

Maker Mindset! Week 6: Grades 3-5

Day	Topics
1	What is a Challenge?
2	Build a Connection
3	Find Your Path
4	Ask, Imagine, Plan!
5	Create and Improve!

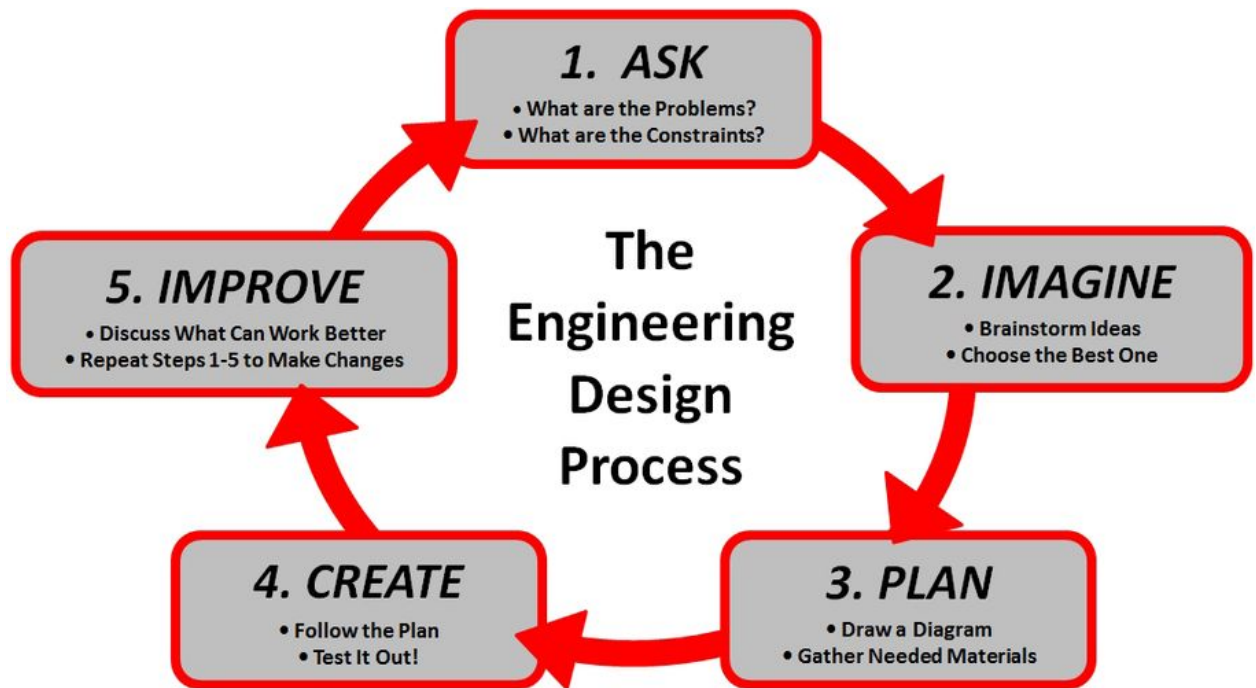
Maker Mindset! Week 6

Day 1: What is a Challenge?

Teacher/Parent Background:

- This is an activity for students to get comfortable sharing ideas, and start the beginning phases of planning an arcade or carnival board game. After students have been given time to ideate in teams, they will share what they came up with.

Related Information:



Key Terms:

- Carnival/Arcade
- Sketch
- Design
- Ideate
- Interactivity
- Replay Value

Materials List:

- Paper
- Markers, crayons, or colored pencils
- Journal or Notebook
- Various common board games that include components that move (i.e. no card games).

Activity Description:

- Warm up activity: design the ultimate carnival or arcade-themed board game. What would it include? How would it be played? Draw on paper or in a journal/notebook.
 - *Ask students what they know of carnival and board games?*
 - *What do they like or dislike about them?*
 - *What would they include in their own design?*
- Play Caine's Arcade video (10 minutes) and discuss (<https://youtu.be/falFNkdq96U>)
- Give students time to work on their own design of a carnival or arcade **board game** in groups or individually.
 - Reflect and share
- Activity 2: Hacking a game
 - *Different board games include different elements of gameplay. There are games with a token you move to advance to an end goal. There are spinners, dice and cards used in games. It's important to focus the gameplay on what is the end goal. Where are the players now and where do they need to go?*
- Set out different board games, or watch below how different games are played:
 - [How to play Candyland](#)
 - [How to play SORRY!](#)
 - [How to play Clue](#)
- Students will choose a game and play with other students or the instructor.
- Prompt discussions on what makes each game fun to play.
 - *Which games are turn-based?*
 - *Which use moving parts?*
- Allow 5 minutes for completely cleaning up all the games. Make sure students understand that it is okay if they did not finish their game. The important thing to understand is that they participated in a game and

understood the rules.

Closure:

Have students start brainstorming ideas on how they would redesign a game.

Extension:

Read!

[Where is Caine now?](http://twobitcircus.org/caine/) (<http://twobitcircus.org/caine/>)