



Family Fun Night Homeschool Lesson Plan

Raddish Lesson Plan Road Map

We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us hello@raddishkids.com.

Driving Questions: What elements are needed to make a successful game?

A Little Taste

Resource List

Background Information (also linked within lesson)

- Straight Dominoes Rules, from Domino Rules site, <https://www.dominorules.com/straight-dominoes>
- *Jumanji*, picture book by Chris Van Allsburg, <https://bookshop.org/books/jumanji-30th-anniversary-edition-with-audio-download/9780547608389>
- *Jumanji*, video read-aloud read by Robin Williams, <https://www.youtube.com/watch?v=-laEuWEubIY>
- Create Your Own Board Game, PBS Kids guide, <https://www.pbs.org/parents/crafts-and-experiments/create-your-own-board-game>
- “A Cute Beetle With Staying Power”, news article from East Bay Times, <https://www.eastbaytimes.com/2011/10/18/a-cute-beetle-with-staying-power/>
- 8 Oldest Board Games in the World, article from Oldest, <https://www.oldest.org/entertainment/board-games/>
- toy industry inspiration of inventors http://www.toyassociation.org/App_Themes/tia/pdfs/resources/inventors/inventorinspiration.pdf

Optional Extensions

- Top Ten Board Games You Should Buy Your Kids, video by Tantrum House, <https://www.youtube.com/watch?v=jE2KGGWIFFw>
- *Press Here*, picture book by Herve Tullet, <https://bookshop.org/books/press-here-baby-board-book-learning-to-read-book-toddler-board-book-interactive-book-for-kids/9781452178592>
- *Press Here*, video read-aloud by Herve Tullet, <https://www.youtube.com/watch?v=QArdr96aZTw>
- 20 Fun Games to Play on Zoom, <https://www.youtube.com/watch?v=KnWUvpMQOpw>
- How To Make a Scratch Game, tutorial video from Brilliant Labs, <https://www.youtube.com/watch?v=rQERTThpnKKE>

Conceptual Knowledge - What Do You Want Them to Know?

1. Understand the elements and structure of a game.
2. Game design involves thinking through many different things and setting a goal. Game designers go through edits and revisions to perfect the game so that it can be played and enjoyed by many.

Key Vocabulary

- Objective - the goal or target of a game
- Strategy game - a game where the player's own individual decisions and skills have a high influence on the outcome of the game
- Cooperative game - a type of game where players all work together towards a common goal

Cross-Curricular Links

- Social Science, Language Arts, Engineering

Project Idea/Scenario

Students will create their own game that can be played by others.

Plan the Process: What Will the Students Do?

After examining the elements of games and what makes them work, students will incorporate those into a new game idea that can be played with friends and family.

Warm-up Activity - Activating Background Knowledge

- Using either the Domino Shortbread Cookies from Family Fun Night or your own set of dominoes, setup and play a game of dominoes. Review “How to Play Dominoes” on your recipe guide or use [the rules from the Domino Rules site](#) if you don't know how to play.
 - Discuss: What is fun about the game? What would you like to change? Is it a good game for everyone? Is it challenging? Who is this game designed for? Would you play it again?
- Explain that the object of a game is the specific goal of that game, but that all games are ultimately about having fun and challenging yourself in some way. Some games can be played alone, but the primary focus of this lesson is on games that engage at least two people and games that a family can gather around together.

Sequence/Procedure

1. [Read Jumanji](#) and/or listen to [the video read-aloud](#).
 - a. Talk about the elements of the game in *Jumanji*. Identify the objective. Was it a game of strategy or of cooperation?
 - b. What were the traditional elements of the Jumanji board game? What were the elements that surprised them?
2. Discuss: Who do you think are typical game designer? Who do you think games are usually designed for?
 - a. [Read the article about Ladybug Game inventor](#).
 - b. What was her inspiration and the process of creating the game? Is she who you pictured when you heard “game designer”?
3. As a family or group, look at the [PBS guide to creating a game](#) and map out your own board game together. After mapping out a simple game and playing a round, discuss what you liked

- about the game and what you would want to change.
- a. Was the process harder or easier than you thought it would be?
4. Complete the “Inventor Inspiration Guide” (see page 7) and think about how you can use inspiration from your own life for creating a game. Read through the examples on [the Inventor Inspiration list](#) to see how other inventors have developed their ideas into real world games.
 5. Choose a project that illustrates your understanding of games and game design.
 - a. Map out your idea on a sheet of paper ahead of time, and make sure to identify if you need to find or create material (like tokens, dice, or cards) for your game to come to life.
 - b. Write out rules, including the objective, and identify if the game involves strategy, skill, chance, and/or cooperation.
 - c. Consider the visual elements that will make the game immediately appealing; think about the colors, drawings, and artwork included on the games that you love.
 6. Share your finished project while enjoying any of the finished recipes from the Family Fun Night kit. Play your game and see if any tweaks should be made for future play.

Possible Creations

1. Design and create an original board game. Think about an element to incorporate that brings your unique perspective and personality into the game. (Sometimes it helps to use backwards design – consider where you want players to end, and then work from there to make it happen.
2. Reinvent a board game. Change the objective or update the rules to a game you know. Either use an existing board and change the rules or create a new board but use the old rules. Play the new game with someone who is familiar with the original version, and see if they can identify all the new elements you incorporated.
3. Design a game that can be played virtually through Zoom, or create a game on Scratch. [Use a video tutorial](#) for ideas and instructions, or [check out this guide](#) for ideas on games that can be played on Zoom. After someone plays the game virtually with you or tries your Scratch creation, review what worked and could be improved upon.

Extensions

1. Play Yahtzee in person or [online](#). How does this game incorporate math skills? See if you can think of ways to make the game easier, and scale down the math or the goals of the game, and then play your modified version to test it out.
2. Watch the recommended board games curated by a kid in [this YouTube video](#), and see how many of the games you know and if he persuaded you to check out any new games. Create a video tutorial of how to play an invented game that you and your family play, or create your own game review to share with others and convince them to check out a new game.
3. [Read](#) or [watch a video read-aloud](#) of *Press Here*. Discuss how this story is a game inside a book. Create your own story that makes a reader play with the book, and try to incorporate different textures or experiences beyond the flat page that Tullet was able to use.

Driving Questions: How have games evolved over time? Why are games important for people to play?

A Big Bite

Resources

- *The Boy Who Thought Outside the Box: The Story of Video Game Inventor Ralph Baer*, picture book by Marcie Wessels, <https://www.amazon.com/Boy-Who-Thought-Outside-Box/dp/1454932597>
- Video Game History Timeline, Museum of Play, <https://www.museumofplay.org/about/icheg/video-game-history/timeline>
- “Why do adults think video games are bad?”, article from Curious Kids/The Conversation, <https://theconversation.com/curious-kids-why-do-adults-think-video-games-are-bad-76699>
- “In the Age of Smartphones, Parents Are Encouraged to Be Media Mentors, Not Gatekeepers”, NPR story (audio and text), <https://www.npr.org/2019/08/06/748810990/in-the-age-of-smartphones-parents-are-encouraged-to-be-media-mentors-not-gatekee>
- “Why Do People Love Games?”, article from The New York Times, <https://www.nytimes.com/2020/06/11/style/why-people-love-games.html>
- “The Full History of Board Games. From 5000 BC to Now”, article from Medium, <https://medium.com/@peterattia/the-full-history-of-board-games-5e622811ce89>
- “How Polio Inspired the History of Candy Land”, article from The Atlantic, <https://www.theatlantic.com/technology/archive/2019/07/how-polio-inspired-the-creation-of-candy-land/594424/>
- “Monopoly Was Designed to Teach the 99% About Income Inequality”, article from The Smithsonian, <https://www.smithsonianmag.com/arts-culture/monopoly-was-designed-teach-99-about-income-inequality-180953630/>
- Snakes and Ladders History, pamphlet from The Museum of Gaming, <http://www.museumofgaming.org.uk/documents/Newsletter2.pdf>
- A brief history of chess, TED-Ed video by Alex Gendler, <https://www.youtube.com/watch?v=YeB-1F-UKOQ>

Project Idea/Scenario

Students will use their understanding of games and the value of playing games to create a persuasive project that advocates for more games.

Sequence/Procedure

1. Discuss or write about what games are your favorite to play. Consider:
 - a. Does it change if you are playing alone, versus playing with a friend?

- b. Are you drawn to playing certain games over and over?
- c. What do your favorite games teach you?
2. Watch this [video about the history of chess](#), and read this [article about why people love games](#). Why do you think chess has endured as a popular game?
3. Read this [book about the inventor of the first video games](#). What challenges did he have to overcome? How did those challenges affect his design and development of a video game?
4. Browse this [video games timeline](#). Which decade seems to have had the most impact on the video games we play today? What do you think might be the next big development in video games, based off of the history we see so far?
5. Select a possible creation below and use the graphic organizer “Convince Me” (see page 8) to help organize your thoughts.

Possible Creations

1. Create an argument for playing video games to adults. Read this [article about why adults don't like video games](#) and listen to/read [the NPR story about why video games can be good for kids](#). Make sure to include facts, illustrations, and persuasive strategies in your argument. Present to an adult who has a set idea about how much time kids should spend on video games, and see if they have changed their mind about it after hearing your argument.
2. Consider what sort of game might be needed to teach a lesson to kids in current times. Read about [the history of Monopoly](#) and what it was supposed to do; did it achieve the goal of the original inventor? Write a pitch to a board game company to create a game that meets the needs of modern kids
3. Learn about the history of [Candy Land](#), [Monopoly](#), and [Snakes and Ladders](#). Many games have been turned into movies; choose the history of one of these games that you think should be turned into a movie. Create a mini-video showing the basic plotline of what a movie of this game would look like; use people, puppets, or storyboard drawings to show the main action of the movie.

Inventor Inspiration Guide

Fill out your favorites! Then rank them on a scale of 1-5 on the game elements listed at the top of the chart. Total them up and see what you should include in your game.

	Involves Strategy	Involves Cooperation	Others Should Know More About It	Has Fun or Unique Design Elements
Book				
Movie				
TV Show				
Sport				
Hobby				
School Subject				
Food				
Toy				
TOTALS:				

Convince Me

My Issue or Argument:

My clearly stated position:

My relevant information is:

Research/facts:

Convincing words I will use:

The arguments against my position are:

My responses to the arguments against my position: