

Collaborative Writing in a Gaming Environment

**Jeff Brain
Virtual CUE, 2020**

Welcome

- Objectives
- Background
- Strategies/Tools

Objectives

- **Goals not Expectations**
- **Creativity**
- **Communication**
- **Collaboration**

- 
- **Students create original content: creativity**
 - **Students work together: collaborate**
 - **Students share and create critique: communication**



**Remember:
Tell
The
Story**

Writers' Room

'Empire': Meet the Writers Behind Broadcast's Biggest Hit



Christopher Patey

From left: Blank, Rosengard, Chaiken, Locke, James, Allen, Rodriguez, Strong, Haywood, James, Floyd, Spellman and Escajeda

The background of the slide is a complex, abstract composition. It features a dense, repeating pattern of hexagons in various shades of blue, teal, and yellow. Overlaid on this pattern is a faint, stylized image of a city skyline, with buildings and structures visible through the hexagonal grid. The overall effect is a textured, digital aesthetic.

Beginnings: Shared Worlds in Literature (& Games) - Sanctuary, Wild Cards, Expanse



Beginnings: Shared Worlds in Games - Gringold Campaign, Cluefinders

A hand-drawn map of a city layout, likely a fantasy or historical setting. The map is drawn on a piece of paper with a grid pattern. The city is divided into several blocks and streets. Key landmarks and buildings are labeled with handwritten text:

- Top Left:** A small square labeled "CITY" with a "25,000" written next to it.
- Top Center:** A large circular area labeled "PARK" and "CITY CENTER".
- Top Right:** A large rectangular area labeled "WOMEN'S INN".
- Center:** A large rectangular area labeled "CITY CENTER" with a "PARK" and "CITY CENTER" written next to it. The center is divided into several blocks, some of which are labeled "CITY CENTER" and "CITY CENTER".
- Bottom Left:** A large rectangular area labeled "CITY CENTER" with a "PARK" and "CITY CENTER" written next to it. The bottom left is divided into several blocks, some of which are labeled "CITY CENTER" and "CITY CENTER".
- Bottom Center:** A large rectangular area labeled "CITY CENTER" with a "PARK" and "CITY CENTER" written next to it. The bottom center is divided into several blocks, some of which are labeled "CITY CENTER" and "CITY CENTER".
- Bottom Right:** A large rectangular area labeled "CITY CENTER" with a "PARK" and "CITY CENTER" written next to it. The bottom right is divided into several blocks, some of which are labeled "CITY CENTER" and "CITY CENTER".

The map is drawn with a grid pattern, and the labels are written in a mix of capital and lowercase letters. The overall style is that of a hand-drawn sketch or map.

Cluefinders Fifth Grade Adventures



World Without Oil-Jane McGonigal



“Play it before you live it.”
1,700 writers for a
month...

Dispatches From Elsewhere-Jason Segel



Jason Segel, left, Sally Field and Eve Lindley in "Dispatches From Elsewhere." (Jessica Kourkounis/AMC)

2008-Jeff Hull ARG for an SF State project.

The Game Academy

Welcome to The Game Academy!

The Game Academy is a 501(c)3 non-profit organization committed to the social, emotional and academic success of learners of all ages through the use of tabletop role-playing games and live-action role play. We provide collaborative storytelling experiences that encourage academic and social/emotional skills in both youth ages 8-18 and adults through our innovative [enrichment classes](#), [summer camps](#) and [custom made curricula for educators](#).



Curriculum Design Meets RPGs

Collaborative Guidelines: Lines & Veils

Make this creative arena a safe place of mutual trust, a collaborative conversation, teacher has final word.

- Lines are areas one does not cross
- Veils are scenes that may be uncomfortable, so they take place off-camera
- X-card-something may come up in the course of this unit a student finds uncomfortable, plays the x-card triggers further definition of lines and veils

Hero's Reality: Near Future Imagination Collision

Hero's Reality

March 14, 2____

It's happening to me too, now. The same way it took Beryn. The itching feeling at the base of your skull that won't go away, an itch you can almost hear. In fact, I can hear too well, every sound is amplified beyond anything close to a comfort level. The rhythm from the apartment next door is like a throbbing needle being pushed slowly behind my eyes, very slowly, and the points are rusty so you can hear the scrape as they pierce my optic nerves.

March 15, 2____, the Ides

No really, it felt like that. Just before I passed out from the pain and exhaustion. The nape of my neck still itches, but I've made it this far, maybe I didn't draw the Black Queen. The one that kills you, often in grotesque ways. Seems some sci-fi folks back in the 20th wrote some wild yarns about an alien virus changing people like it was some comic book or something. Well, it hasn't been any aliens, it's been us, you, me, the governments, business, science, entertainment, us. All. Of. Us.

I remember when I learned about the ides of March. March 15, when a king, or emperor or something, Jules Caesar, got stabbed a whole bunch of times. I think about that, and wonder what his attackers would have thought if the wounds just closed up, and he stood back up. Man, that would have been a sight.

And it's what is happening around us today. They say it started with the Botswana incursion, with the soldiers coming back from that bit of international nastiness, you know the kind where more innocent people get in the way of the latest weapons than any of the sides involved. It was just last fall, right before Thanksgiving, when the folks home on leave started getting sick. Then some started getting "better." A lot better. They started being able to do things, powerful things, like being super strong, or like I was saying about Caesar, being able to heal wounds and stuff.

Then it started spreading. Seems that a cargo ship carrying battlefield litter was leaking nanoparticles into the Banguela Current, and if you look at the maps, all the currents connect up. The nanostuff spread really fast, and it was small enough to end up in the atmosphere so before long we were all breathing it.

The news says it is only a fraction of the human population that can act as a host for the stuff, but in that fraction, most get nothing happening to them. Some get really sick. Some of us survive.

I wonder what my power will be. Will it change me? Will the government want me? Things are falling apart, and I'm scared.

Hero's Reality, the Plan

Students will roleplay a character(s) who undergoes a transformation into a hero. The roleplaying will take place in the form of writing, drawing and multimedia work. Students will engage in research, in future projections, and work towards solving problems with their powers.

Day One: Introduction

Students will research nanotechnology and its ethical nature.
<http://www.nanoethics.org/theissues.html>

Students will discuss the powers of nanotechnology, its potential for good, and for harm.

Hero's Reality: Near Future Imagination Collision

By CN April 6, 2009 -- 06:45 PM

When I got to the building that the card had addressed it had looked like an ordinary, wet bricked, warehouse building that were common in Kirkland where I was. When I came to the door there was a keypad that said, "enter pass code".

"Well" I thought, " here goes nothing." I punched it in one letter at a time. S-H-R-I-K-E the LED next to the pad turned from a dull yellow to a bright green and I heard the unmistakable sound of a deadbolt sliding out from its slot and the door slowly creaked open. As I walked into the darkened room I spied a leather swivel chair and the back of a balding head and a trail of Cigar smoke rising from somewhere beyond the back of the head.

"Hello Tom Phoxx. I have been expecting you for an hour."

By CN February 9, 2009 -- 12:39 PM

Shrike? What could it mean? I sat down on my sofa and turned on the TV. It was some discovery channel special on fire or something, I wasn't really watching. "Shrike. Shrike. Shrike." I didn't know what it meant. Something on the screen caught my attention. They were explaining about how fire is started by fast moving molecules. "Hmmmmmmm" I mumbled. I thought about the small chair in the corner and the molecules in there. Then I imagined them accelerating. Then a poof of smoke and then the whole chair went ablaze.

" HOLY!@#\$!" I yelled and ran to the kitchen to get the fire extinguisher. I ran back extinguisher at the ready but the chair was cold and charred.

" I got to go to this address," I thought looking at the card.

By JB February 8, 2009 -- 10:01 AM

"We're granting you a leave of absence. You certainly deserve one, Lieutenant. Seven years on the street beat, hardly a day off that whole stretch. You need some time. There were people here earlier today, asking after you. Here, take this card. Get in touch with them."

The card gave an address, and just one word in plain block text: SHRIKE

Hero's Reality: Near Future Imagination Collision

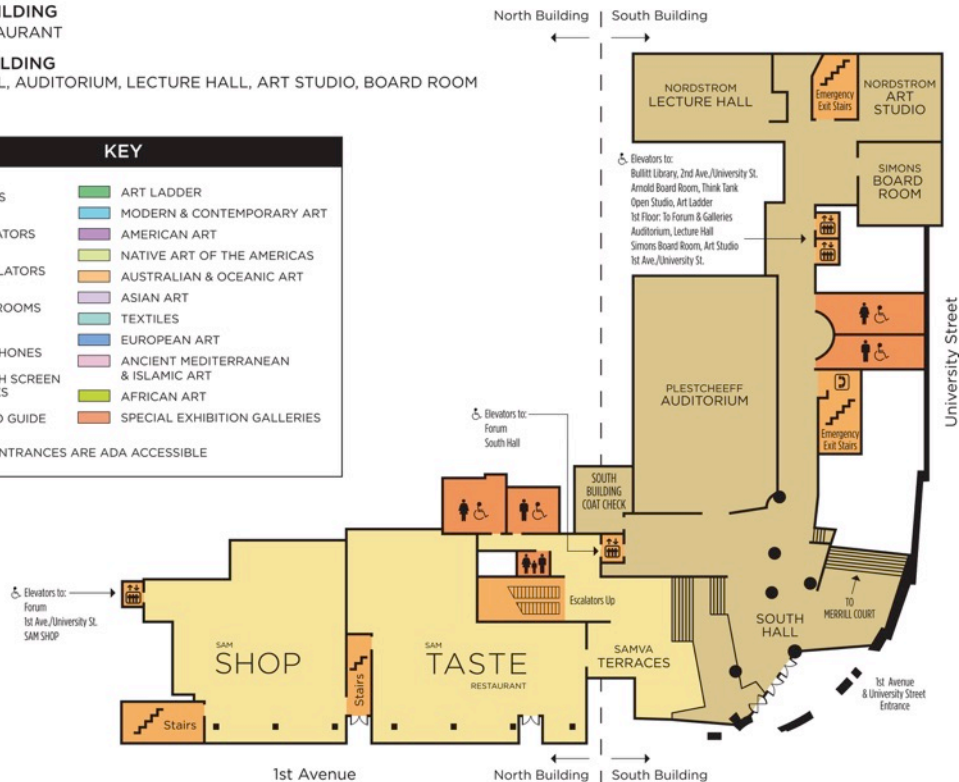
FIRST AVENUE LEVEL—FREE ZONE

NORTH BUILDING

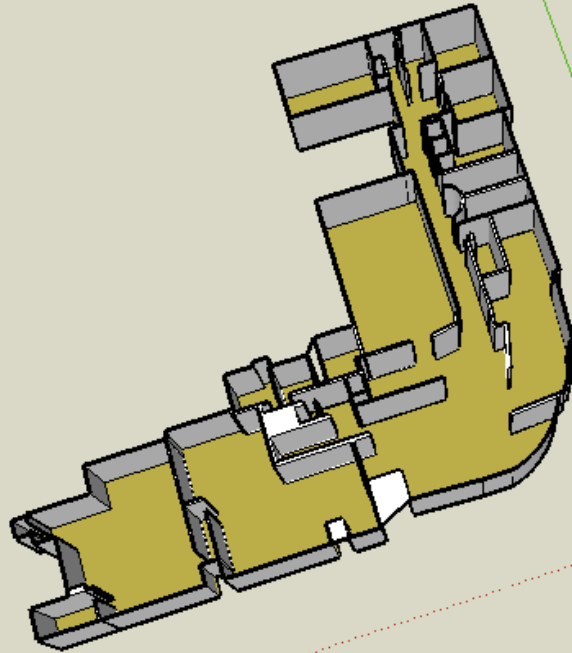
SHOP, RESTAURANT

SOUTH BUILDING

SOUTH HALL, AUDITORIUM, LECTURE HALL, ART STUDIO, BOARD ROOM



Hero's Reality: Near Future Imagination Collision



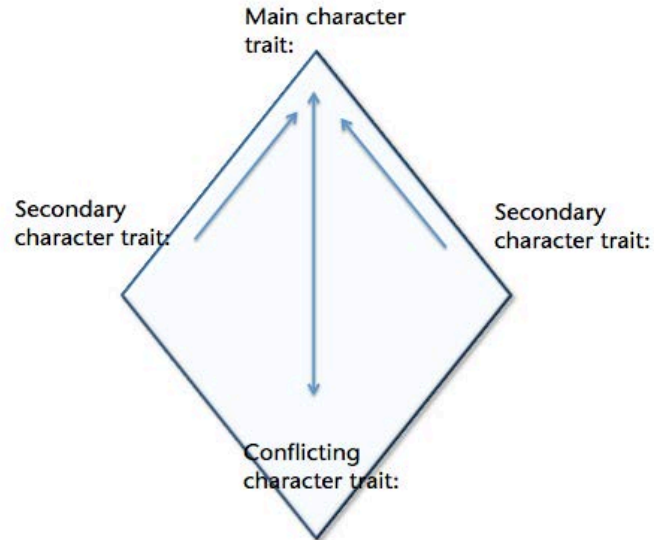
WHAM: Where Heroes are Made

Character Trait Template

Memorable characters show their character traits in their actions. The best characters have recognizable traits that help the audience identify his or her humanity, emotional background, etc. Using the list of character traits, (you may add traits not on the list), and other resources, develop your character using the character diamond below:

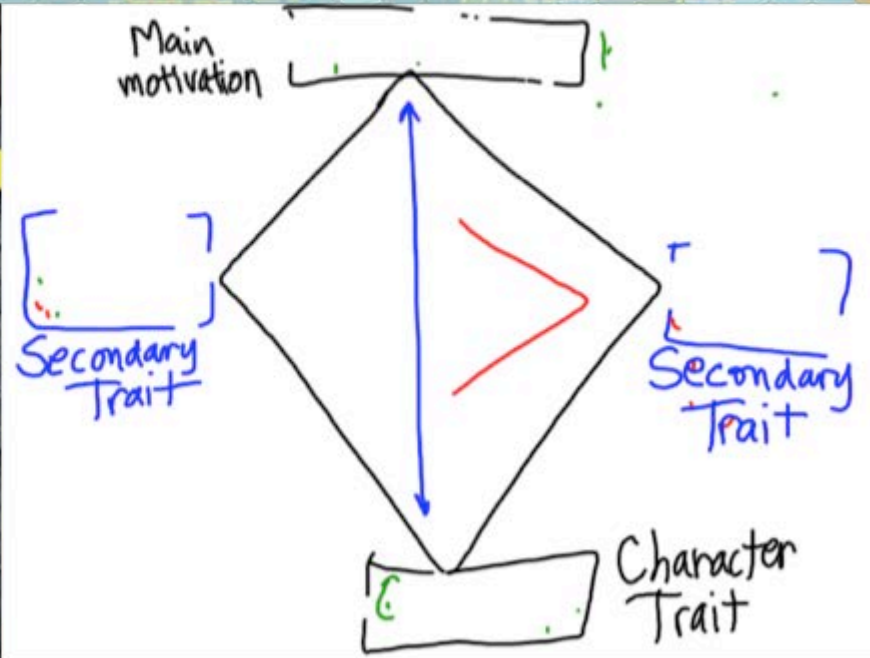
Character Name: _____

Alternate Identity, if any: _____



WHAM: Where Heroes are Made

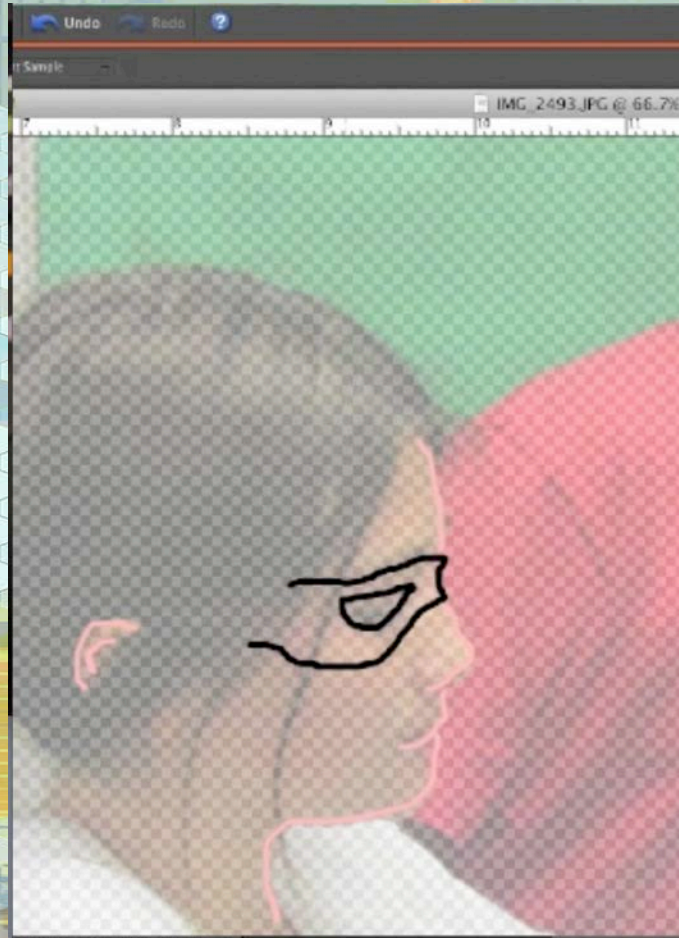
- Character Creation
 - * Creative Rights
 - * Origin Stories



WHAM: Where Heroes are Made



WHAM: Where Heroes are Made





Technique



WHAM: Where Heroes are Made



WHAM: Where Heroes are Made



WHAM: Where Heroes are Made

- **Digital Storytelling**
 - * Digital Imaging
 - * Interactive Storyline



WHAM: Where Heroes are Made



Success:Feedback Cycle

WHAM: Where Heroes are Made

HOT: Heroes of Time

- **Successful subject crossover**
- **Role-playing prompts for writing/illustration**
- **Writing from character's point of view**
- **Choices using d20 system**
- **Writing and speaking to enhance comic- narrative & dialogue**

[note to educators-These scenarios are based on research done by students, who reported out after investigating reliable news sources. I turned these into mission opportunities for their original super-heroes to intervene. We then co-create stories, using a d20 mechanic:

Difficulty Class

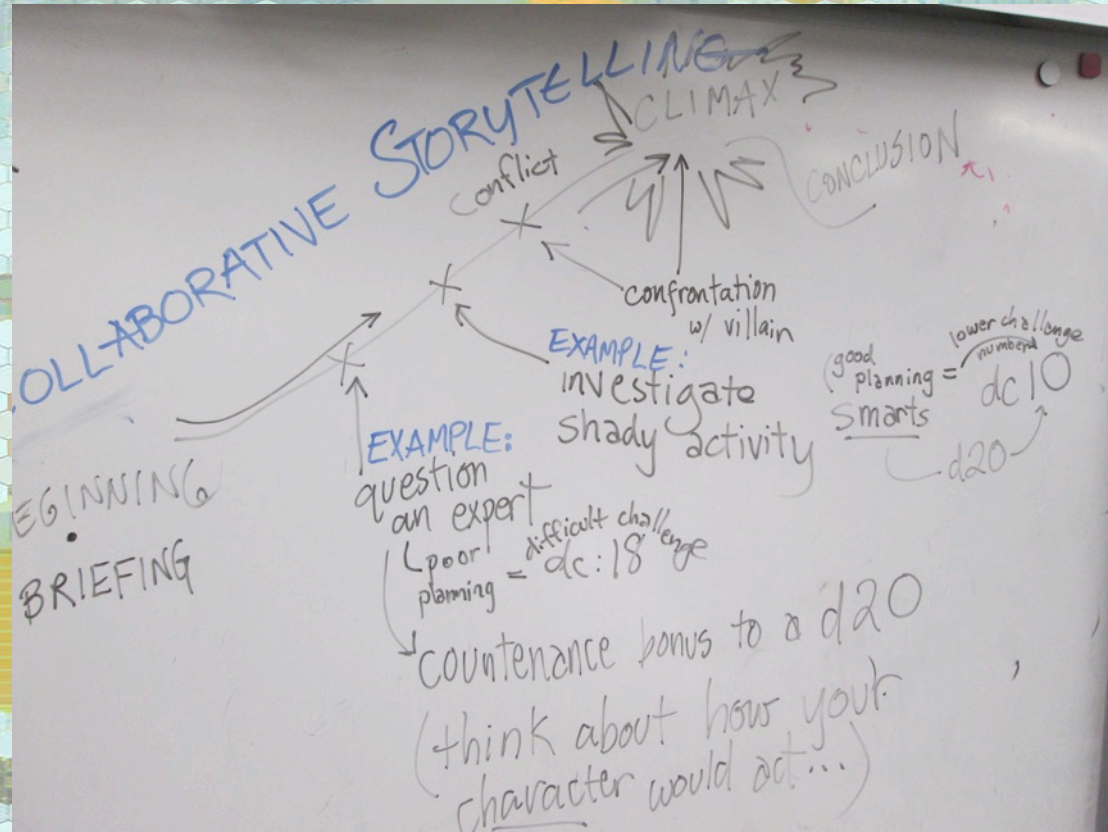
Some checks are made against a Difficulty Class (DC). The DC is a number set by the GM (using the [skill](#) rules as a guideline) that a character must attain to succeed.

Table: Difficulty Class Examples	
Difficulty (DC)	Example (Skill Used)
Very easy (0)	Notice something large in plain sight (Spot)
Easy (5)	Climb a knotted rope (Climb)
Average (10)	Hear an approaching security guard (Listen)
Tough (15)	Disarm an explosive (Demolitions)
Challenging (20)	Swim against a strong current (Swim)
Formidable (25)	Break into a secure computer system (Computer Use)
Heroic (30)	Leap across a 30-foot chasm (Jump)
Superheroic (35)	Convince the guards that even though you're not wearing an ID badge and aren't on their list, they should let you into the building (Bluff)
Nearly impossible (40)	Track a trained commando through the forests of Brazil on a moonless night after 12 days of rainfall (Survival)

at each plot pinch point, with the additional caveat of the student, and my villain(s), using their super powers. The students then use this interaction to move their comic book story along, adding original illustrations and text based on our working together.]

WHAM: Where Heroes are Made

HOT: Heroes of Time



WHAM: Where Heroes are Made

Bureau of Allied Hero Deployment
Mission Chronicle



Name: _____

Date: _____

Story Line: _____

WHAM: Where Heroes are Made



WHAM: Where Heroes are Made

- **Teacher intensive**
 - **Confidence RPG, game mastering, writing & illustrating**
 - **Rapid gear-changing**
 - **Retain momentum**

WHAM:

RUSSIAN MOB IDENTITY THEFT

ONE DAY,
MALLORY WAS
WALKING TO THE
PARK TO MEET
SIMONE WHEN ALL
OF A SUDDEN...IT
STARTED TO RAIN,
BUT THIS WAS NOT
NORMAL RAIN...

OH LOOK,
THERE SHE
IS!

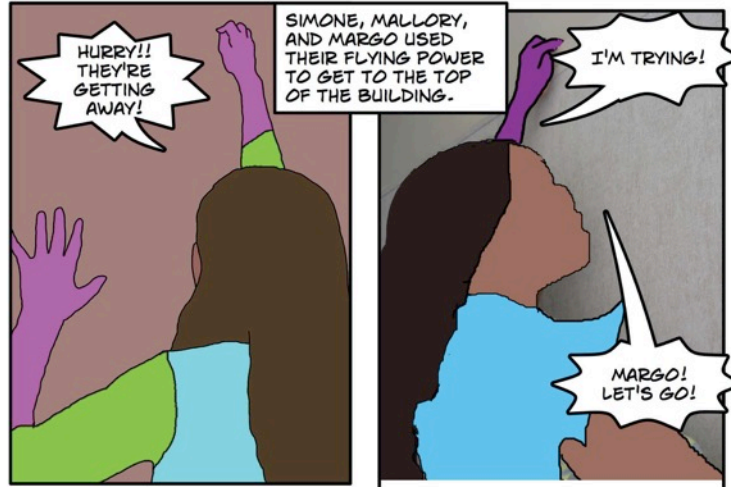
AH! LET'S
GET INSIDE
MY HOUSE!

THE NEXT DAY...

HEY,
SIMONE!
LET'S MAKE A
SALAD WITH
TOMATOES
FROM MY
GARDEN!

WHAM:

EMPIRE STATE BUILDING



WHAM:



WHAM: Where Heroes are Made- Other Solutions: KQED Learn, StoriumEdu.com

- **Teacher**
 - **Writing**
 - **Rapid gear-changing**
 - **Retain momentum**

All of these, you do anyway!

KQED

Educational Media & Media Making

For teachers and students

KQED: The source for media literacy and youth voice

What is KQED?

KQED serves educators and students nationwide by providing free high-quality resources that strengthen media literacy skills, empower youth voice and encourage civil discourse.

As a nonprofit and a leader in media innovation, KQED provides standards-aligned classroom content and professional development courses that educators can trust.

[kqed.org/education](https://www.kqed.org/education)

KQED Learn

A safe, online space for students to **practice civic discourse** and **media literacy** skills with peers nationwide.

Students build **core competencies** with **standards-aligned** activities like

- Evidence-based, media-rich discussions, inspired by *Above the Noise* episodes
- Media-making challenges on national topics important to youth

kqed.learn.org



How Far Should We Go When Editing Genes?

In late 2018, a Chinese researcher revealed that he created the first ever genetically edited babies. He altered the...

Schools
12

Responses
394



Should College Be Free?

The cost of college has spiked in the last 30 years. And the price tag isn't dropping anytime soon, due to increased...

Schools
16

Responses
120



What Can Schools Do to Support Mental Health and Prevent Teen Suicides?

This episode was co-produced with students from PBS Newshour Student Reporting Labs at Etiwanda High School in Rancho...

Schools
13

Responses
140

[GLOSSARY OF TERMS](#)[VIDEO TRANSCRIPT](#)

Could You Become Addicted to Playing Video Games?

Discussion

Some experts think people can become addicted to playing video games, much in the same way people are addicted to physical substances, but is that really possible? If you are a gamer, what motivates you to play? How do you resist temptation when you need to? If you don't play video games, is there another behavior that you think it would be possible to be addicted to? Support your answers with evidence.

[Download Lesson Plan](#)

Activity



41 Schools

finn b., Del Mar Middle (Tiburon, CA) 10/3/2018 at 10:53am

I believe that video games help with social skills a lot. Whenever I play any game, fortnite, rainbow six siege, or any multiplayer, I always play with friends. Over the discord, a free communication application that lets us talk, we always are talking with each other. When we aren't talking about the game we often talk about what is happening in our lives. Some of my friends from preschool went to different schools. Fortnite helps us stay in touch and because of how much we play together. This has led us to become better friends once again. It also has helped me make more friends that have turned out to be some of my best friends. It even has helped me in school. One time I was playing with my friend and he reminded me that we had a test the next day. I realized I had forgotten. So I studied for the test and got 100%.



Alexander M., Del Mar Middle (Tiburon, CA) 10/3/2018 at 10:48am

I agree that video games are addictive. We can play video games for hours at a time. This happens because video games offer so many different things to do. Almost every day these video games give new offers and updates to pull you in. Video games may be addictive but that doesn't mean that we should not be able to play them. All you have to do is find something else to do, there are hundreds of different things to do. Personally I would play Magic The Gathering or go biking outside. You may ask "***How will I get myself outside when I am completely zoned out in my video games.***" All you have to do in order to get outside is set an alarm that says, ***go outside, get off the games, or do your homework.*** I hope this helps you all get off the games and realize how addictive games can be.



Getting Started

Do you need help getting started?
Use these [sentence frames](#) to
begin your response.

Code of Conduct

Be a good ambassador for your
school and community.

Welcome perspectives different
from your own.

Be positive and assume positive
intent by others.

Respond thoughtfully using
evidence and cite your sources.

Use respectful language at all
times.

Help and Getting Started

Getting Started on KQED Learn

— Creating a class and signing on
students —

[Signing onto KQED Learn for Teachers and Students](#)

[Standards Alignment](#)

[Dealing with Inappropriate Content on KQED Learn](#)

PBS LearningMedia

Thousands of free, high-quality media resources from PBS, local member stations like KQED and trusted educational partners. Resources are aligned to CCSS and national standards and include videos, interactives, audio, and in-depth lesson plans.

pbslearningmedia.org



LITERACY SKILLS TODAY WITH KQED TEACH

KQED Teach offers a collection of free, hands-on professional learning opportunities focused on Digital Media. Educators can build skills in digital storytelling, data visualization, and critical media use to support all curriculum areas. These skills allow teachers to facilitate learning environments where their students can create digital content, develop their communications and technology skills, and engage in deeper learning that encourages critical thinking.

[SIGN IN TO KQED TEACH](#)

Don't have an account? [Sign up for KQED Teach!](#)

[District supports available](#)



Graphic and Interactive Media Production for
the Classroom (Oct 2020)



Video Production for the Classroom (Jan 2021)
Learn how to create compelling educational video for

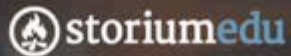


Analyzing and Evaluating Media for the
Classroom (Nov 2020)



Podcasting and Audio Production for the
Classroom (Feb 2021)

Make connections!

[HOW IT WORKS](#)[IMPACT](#)[FAQ](#)[JOIN](#)[LOG IN](#)

The game that turns students into motivated writers.

StoriumEdu is an online learning system that uses the power of play to get students excited about writing. Join the waiting list for our free upcoming beta!

[JOIN THE WAITING LIST](#)

StoriumEdu.com

- **Standards aligned**
- **Educator created**
- **Student engagement**
- **Collaboration**
- **Communication**
- **Creativity**
- **Game-based environment**

[Home](#)
[Classrooms](#) 9

[Games](#) 64

[Storyworlds](#) 14

[Browse the library](#)
[Become a Subscriber](#)

Helpful links

- [See what's new \(updated 4/23\)](#)
- [Tutorials and teacher's guides](#)
- [Join our Google Group and connect with other teachers](#)

Your classrooms

[Create a classroom](#)

Classrooms are virtual spaces where students play and learn together. Students who share the same classroom can play together and read each other's stories.

IMP April 2019

[Manage](#)

Integrated Media Projects 2

[Manage](#)

Integrated Media Projects 3

[Manage](#)

Poetry 4

[Manage](#)

Trimester 3 Wheel A

[Manage](#)

Wheel A January 2019

[Manage](#)

Wheel_A Trimester One

[Manage](#)

Wheel_B Oct2018

[Manage](#)

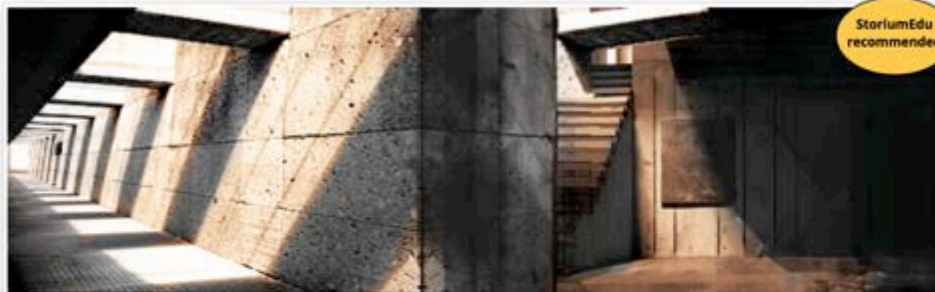
Wheel_C Trimester One

[Manage](#)

Storyworld library

This page lists all the storyworlds that teachers have created and shared for the community's benefit. If you find one you like you can make it available to your students by clicking on it and then clicking "Add to classrooms."

 Search name, author, grade levels ("4th", "5th", etc) or subject areas



Young Adult Dystopia

by StephenHood

5th 6th 7th 8th 9th 10th 11th 12th

Morality

college

Ethics

Dystopia

Creative writing

Young adult

Fiction



Letters From Space: An Epistolary Astronaut Adventure

by JPrice

[The Nameless](#)[The Parent](#)[The Mentor](#)[The Child](#)[The Authority](#)[The Broken](#)

The Authority

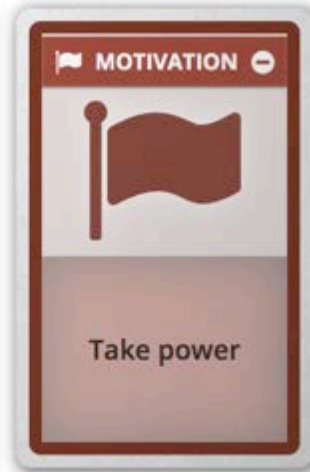
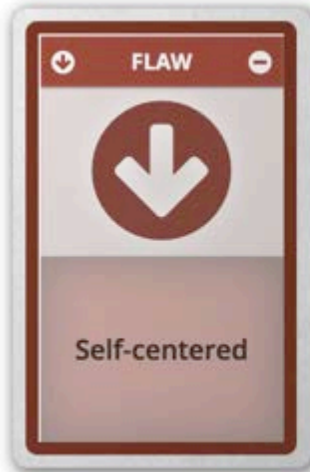
Names:

Mr. Vanderburg, Foreman, William T. Banneker, Mary Ellen, Helen, Carmen

Avatars:



Starting cards:






Rain had been studying with the druid, Ereni, until the druid mysteriously stopped appearing at their village. She had learned a handful of spells, useful ones for her and her companions, Milen and Jes, as they all liked to travel in the wilds of the nearby mountains, the Teeth. She had known the two brothers since they were all young, but as the oldest, she exercised some degree of control over their impetuous misadventures. She hadn't seen Ereni in three moons, and had convinced Milen and Jes that their next trek would be to where she had last seen the friendly druid. The trio prepared for the quirky weather the Teeth was legendary for, especially as winter turned into spring.



Tales of Feudal Japan

A short story started by Veikka using the [Tales of Feudal Japan](#) storyworld.

**SETTING**

Behind the walls of the war lord's castle

**TONE**

Dark

**BEGINNING**


The sound of sharpening of steel resonates through the morning air

**ENDING**


Death greets you with open arms

Current players:


1

**AydenJ** ● online now
Dio Brando • The Schemer
0 words
[Reassign](#) • [Remove](#)


2

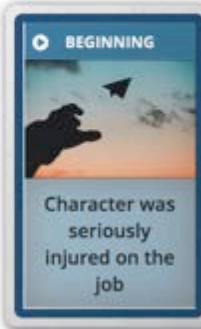
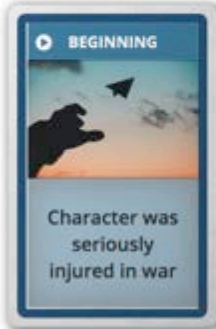
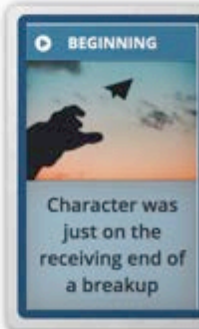
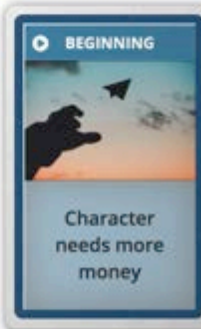
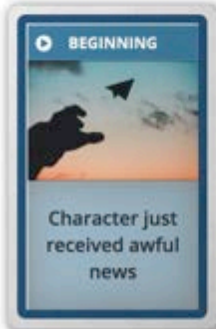
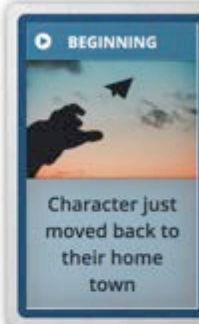
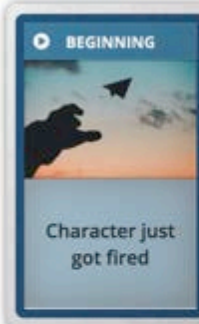
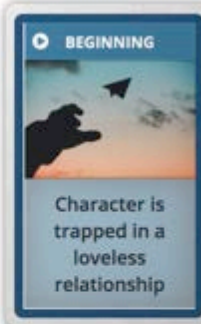
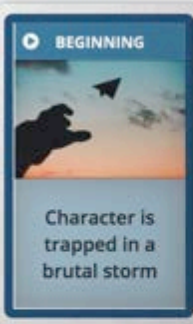
**Jordan** ● online now
Jotaro Joestar • The Seasoned Warrior
0 words
[Reassign](#) • [Remove](#)

3

**ElijhaC**
Teriyaki Suzuki • The Rogue
0 words
[Reassign](#) • [Remove](#)

4

**Veikka** ● online now
Sharaku • The Vassal
0 words
[Skip](#) • [Reassign](#) • [Remove](#)

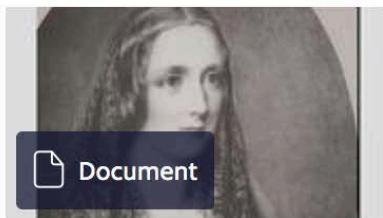




Frankenstein: Analyzing Creative Works of Fiction | The Great American Read

This lesson provides a basic introduction to the use of literary critical theory to analyze text. Students will explore how a...

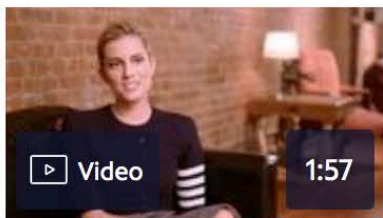
The Great American Read | Grades 10-13+



Mary Shelley's Frankenstein | In Search of the Novel: Teachers and Lesson Plans

Explore lesson plans for Mary Shelley's Frankenstein and background information about the educators featured in the video...

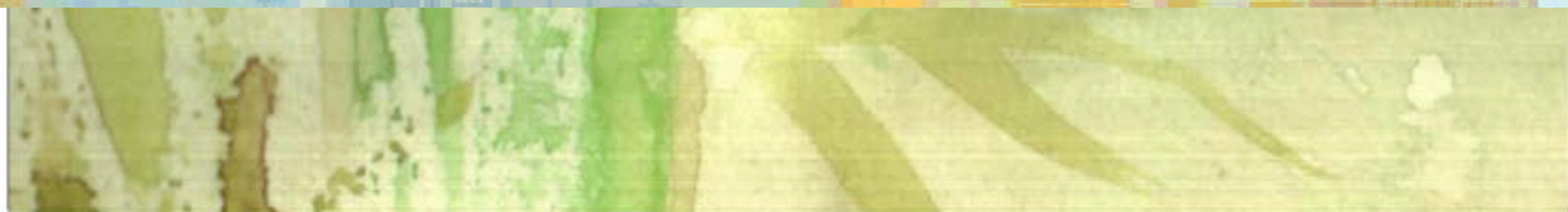
Grades 7-13+



Allison Williams Explains Her Love for Frankenstein's Monster | The Great American Read

Mary Shelley was a teenager when she was challenged to write a horror story. What resulted was the beginning of a story that...

The Great American Read | Grades 9-12



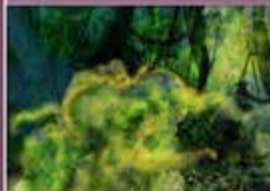
PLACE



An island in the
middle of a
wide river



CHALLENGE



Family in peril



SUCCESS



Manifest
hidden ability



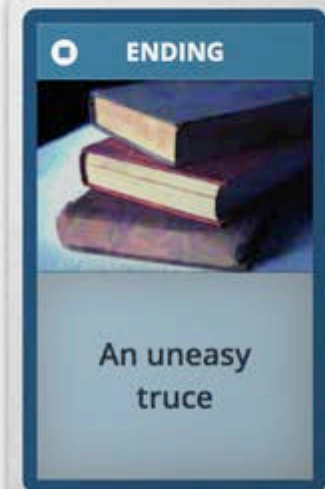
SETBACK



Robbed



Margot Jones (daisyh) moved



Jayson and Margo crawl through the tunnel. Halfway through, they come across a room. It felt cold and damp. There was paper taped to the walls. As they were exploring the tunnel, and all the paper graphs, Margo says casually, "This reminds me of my grandfather. He used to own a school, and he was always trying to find out the answer to the food poisoning." Jayson realized something, "My grandfather did that too," he answered. Margo flipped over some papers, "Benjamin J. Johnson," they say together. "Weird. That was my mom's

maiden name," Jayson says. "Mine too," Margo answers.

That was when they realized. They were cousins. "This. This is insane," Jayson says "Why didn't we know that before." Before Margo can answer, they hear a scraggy voice, "



Standby, it's AlexM's turn to move...

In the meantime, you can draw a new card.

Draw cards

As the teacher, you can add to the story outside the regular sequence of moves at any time.

Add to the story





Scene cards



PLACE



Impassable
maze



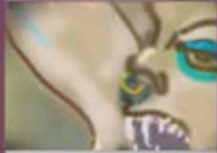
CHALLENGE



Moral quandary
divides the
group



SUCCESS



Discovered a
weakness



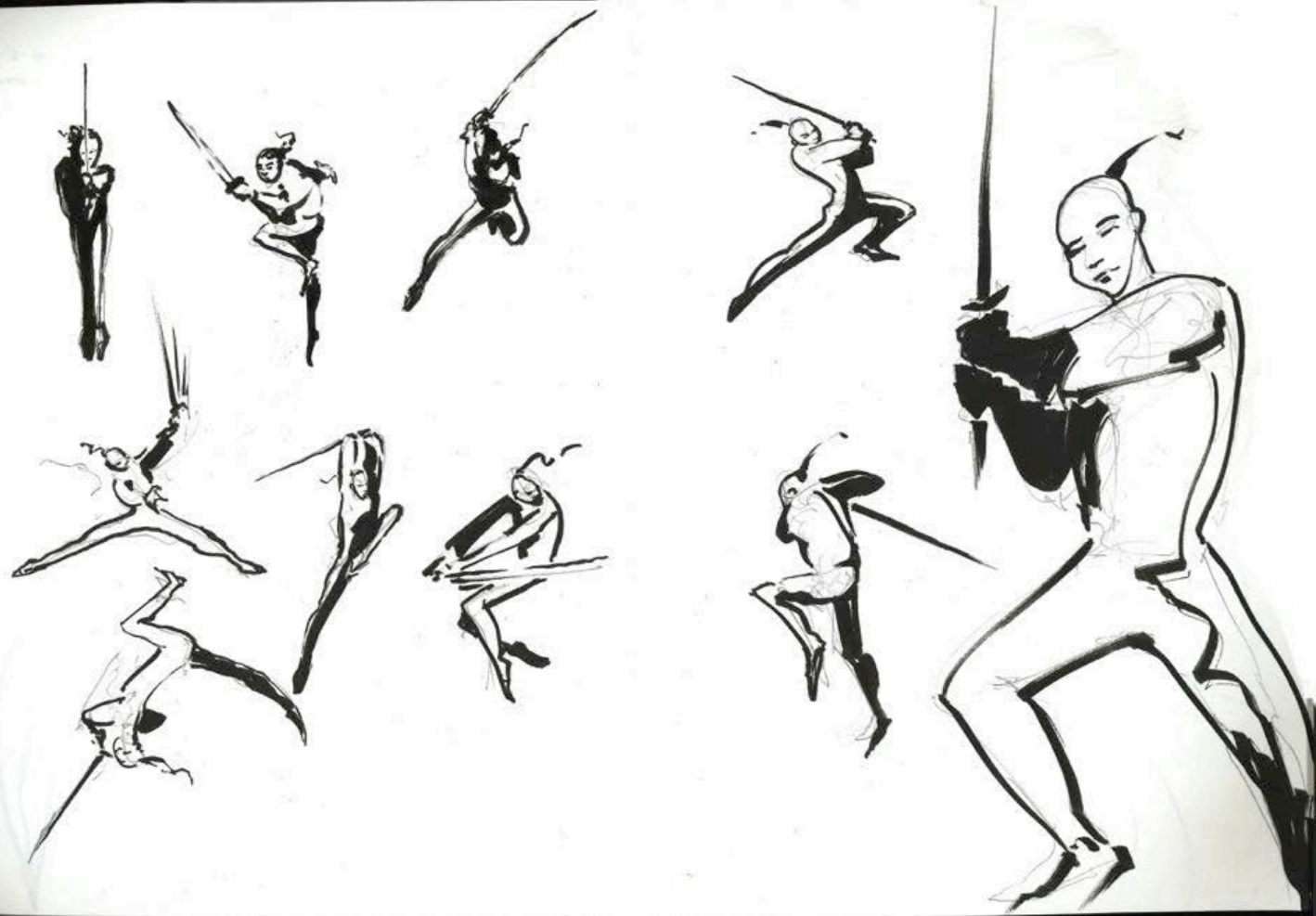
SETBACK



Morale is low

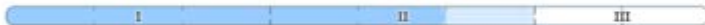


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AMRAJADANZA: LAKE OF DREAMS 4D

Hosted by Jeff Brain (JeffBrain)



Act II, Scene 3 · 11/01/2017 · [Edit](#)

Last scene of this act — [storytelling tips](#)

You sail for two more days when you see that the Lake of Dreams has become misted over. "We approach the Island of Dreams itself."

The narrator continued the scene · 11/01/2017 · [Edit](#)

"Only poems that show exquisite skill will make the dragon reveal the way to the island. Your talents must prevail, or we will miss the Court of the Dragon King."

CHALLENGES



DRAGON GUARDIAN



The narrator continued the scene · 11/01/2017 · [Edit](#)

The seabirds that have been flocking around your ship flee as the dragon glides so close, you can see the menace in its malevolent eyes.



Brokimoto brook (ChandlerE) moved · 11/03/2017

· [Request revisions](#) · [Edit](#) · [Delete](#)

Flower

Blooms like inspiration
Colors are as gentle as a blanket
Growing taller and taller



DRAGON GUARDIAN



FIRST TANKA (COPY)

Act II, Scene 3 · 10/30/2017 · [Edit](#)

An impenetrable mist obscures the island known as Danza, or The Island of Dreams. Spiraling up with a huge flap of its mighty, ebon wings, a black dragon roars and flies towards you.

"She's one of the Dragon King's esteemed guardians. You should be able to prove we are here at the behest of the Court, for my word alone is not enough," observed Caril Fan. "Wait until she gets close, if you have the courage."

CHALLENGES



DRAGON GUARDIAN



kinkong kojison (CharlesS) moved · 10/30/2017 · [Edit](#)

Gliding through the night
Scales like stars, shining in the pitch black
Conquered the world



DRAGON GUARDIAN



WANTS TO FINISH HIS
BROTHERS DREAM



POWERFULL



Aika Hirano (AnnaH) moved · 10/30/2017 · [Edit](#)

I see your big wings
Your long and sharp gleaming claws
your long rumbling roar



DRAGON GUARDIAN



GULLIBLE



RECOGNITION



Cameron (KatelynS) moved · 10/30/2017 · [Edit](#)

Scales, quiet and sleek.
When you roar, what do you mean?
I see you, but then you're gone.



DRAGON GUARDIAN



SMART



MY ANXIETY



TSM_Myth (VaughanC) moved



I stand at the top of the mountain calling for the others to hurry up the mountain. But as I yell I start to fall backwards. I barely grab the edge of the mountain. I can't hold on much longer. Just as I am about to slip Dong grabs my hand. But our hands are started to sweat and he can't pull me up. I fall. But when I hit the ground almost halfway down the mountain I got up immediately. I stand up surprised that I am alive. I did not even have a scratch on me. I yell up to Dong to say that I am okay. He is relieved and he yells down to me that him and the others are going to make a plan on how to defeat the Order that is right in front of us. He also say that he thinks that I can't be hurt for some unexplainable reason.

[Delete](#) • [Ask for changes](#) • [Edit](#)

After the bodies from the opposing team had dropped, the realization finally hit Kris, Miles, and Kade. They were the last ones standing, however, a sacrifice was made. In the fights of all fights, Jaydon hauls his body in front of Kris milliseconds before the shot was fired. Everyone crowded around Jaydon, but no one had the experience to perform anything. Kris took the challenge and began to patch his wounds and disinfect his cuts. However, with all the procedures Kris tried, he was just too inexperienced to be performing these operations. Right before his death, as he reaches and grabs for Kris's hand, he says six words, "this challenge was worth the fight".



Ask for changes • Edit

Click button ↑

When the "Ask for changes • Edit" button is selected, one of two windows open depending on which one is clicked:

Ask for changes to this move



This allows you to give feedback on a move and direct the student to revise it accordingly.

Nice start. Watch out for some of the grammar rules we've discussed in class: capitalization and punctuation. Please revise this entry before continuing.

Cancel

Done

ASSESSMENT

Revisit Goals, Not Expectations

- Standards
- Collaboration, Communication, Creativity (Critical Thinking)

Consider single point rubrics

Consider class discussions about assessment prior to, during, and end of unit

Consider growth mindset


Consider joy of writing, working together, creating something new and original



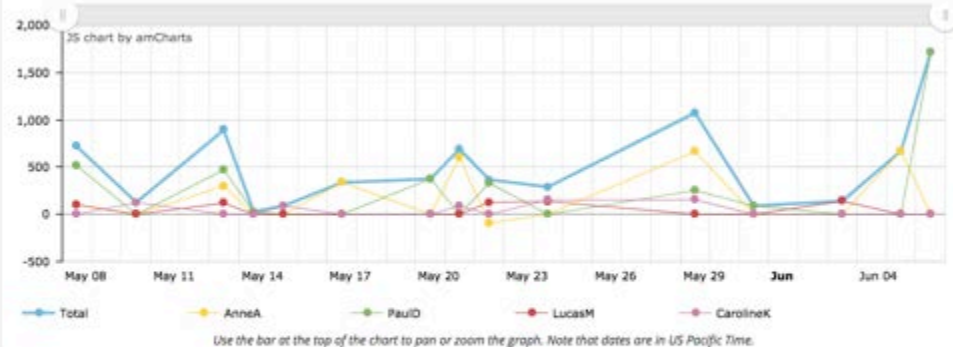
Words written	35777
Average words/character	1234
Characters created	36
Games started	9
Games completed	1
Scenes started	43
Scenes completed	37
Moves made (all types)	388
Moves made (flashbacks)	62
Cards played	223
Successes	20
Setbacks	17
Move edits made	292
Images uploaded	0

Overall word count totals per student:

JacksonK	6591
PaulD	3788
LaurenP	3627
AnneA	2583
JonahM	1404
GreerA	1331
JustinL	1240
LucasM	1159
TimothyC	1096
GeorgiaB	1073
JamesW	980
SammyA	916
TyS	881
AvaS	819



Words written by date



Words written	7611
Average words/character	1903
Characters created	4
Scenes started	5
Scenes completed	5
Moves made (all types)	46
Moves made (flashbacks)	6
Cards played	26
Successes	2
Setbacks	3
Move edits made	16
Images uploaded	0

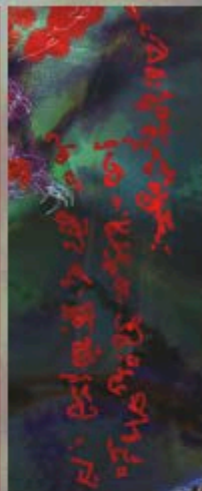
Overall word count totals per student:

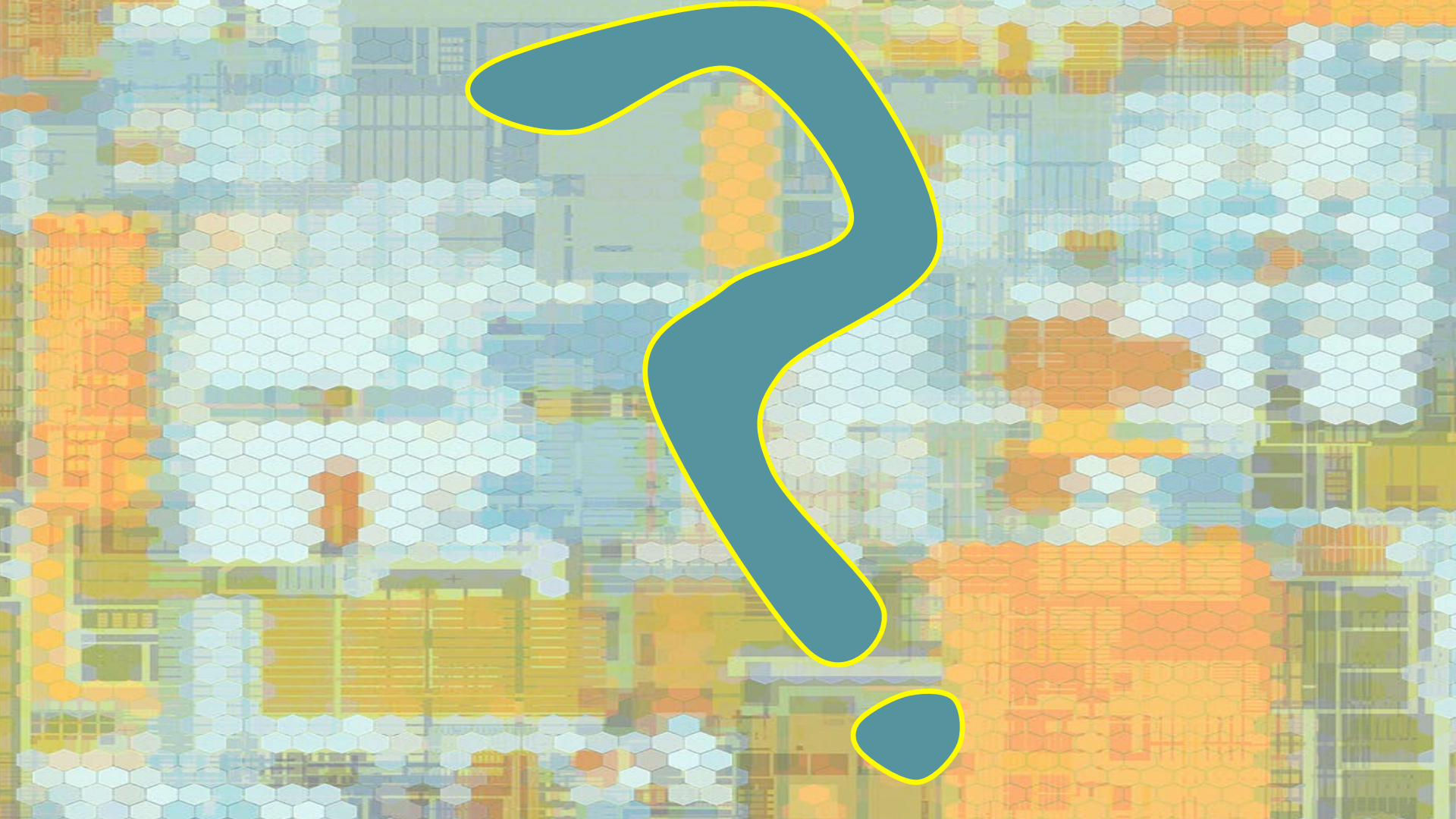
PaulD	3788
AnneA	2583
LucasM	628
CarolineK	612

• Reflective Inspiration:

“Estimable is the ability to write in ancient style without being in discord with one’s own time and to create modern art without going along with its shortcomings.”

from Sun Guoting’s Treatise on Calligraphy
687 a.d.





KQED Education

educator blog, subject-based collections

[kqed.org/education](https://www.kqed.org/education)

KQED Teach

online professional learning for educators

teach.kqed.org

Micro-credentials & Certification

by PBS and KQED

[kqed.org/certification](https://www.kqed.org/certification)

Above the Noise videos

get the facts on controversial topics

[kqed.org/education/collections/above-the-noise/](https://www.kqed.org/education/collections/above-the-noise/)

KQED Learn

civic discourse & media making, 6-12

learn.kqed.org

PBS LearningMedia

educational media collections, k-12

pbslearningmedia.org

RESOURCES:

<https://Storiumedu.com>

<https://bayareawritingproject.org/>

<https://www.nwp.org/>

<https://thegameacademy.org/>

<http://www.jeffbrainart.com/education-resources.html>

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