

Day 3 Agenda (Friday – 5/8)

- All:
 - Content & Practice – Ensure that ALL of the Day 1 and 2 Content and Practice Agenda items are complete
 - Content – “Part 06 – Colligative Properties of Solutions”
 - Practice – Boiling Point Elevation/Freezing Point Depression Worksheet
- Designer:
 - Complete (from Day 2): Write a brief description of what players will do on each of their turns or during each round in your game. (This is where you will explain how the game mechanics will be used in your game.)
 - Share your turn/round description with your group members and receive feedback. (You should use this feedback to modify your ideas before Day 4.)
- Illustrator:
 - Complete (from Day 2): Finish drawing concept art for your game. At this point you should likely have several pages of art and a few different ideas.
 - Share your concept art with your group and receive feedback. (You should use this feedback to help you improve your concept art prior to Day 4.)
- Developer:
 - Complete (from Day 2): Work with the Scholar: Your scholar will have decided your specific content for this project by the beginning of class today. Discuss the content that will be covered with your Scholar.
 - Finalize the theme for your game. Once selected, you should not change this in the future. Don't forget to consider the following:
 - What is the goal of your game?
 - How can the content be directly related to theme?
 - Is the relationship between theme and content factually correct? If not, how can you fix it?
 - If you review most rulebooks for board games, you will find a brief “story” at the beginning of them that introduces players to the game's theme and the objective of the game. Finish writing this intro story that you began on Day 2. (The Editor will use this at the beginning of their rulebook.)
- Scholar:
 - Complete (from Day 2): Work with the Designer: How can the mechanisms selected by your Designer be used to TEACH your content?
 - Make sure that the game TEACHES. It should not be a review game. Review the learning objectives that you selected for your game and make sure that a player would be able to master the learning objectives solely by playing your game. This is a BIG task and a large part of your grade!
- Editor:
 - Work with the Designer: Based on the turn/round description written by your Designer, create an outline of your rule book. This is just a framework that you will use later to write your rulebook. Remember to include the elements that you have found in other rulebooks (such as Game Set Up, Objective (of the game – not the learning objective), Turn/Round Descriptions, Game Ending, etc.)