

# DESIGNING HISTORICAL & ACADEMIC BOARDGAMES FOR CLASS: BASIC STEPS

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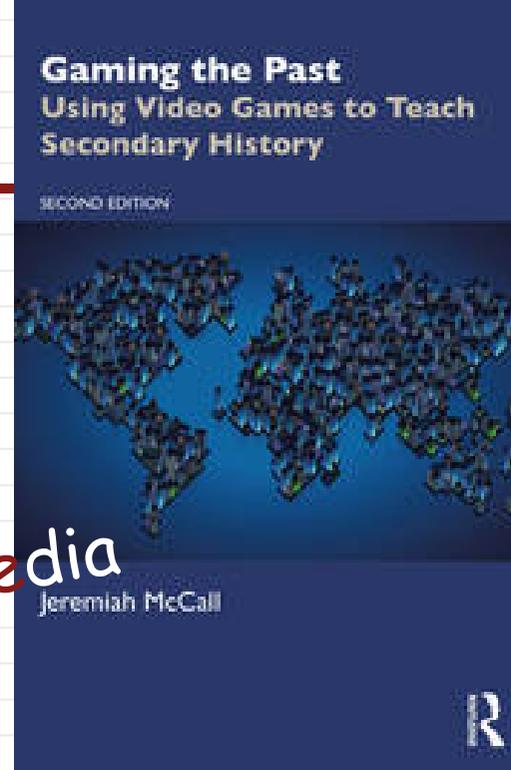
# WHY? EDUCATORS

Analyzing agency in systems  
using bespoke defensible models

Critiquing modern media

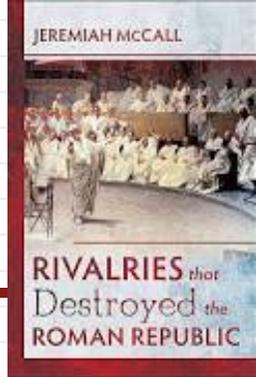
Fostering disciplinary questioning

Using evidence-based arguments  
to determine what can  
& cannot be supported

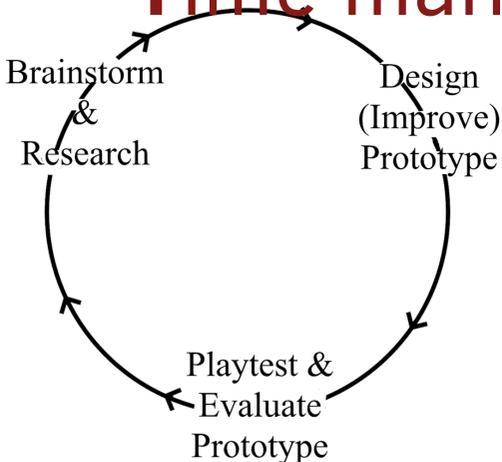


Status (start at top)		Household (Per Turn): FOOD		CLOTH		LABOR		AG		HH		Per Season	
Good Neighbor (tg. 1)	_____	Adult Male:	_____	Adult Female:	_____	Teens:	_____	Girls:	_____	Children:	_____	Infants:	_____
Person of Influence (tg. 2)	_____	F. 30 C. 20 L. 10	_____	F. 10 C. 10 L. 20	_____	F. 10 C. 10 L. 20	_____	F. 10 C. 10 L. 20	_____	F. 10 C. 10 L. 20	_____	F. 10 C. 10 L. 20	_____
Adversary (tg. 3)	_____	Unpaid debts (4 per adult how many used)	_____	Unpaid debts (4 per adult how many used)	_____	Unpaid debts (4 per adult how many used)	_____	Unpaid debts (4 per adult how many used)	_____	Unpaid debts (4 per adult how many used)	_____	Unpaid debts (4 per adult how many used)	_____
Big Person (tg. 4)	_____	Grain	_____										
		Not returned Factors:	_____										
		Labor Calculations (Round up labor only)	_____	Labor Calculations (Round up labor only)	_____	Labor Calculations (Round up labor only)	_____	Labor Calculations (Round up labor only)	_____	Labor Calculations (Round up labor only)	_____	Labor Calculations (Round up labor only)	_____
		Improvements	_____										
		Responsibility Basket	_____										
		Fields (1 square each, implied 2.5 squares left to sow every year)	_____	Fields (1 square each, implied 2.5 squares left to sow every year)	_____	Fields (1 square each, implied 2.5 squares left to sow every year)	_____	Fields (1 square each, implied 2.5 squares left to sow every year)	_____	Fields (1 square each, implied 2.5 squares left to sow every year)	_____	Fields (1 square each, implied 2.5 squares left to sow every year)	_____

# WHY? STUDENTS

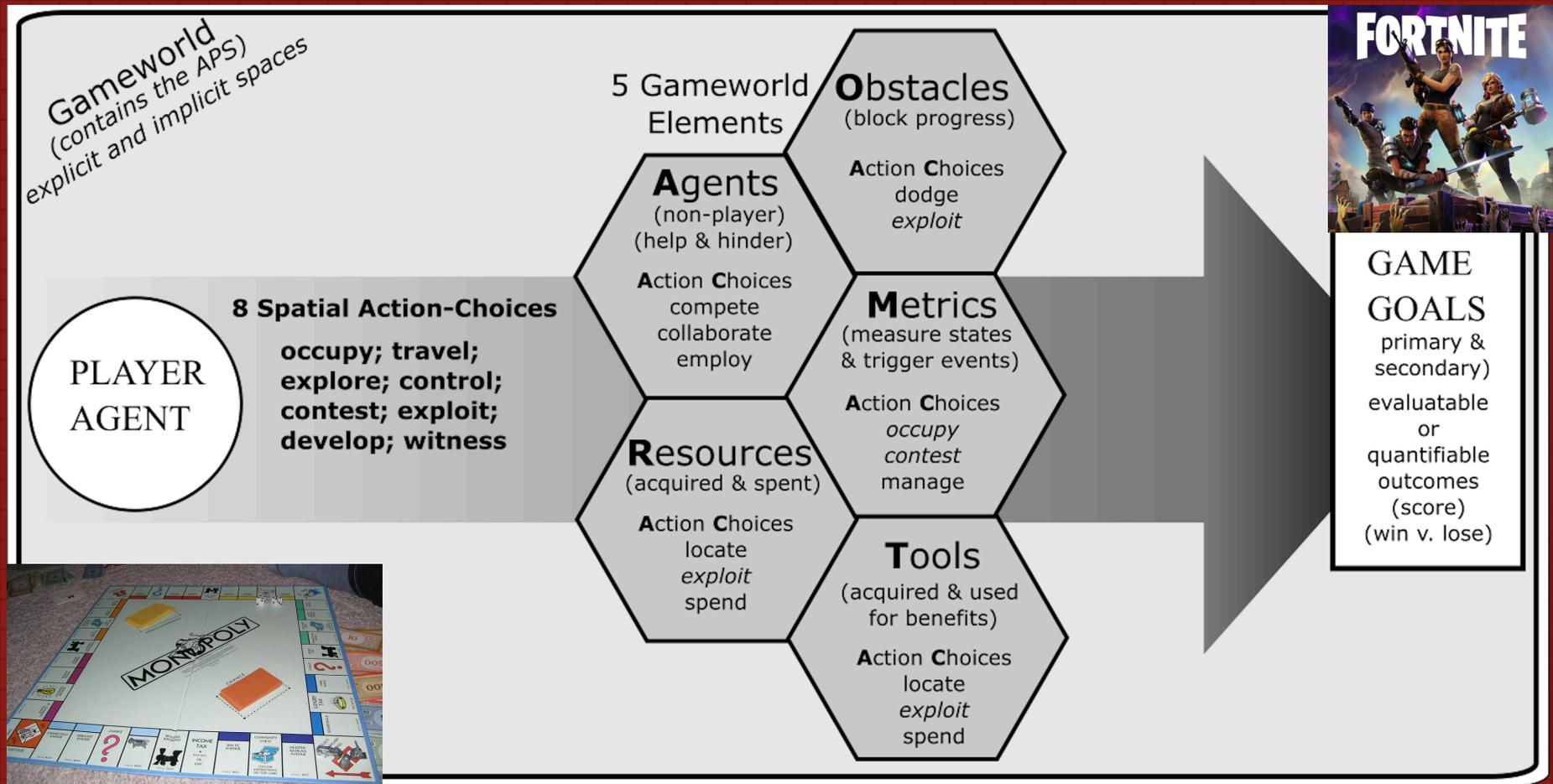


**Skills: Analytical and Expository writing; Presentation skills; Purposeful research; Multi-layered problem-solving (including Ethical problem solving & Global and Local issues); Inquiry learning; Experiential learning; Iterative design (MakerSpacing); Collaborative Leadership; Time management; Community engagement**



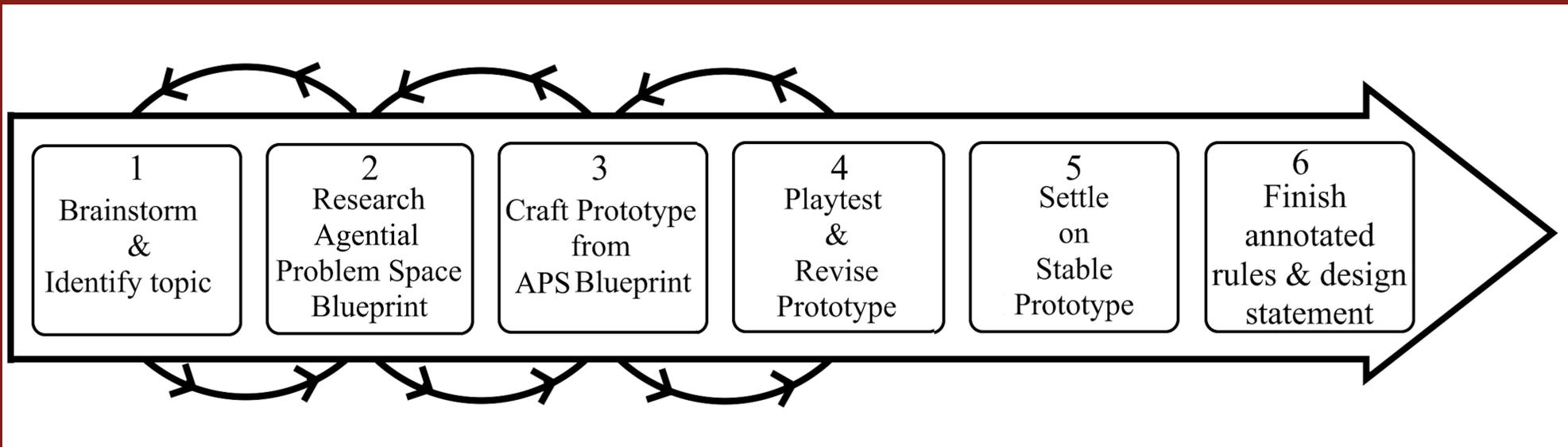
**Transformative**

# Games as Agential Problem Spaces (Not just any game but many games)



What counts as a player agent?

# DESIGN PROCESS



## DESIGN PRODUCT

PLAYABLE REVISED PROTOTYPE

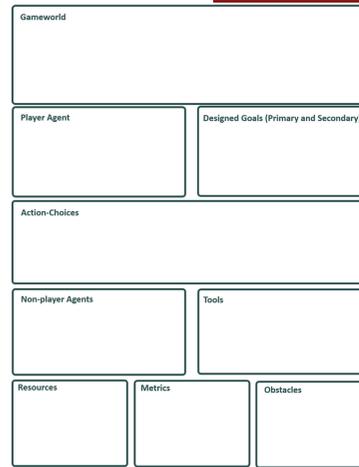
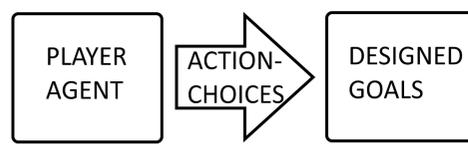
ANNOTATED MANUAL

DESIGN STATEMENT

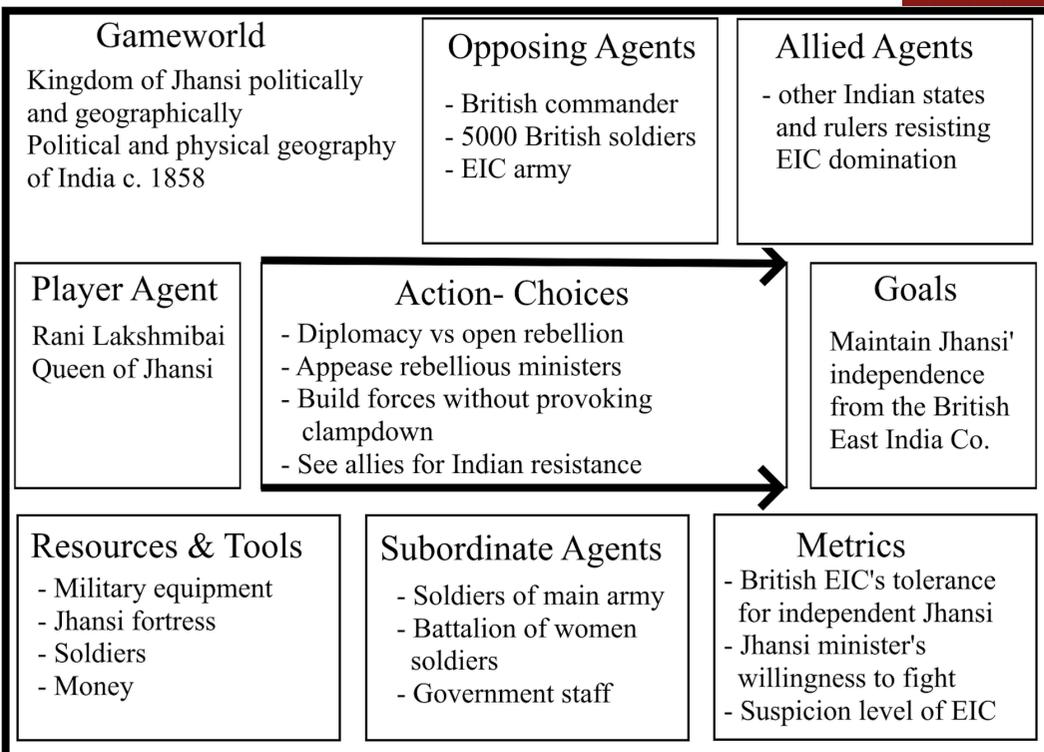


# 1. Brainstorm & Identify Topic

# 2. Research Agential Problem Space Blueprint



- Triad of Agency
- APS Blueprint
  - Researched
  - Written or Diagrammed
  - Evidence-based and sourced
- Shorter versions
  - shorter sources
  - smaller projects



# 3. Craft prototype from APS Blueprint

# Start with gameworld space

- Most agency spatial
- Most agential games spatialize subjects
- Collaborative brainstorming

**8 Spatial Action-Choices**

occupy; travel;  
explore; control;  
contest; exploit;  
develop; witness

DIFFERENT  
ENT

**VOTES OF WOMEN**

1848-1920

TURN 1 2 3 4 5 6

**ONE HOUR WORLD WAR II**

A NEW BOARD GAME FOR 2-5 PLAYERS

**STONEWALL UPRISING**

SYSTEMIC SUPPORT: DETAIN X PEOPLE. UNDETAIN X PEOPLE.

PUBLIC SUPPORT: MOVE THE OVERTON WINDOW UP BY X. GAIN THE CORRESPONDING DIE, THEN ROLL YOUR DICE POOL.

INDIVIDUAL SUPPORT: DEMORALIZE X DETAINED PEOPLE. MOVE THE OVERTON WINDOW DOWN BY X.

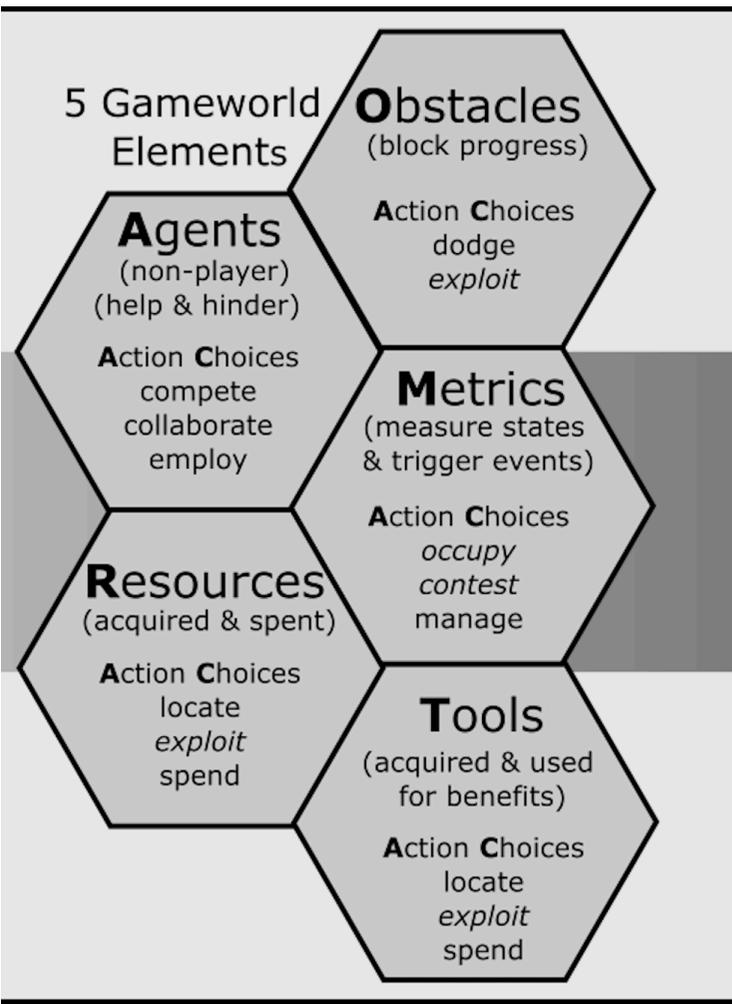
**RISK**

ARMIES

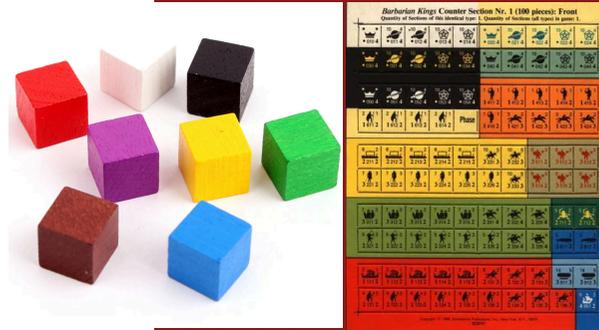


### 3. (continued)

## Craft prototype from APS Blueprint



- Determine how A.R.T.M.O.s fx
- Make notes in a design notebook
- DO NOT GET ATTACHED TO THE PROTOTYPE
- Check the Blueprint



# 4. Playtest and revise prototype

# 5. Settle on stable prototype

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1-4 Players

15-20 Minutes

Assign groups?

Set aside time?

Playtest analysis /  
reflection (written,  
presented, discussed,  
recorded)

**MakerSpace**



# 6. FINISH ANNOTATED RULES AND DESIGNER STATEMENT

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1. HISTORICAL BACKGROUND
2. GAME OVERVIEW
3. SETUP AND NEEDED PIECES
4. WINNING THE GAME
5. PLAYING THE GAME
6. MORE GAME CONCEPTS
7. DESIGNER STATEMENT (REFLECTION)

# FINAL THOUGHTS ...

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Shorter?

Choice-Based Texts?

Collaboration?

Alternatives to writing?