

# Melding Games with Empathy

## Create-a-Game Segment documents

Creation Question: How can I put an intangible concept into a tangible activity?

Presentation Question: What steps do I need to take between now and the presentation date to effectively and confidently present the game my group created?

Instructions and Time Line:

日本語 3

Create and Present a Game

名前 \_\_\_\_\_

時間目 \_\_\_\_\_

During the next seven class periods you will create a game and its rules, inspired either by a traditional Japanese game, or by a traditional Japanese activity. You will present this game, first to your fellow group members, then to another group, then the class as a whole, then to the ELD students.

The game needs also to overtly use some aspect of おもいやり. Some suggestions for infusing the game with おもいやり would be to somehow use the term, or similar ones, in the process of the game, to change from a competitive game to a cooperative one, to include pictures of people demonstrating (or not demonstrating) おもいやり.

Task	Due Date	Notes/Requirements
Project Group Contract.	End of Day 1	Look at the Collaboration Rubric and comprehensively include provisions that cover all aspects of that rubric. Submit contract to the "Create Game" folder on Showbie.
Write down the outline for a game that incorporates both traditional Japanese New Year's activity with some aspect of おもいやり.	End of Day 1	Submit completed outline to the "Create Game" folder in Showbie.
Translate your rules into Japanese, as well as any anticipated questions. Practice teaching your game (just the language portion) with each other.	End of Day 2	Record a Voice Note, in your own "Create Game" folder, of you rehearsing teaching someone how to play your game. Please speak WITHOUT NOTES.
Construct 3 complete sets of your game, with all items necessary to play.	End of Day 3	Come to class with any materials you need to complete the sets. Show sensei all three sets before the end of the period.
Learn polite language to invite and interact with participants of your game.	Day 3	Provided by Sensei. Quiz on application of terms next time.

Task	Due Date	Notes/Requirements
Quiz rewriting the rules of your game (without notes) and on politely interacting with participants in your game.	Start of Day 4	Quiz will include you writing, in Japanese, the rules of your game, and you identifying statements as polite or not. If not polite, you will provide a more polite statement.
Rehearse teaching your game by teaching your teammates. Give each other feedback. All members need to be able to utilize the language to teach the game. Revise your game as necessary.	End of Day 4	Write any feedback, any comments you may have had about the process, and any changes. Submit to the "Game Reflection" folder on Showbie. Label as "Revise #1"
Teach your game to another group. Also include the おもいやり piece. Get feedback. Revise as necessary.	End of Day 5	Write feedback, any comments you may have had about the process, and any changes. Submit to the "Game Reflection" folder on Showbie. Label as "Revise #2"
Teach your game to the class as a whole. Also include the おもいやり piece. Get feedback. Revise as necessary.	End of Day 6	Record feedback, any comments you may have had about the process, and any changes. Submit to the "Game Reflection" folder on Showbie. Label as "Revise #3".
Teach the ELD students your game. Explain and play the game in Japanese. Video record at least one interaction. Feedback by ELD students will be anonymous, and given to you the following day.	Day 7	Submit a YouTube link to your video in the "Presentation" folder on Showbie.
Revise and prepare for sharing your game at the New Year's Ohana Festival in mid-January	To be revived in January	We will do another practice session with all games when we return from Winter Break in January.
Run a booth at the Japanese Cultural Center of Hawaii's New Year's Ohana Festival. Video record at least one interaction with a Festival participant.	Festival Date in January	Submit a YouTube link to your video in the "Presentation" folder on Showbie

## Collaboration Rubric (BIE):

### COLLABORATION RUBRIC for PBL (for grades 6-12)

<i>Individual Performance</i>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<b>Takes Responsibility for Oneself</b>	<ul style="list-style-type: none"> <li>▶ is not prepared, informed, and ready to work with the team</li> <li>▶ does not use technology tools as agreed upon by the team to communicate and manage project tasks</li> <li>▶ does not do project tasks</li> <li>▶ does not complete tasks on time</li> <li>▶ does not use feedback from others to improve work</li> </ul>	<ul style="list-style-type: none"> <li>▶ is usually prepared, informed, and ready to work with the team</li> <li>▶ uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently</li> <li>▶ does some project tasks, but needs to be reminded</li> <li>▶ completes most tasks on time</li> <li>▶ sometimes uses feedback from others to improve work</li> </ul>	<ul style="list-style-type: none"> <li>▶ is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team</li> <li>▶ consistently uses technology tools as agreed upon by the team to communicate and manage project tasks</li> <li>▶ does tasks without having to be reminded</li> <li>▶ completes tasks on time</li> <li>▶ uses feedback from others to improve work</li> </ul>	
<b>Helps the Team</b>	<ul style="list-style-type: none"> <li>▶ does not help the team solve problems; may cause problems</li> <li>▶ does not ask probing questions, express ideas, or elaborate in response to questions in discussions</li> <li>▶ does not give useful feedback to others</li> <li>▶ does not offer to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ cooperates with the team but may not actively help it solve problems</li> <li>▶ sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions</li> <li>▶ gives feedback to others, but it may not always be useful</li> <li>▶ sometimes offers to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ helps the team solve problems and manage conflicts</li> <li>▶ makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspective</li> <li>▶ gives useful feedback (specific, feasible, supportive) to others so they can improve their work</li> <li>▶ offers to help others do their work if needed</li> </ul>	
<b>Respects Others</b>	<ul style="list-style-type: none"> <li>▶ is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings)</li> <li>▶ does not acknowledge or respect other perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ is usually polite and kind to teammates</li> <li>▶ usually acknowledges and respects other perspectives and disagrees diplomatically</li> </ul>	<ul style="list-style-type: none"> <li>▶ is polite and kind to teammates</li> <li>▶ acknowledges and respects other perspectives; disagrees diplomatically</li> </ul>	

<i>Team Performance</i>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<b>Makes and Follows Agreements</b>	<ul style="list-style-type: none"> <li>▶ does not discuss how the team will work together</li> <li>▶ does not follow rules for collegial discussions, decision-making and conflict resolution</li> <li>▶ does not discuss how well agreements are being followed</li> <li>▶ allows breakdowns in team work to happen; needs teacher to intervene</li> </ul>	<ul style="list-style-type: none"> <li>▶ discusses how the team will work together, but not in detail; may just "go through the motions" when creating an agreement</li> <li>▶ usually follows rules for collegial discussions, decision-making, and conflict resolution</li> <li>▶ discusses how well agreements are being followed, but not in depth; may ignore subtle issues</li> <li>▶ notices when norms are not being followed but asks the teacher for help to resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes detailed agreements about how the team will work together, including the use of technology tools</li> <li>▶ follows rules for collegial discussions, decision-making, and conflict resolution</li> <li>▶ honestly and accurately discusses how well agreements are being followed</li> <li>▶ takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help</li> </ul>	
<b>Organizes Work</b>	<ul style="list-style-type: none"> <li>▶ does project work without creating a task list</li> <li>▶ does not set a schedule and track progress toward goals and deadlines</li> <li>▶ does not assign roles or share leadership; one person may do too much, or all members may do random tasks</li> <li>▶ wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible)</li> </ul>	<ul style="list-style-type: none"> <li>▶ creates a task list that divides project work among the team, but it may not be in detail or followed closely</li> <li>▶ sets a schedule for doing tasks but does not follow it closely</li> <li>▶ assigns roles but does not follow them, or selects only one "leader" who makes most decisions</li> <li>▶ usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized</li> </ul>	<ul style="list-style-type: none"> <li>▶ creates a detailed task list that divides project work reasonably among the team</li> <li>▶ sets a schedule and tracks progress toward goals and deadlines</li> <li>▶ assigns roles if and as needed, based on team members' strengths</li> <li>▶ uses time and runs meetings efficiently; keeps materials, drafts, notes organized</li> </ul>	
<b>Works as a Whole Team</b>	<ul style="list-style-type: none"> <li>▶ does not recognize or use special talents of team members</li> <li>▶ does project tasks separately and does not put them together; it is a collection of individual work</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes some attempt to use special talents of team members</li> <li>▶ does most project tasks separately and puts them together at the end</li> </ul>	<ul style="list-style-type: none"> <li>▶ recognizes and uses special talents of each team member</li> <li>▶ develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision</li> </ul>	

## Team Contract:

### Create a New Year's Game Project Team Contract

#### Our Agreement

*I. We all promise to:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

*II. If one of the Team Members breaks one or more of our promises:*

1. First offense: \_\_\_\_\_
2. Second offense: \_\_\_\_\_
3. Third offense: The offender is fired from the team and receives a "0" for this project.

Date: \_\_\_\_\_

Team Member Signatures:

_____ Print name	_____ Signature
_____ Print name	_____ Signature
_____ Print name	_____ Signature

## Game Blueprint:

日本語 3  
お正月のゲーム

グループのメンバー

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1. Game name: \_\_\_\_\_

2. Traditional Japanese game/activity this game is inspired by:

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3. How おもいやり is incorporated in the game:

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4. Materials necessary for the game. Three complete sets are necessary (one for each group member). Explain how the work will be divided in the construction of these sets.

Materials: \_\_\_\_\_

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Explain how the work will be divided, both in terms of providing materials and for construction of the sets:

\_\_\_\_\_'s responsibilities: \_\_\_\_\_  
(member)

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\_\_\_\_\_'s responsibilities: \_\_\_\_\_  
(member)

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\_\_\_\_\_'s responsibilities: \_\_\_\_\_  
(member)

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5. Game rules in English. Be sure to explain step by step the rules of the game.

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5. Anticipated questions about the process of the game.

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## Game Rules translation:

日本語 3

グループのメンバー

Game Name:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ALL group members needs to HANDWRITE these rules, then submit the finished copy to the "Create Game" folder on Showbie.

Give step-by-step rules for playing our game:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

CONTINUE ON THE BACK SIDE, IF NECESSARY.



## Presentation Rubric:

The rubric will be discussed, and revised in class.

Presentation Rubric. Teach a New Year's Game.

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	10	Strong 8-9	Minimal 7	
Physical Product	<i>In addition to Meets Expectations, Strong:</i> *The quality of all three sets of the product are of high quality. *The product includes a logo, and the instruction booklet is well thought-out and appealing. *The product idea is creative and original, and the game is enjoyable to play.	*The items in the physical product are made by the team members, and all three sets are complete and accurate. *Written instructions of the product include the product name, accurate instructions on how to play the game, and also include both clear information of the New Year's activity that inspired it, and clear information about the "omoiyari" aspect of the product.	*The items of the physical product are made by the team members, but some sets made not be complete or accurate. *Most of the written instructions of the product are included, but product name may not be included, instructions may have some inaccuracies, or information about the New Year's activity that inspired it, or information about the "omoiyari" aspect of the product may be missing.	The physical products are not complete or not accurate. Not all three sets are complete. Written instructions are incomplete or inaccurate, and some of the required material (product name, accurate instructions, clear information of the New Year's activity that inspired it, clear information about the "omoiyari" aspect of the product) may be missing.
Language Content	<i>In addition to Meets Expectations, Strong:</i> *Interacts with audience during presentation. *Clarifies that the audience understands current instruction before moving on.	*The instructions are clear and easy to follow. *In the presentation, grammar, tense, word and particle usage are accurate.	*Occasionally, the audience is unable to follow the instructions. *Occasionally grammar, tense, word or particles are inaccurate.	The audience is unable to follow the instructions given. Many inaccuracies in grammar, tense, word and particle usage.
Physical Presence and Body Language	<i>In addition to Meets Expectations, Strong:</i> *Keeps eye contact constantly, scans all of the audience, does not read notes *Uses gestures smoothly, naturally to emphasize or illustrate points *Moves with purpose	*Keeps eye contact with the audience most of the time; occasionally refers to notes *Uses hands naturally, making some gestures. *Confident posture. *Clothes are appropriate for the occasion	*Makes some eye contact, or scans the room, but refers to notes most of the time. *Uses a few gestures but they do not look natural, or keeps hands too still. *Posture shows some confidence, with only a little fidgeting or nervous movement. *Some attempt to wear appropriate clothing for the occasion.	*Does not look at the audience, reads notes. *Holds things in hands nervously or keeps hands in pockets. *Fidgets, slouches, or is otherwise postured showing lack of confidence. *Clothes are not appropriate for the occasion.

Speaking	<i>In addition to Meets Expectations, Strong:</i> *Adds variety to speaking style (lower or higher volume, change of pace, clarifying with audience) *Uses pauses for dramatic effect or to let ideas sink in	*Speaks clearly, not too fast or slow *Speaks loudly enough for everyone to hear. *Changes tone to maintain interest. *Rarely uses filler words. *Pronounces words correctly. *Speaks appropriately for the occasion.	*Speaks clearly some of the time; sometimes too fast or too slow. *Speaks loudly enough for some of the audience to hear, but may speak in monotone. *Occasionally uses filler words. *Pronounces a few words incorrectly. *Speaks in a style that is appropriate for the occasion most of the time.	*Mumbles or goes too fast or slow. *Speaks too softly to be heard. Frequently uses "filler" words ("uh, um, ええと、あの、そうですね") *Pronounces many words incorrectly *Speaks in a style that is not appropriate for the occasion.
Response to Questions	<i>In addition to Meets Expectations, Strong:</i> *Answers questions in a way that adds details, examples, or new points *Smoothly handles questions that are unclear, off topic, distracting or challenging	*Answers questions clearly and completely *When asked a question he/she doesn't know the answer to, says, "I don't know", or explains how or where the answer could be found.	*May answer some of the questions asked, but not clearly and/or completely *May try to answer a challenging question by faking it.	*Does not address the audience's questions. *Says little or goes off topic.