Play, Create, Share, Reflect

A Condensed Hour-by-Hour Guide

Play (2 hours), Create (5 hours), Share (2 hours), Reflect (1 hour)

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Schedule at a Glance

Schedule	Activities	Notes
Hour 1 **Play**	(60 min.) ● Play games ● Share photos, use #MathMINDs	Use our MathMINDs games and stories. Play games appropriate for your grade-level. If you want, invite another grade to play with or have families play at home together.
Hour 2 **Play**	(60 min.) ● Continue playing, share on social media **Planning Ahead:** Use one of our stock Maker Challenges or use our rubric to DIY your own. Either way, have your Maker Challenge ready before Hour 3.	If you want, use a few moments to ask students about games - which they like and why? What tends to make games good?
Hour 3 **Create**	(20 min.) ● Read/finish the Maker Story ● NEAq Intro Video ● Give the Maker Challenge ● Create teams of two (40 min.) ● Start making. Focus on ways to adapt the gameplay to add an addictively challenging twist. The twists can be a combination of how pieces move, how to win, the types of numbers or pieces involved, involving 3 or more players, the game board, etc.	● Maker Story ● Maker Challenges Anything that kids think will help them move toward the challenge is up for grabs. They are the boss. We don't want to limit or pigeonhole their thinking, merely guide it.
Hour 4 **Create**	(20 min.) ● Design Mini Lesson (40 min.) ● Continue making - focus on getting just enough done that you can start testing.	Lesson (~ 5 min. each) ● Maker Mini ● Maker Puzzlet ● Why Maker Mini's?

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Hour 5 **Create**	(20 min.) ● Feedback Mini Lesson (40 min.) ● Join 2 other teams for a feedback session 　○ Give/receive feedback. ● If you want, use the maker hats as a way for students to have fun and use role play to better give and receive feedback.	Lesson ● [Maker Mini](#) ● [Maker Puzzlet](#) ● Maker Hats - [Color](#), [Printer Friendly](#)
Hour 6 **Create**	(20 min.) ● Struggle Mini Lesson (40 min.) ● Continue making/testing ● Look for students to test and iterate at least 3 times during the project. **Planning Ahead:** If you are looking to host a family night or math week with student-made games, you'll need some runway to make that happen. If you want to invite students from another grade/class or have students put their games on display in the gym or cafeteria, begin making those arrangements.	Lesson ● [Maker Mini](#) ● [Maker Puzzlet](#)
Hour 7 **Create**	(60 min.) ● Put the finishing touches on the game	Now you can focus on making it look nice.

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Hour 8 **Share**	Students may or may not need extra time on their game. If so, use part, or all, of this hour to finish off the games. After that, students should ● Share their game with others live ● Gather gameplay data from the players ● Take photos and videos. **Planning Ahead:** If you are looking to use the student games for one of the MathMINDs Game-a-thons, use this as a chance for students to further learn and iterate their games.	● Game Play survey (google form) ● Game Play survey (printable) If you are entering gameplay data for the Million Math Makers challenge, tabulate student-data or create a class google doc for students to enter in their results.
Hour 9 **Share**	(60 min) Students ● Share their game with others live ● Gather gameplay data from the players ● Take photos and videos.	If this started in Hour 8 and you have time left in hour 9, beginn a pre-reflection with simple questions to class about what they learned, what worked and what didn't, their favorite part, etc. You may also use this time for students to begin entering their data into a class google form.
Hour 10 **Reflect**	(60 min.) ● Maker Reflection class discussion ● Enter gameplay and maker data to our Million Math Makers Challenge. ● Probe the class about entering one of our ongoing Game-a-thons.	Example reflection questions