Step A: ASK

STEP A–ASK: Worksheet #1: WRITE BOTTLENECKS AND LEARNING GOAL:
- **Identify two or three learning bottlenecks from the previous Step A questions. Record them here.**
- **Then, in a single phrase or sentence, write a learning goal, lesson, or outcome that addresses one or more of your bottlenecks.** (Don't worry about precise language yet.)

Some learning bottlenecks in my discipline I've observed or heard about include

_____

_____

_____ .

*My chosen learning goal, lesson, or outcome to take through the ALLURE design process is*_____ .

    (e.g. "To help students critically appreciate an article," "Finding sources," "Case studies that my students can actually identify with")

Step L: LIST

STEP L–LIST: Worksheet #2: WRITE THINKING STEPS:
Write three thinking steps for your learning goal. For each step, add a Bloom action verb (from the center or middle circle of Bloom's Verb Wheel).

First, I would like my students to _____ .
Second, I would like my students to _____ .
Third, I would like my students to _____ .

    (e.g. "First, I would like my students to <u>describe</u> the purpose of a thesis statement and why it's important.")

STEP L–LIST: Worksheet #3: LIST MAIN THINKING STEPS:
List one or two main thinking steps that you believe your activity-game can cover in one hour or less. (If more than one step could be covered in an hour, but you are certain that you only want your activity to focus on a single important step, then only list that single step.) You can change your mind later.

_____ .

_____ .

STEP L–LIST: Worksheet #4: FIND HIGHEST COGNITIVE PROCESS:
Within your thinking steps, find the highest level of Bloom cognitive process.

*The highest cognitive process for my activity-game will be*_____ .

Step L: LINK

STEP L–LINK: Worksheet #5: FIND COMPLEX MECHANICS FOR HIGHEST COGNITIVE PROCESS:
Within the pyramid chart, find the complex mechanics that match your activity-game's highest cognitive process.

The complex mechanics that can teach my highest cognitive process are_____
_____
_____
_____.

STEP L–LINK: Worksheet #6: CHOOSE A SHORTLIST OF COMPLEX MECHANICS:
Within the chart of nine boxes, read the one-line descriptions for all complex mechanics matching your highest cognitive process. Choose three or four complex mechanics that look interesting for your shortlist.

_____
_____
_____
_____
_____
_____

STEP L–LINK: Worksheet #7: CHOOSE FINAL COMPLEX MECHANICS:
Within the complex mechanics chart *Card Backs with Long Descriptions*, read the long descriptions for the complex mechanics on your shortlist. Choose one or two complex mechanics to be the final core mechanics of your activity-game.

_____

> *STEP L–LINK: Worksheet #8: CONNECT YOUR COMPLEX MECHANICS (5-minute limit):*
> **Write down any small connections you see between the complex mechanic(s), your thinking steps, and (optionally) a few of Bloom's matching student works.**
> (Just one or two paragraphs, using phrases or bullet lists, describing student actions that could occur in your own game. Use our worksheet for this section.)

Thinking Steps *(one or two)*

Possible Student Work to Produce *(optional)*   *For any cognitive processes you wish your activity-game to focus on, just one or two works each. See Verb Wheel from Step L–List.*

Complex Mechanic *(one or two)* **Game Influence** *(optional)*	**Quick Connections to Thinking Steps**

STEP L–LINK: Worksheet #9: FRAME THE GAME BRAINSTORM (20 minutes or less): **Describe what your activity or game looks like in detail. Focus on the actions the students are doing, especially if you're describing an activity rather than a card or board game, and don't worry about listing all the rules.** (Write for a full page, or two pages maximum.)

Step U: UNDERSTAND

STEP U–UNDERSTAND: Worksheet #10: CHECKLIST FOR LEARNING GAMES: SIMPLE MECHANICS:

Summarize how your activity-game incorporates each simple mechanic, especially for the ones related to your complex mechanic(s). Then for a few mechanics, take notes on how you might make better use of them to bring out student engagement.

Role:

_____

_____

_____

_____

_____

_____

Rival:

_____

_____

_____

_____

_____

_____

Random:

_____

_____

_____

_____

_____

_____

Rapid:

_____

_____

_____

_____

_____

_____

Reward:

_____

_____

_____

_____

_____

_____

STEP U–UNDERSTAND: Worksheet #11: CHECKLIST FOR LEARNING GAMES: DEEP LEARNING PRINCIPLES:

Summarize how your activity-game incorporates each deep learning principle, especially for the ones related to your complex mechanic(s). Then for a few principles, take notes on how you might make better use of them.

Identity:

_____
_____
_____
_____
_____
_____

Co-Design:

_____
_____
_____
_____
_____
_____
_____

Situated Meanings:

_____
_____
_____
_____
_____
_____
_____

Well-Scaffolded Problems:

_____
_____
_____
_____
_____
_____

Retrieval:

_____
_____
_____
_____
_____
_____
_____

STEP U–UNDERSTAND: Worksheet #12: CHECKLIST FOR LEARNING GAMES:
ASSESSMENT PRINCIPLES:
Summarize how your activity-game incorporates each assessment principle. Then for a few principles, take notes on how you might make better use of them.

Peer Comparison:

_____
_____
_____
_____
_____
_____

Visual Indicators:

_____
_____
_____
_____
_____
_____

Sandbox Environments:

_____
_____
_____
_____
_____
_____

Cycles of Guidance:

_____
_____
_____
_____
_____

STEP U–UNDERSTAND: Worksheet #13: CHECKLIST FOR LEARNING GAMES: ACCESS PRINCIPLES:

Summarize how your activity-game incorporates each access principle. Then for a few principles, take notes on how you might make better use of them.

Multiple Representations of Content:

_____
_____
_____
_____
_____
_____

Multiple Ways Learners Connect:

_____
_____
_____
_____
_____
_____

Varied Demonstrations of Learning:

_____
_____
_____
_____
_____
_____
_____

Step R: RUN

STEP R–RUN: Worksheet #14: BUILDING YOUR ACTIVITY-GAME:
For each section title below, jot a few notes on how you intend to address that area.

Basic Components:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Specialty Components:

_____
_____
_____
_____
_____

Templates for Making Print Games (Boards and Cards):

_____
_____
_____
_____
_____
_____

Templates for Making Digital Games (PowerPoint, Google Slides, and Google Forms):

_____
_____
_____
_____
_____
_____

Media-Making Software:

_____
_____
_____
_____

STEP R–RUN: Worksheet #15: PREPARING YOUR CLASSROOM ENVIRONMENT:
For each section title below, jot a few notes on how you intend to address that area.

Room Layout:

_____
_____
_____
_____
_____

Groups (Number and Size):

_____
_____
_____
_____
_____

Copies of Materials or Games:

_____
_____
_____
_____
_____

Taking Turns? (and Length):

_____
_____
_____
_____
_____
_____

Adjudication of Answers:

_____
_____
_____
_____
_____

Design for ONLINE:

_____
_____
_____
_____
_____
_____
_____
_____

STEP R–RUN: Worksheet #16: RUNNING YOUR ACTIVITY-GAME:
For each section title below, jot a few notes on how you intend to address that area.

Presessions, Icebreakers, and Warm-Ups:

_____
_____
_____
_____
_____

Does It Count for a Grade?:

_____
_____
_____
_____
_____

Rules Explaining:

_____
_____
_____
_____
_____

Team Leaders:

_____
_____

Hints and Difficulty:

_____
_____
_____
_____
_____

Group-to-Group Presentations and Interactions:

_____
_____
_____
_____
_____

Game Over Already?:

_____
_____
_____

Extra Engagement Tips:

_____
_____
_____

Step E: EVALUATE

STEP E–EVALUATE: Worksheet #17: PLAYTESTING:

Who might you approach as a playtester?

_____
_____
_____
_____
_____

What questions related to your activity-game's learning might you focus on?

_____
_____
_____
_____
_____
_____
_____
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_____
_____
_____

STEP E–EVALUATE: Worksheet #18: DEBRIEFING WITH PLAYTESTERS:

Which areas of your activity-game are the most important to debrief?

_____
_____
_____
_____

What questions might you ask in the debrief?

_____
_____
_____
_____
_____
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_____

STEP E–EVALUATE: Worksheet #19: OBSERVING YOUR ACTIVITY IN THE CLASSROOM:
Use this chart when observing your activity-game in the classroom. In the "Behavior" column, list behaviors important to your activity-game (see the chapter for examples), but leave a few cells blank to fill-in during the event. In the two middle columns, mark an "X" each time that behavior occurs. Try to group behaviors so you don't have too many to track.

Behavior	What I see	What I don't see	Notes

STEP E–EVALUATE: Worksheet #20: DEBRIEFING WITH STUDENTS AFTER THE GAME:

What questions might you ask your students during the debrief?

_____
_____
_____
_____
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STEP E–EVALUATE: Worksheet #21: REFLECTING ON THE DATA:
After the activity-game has run, compile all your information using the summary chart below.

Fun Factor		Learning & Challenge Factor	
In the space below, indicate how many students exhibited X, Y, or Z pro or con? Briefly describe the behavior.			
Pros	Cons	Pros	Cons

What worked or failed with the game's current structure?

Overall reflection and action item(s) for next time: