this activity?



REMEMBER

Can you remember what you did in the beginning, middle, and end of this activity?

CAREER CONNECTIONS

Ask one or more of the following questions after an activity to reinforce career exploration

- What is something new you learned about this career?
- How does a [*insert career name*] help their community?
- What special interests would someone in this career have? Do you have any of them?
- If you could ask a real [*insert career name*] a question, what would you ask?



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Career Bundle Suggested Schedules

Remember that you must teach bundles in this order:

1. Building
2. Travel and Service
3. Government
4. Transportation
5. Law and Safety

However, you can introduce the activities within a bundle in any order you like. This is simply a suggested schedule for each bundle.

Before Bundle 1, children will complete the pre-assessment

Bundle 1 - Building

	Day 1	Day 2	Day 3	Day 4
Activity	1. Intro video 2. Brain boost video	Paper game - Inspect and Sketch	eBook - Building	Role Play Activity - Interior Designer
Success Skill(s) Highlighted	Organize	Remember	Organize	Think Differently

Bundle 2 - Travel and Service

	Day 1	Day 2	Day 3	Day 4
Activity	1. Show Storybook - Chef 2. Brain Boost video	Paper game - Tour Guide	Role Play Activity - Motel Front Desk Clerk	Career Match Up - Pizza Festival
Success Skill(s) Highlighted	Think Differently	Feel	Remember	Organize



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Career Bundle Suggested Schedules

Bundle 3 - Government

	Day 1	Day 2	Day 3	Day 4
Activity	1. Show Storybook - Paper Airplane Traffic Controller 2. Brain Boost video	Digital game - Mashopolis Mayor	eBook - Government careers	Role Play Activity - Detective
Success Skill(s) Highlighted	Focus	Think Differently	Focus	Focus

Bundle 4 - Transportation

	Day 1	Day 2	Day 3	Day 4
Activity	1. Show Storybook - Train Coaster Engineer & 2. Brain Boost video	Digital game - Delivery Driver	Virtual Field Trip - Bike Shop	Role Play Activity - Car Mechanic
Success Skill(s) Highlighted	Remember	Organize	Organize, Think Differently	Remember

Bundle 5 - Law and Safety

	Day 1	Day 2	Day 3	Day 4
Activity	1. Show Storybook - Cotton Candy Firefighter 2. Brain Boost video	Paper game - Weather Watch	Role Play Activity - Animal Control Worker	Career Match Up - Safety First at the Fair
Success Skill(s) Highlighted	Feel	Think Differently	Feel	Organize

After Bundle 5, children will complete the post-assessment



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Materials from Twin Cities Public Television

Each *Mashopolis* Children's Program site will receive:

30 tablets with protective cases for children	
1 tablet with a protective case per educator implementing MCP	
30 sets of headphones	
3 sets of crayons for hands on activities	
3 packs of construction paper for hands on activities	
3 packs of glue sticks for hands on activities	
3 packs of scissors for hands on activities	



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Day 1 Reflection

What are your top 3 activities from today?

1. _____
2. _____
3. _____

What are two things you learned about *Mashopolis* Children's Program today?

1. _____
2. _____

What is one question you have about *Mashopolis* Children's Program?

1. _____



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Focus



Child-friendly definition:

Pay attention to something, even when distractions happen around you.

Focus is a combination of two executive function skills - task initiation and task persistence.

Task Initiation means having the ability to motivate yourself to begin tasks. Persistence is our capacity to stick with a task, even if it is difficult or we don't really want to do it. When we're able to follow through with a task while we ignore distractions, we show persistence.

Examples of task initiation in K-2nd graders:

- When a child puts the toys they just played with back into the box where they belong.
- When a child picks up their bowl and takes it to the counter after they finished their meal.

Examples of task persistence in K-2nd graders:

- When a child keeps practicing their writing, even when it's really hard to copy how the letter looks.
- When a child cleans up a spill and they keep cleaning until it is all cleaned up, even if it takes a really long time.

Try it!

STEM challenges involving building and testing are great opportunities to practice task persistence. Using a piece of scrap paper, create a paper airplane with a goal to get it across the room. Your design will likely need several iterations before it is successful! Persistence, especially in engineering, pays off.



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Remember



Child-friendly definition:

Hold new information in your mind to use when you need it.

The **Remember** success skill is a child-friendly term for the executive function skill working memory. Working memory is a short-term brain function that helps us complete the task at hand. This skill allows the brain to briefly hold new information while it's needed. We then use this new information to help us in some way before deciding whether to transfer it into our long-term memory. We can do this while following instructions and without losing track of what we were initially doing.

Examples of working memory in K-2nd graders:

- When a child plays a new game and must remember the rules.
- When a child was just told how to get to the water fountain, but now they are trying to think of the two turns they need to make to get there.

Try it!

A game you can play with a large group using your working memory is called “I went to the grocery store...” In this game you and other players begin by saying, “I went to the grocery store and bought (says an item).” The next player repeats “I went to the grocery store and bought” saying player 1’s item and adds an item of their own. Player three says Player 1, Player 2, and their own item. This continues until all players have tried. You’ll be surprised how difficult it is to keep track of everyone’s order!



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Organize



Child-friendly definition:

Keep track of different information and belongings and put them in an order that makes sense to you.

The **Organize** success skill is a combination of three executive function skills: planning, prioritizing, and organizing. Planning is our daily plan for tasks to meet our short and long-term goals. The ability to determine the appropriate order for completing tasks based on important and logical sequence is known as prioritizing. Organizing is the process of gathering and keeping track of belonging, information and time. This can take place with physical materials or mentally with information.

Examples of **planning** in K-2nd graders:

- When a child thinks about when they can wrap their sibling's birthday present before it's time to celebrate.
- When a child is at the zoo, and they share with their grownup about which animals they want to see.

Examples of **prioritizing** in K-2nd graders:

- When a child looks at their messy room and thinks about what they need to clean up first.
- When a child is baking a treat with their grown-up, and they follow the recipe step by step.

Examples of **organizing** in K-2nd graders:

- When a child gathers the supplies, they need to start a craft.
- When a child arranges puzzle pieces by color to make it easier to complete it.



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Think Differently



Child-friendly definition:

Try new things and find creative ways to solve a problem.

Learn from your mistakes and make changes.

The **Think Differently** success skill is our child-friendly term for the set of executive function skills known as flexible thinking. Flexible thinking is our ability to think about various ways to solve problems, appropriately adjust to new situations, learn from our mistakes, cope with changes, try new things, transition from one task to another, and learn new information.

Examples of **flexible thinking** in K-2nd graders:

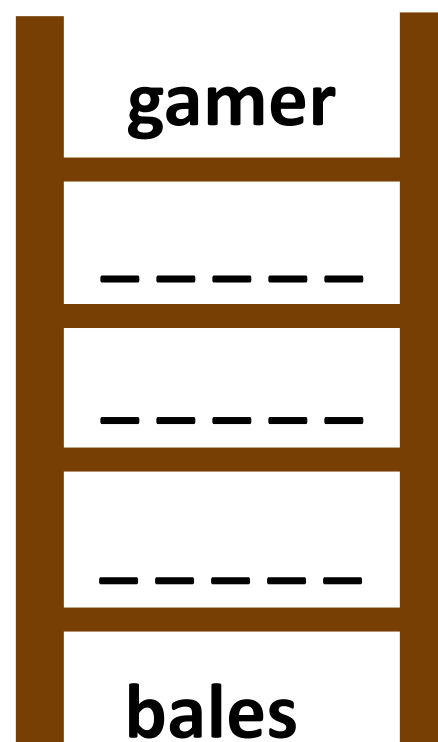
- When a child comes home from school and finds something else to do before dinnertime.
- When a child is offered a new food to try, and they eat it even though they don't know how it will taste.

Try it!

Word ladders are a puzzle where you try to connect two words, one at the top of the ladder to the other at the bottom of the ladder. To solve the puzzle, you must find a chain of other words to link the two together. Each of the words in your chain can only change by one letter to the word next to it.

Example word ladder for *twin* and *swim*:

Twin - twig - swig - swim



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Feel



Child-friendly definition:

Check and show your emotions.

The **Feel** success skill is a combination of executive function skills within an umbrella term known as emotional thinking. Emotional thinking is the ability to connect with our “heart” and recognize, regulate, and express our emotions. We can choose which emotions are appropriate to display in any given situation.

Examples of **emotional regulation** in K-2nd graders:

- When a child is feeling angry at their sibling, so they move to another room because they know they need to cool off and down.
- When a child whispers in a library, even though they are excited to pick out a new book.

Examples of **emotional expression** in K-2nd graders:

- When a grownup asks a child how their day was, and the child shares two feelings that stand out to them.
- When a child has trouble understanding something a teacher says, so they raise their hand to share they are feeling confused.

Try it!

A variation on charades called Feelings Charades is one way for younger children to practice using the Feel success skill. Taking turns showing an emotion, without using any words, guess what emotion the other player(s) is trying to convey. Start with easier to guess emotions (happy, sad, angry) and move to more complex emotions (nervous, worried, excited).



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American Sign Language Success Skill Descriptions

Success Skill	ASL Sign Description
Think Differently	Form a fist with one hand, leaving your pointer finger up. Touch your temple using your finger. Then bring both hands in front of your chest, forming fists with both hands. Leave both pointer fingers out and bring them together, so that the tips of your fingers are touching. Move your fingers away from each other while moving them up and down repeatedly, until your hands are in front of your shoulders.
Focus	Bring both hands up to your face, with palms facing each other. Keep your hands flat, fingers pointing upward. Move your hands outward, still facing each other, towards your shoulders. Then, bring hands forward, with fingertips pointing away from you, gradually moving them closer together—but without touching.
Organize	Face the left and right palms towards each other and sweep from left to right.
Remember	Make two fists with your hands with the thumbs extended up on both. Place both hands in front of your chest. Take your non-writing hand's thumb to your forehead. Then bring it down to touch your writing hand's thumb twice.
Feel	Open the hand you write with, pointing your middle finger inward towards your chest. Then touch the center of your chest in a small, upward circular motion a couple of times.

American Sign Language Video Link: <https://youtu.be/2rhcl54OACs>



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Mashopolis Children's Program Planning Document



How to complete your planning document:

- Scan the QR code to the right
- Fill in the information requested
- If you are unsure of information, contact your site supervisor and send the completed form after you find the missing information



Technology

- Wifi Speed
- Projection/sound equipment
- Printer access

Pre/Post Assessments

- For children participating in and educators implementing *Mashopolis* Children's Program at your site

Expected start dates for Career Bundles

- This information will be shared with our research partners
- Your first bundle, Building, should not start until ***after September 15, 2022***



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Need Help?

If you find yourself stumped with a *Mashopolis* Children's Program Question, please go to the Training for Teachers website and check our FAQ.

If your question is not the in FAQ, send an email to mashopolishelp@gmail.com and you can expect a response within 24 - 48 hours.



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