

LESSON TOPIC	Hack-a-Game
INQUIRY	<ul style="list-style-type: none"> • What makes a game engaging? • Which of the 6 elements of game design best brings the balance of making a game both increasingly enjoyable and challenging?
STANDARDS	9-12.IC.6
OBJECTIVE	<ul style="list-style-type: none"> • I can identify how the core mechanics, space, rules, and challenge of a game can affect the experience. • I can explain some criteria for what makes an engaging game.
RESOURCES	<ul style="list-style-type: none"> • GAMES FOR CHANGE ARCADE <ul style="list-style-type: none"> ◦ teacher resources for student challenge ◦ student-created games from past winners ◦ ACCESSIBILITY games from past winners • FREE ONLINE EMULATOR FOR RETRO GAMES <ul style="list-style-type: none"> ◦ covers many consoles + thousands of games
AGENDA	
STARTER	<ul style="list-style-type: none"> • Ask... <ul style="list-style-type: none"> ◦ Who likes tic tac toe? ◦ Who doesn't like tic tac toe? ◦ Who knows how to play tic tac toe? • Have 2 quick rounds of students demo'ing the game on the white board or digitally
GUIDED PRACTICE mini lesson	<ul style="list-style-type: none"> • Form groups of 3 <ul style="list-style-type: none"> ◦ Have them take turns to play until all have had a chance ◦ Reflect on the pros/cons of the experience as played & waited • Announce that they have to play with all 3 players at once by introducing a 3rd symbol (e.g. triangle) <ul style="list-style-type: none"> ◦ Have them play a few rounds for 2-3 min ◦ Reflect whole group about how this affected the CHALLENGE component of the game's design
WORK PERIOD independent practice	<ul style="list-style-type: none"> • Announce... <ul style="list-style-type: none"> ◦ WE BROKE THE GAME!! ◦ NEW CHALLENGE: Bring balance back by modifying one or more other aspects of game design (core mechanics, space, rules, challenge, or components) • In groups... <ul style="list-style-type: none"> ◦ Brainstorm → Prototype → Iterate → Reflect ◦ Document changes/evaluations for each step ◦ Go through 2 different game variations (1 or more iterations) • Suggest that each group has... <ul style="list-style-type: none"> ◦ Play Provoker: ensures that we are play testing as many ideas as possible ◦ Fun Critic: monitors/gauges/announces the level of fun of

	<p>each prototype</p> <ul style="list-style-type: none"> ○ Includer: ensures that we are hearing as many ideas and explanations as possible from every member and that the game is accessible to all kinds of players ○ Facilitator: ensures rules are being followed with each play test and that feedback is being heard <i>and</i> recorded
<p>CLOSING and/or exit slip</p>	<p>REFLECTION/SHARE OUT:</p> <ul style="list-style-type: none"> ● What did your group change? <ul style="list-style-type: none"> ○ Let's play! ● What was fun/difficult/confusing about the process of Brainstorm → Prototype → Iterate → Reflect (IDP or Design Thinking) the game? ● How did the elements of game design affect each other? Which felt most important to focus on to find the best balance/make it most engaging? ● Distribute/collect exit ticket
<p>ASSESSMENT</p>	<ul style="list-style-type: none"> ● SHARE OUT RESPONSES <ul style="list-style-type: none"> ○ Take note of where they will need support during design/development process ● IDP/Design Thinking Worksheet ● Assess exit tickets (as opener for next lesson if short on time)

