



Fairchild Challenge at Phipps

2019 – 2020 Middle School Challenges In-Depth

Challenge 4: Game Design

“Nature for the Win”

For individuals or groups | 200 points will be awarded upon completion of this challenge

Due at Phipps: Friday, May 5 by 5 p.m. – new deadline

Your Challenge:

Playing games is fun, but it’s also a great way to practice creative problem solving, learn about something new, or share something you’re passionate about with others.

Design and create a game that teaches someone something about nature that you think is interesting. Examples of themes may be: highlighting the difference between specialist and generalist pollinators, exploring the complexities of decomposition, or delving into what lives in the deepest parts of the ocean. Get creative about a topic that interests you! You may also choose to format your game however you’d like. It can be collaborative or competitive; and it can be a board game, card game, active game, or any other style you wish! Be sure to include clear instructions that provide details on set-up, player objectives, game play, and ending the game. Don’t forget to cite any sources you use. Your game should be built of only repurposed or found materials. All game pieces should fit into a container no larger than 20x12x5”, and the game should be labeled with the school and participating students’ names. Games (with entry forms) should be submitted to Phipps either by mail or in person. *In the event that you are unable to submit a physical entry, you may choose to digitally submit 3-5 photos or a short video explaining the game. If you are submitting your entry digitally, please include digital copies of the Challenge Entry Form and game instructions.*

Note: *Because state-wide school closures are affecting schools differently, we have decided that this challenge will not be judged. Instead, 200 points will be awarded to each school that completes this challenge, regardless of how they choose to submit their entry.*

Resources: The following list of online resources may be used when preparing your entry:

- [Board Game Design Lab](#)
- Board Games to Create and Play by Kevan Davis
- [BoardGameGeek](#)

- Designing Board Games by Kristin Fontichiaro
- Eurogames: The Design, Culture and Play of Modern European Board Games by Stewart Woods
- [Open Educational Resources, The University of Edinburgh – Theme, Setting and Game Mechanics](#)
- [Pittsburgh Center for Creative Reuse](#)

Entry Requirements: Physical entries may be delivered to high school program coordinator at Phipps in person or via certified mail. *In the event that you are unable to submit a physical entry, you may choose to digitally submit 3-5 photos or a short video explaining the game. If you are submitting your entry digitally, please include digital copies of the Challenge Entry Form and game instructions.*

- Challenge Entry Form
- Game, with the exception of the instructions, should be built of found or repurposed materials.
- Entire game should fit within a container no larger than 20x12x5”.
- Clear instructions for how to set up, play, and end the game should be included.
- Game should be labeled with the school and the participating students’ names.

School Submits: 1 Game(or photos/video of game), Game Instructions, Challenge Entry Form

State Standards:

- Standard - CC.1.4.6.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Standard - CC.1.4.6.B Identify and introduce the topic for the intended audience.
- Standard - CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style
- Standard - CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Standard - CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Standard - CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.
- Standard - CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- Standard - CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Standard - CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.
- Standard - CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Standard - 3.4.6.CI Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.