

Another Class!

A game about what might happen in another class!



1- 3 players | 40 minutes | available online

Accompany your students through their journey in high school

and see how your choices affect them!

This is an education simulation RPG game. The players will become teachers and get to know a class of unique students before they go through quite eventful 4 years of high school together.

At the end of the journey, the players will engage in quantitative and qualitative analysis to reflect on the decisions they made as teachers!

With this game, the players are expected to:

- Experience the difficulty of addressing every student' s need.
- See how different factors impact students' performance in school.
- Reveal their own implicit biases.
- Raise awareness for mental health & physical health.
- Learn US demography with statistics and probability.
- Become more sympathetic towards others.
- Explore their own philosophy of teaching & education.

This Game Manual Includes...

Cover (You have already seen it!)

- Game name
- Game description
- Learning goals

Materials needed.

- On paper: 3 dice for each player & pencils & paper & calculator
- Online: this manual & online calculator (calculator.net)
& online simple dice (random.org/dice) **or**
online cool dice! (teacherled.com/iresources/tools/dice)

Game Play & Rules

- Set Up
- Walk Through
- Look Back

Basic Principles of the Game

- Narrative
- Noncompetitive
- Reflective

Note for Instructors

All the Worksheets You will Use!

- **[know your students]** for create NPC students
- **[Class Roster]** for NPC student info
- **[Teacher' s Memo] 1 x 4** for recording events happened each year
- **[Performance Record]** for tracking student' s performance
- **[Impact Rules]** for determining exact impact of certain events
- **[Event Sheet] (1) & (2)** for random events
- **[Teacher' s Reflection]** for general reflection after the game ends

Game Play & Rules

Set up

- 1) To become a teacher, you need to know your students first!
- 2) Use the **[Know your students]** worksheet to find out the basic information of your student, including: name, ethnicity, preferred pronouns, family members, household income, mental health & physical health status, and initial school performance score
- 3) All the information will be randomly generated by **rolling dices**, the **[Know your students]** worksheet will tell you how many dices you need to roll and how to make sense of the numbers you get from rolling.
- 4) Record the basic information in the **[Class Roster]** worksheet, when you have information about all **4** students you are ready to go!

Walk Through

- 1) Now, as you have some basic understanding of your students, you will start accompanying their journey in high school. Since your high school has 4 years, there will be **4 rounds** of the game.
- 2) In each year of school (each round), things will happen in following order: **teacher event, student event, additional event, teacher action**.
- 3) For **teacher event**, you will roll 1 dice to choose an **[Event sheet]**, 1-3 means event sheet (1), 4-6 means event sheet (2), then you will roll 1 dice to see what happens.
- 4) Teachers have **4 action points** as default, teacher event may give you more or less action points. Write down what happened to you and how many action points you have on **[Teacher' s Memo]**
- 5) After that, every student will have 1 **student event**, roll 1 dice to choose an **[Event sheet]**, and roll 2 dices to see what happens to each student. Refer to the **[Impact Rule]** for how many scores they lose or gain, write down what happened to each student and the impact (scores change) in **[Teacher' s Memo]**
- 6) Next, we have **additional event**, roll 1 dice to see which student has an additional event, 5 means student 1 and 2 both have additional event, 6 means student 3 and 4 both have additional event, find out the event, determine the impact and take a memo in the same way as step 5.
- 7) This is the time for **teacher action**, you need to decide how to use your action points for your students, each action point means +1 to the student' s score, you can use multiple points for one student. When you use an action point for a student, you have to **explain what action** you will take to help that student. Write down your decision and actions in **[Teacher' s Memo]**
- 8) After you take your action, one school year (one round) is finished, you will need to put their scores (after events and your actions) into **[Performance Record]**. Then, you can proceed to the next school year (next round).

Look Back

- 1) When you finished all 4 years of high school (4 rounds), you may go ahead and fill out the rest of **[Performance Record]**
- 2) At last is **[Teacher' s Reflection]**, you will see some guiding questions and you are free to write your own thoughts as well.

Basic Principles!

- **Narrative:** this game requires players to engage in this imaginative school life by contributing their narrative; players need to write down the exact events and explain what actions they will take. Players will be the ones who tell the story; hence it is important to focus on events in life, not changes to scores. Remember the moments in our life, not the numbers!
- **Noncompetitive:** this game does not put one player against another, or put one NPC student against another, therefore the theme is not to win. When 2 or 3 students play this game together, they will have their own classes and events, but they can share what happens in their classes along the way and discuss what actions they can take to help the students. Be a good coworker!
- **Reflective:** this game is designed with the intention to help players reflect on their education philosophy and issues in the education system. Data analysis and reflective questions on the worksheet are just meant to guide players to think about different issues. There is no right answer to any questions! Just feel free to share your thoughts!

Note for Instructors

This game is designed for a specific scenario, but it does not mean only students in high school or beyond can play this game. It is very important to highlight the issues in education and develop awareness in earlier stages of students' education as well. In general, the recommended audience of this game is for students in middle school or beyond. However, please feel free to determine if this game might be appropriate for students in your class. Please be advised that certain events in this game might resonate with student's own experience and therefore evoke emotional reaction. As instructors, please also remember it is important to attend to your students' feelings. Encourage your students to be sympathetic and bring positive influence on others, while making sure you are doing so yourself!

The game itself takes approximately 40 minutes to play, if you wish to shorten the time needed in class, you may ask your students to finish the set-up stage before class. So, the class time can be better utilized for discussion and reflection. If you wish you may require students to submit any worksheet used for this game, as it will let your better understand a student's thinking. I believe it can also be beneficial to ask student to share their reflections in class. Anyone who wishes to use this game in an educational setting is free to modify it as they please, but it is always important to keep the basic three principles in mind.

This game is an individual project created with limited resources and time. If you have any advice on how to improve this game or have anything you may want to share. I can be reached at szhang03@wesleyan.edu All kinds of insights are welcomed and appreciated. I hope this game may help you in some way and wish you good luck with everything!

- Know Your Students! -

It takes time to get to know your students, but totally worth it.

Learn your student' s name! *(these are names of stars; they are all very bright!)*

Roll 3 dices and add them up!					
		3. Capella	4. Vega	5. Spica	6. Mimosa
7. Achenar	8.Sargas	9. Atria	10. Nunki	11. Denebola	12. Naos
13. Merak	14. Ankaa	15.Menkar	16. Hammal	17.Rigel	18.Antares

Learn your student' s ethnicity! *(ratio based on data from 2019 US census)*

Roll 3 dices and add them up!					
3	4	5-6	7-8	9-10	11-18
Native Hawaiian/Pacific Islander	American Indian/Alaska Native	Asian	Black	Latino	White

Learn your student' s preferred pronouns! *(and there are other pronouns people may prefer)*

Roll 1 dice!	1-2 he/him	3-4 she/her	5-6 they/them
--------------	------------	-------------	---------------

Learn your student' s family members! *(ratio based on data from 2019 US census)*

Roll 2 + 1 dices!	1	2-6
First Dice	Only Child	Have Sibling(s)
Second Dice	Single Parent	Two Parents
Third Dice (if second dice is 1)	Single Father	Single Mother

Learn your student' s household income level! *(ratio based on data from 2019 US census)*

Roll 1 dice!	1	2	3-5	6
	Lv.1 Below or Near poverty line	Lv.2 Low income	Lv.3 Middle and upper middle	Lv.4 High income

Learn your student' s physical health & mental health status!

Roll 1 dice to know student' s physical health status, and roll again for mental health status				
1	2	3-4	5	6
Poor	Precarious	OK	Good	Great

Learn your student' s initial school performance score! *(I made it up, there is no such thing!)*

Roll 2 dice; the base school performance index is 85	
First Dice	1-3 minus "THE POINTS!" 4-6 add "THE POINTS!"
Second Dice	"THE POINTS!"

(e.g. if you get 4 and 5, then the student' s initial performance score would be 90)

-Impact Rules-

Some features might make one student more vulnerable or resilient to certain negative events, likewise, they may also determine how much a student benefits from certain positive events. If the event card has **IC/FM/MH/PH**, please use this chart to find out how all the relevant features effect student' s overall loss/gain from an event.

For example, a student with precarious mental health and poor physical health is having eating disorder, then the student will lose additional 1+2 points, and hence lose 4 points because of the event. If this student' s physical health is great, then 2 negative points will be countered and there will be no change to student' s score. Ability to counter only works to neutralize the influence of negative events, it does not turn an event to positive.

Income level [IC]:

	Positive	Negative
Lv1 Near Poverty line	Additional 2	Additional 2
Lv2 Low Income	Additional 1	Additional 1
Lv3 Middle Class	Standard	Standard
Lv4 High Income	Standard	Counter 1

Family Member [FM]:

	Positive	Negative
Single Parent	Additional 2	Additional 1
Single Parent (with siblings)	Additional 1	Additional 2
Both Parents	Standard	Standard
Both Parents (with siblings)	Standard	Standard

Mental Health [MH]/ Physical Health[PH]:

	Positive	Negative
Poor	Additional 2	Additional 2
Precarious	Additional 1	Additional 1
Ok	Standard	Standard
Good	Standard	Counter 1
Great	Standard	Counter 2

- Class Roster -

Let's see who's in your class.

Here is a totally fictional student, just for example!

Name	Pronouns	Ethnicity	Family Member[FM]
Clark Kent	He/him	White	Two Parents No Sibling
Income Level[IC]	Physical Health[PH]	Mental Health[MH]	Initial Score
Lv.2 Low income	Great	Good	90

Now go ahead and fill out the basic info about your students!

Students in _____' s class

Student 1

Name	Pronouns	Ethnicity	Family Member[FM]
Income Level[IC]	Physical Health[PH]	Mental Health[MH]	Initial Score

Student 2

Name	Pronouns	Ethnicity	Family Member[FM]
Income Level[IC]	Physical Health[PH]	Mental Health[MH]	Initial Score

Student 3

Name	Pronouns	Ethnicity	Family Member[FM]
Income Level[IC]	Physical Health[PH]	Mental Health[MH]	Initial Score

Student 4

Name	Pronouns	Ethnicity	Family Member[FM]
Income Level[IC]	Physical Health[PH]	Mental Health[MH]	Initial Score

-Teacher's Reflection-

Congratulations! It is graduation day and here are some reflective questions for you!

Reflective questions:

1. How did you do in general? Do you think you are a good teacher?

2. How do you think others might evaluate your work? Will people think you are a good teacher?

3. Was it easy for you to make decisions in general? What do you think will happen if the class size is as big as it is in reality?

4. Would you say that you managed to close the gap? If not, why's that?

5. Do you think you paid each student equal attention? Should you?

6. Did any of the "neutral events" influence how you think about a student or how you act?

7. Did the score system (school performance index and impact rules) make it easier for you to make decisions? Do you think its fair to use a score system?

8. What challenge teachers might have when they want to assess the impact of event in real life?

9. What are some factors that may affect your decisions, that are not included in this game?

10. Do you think teachers should have the responsibility to address all the events happened to students? Or should someone else take that role and let teachers "just teach"?

-Event Sheet (1)-

For teachers [roll 1 dice]

1. A family member is terribly sick 😞 (-1 action point)	2. school gets more funding 😊 (+2 action point)	3. your good friend just got married! (you are happy for them)
4. A workshop helps you know the students better 😊 (+1 action points)	5. Your apartment is flooded 😞 (-1 action point)	6. Ben & Jerry' s released a new flavor! (but it' s not your cup of tea ice cream)

For students [Dice 1 = X, Dice 2 = Y, if you get 5 and 2, the student meets a military recruiter!]

This student is just chilling.	Student recently won an award. (+1 point)	Student shared a political view you agree with.	Student went to a nice Yoga workshop. (+1 point)	Student is ill. (-1 points) IC,PH
Student' s house is flooded. (-1 point) IC,FM	Student' s parent is recently unemployed. (-1 point) IC, FM	Student started eating healthy. (+1 point) PH	Student met a military recruiter.	Student recently moved to a better house. (+1 point) IC
Student' s parent has a pay raise. (+1 point) IC	Student shared a political view you do not agree with.	Student has a nervous breakdown. (-1 point) MH	Student started working out lately. (+1 point) PH,MH	Student is learning how to read Tarot Cards.
Student is suffering from sleeping disorder. (-1 point) PH,MH	Student is in a healthy relationship. (+1 point) MH	Student expressed interest in the religion you follow.	Student is having drug or alcohol issue. (-1 point) PH,MH	Student decides it is time to work harder. (+1 point)
Student discovered a new interest. (+1 point)	Student expressed interest in a religion you do not follow.	Student got a raise at workplace. (+1 point) IC	Student starts doing volunteer work for local community.	Student is hanging around with the wrong people. (-1 point)
Student does not like your teaching method. (-2 points)	Student is receiving help from local group. (+1 point) IC	Student is having a hard time keeping up. (-1 point) IC	Student learnt time management skills. (+1 point)	Everything is just going on so well. (+1 point for every student)

-Event Sheet (2)-

For teachers [roll 1 dice]

1. You moved to a really nice apartment 😊 (+1 action point)	2. Your partner is being very unsupportive 😞 (-1 action point)	3. You noticed that people still listen to Queen (Is this the real life? Is this just RPG?)
4. A pandemic turned everything online 😞 (-2 action point)	5. New principal seems like a great person 😊 (+1 action point)	6. Ben & Jerry released a new flavor! (not bad, this new flavor is!)

For students [Dice 1 = X, Dice 2 = Y, if you get 5 and 2, the student meets a military recruiter!]

Student is just hanging out with friends.	Student is participating student assembly. (+1 point)	Student is suffering from sleeping disorder. (-1 point) PH,MH	Student starts learning makeup.	Student is playing too much video game. (-1 point)	Student has a Wesleyan Student as tutor! (+1 points)
Student is encouraged by another teacher. (+1 point)	Student does not like the fries in cafeteria.	Student' s parent(s) went to marriage counseling. (+1 point)	Student' s family members are arguing a lot. (-1 point) MH	Student met a military recruiter.	Student is worn out by exam preparation. (-1 points) MH
Student has a nervous breakdown. (-1 point) MH	Student held an artwork exhibition. (+1 point)	Student tries cooking, then failed.	Student just won a scholarship. (+1 point) IC	Student is bullied by the bullies. (-1 point) MH	Student says tarot is superstitious.
Student decides it is time to work harder. (+1 point)	Student is thinking about learning foreign language.	Student' s assignment got a poor grade from another teacher. (-1 point)	Student now has a pet.	Student decides to play less video games. (+1 point)	Student' s parent is very demanding lately. (-1 point) MH
Student is having a hard time keeping up. (-1 point) IC	Student went to a writing workshop. (+1 point)	Student shared a political view you do not agree with.	Student is terribly hurt in a traffic accident. (-5 point) PH,IC	Student used a curse word.	Student is working harder to get into Wesleyan. (+1 point)
Student is on an exchange program. (+2 points, no additional event)	Student expressed concern about school administration.	Student just got vaccinated at clinic. (+1 point) PH	Student shared a political view you agree with.	Student has many late assignments. (-1 point)	There are bad times and things are difficult. (-1 point for all students)

- Teacher's Memo -

Year		Teacher Event	
Student		Student Event	Additional Event
1.			
2.			
3.			
4.			
Teacher Action Time!			

- Teacher's Memo -

Year		Teacher Event	
Student		Student Event	Additional Event
1.			
2.			
3.			
4.			
Teacher Action Time!			

- Teacher' s Memo -

Year		Teacher Event	
Student		Student Event	Additional Event
1.			
2.			
3.			
4.			
Teacher Action Time!			

- Teacher's Memo -

Year		Teacher Event	
Student		Student Event	Additional Event
1.			
2.			
3.			
4.			
Teacher Action Time!			

-Performance Record-

Though this might look like a report card, it does track how's students' doing.

Keep track of your students' school performance score!				
Student Name				
Initial Score				
Freshman				
Sophomore				
Junior				
Senior				
Score Change				
Score Change(%)				
Teacher Action Points Used				
Initial Mean		Final Mean		
Mean Change		Mean Change (%)		
Initial Standard deviation		Final Standard Deviation		

Data Related Questions:

1. Do you think it is important to have some method of tracking student performance?
2. School Performance Index is something I made up, but what do you think it should include?
3. What can data above tell viewers about your teaching philosophy?
4. For things cannot be reflected by numbers, how should we keep track of them?