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MEDT6466

School Wide Media Program

Games Week and International Games Day – A Journey Through Waterdeep

“Games can be serious, poetic and expressive – or trivial, silly and fun – and be so brilliantly or leadenly, just the way other forms of culture can. (Does anyone seriously dispute that, fluff though P.G. Wodehouse’s work is, it’s completely brilliant fluff?)” ~ Philip Minchin

With businesses, technology schools, and four-year colleges looking for young men and women capable of working together, gathering and sharing information, and solving complex problems in new and creative ways, the School Library Media Center and educators must pull their resources and find innovative ways to prepare the student of the twenty-first century. What better way to teach, practice, and master these skills than with gaming? As explained by Jim Rettig (n.d.), "Games of every type play an important role in developing fundamental competencies for life. They require players to learn and follow complex sets of rules, make strategic and tactical decisions, and, increasingly, collaborate with teammates and others: all things they will have to do in college and in the workforce." Leading up to International Games Day on November 15, 2014 the School Library Media Center will have its own Games Week promoting and hosting a barrage of gaming opportunities in the School Library Media Center and, with the help of the classroom teachers, across the curriculum in the classrooms.

Of course, since not all the stakeholders in the educational community will be fans of gaming it will be the School Library Media Specialist’s priority to spell out the

facts and dispel all the misinformation about gamers and gaming in general. The School Library Media Center patrons must come to see the School Library Media Center as more than just a storehouse of books but a cultural and educational center of the school community. As explained on The librarian's guide to gaming: An online toolkit for building gaming @ your library (n.d.), "Board games, card games, and videogames are, in essence, information, and the human act of telling stories, presented in new formats that involve the player. Games may fulfill a library's mission to provide cultural, recreational, and entertaining materials; to provide academic curriculum support; or to provide resources and support their industry or profession." With this in mind, prior to Games Week and International Games Day the School Library Media Center could promote gaming through posters, student made videos, Wil Wheaton's *TableTop*, and "lunch and learn" sessions.

Beyond promotion, the School Library Media Specialist needs to cooperate with teachers. Prior to Games Week and International Games Day, it is pertinent to link gaming to instruction by reaching out to teachers of different subject areas and learning levels. With the help of the teachers, the School Library Media Specialist can make instructional connections pairing specific games to curricular needs. The School Library Media Specialist can also work within the AASL standards for Information Literacy relating to 21st Century Skills focusing on first three skills: 1- Inquire, think critically, and gain knowledge; 2-Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; and 3-Share knowledge and participate ethically and productively as members of our democratic society.

Games Week and International Games Day A Journey Through Waterdeep

Group	QCC/ GPS/ASSL Standards	Description of activity
<p>Entire School * Unless otherwise specified all grade levels 9-12th will participate</p>	<p>AASL 1.2 Dispositions in Action 1.2.3 Demonstrate creativity by using multiple resources and formats. AASL 1.3 Responsibilities 1.3.4 Contribute to the exchange of ideas within the learning community</p>	<p>To kickoff the week, the entire school will be invited to create a poster of their favorite game(s) to showcase for November 15th as part of International Game Day.</p> 
<p>Exceptional Students</p>	<p>AASL 3.1 Skills 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.3 Responsibilities 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p>	<p>“Game On!” SWD will partner with another student in general education to participate in a lunch and learn gaming activity. Adaptations and modifications will be made to game(s) of choice to allow for any disabilities or disadvantages so that students may have a mutually satisfying gaming experience.</p>
<p>Chess Club/Table Top Club</p>	<p>AASL 3.2 Dispositions in Action 3.2.1 Demonstrate</p>	<p>The Chess Club will set up tables to teach chess and various strategies</p>

	<p>leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>	<p>from the novice to the expert. This ultimate game of strategy will allow students the opportunity to learn higher order thinking skills and a hobby for life.</p>
<p>Vocational</p>	<p>AASL 1.3 Responsibilities</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>AASL 2.1 Skills</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>ACCT-IC-2. Students will identify and use the basic tools used in the four</p>	<p>In shop classes, metal and woodworking, students will work in small groups to create a new game. Students will build a model of a new game invented and understand copyright and intellectual property rights issues to avoid replicating copyrighted games.</p>

	<p>Building trades. CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools. CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	
Multimedia	<p>AASL 2.1 Skills 2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. AASL 1.1 Skills 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. ACCT-BVP1-3. Students will understand and follow safety procedures when working with TV equipment. ACCT-BVP1-4. Students will be able to demonstrate proper set-</p>	Create their own tabletop video modeled after Wil Wheaton's Geek & Sundry Tabletop "Lords of Waterdeep".

	<p>up and use of basic production equipment. ACCT-BVP1-5. Students will identify and create different script types ACCT-BVP1-6. Students will demonstrate proper use and operation of studio equipment and production techniques while working as part of a production team. ACCT-BVP1-10. Students will demonstrate teamwork and proper use of equipment in a production team while producing a studio production.</p>	
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Resources and References:

AASL Standards for the 21st Century Learner. (2007). Retrieved from <http://www.ala.org/aasl/standards-guidelines/learning-standards>.

Build Literacy. (2014). Retrieved from <http://librarygamingtoolkit.org/index.html>.

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