

# Lesson Plan: Guam History Board Game 1

Introducing the project (Part 1 of 5)

**Subjects:** Social Studies, History, Art

**Time required:** 45 minutes

**Related links:** [Guampedia](#)

**Grade-level:** Middle [6-8], High [9-12]

**Materials required:** Chalkboard or whiteboard, chalk or markers

## Description

With this lesson students will learn about the use of games to learn topics, and begin thinking about creating their own game based on Guam history.

## Objectives/Skills

- Students will be introduced to methods of teaching.
- Students will understand that numerous methods of teaching are effective.
- Students will understand that playing games can also be educational.
- Students will begin thinking about creating their own game based on Guam history.

## Questions or Assessment

- How do we learn/teach? What methods are used?
- How are games used to teach?
- How can we make games to teach Guam history?

## Procedure

*Teacher prep.* None

### ***Introduction to Methods of Learning***

1. Ask students about the ways they are taught in school.
2. List student responses on the board.
3. The resulting list may include the following (there are no wrong responses):
  - “Chalk and talk” (what students will describe as a chalkboard lecture)
  - Activities, or hands-on creative projects
  - Homework
  - Tests
  - Quizzes
  - Experiments
  - Problem-solving
  - Worksheets
  - Note-taking
4. Have students identify teaching styles in the school, and benefits of each style (be careful not to allow students to speak overly critically of other teachers).
  - Ms. Blank teaches us art by having us practice with different materials.
  - Mr. Brown teaches us English by writing on a chalkboard and having us take notes.

### ***Introduction to Games as a Means of Learning (10 minutes)***

1. Inform students that playing can also be a form of learning. (If students have already mentioned playing as a teaching method, be sure to congratulate them).
2. Ask students to list ways that they’ve learned through playing.
3. Write these ways on the board.
4. If students are confused, and they may be, then guide them through the following examples:
  - Games like “tag” teach children to interact with other kids
  - Team sports teach children to work as a group to accomplish objectives
  - Trivia board games test a person’s recall of factual information
  - Playing “cops and robbers” allows children be more creative
  - Playing on a jungle gym helps improve coordination
5. Ask children if they have used games to learn in school:
  - Gym class
  - Music class
  - Most likely, they’ll be able to identify examples from many other classes

### ***Introduction to Project (20 minutes)***

1. Explain to students that they will individually be creating games based on Guam history.
2. These games can take any form (or, if you as the teacher prefer, restrict it to a board game).
3. Have students brainstorm a list of elements they’ve seen in other games. Among possible elements, students may mention:
  - A safe zone (like a base in “tag”, or a safe square on “Chutes and Ladders”)
  - Trivia cards (as in “Trivial Pursuit”)
  - A point system

- A non-point system (perhaps a finish line, as in “Chutes and Ladders”)
  - Dice (or other randomizing object, like a spinning wheel or shuffled cards)
4. Assemble some of these elements into an example game.
    - Using the examples listed above, players may advance through a path of squares on a board game by rolling dice. When they land on a trivia square, they must answer a question. If they get it right, then they move roll again. If wrong, then they lose a turn.
  5. Explain that this game was a bit simple, and that you’d like to see more creative projects from the students.

**Assigning “Homework” (2 minutes)**

1. Go home and play a game.
2. Think about ways you can create a game that focuses on Guam history.

**Recap (3 minutes)**

Recap what we’ve done and learned in the lesson:

“We’ve learned how games are designed to entertain and teach. Now is your chance to create your own game focused on Guam history. Be creative. Be brave. Have fun!”

Ask students for their favorite parts of the lesson.

## Lesson Plan: Guam History Board Game 2

Brainstorming our game design (Part 2 of 5)

**Time required:** 40 minutes

### Description

With this lesson students being exploring ways they can create games that focus on Guam History.

### Objectives/Skills

- Students will share games they played as “homework.”
- Students will identify elements of these games, and understand that all games consist of numerous elements.
- Students will share brainstorming ideas for a game based on Guam history.

### Questions or Assessment

- What sort of elements can go into a game?
- What resources can we use to find information about Guam (to put into a game)?
- How can we create a game based on Guam history?

## Procedure

**Teacher prep.** None

**Review “Homework”: Recap Games Played (15 minutes)**

1. Ask students to share some games they played as homework.
2. List games on board.
3. Ask students to list game elements beside each game:
  - “Tag” (there was a base, an “it” person, and running)
  - “Trivial Pursuit” (there were game pieces, a board, and trivia cards)

**Review “Homework”: Recap Game Ideas (10 minutes)**

1. Ask students to share ideas about making a game about Guam history.
2. List ideas on the board.
3. Encourage the students to be creative.

**Overview of Research Resources on Guam History (15 minutes)**

1. Have students develop a list of research resources.
2. Outline basic steps students should do at home:
  - Ask parents or other adults in the family
  - Check internet and Guampedia (Demonstrate Guampedia to the class)
  - Check books, library (if possible)
3. Explain to students that these resources are excellent places to find questions that can be used in a trivia game, or to find information that can be used in other ways to create a game.

### **Assigning “Homework” (2 minutes)**

Ask student to further develop their game ideas, and to be ready to draw out their ideas tomorrow.

### **Recap (3 minutes)**

Recap what we’ve done and learned in the lesson:

“We’ve shared the different types of games we’ve played, and determined the elements of each game. As you can see, even the simplest games have many elements. We’ve also brainstormed and shared ideas for how to create games focused on Guam history. When you go home, please think further develop your ideas for a fun Guam history game.”

Ask students for their favorite parts of the lesson.

## Lesson Plan: Guam History Board Game 3

Developing our game design (Part 3 of 5)

**Time required:** 45 minutes

**Related documents:** Paper play-test of “[Trivial Pursuit](#)”

**Materials required:** Plain paper, markers or colored pencils, scissors, glue and tape, construction paper

**Related links:** [Guampedia](#), “[Trivial Pursuit Game Rules](#)”, [Ultra BoardGames](#)

### Description

With this lesson students learn to create paper play-tests to try out their game ideas.

### Objectives/Skills

- Students will define their game, by providing more definitive parameters, rules, and elements.
- Students will learn how paper play-tests are used.
- Students will begin creating their own paper play-tests.

### Questions or Assessment

- What are paper play-tests?
- How are they used?
- How can we use paper play-tests to inform the design of our Guam history game?

## Procedure

### **Teacher prep**

Paper play-test of a popular game (e.g. “Trivial Pursuit”), as explained below.

### **Sketching Down Game Ideas (12 minutes)**

1. Have students write a description of their game (i.e. in the manner one may read a game description on the back of a box in a store).
2. Have students write down some basic rules and parameters for their game:
  - What is the goal of the game?
  - How does one achieve the goal? (points? finish line? other?)
  - Who plays the game?
  - Where is the game played?
  - What elements are in your game?
  - How does the game teach Guam history?

### **Introduction to Paper Play-Tests (20 minutes)**

1. Explain that games are tested many times before they are completed and sold. To test the playability of these games, game designers will create “paper play-tests.” This paper play-test is a sketch (think of it as a “rough draft”) of a game. People play this game, game designers observe the play, and the design is changed according to the feedback.
2. Using the paper play-test of [Trivial Pursuit](#), have the students play an example of a paper play-test game:
  - Have students volunteer to play the game with exaggerated rules (e.g. there is only one question square on the entire board; or, there is only 3 trivia cards in total).
  - Have the rest of the class observe and take notes.
  - Ask the class what they observed.
  - Write these responses on the board:
    - “It was boring because the board had only one question square.”
    - “It was easy because the questions repeated.”
  - Ask the class to suggest changes:
    - Add more question squares

- Add more trivia cards
  - Have the student volunteers play the game with the new rules.
  - Ask the class to observe and take notes.
3. Ask the class to describe how the paper play-test improved with the second iteration.
  4. Explain to students that they will be doing similar paper play-tests to test their game ideas.

### ***Starting Individual Paper Play-Tests (10 minutes)***

1. Pass out or have students gather art materials, as needed.
2. Have students begin sketching out their game designs.
3. Inform students that they should complete their paper play-tests as homework, and that they will be played in the next class. Remind students of the resources they can use to inform the incorporation of Guam history into their games. If time allows, list these resources on the board.

### ***Recap (3 minutes)***

Recap what we've done and learned in the lesson:

“We've learned how games are tested and adjusted. The paper play-test is an extremely useful tool, and we'll be using it to inform our own game design. Now, finish up your paper play-tests for the next class, because we'll be playing each others' games.”

Ask students for their favorite parts of the lesson.

## Lesson Plan: Guam History Board Game 4

Testing our game design (Part 4 of 5)

**Time required:** 50 minutes

**Related links:** [Guampedia](#)

### Description

With this lesson students will test their paper play-tests.

### Objectives/Skills

- Students will learn to play each others' games.
- Students will observe as peers play their game.
- Students will constructively critique each others' games.
- Students will learn strengths and weaknesses from observing game play, and adjust their games, accordingly.

### Questions or Assessment

- What aspects of my game were easy to understand? Which were hard to understand?
- What aspects of my game were fun? Which were not fun?
- How can I now improve my game?

## Procedure

**Teacher prep.** None

### ***Paper Play-tests (40 minutes)***

1. Students will separate into groups of four.
2. Every 5 minutes, one student will observe while the other 3 play her/his game.
3. Though difficult, the observing student must only observe (and interact with the game-players minimally) in order to fully understand the strengths and weaknesses of their game.
  - The observing student will not be allowed to play her/his own game.
  - The observing student is not allowed to talk unless asked a direct question.
  - The observing student cannot provide guidance unless directly asked.
  - The playing students may not say negative things about the game.
4. Following each five-minute play session, the students will provide feedback for an additional five minutes. (**Note:** The observing student must restrain from arguing or explaining; it's more important they she/he hears the feedback):
  - Were the instructions easy to follow?
  - Was the objective of the game clear?
  - What were good elements of the game?
  - What were creative elements of the game?
  - What areas could use some improvement?
  - What did you learn about Guam history?

### ***Paper Play-Test Recap (7 minutes)***

1. Explain to the students that first drafts are never perfect. Everyone can improve their game design (and they shouldn't feel bad if they found major weaknesses through the paper play-test).

2. Ask the students to share their experiences.
3. If time allows, list some common suggestions on the board (e.g. Improve directions, use fewer pieces, simplify the playing board, make tougher questions, etc.).
4. Remind students of the Guam history resources they can use. If time allows, list them on the board.

### **Recap (3 minutes)**

Recap what we've done and learned in the lesson:

“Up until now, we've learned how paper play-tests were done. Today, we got to conduct one ourselves. You've watched as your peers played your game, and you noted strengths and weaknesses of your design. Nobody's game is perfect; everyone can benefit from tweaking her/his game. Please take what you've learned today and use it to improve your game.”

Tell students that they should complete their games for the next class (perhaps provide them with a weekend to complete it, or, if time allows, have an in-class work-day).

Ask students for their favorite parts of the lesson.

## Lesson Plan: Guam History Board Game 5

Playing our games! (Part 5 of 5)

**Materials required:** Snacks and drinks (optional)

### Description

Students will celebrate the end of this unit by playing each others' games.

### Objectives/Skills

- Students will culminate the unit by playing games designed by their peers.
- Students will have completed an entire game design.
- Students will have learned that games can focus on Guam history, and that they can create game by themselves.

### Questions or Assessment

- How are games designed?
- How are games improved during the creation process?
- How can games be used to teach the history of Guam?

## Procedure

### **Teacher prep**

Bring in healthy snacks and drink (optional).

### **Playing Games! (40 minutes)**

1. Student will separate into groups of four (different groups from the previous day).
2. Students will take turns playing each others' games for ten minutes each.
  - The game designer is allowed to play.
  - Advise students to restrain from critiquing the games.
3. If possible, provide some snacks and drink to add to the celebratory mood (and to relax students who may be nervous about having peers play their games).

### **Wrapping it Up (10 minutes)**

Recap what we've done and learned in the unit:

“Congratulations students! We've learned about different ways of teaching, and learned that games can be one of these effective methods. We learned about resources to use when researching Guam history, and utilized these resources in creating our own games. We learned how games are improved through paper play-tests, and we practiced this process ourselves. Finally, we celebrated by playing our own games on Guam history!”

Ask students for their favorite parts of the unit.