



# Gamer Girl Educational Guide

by  
Girl Museum, Inc.



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## *Gamer Girl*

*Gamer Girl* explores the history and contemporary culture of girls and women who make and play games. We travel through time and around the world to explore girls in gaming, from the earliest games of Ancient Egypt to video, role-playing, and board games. Along the way, we show how gaming is empowering for girls individually, as communities, and as agents for social change.

This educational guide is designed for both classroom and at home settings and is targeted towards middle grade students. All the activities are designed for ease of copy and distribution.



## Discussion Questions

*Students can answer the following questions on their own or discuss in groups.*

1. Gaming has been proven to have far-reaching benefits for the individuals who participate. List some of these positive effects of gaming and discuss how gaming may have benefited you or someone you know.
2. In the gaming history timeline we see that a lot of girls were pivotal in advancing gaming technology and culture. List three girls who influenced gaming and what they did to further gaming.
3. Games help us learn: about life, about history, and about ourselves. What examples of games educating gamers can you list from the exhibit? Describe a time a game (board, role play, or console) taught you something.
4. What were your thoughts about girls in gaming before viewing this exhibit? Have your thoughts changed? Why or why not?

## Activity: Build Your Own Board Game

### Objective

Gaming, whether with a console or on a table top, requires a certain amount of creativity and imagination. This activity is designed to engage students in the creative thought process while also meeting common core standards (U.S.).

### Standards Met

**CCR.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCR.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCR.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCR.W.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCR.W.6-8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCR.W.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

In the exhibit we saw a plethora of examples where girls made games both for the masses (like Anne Abbott and Dr. Busby) and for themselves and their friends (like Maddy Myers). Now you can create your own board game following these instructions!

### Materials

- Used board games that are missing pieces
- Cardstock or poster board
- Markers, crayons, paint etc.
- Molding clay

### Design Your Game

**1. Write down the game's story.** Every good board game has three things: a *story*, a *goal*, and *mechanics*.

- *Stories* (or themes) are basically like the “genre” of books. Is your board game going to be a wargame with conflict and strategy? Or a more simple theme of beating opponents to a certain point on the game board?
- Your game has to have some sort of *goal* for players to reach. Whether it be having the most points, cards, or reaching a certain place: a goal has to be achievable in order to make game play continue.
- And finally, your game has to have a set way in which players interact with the game. This is referred to as *mechanics*.

**2. Determine the age range of your players.** Not only will it help guide the way you design your mechanics and write out gameplay instructions.

**3. Set the goals of your game.**

- Decide how many players can play your game at one time.
- Think about how long you want the average time of gameplay to take for your game.

**4. Decide how players will win the game.**

**5. Write out the basic rules.** Don't write formal instructions yet, just jot down the basic set of rules you want players to follow.

## *Crafting the Final Product*

**1. Build your board.** If you're reusing an old game board use cardstock or poster board to cover the existing game design. If you're building your game from scratch use cardboard to create your board's base, and then use cardstock or poster board to create a new illustration.

**2. Illustrate your board.** Now, illustrate your game board. Take your game's grid, or spaces, and illustrate outward. (*TIP: It's best to use pencil to draw your base lines first, so if you make any mistakes you can erase them!*)

- Make the design as eye-catching as possible so it will catch the attention of the players. You can use literally any materials you want to jazz up your design.

**3. Create your game pieces.** If you decide to use existing game pieces from old board games you can choose to modify them to your needs or leave them as is. If you choose to make game pieces from scratch, you can do so using molding clay or craft foam and poster board.

**4. Create any other pieces your game needs.** (Or use bought or old pieces from defunct board games, like dice or spinners).



*Now it's time to play your game! Play with your friends and family and take pride in creating a whole new board game. Play on, gamer girl!*

## Research Other Gamer Girls

We list several girls who have made careers and amazing contributions to the gaming world, but there are more out there waiting to be discovered!

### *Instructions*

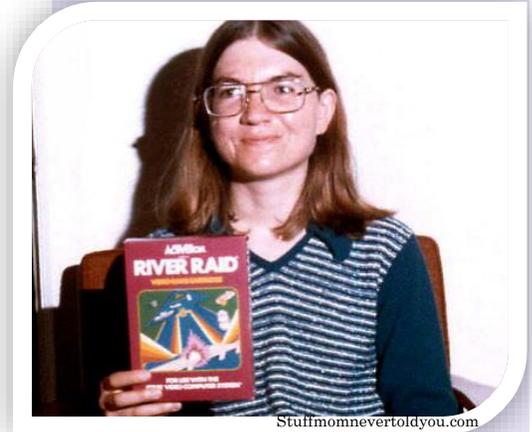
Research a gamer girl that was not mentioned in the exhibit. She can be a professional, amateur, or even someone you know! Make a multimedia presentation about her life and her impact on gaming culture.

Check with your teacher about specific formats and requirements. Consider utilizing Prezi, VoiceThread, or even recording your own video!

### *Media Resources*

The following online resources may help in your research:

- Wikimedia Commons
- Flickr – most works are licensed under Creative Commons
- [www.Jamendo.com](http://www.Jamendo.com) – a music sharing site of all legal to use songs
- Library of Congress ([www.loc.gov](http://www.loc.gov))
- National Archives ([www.archives.gov](http://www.archives.gov))
- Queensland State Archives ([archives.qld.gov.au](http://archives.qld.gov.au))



### *Standards Met*

**CCR.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

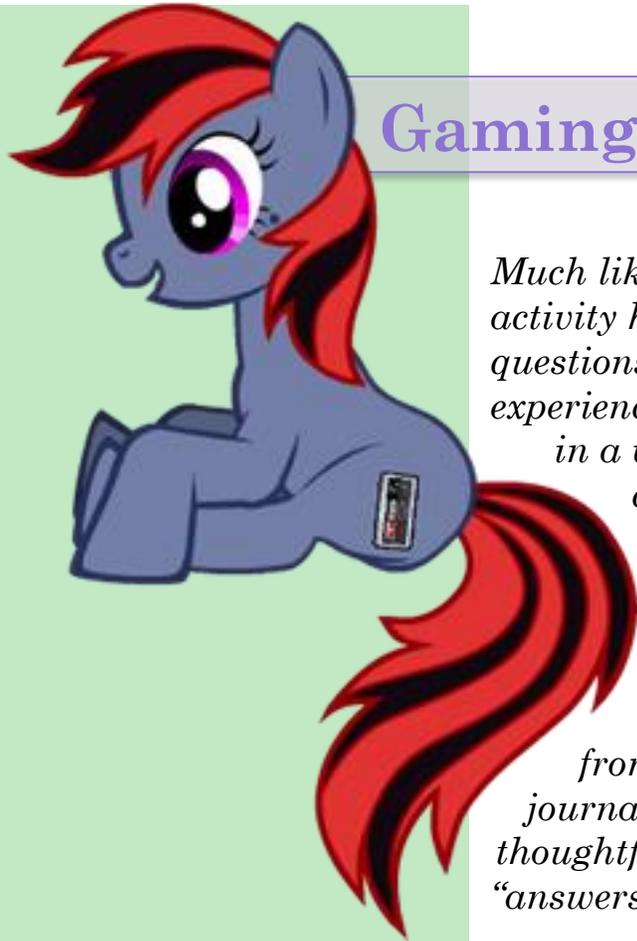
**CCR.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CCR.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCR.W.6-8.7** Conduct short research projects to answer a question, drawing on several sources

**CCR.W.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

**CCR.W.6-8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research



## Gaming Journal

*Much like a reading journal, this gaming journal activity helps students to pause and reflect, ask questions, and connect ideas based upon their gaming experiences. Playing games of all types affect players in a variety of ways, as our exhibit has shown. By completing this journal, is our hope that gamer girls reflect on what gaming brings to their life.*

*The purpose of a journal is not to assess your knowledge of the games you are playing, or from what you've learned from our exhibit. This journal exercise is to help you reflect personally and thoughtfully as you game. As such, there are no right "answers" or uniform expectations.*

### ***Instructions***

Over a week or months' time fill out a new journal page every time you game. This includes board games, live action, war games, role playing, and console games.

Every time you game, take the time before hand to jot down your current mood and emotions, what game you're playing, and who you are playing with. After your gaming session is complete, fill out the achievements and reflection sections of the journal. And don't forget to write how you feel after gaming!

By the end of this extended activity, we hope that you can see what affect games have on you.

# Gaming Journal

Date \_\_\_\_\_

Game \_\_\_\_\_  
\_\_\_\_\_

Players \_\_\_\_\_  
\_\_\_\_\_

Level \_\_\_\_\_

Hours Logged \_\_\_\_\_

Minutes Logged \_\_\_\_\_

Emotion(s)/mood prior to playing.

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Goal(s) achieved. Points and trophies earned.

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Summarize your gaming experience.

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Emotion(s)/mood after playing.

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# Girl Museum

We are the first and only online museum about girlhood.

We exhibit, educate, and raise awareness about the unique experience of being born and growing up female around the world in the past and present.

As a community of passionate and creative individuals, we acknowledge and advocate for girls as forces for collective responsibility and change in the global context, not as victims and consumers.

We are a 501(c)3 non-profit educational organization.

Learn more and get involved at [www.GirlMuseum.org](http://www.GirlMuseum.org)



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## Riddle Me This

*(Answers are upside down in the corner)*

1. Tear one off and scratch my head what was red is black instead.
2. The eight of us go forth not back to protect our king from a foes attack.
3. What occurs once in every minute, twice in every moment, yet never in a thousand years?
4. What can travel around the world while staying in a corner?