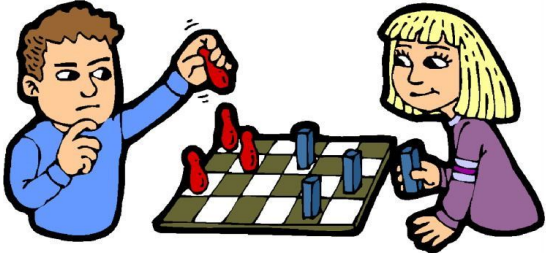
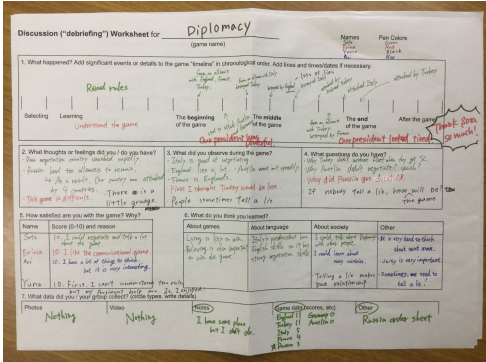
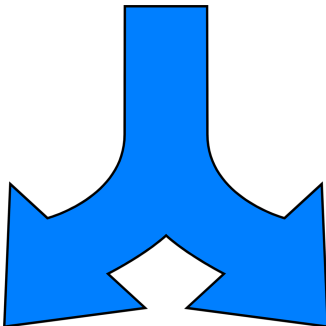









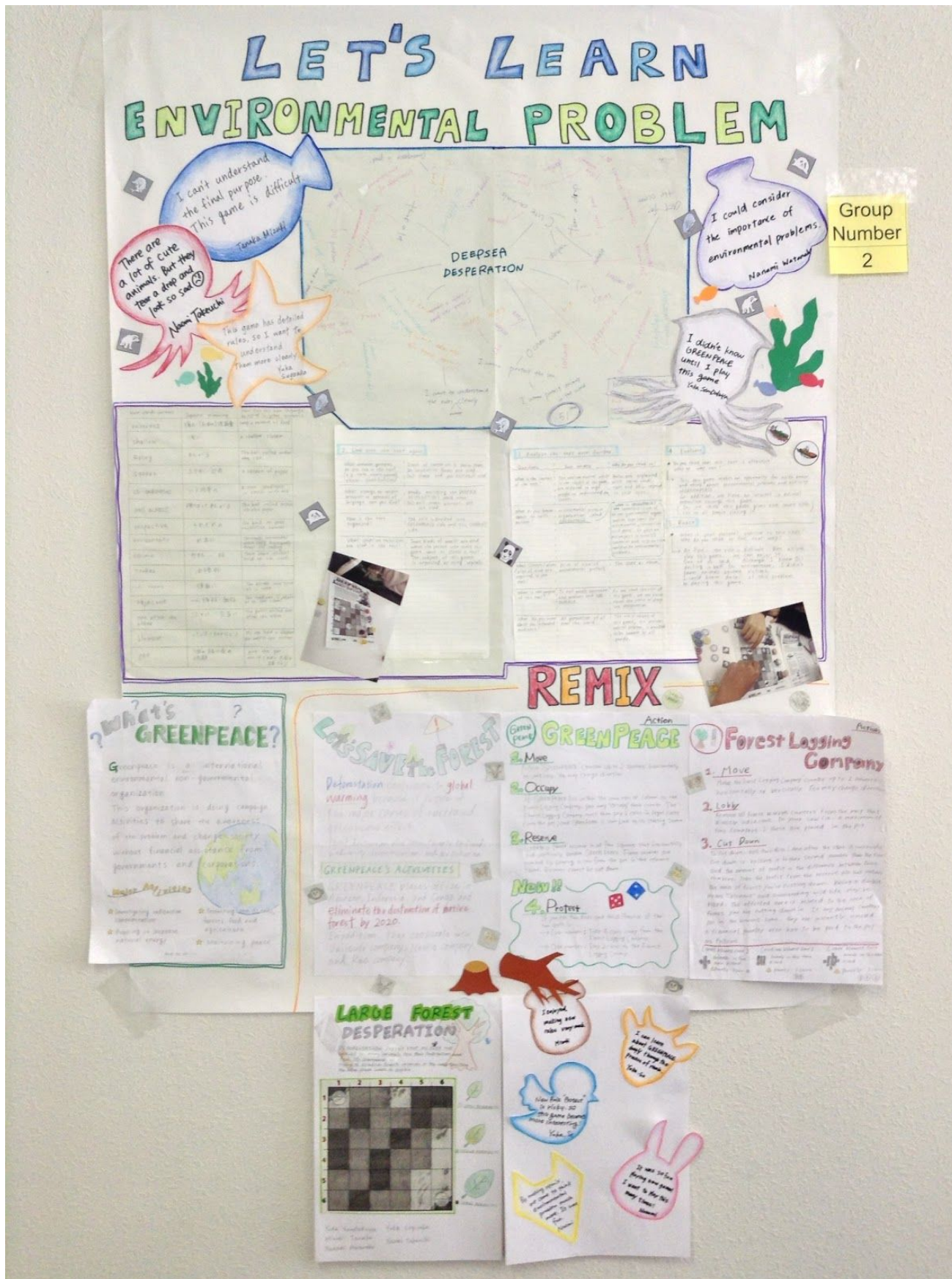


What will you make? What is the flow of work?

<p>Week 1</p>	<p>Make a group Choose and learn and play a new game</p>	
		
	<p>Discuss and take notes about the game</p>	
		
<p>Week 2</p>	<p>Decide (either, not both)</p> 	
	<p>Research the game you played</p>	<p>Create or contribute using the game</p>
		

<p>Week 3</p>	<p>Research the game you played</p>	<p>Create or contribute using the game</p>
		
<p>Make a group poster documenting your work (1) Discussion and research project OR (2) Discussion and contribution project</p> 		
<p>Week 4</p>		
		 
<p>For a group poster session / + a tweet of your work (+ peer / self / teacher grading)</p>		

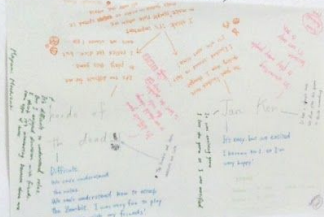
Some example finished projects



ZOMBIE GAME



Discussion



Shirasaki Mana
Medazuki Ayane
Mochizuki Mayumi
Mochinaga Asuka
Yamamoto Nao

Rulebook analysis

Vocabulary

New words	Meanings	Example
token	圖シズル	A token flag is a token of surrender.
inn	圖宿屋	They set up an inn.
phase	圖段階	The second phase of development overlapped the first.
die	圖死す	The die is cast. It's your turn to throw the die.
adjacent	圖隣接的	The situation is adjacent to the school.

日本語訳集 新編 2019 (2019) (PDF) (Kindle)
日本語訳集 新編 2019 (2019) (PDF) (Kindle)
LEARNERS' DICTIONARY (英和辞書) (Kindle)
英和辞書 (英和辞書) (Kindle)
英和辞書 (英和辞書) (Kindle)
英和辞書 (英和辞書) (Kindle)

Structure

CAPITAL LETTER
↳ to show topic
↳ to summarize the paragraph
Basically verbs in the rule are the present tense.
- Strong or Unique
↳ Substantial nouns are uppercase in the rule
- Organized
↳ there are headlines in the rule
↳ easier to understand than
↳ the rule is easy to read
↳ English is better than Japanese
- Creative and original
↳ the game name is not
↳ the story is interesting
↳ the rule is easy to read

Assumptions

Q When do you think about the 'zombie' word?
A I think it is hard.
Q Why do you think so?
A Because in the game, you can only see the zombie on the board. It is not very realistic.
Q What do you think about the 'game' word?
A I think it is easy.
Q Why do you think so?
A Because in the game, you can see the game board and the game rules. It is very clear and easy to understand.

Evaluation

Q Do you think this text is effective? Why or why not?
A I think this text is effective. This is because the text is concise and uses plain words to understand rules. The topics are written in bold type, too. In this game, when you play this game, you can know what rules mean to say. Besides, there are spaces between the paragraphs. By these things, it's easy to read. So I think this text is effective!

Personal reaction

It is hard for us to understand the rule. I have 2 reasons.
First, playing with 5 dice is very difficult for us. We need 5 dice to move many characters like human, zombie and so on.
It was complicated and
Second, this game is a bit difficult for us. We need to understand the rule. It is hard for us to understand the rule. It is hard for us to understand the rule. It is hard for us to understand the rule.

Group message

The experience in this project was very valuable. I learned how important it is to be clear and concise in the group. Also, I learned the ability to share tasks with others effectively.
I enjoyed making this game with my friends. We did not just play but we also learned a lot from this. It was a very interesting and fun experience. We learned a lot from this. It was a very interesting and fun experience. We learned a lot from this. It was a very interesting and fun experience.

Nao

Remix

Our New Game

A changed rule
Originally, zombies can hit zombies on a total roll of 4 pips, but we changed this rule. There are two on a total roll of 1+2 pips. Also, we changed the rule that zombies can give 1 damage on a total roll of 5 pips. Zombies can give 1 damage on a total roll of 5 or 6 pips.

Player's Notes

- This board was changed when I had changed the rule.
- The dice changed when I was playing the game.
- The board was changed when I was playing the game.
- The board was changed when I was playing the game.

Our Interview

Q What do you think about the 'zombie' word?
A I think it is hard to understand the rule of the game. However, we had a lot of fun in the end.
Q Why do you think so?
A Because there are many rules about action, shopping, gold, and so on. They are very interesting and fun to play. We had a lot of fun in the end.
Q Which do you think is better, the original rule or the changed rule?
A The changed rule is better. Because the only 1+2 for killing the zombie is better. It will go on more easily.
Q Do you like the game zombie?
A Yes! It is very interesting and fun to play. We had a lot of fun in the end.

Our Interview

Thanks to the changed rule, it became more easy to give damage. It prevents the game from being dull. The Great Zombie by the additional 'rolling'.

Feed back

An additional rule
We made an additional rule. If there are three zombies in one room, they combine to form 'Great Zombie'!!
Traps have no effect on him, and Heroes have to give 2 damage to defeat him.

- Q What do you think about the game?
- A At first, it was difficult to understand the rule of the game. However, we had a lot of fun in the end.
- Q Why do you think so?
- A Because there are many rules about action, shopping, gold, and so on. They are very interesting and fun to play. We had a lot of fun in the end.
- Q Which do you think is better, the original rule or the changed rule?
- A The changed rule is better. Because the only 1+2 for killing the zombie is better. It will go on more easily.
- Q Do you like the game zombie?
- A Yes! It is very interesting and fun to play. We had a lot of fun in the end.

Weak Point
If three zombies are not put in one room, the game might not be interesting. Therefore, we should decide when to put these things on the table. In addition, we should provide players with detailed information about Great Zombies as:
- How many Great Zombies can be formed or the maximum?
- Are there any differences about action between normal zombies and Great Zombies?

Learning Objectives

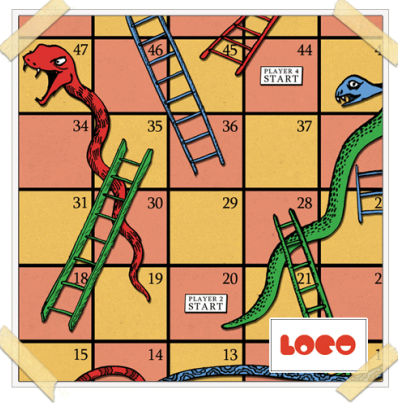


1. Develop your language and literacy skills
2. Develop your critical thinking, creativity, cooperation and communication skills
3. Develop your research and analysis skills
4. Develop your skills to contribute to society

General Information

- Work in groups of 3-5 people
 - (not pairs or solo - let me know if you need help finding a group)
- There are various materials at the front of the class
 - Poster paper, A4, A3, B4 paper, non-stick tape
 - photocopies of some of the games
 - you may borrow the following, but please return them at the end of each class:
 - Dice, tokens, coins, etc...
- You should bring some other materials from home, if you have them, for making the poster:
 - Colored pencils, markers, tape, glue stick

Week 1: Learn and play and discuss a new game

1. Make a group of 3-5 people.
2. Choose and play **1** of the following games
 - a. (as quickly as possible) Look at the photos and links, choose a game, get the materials from the front.

<p>Name: _____</p> <h2 style="text-align: center;">Reiner Knizia's Decathlon</h2> <p style="text-align: center;">Scores</p> <p><small>Complete rules at www.knizia.com © Dr. Reiner Knizia. All rights reserved.</small></p> <p><small>Score sheet design by Eric Gaudel</small></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>100 Metres</p> <p>Throw the first four dice until you are satisfied with the result. Then throw the other four dice and proceed in the same manner. You have a maximum of seven throws for both sets. Scoring: total value of the dice, its count negative.</p> </div> <div style="width: 50%;"> <p>110 Metro Hurdles</p> <p>Throw all five dice, up to 5 times, until you are satisfied with the result. Scoring: total value of all five dice.</p> </div> <div style="width: 50%;"> <p>Long Jump</p> <p>Start with five dice. You must freeze at least one die at each throw. Instead of frozen dice, you may choose to start with frozen dice. You must freeze at least one die at each throw. You have three attempts. Scoring: best total value of all dice frozen in jump.</p> </div> <div style="width: 50%;"> <p>Discus</p> <p>Start with five dice. You must freeze at least one die at each throw. You can only freeze dice with an even value. You can decide to score at any time. You have three attempts. Scoring: best total value of all frozen dice.</p> </div> <div style="width: 50%;"> <p>Shot Put</p> <p>Three dice after the other. You can decide to score at any time. If you throw a 1 you suffer an added attempt. You have three attempts. Scoring: best total value of all frozen dice.</p> </div> <div style="width: 50%;"> <p>Pole-Vault</p> <p>Jumping starts at the height of 10 and is increased by 2 each turn. Players take turns for each height or can decide to skip a height. You have three attempts for each height. Three best to eight dice to equal or exceed the current height without any 1's. You have three attempts. Scoring: best total value of all frozen dice.</p> </div> <div style="width: 50%;"> <p>Javelin</p> <p>Start with six dice. You must freeze at least one die at each throw. You can only freeze dice with an odd value. You can decide to score at any time. You have three attempts. Scoring: best total value of all frozen dice.</p> </div> <div style="width: 50%;"> <p>400 Metres</p> <p>Throw the first set of five dice until you are satisfied with the result. Proceed in the same manner for the second, third and fourth set of five dice. You have a maximum of three throws for the four sets. Scoring: best total value of the dice, its count negative.</p> </div> <div style="width: 50%;"> <p>1500 Metres</p> <p>Throw the first set of five dice until you are satisfied with the result. Proceed in the same manner for the second, third and fourth set of five dice. You have a maximum of three throws for the four sets. Scoring: best total value of the dice, its count negative.</p> </div> </div>	
<p>Decathlon (play 1 or 2 events, not all 10)</p> <ul style="list-style-type: none"> • Rules • Score Sheets (this has simple rules on them) • video 	<p>In it together</p> <ul style="list-style-type: none"> • Game website • Rules and Game Board
	
<p>Our Sonovabitch</p> <ul style="list-style-type: none"> • Game website • Game board • Rules • video 	<p>Deepsea Desperation</p> <ul style="list-style-type: none"> • Game Website • Rules + Game Board

3. Read the rules to **learn** the game. Try to learn and play as quickly as possible.
 - a. There are youtube videos for **Decathlon** and **Our Sonovabitch** which might be useful.
4. **Play once or twice**, depending on how long the game takes.
 - a. Take some **photos** during the game to remember your game (you can use them later)
 - b. Have one person use their smartphone to **record** the audio throughout the game (everything your group says during the game) to use later.
 - c. Try to play in **English** as much as possible.

Week 1 Product: "A Visual Record of A Discussion about the Game"

- I have the 3 sheets of A3 paper at the front of the classroom.
 - If you need the digital version for some reason, here it is: [Discussion worksheet](#)
- Each person should use a **different color of pen**
- Discuss** the games as deeply as you can **in English**.
 - Try to have a **deep** discussion: ask "why?", give reasons and examples, compare and contrast, etc...
 - A: Let's begin. How was the game, B?
 - B: Fun. (*writes 'fun' on the paper*)
 - C: What do you mean? What was fun? Why was it fun?
 - B: It was fun because I didn't know if my strategy would work.
 - A: So, write that down.
 - B: Ok! (*writes "I didn't know if my strategy would work" on the paper*)
- Take notes**; write down the most important / interesting aspects of your discussion.
- Answer all of the questions. If you need help, please ask the teacher.
- After you finish writing your discussion:
 - Put **stars** next to the deepest and most interesting ideas.

Discussion ("debriefing") Worksheet for Diplomacy (game name)

Names: Spain France Italy Prussia Austria Russia
 Pen Colors: Red Blue Black Green

1. What happened? Add significant events or details to the game "timelines" in chronological order. Add lines and times/dates if necessary.

Selecting | Learning | *Understand the game* | The beginning of the game | *Our president looked tired* | The middle of the game | *lots of lies* | The end of the game | *attacked by Turkey* | After the game | *Thank you so much!*

2. What thoughts or feelings did you / do you have?
 - Your negotiation country sounded really good.
 - Prussia had too alliances to remain.
 - As a result, our country was attacked by 4 countries. There is a little grudge.
 - This game is difficult.

3. What did you observe during the game?
 - Italy is good at negotiating.
 - England lies a lot. Austria went out quickly.
 - France is England's friend.
 - First I thought Turkey would be lost.
 - People sometimes tell a lie.

4. What questions do you have?
 - Why Turkey didn't become their ally to get SE.
 - Why Prussia didn't negotiate? (what?)
 - Why did Prussia get decided?
 - If nobody tell a lie, how will be the game?

5. How satisfied are you with the game? Why?
 Name | Score (0-10) and reason
 Sofia | 10. I could negotiate and take a lot about the game.
 Evriva | 10. I like the communication game.
 Ari | 10. I have a lot of things to think, but it is very interesting.
 Yuxia | 10. First, I can't remember the rules, but my requirement is to be in a category.

6. What do you think you learned?
 About games | About language | About society | Other
 - Lying is key to win. Believing is also important in win the game.
 - Italy's negotiation was English skills as it has strong negotiation skills.
 - I could learn about many countries.
 - Telling a lie makes bad relationship.
 - It is very hard to think about next move.
 - Lying is very important.
 - Sometimes we need to tell a lie.

7. What data did you / your group collect? (circle types, write details)
 Photos: Nothing | Video: Nothing | Notes: I have some plans but I didn't do. | Game data (scores, etc): England 11 Germany 0 Italy 5 France 4 Austria 3 | Other: Russia order sheet

NOTE: If you do not finish in class, finish this task for **homework**

- Play the game at least 1 time
- Discuss the game as a group (each person uses a different color of pen)

(share contact information / make a Line group..)

8. Try to analyze the game (and language, and society/culture) more.

	What did you notice? Name and group interesting aspects.	Are there any elements that have (other) meanings? Can you infer anything?	What connections or comparisons can you make (to other games / media, to your life, to real life...)?	What ideas do you have? ... Can you link any causes and effects?	What are you curious about? What do you want to know?
<p>The game</p> <p>Some keywords to help you ... but you can discuss anything! → components, art, story, experience, characters, strategy, play, actions...</p>	<p>Our President was great! 😊 Reliable, cool, kind... England and Italy is good at negotiating.</p>	<p>enjoyed!! negotiation skills talking lie alliance betray</p>	<p>I knew the name of the land. We can remember the area name through the game.</p>	<p>To form an alliance. → cooperation</p>	<p>I think it will be more interesting adding Air Forces.</p>
<p>Language</p> <p>Some keywords to help you ... but you can discuss anything! → vocabulary, grammar, style, purpose, author, organization, audience, register, creativity, patterns...</p>	<p>Sometimes only words are easy to communicate. Not sentence! English is difficult to use!</p>	<p>We have a lot of opportunities to use English: 8</p>	<p>We use a lot of new words. We can learn when we should say a lie.</p>	<p>Many military words. I remember -ed some words. I'll use them talking about news.</p>	<p>I want to know how to negotiate and get trust in English.</p>
<p>Society / culture</p> <p>Some keywords to help you ... but you can discuss anything! → community, players, history, ideology, production, industry, politics, representation, realism, technology, economics, psychology...</p>	<p>Large land can be attacked from various places. Talking skills is also important in society.</p>	<p>Talking with other people. Plan and do with trust.</p>	<p>I think this game likes "Ingress" (app)</p>	<p>If I play this game with best friends, some links will be lost or weakened. If I play this game with people who don't know online, I could play to my hearts content.</p>	<p>With this game, I was able to feel the thinking of the leaders of World War I.</p>

9.

<p>What problems does the game or experience have? <small>was the game?</small></p> <ul style="list-style-type: none"> • We will believe anyone. • There is no value at the 2 position of the team. • We are determined to some extend strategy.
<p>How could the game or experience be improved or changed? <small>was the game?</small></p> <ul style="list-style-type: none"> • Each team starts the game with the same conditions. • Great! I can't think of!! • Add random elements. (ex: chance to get more SC)

10.

<p>Finish these questions with your own ideas.</p> <p>What if we add other countries (Canada, America, Mexico and so on) ?</p> <p>What if we play it with 100 people ?</p> <p>What if We have more turns where will lose ?</p>

11. Brainstorm ways to use the game / experience / related projects in society ("participation projects")

Some keywords to help you ... but you can try anything!	Personal uses	Public uses	Professional uses																																																
<table border="1"> <thead> <tr> <th>Identities</th> <th>Verbs</th> <th>Nouns</th> </tr> </thead> <tbody> <tr> <td>Activist</td> <td>Analyze</td> <td>Art</td> </tr> <tr> <td>Communicator</td> <td>Combine</td> <td>Communication</td> </tr> <tr> <td>Entrepreneur</td> <td>Connect</td> <td>Community</td> </tr> <tr> <td>Explorer</td> <td>Document</td> <td>Company</td> </tr> <tr> <td>Fan</td> <td>Evaluate</td> <td>Event</td> </tr> <tr> <td>Intern</td> <td>Help</td> <td>Fundraising</td> </tr> <tr> <td>Journalist</td> <td>Make / create</td> <td>Game</td> </tr> <tr> <td>Linguist</td> <td>Make money</td> <td>Information</td> </tr> <tr> <td>Maker</td> <td>Organize</td> <td>Lesson</td> </tr> <tr> <td>Researcher</td> <td>Raise awareness</td> <td>Media / texts</td> </tr> <tr> <td>Teacher</td> <td>Remix</td> <td>Organization</td> </tr> <tr> <td>Thinker</td> <td>Share</td> <td>Other languages</td> </tr> <tr> <td></td> <td>Teach</td> <td>Report</td> </tr> <tr> <td></td> <td>Transform</td> <td>Review</td> </tr> <tr> <td></td> <td>Write</td> <td>Society / the public</td> </tr> </tbody> </table>	Identities	Verbs	Nouns	Activist	Analyze	Art	Communicator	Combine	Communication	Entrepreneur	Connect	Community	Explorer	Document	Company	Fan	Evaluate	Event	Intern	Help	Fundraising	Journalist	Make / create	Game	Linguist	Make money	Information	Maker	Organize	Lesson	Researcher	Raise awareness	Media / texts	Teacher	Remix	Organization	Thinker	Share	Other languages		Teach	Report		Transform	Review		Write	Society / the public	<p>The game is useful for remember world history words. Kill time. Learn the difficulty to trust other people.</p>	<p>When signing a contract sometimes it is important to tell a lie. Make friends!</p>	<p>I want to make such game for smart phone apps.</p>
Identities	Verbs	Nouns																																																	
Activist	Analyze	Art																																																	
Communicator	Combine	Communication																																																	
Entrepreneur	Connect	Community																																																	
Explorer	Document	Company																																																	
Fan	Evaluate	Event																																																	
Intern	Help	Fundraising																																																	
Journalist	Make / create	Game																																																	
Linguist	Make money	Information																																																	
Maker	Organize	Lesson																																																	
Researcher	Raise awareness	Media / texts																																																	
Teacher	Remix	Organization																																																	
Thinker	Share	Other languages																																																	
	Teach	Report																																																	
	Transform	Review																																																	
	Write	Society / the public																																																	

12. Any other thoughts or ideas?

We can see everyone's smile and frustrating face!

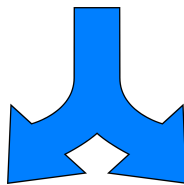
Homework to do before Week 2

- Finish your assignment, if you couldn't finish it in class.
- Read what we will do in Week 2. Come to class with ideas and questions.

Week 2: Choose a project (research or contribute) based on the game

If you didn't attend Week 1,
 a) Join a friend's group (and do extra work for them!)
 b) Write your name on the board to create a new group with others
 "looking for group!"

Decide, as a group
(either, not both)



Research the game you played	Create/contribute using the game
<div style="text-align: center; margin-bottom: 10px;"> </div> <p>Analysis Project:</p> <ol style="list-style-type: none"> 1. Choose something from the Discussion document (page 2). What do you want to know about the game or a related aspect? Analysis project worksheet 2. There are example topics, questions, projects and tips/ideas on the Worksheet. 3. Work through each question on the Game Analysis Worksheet. Take as many notes as possible. 	<div style="text-align: center; margin-bottom: 10px;"> </div> <p>Participation Project:</p> <ol style="list-style-type: none"> 1. Look at some participatory projects (example projects other students have done) 2. Use your notes from the Discussion document (page 3). What do you want to do, using the game you played? 3. Write a Proposa 4. Create notes for Planning and recording 5. Do the project. Actually create or contribute using the game. Leave the classroom if you need to. 6. Write notes and reflections on this Reporting document.

In class today:

Week 2 Product: Either “A Game Research Report” or “A Participation Project”

- Work together to complete the project and documents.
- Work together on one product.
- You may use the internet, the library or other resources. You may handwrite or type and print.
- Be careful not to copy and paste information. Use “...” marks and cite (Miyamoto, 1982) and provide a reference list.

NOTE: If you do not finish in class, finish this task for **homework** (share contact information / make a Line group..)

Homework to do before Week 3

- Do at least 1 hour of work on your project
- Read what we will do in Week 3. Come to class with ideas and questions.

Week 3: Finish your project & make a poster

Get a sheet of **poster paper** in class today. 1-2 per **group**.

***Homework **before** Week 4:

A. Finish your Report or Project

B. Create a group poster

1. Get a sheet of **poster paper** in class today, or later from the teacher.

Make a poster before coming to class in Week 4.

There will not be time to make your poster in class next week.

2. **Make a group poster** that demonstrates and connects all the work that you have done in this project.
 - a. Glue and tape your work to the poster.
 - b. Add additional words and art with markers or pens.
3. **Include all of the following** on your poster:
 - a. **Your work:**
 - i. Your visual discussion record (from week 1)
 - ii. Your research/analysis report OR your participation project (from weeks 2 and 3)
 - b. **And...**
 - i. An attractive title that describes your work and ideas.
 - ii. Everyone's names (**not** student numbers)
 - iii. Art! Attractive drawings or photos of your games and work
 - iv. A reflection: A group message reflecting on your experience and this project. How was it? What did you learn or practice? Add a meaningful message to sum up your experience and project.
 - v. Anything else you think enhances your poster! (How about creating a team logo for your group?)
4. Make your poster:
 - Interesting!
 - Informative!
 - * Organized!
 - * Attractive!