Team Up

1. Basic game info
    - Number of players
      1
    - Time to play
      20 - 30 minutes to get passed the first five levels
      20 minutes or more for each extra level you design
    - Suggested ages
      10 and up (possible for players as young as 8)
    - Description (goal and core mechanic in first line)

      game: Help a team of girls to solve puzzles by using their unique abilities; one can jump, one can slide boxes, and another can throw other characters

      level editor: create your own puzzle landscape in which the three girls have to collaborate. Control the following parameters
      a) number and type of girl
      b) blocks
      c) elevators
      d) slides
      e) landscape grid (grass or water)

    - Genre/ Platform
      Puzzle
    - Links to forums, reviews, pictures
      http://www.girlsinc.org/gc/page.php?id=6.2

2. What is the core learning activity of the game?
   The game encourages children to recognize and build their own spatial patterns.

3. What integrated domains does this game align with? What pedagogy does it suggest?
   Integrated domain -
   Pedagogy – 'Designing Play', 'Systems Thinking',

4. Does this game have a level editor?
   Yes

5. What kinds of social interaction does this game create? What are the qualities of that interaction?

There is no social interaction created by the game itself, as this is a single player game. However the game encourages collaboration through the core mechanic. Additionally children can play each other levels after they upload them. (note that at the moment there is a problem on how one can find his/her levels online)

6. What are the 6th grade math curriculum standards that this game aligns with? (include full path)

1) Problem Solving :
   o interpret information-identify the problem-generate strategies (procedure)
   o model problems with pictures , diagrams etc. (representation of action, of strategy)
   o trial and error method and the process of elimination to solve problems

2) Reasoning and proof

   o understand that : there are many strategies to solve the same problem
   o explain a rationale for strategy
   o make conjectures
   o verify claims
   o recognize patterns

(e.g., Students may explain why chose to solve the puzzle following the steps they analyzed in problem solving)

3) Data statistics and probability

o if/then statements
o sets

4) Geometry
o symmetry and transformations
o measurement

7. Is the game simulating or modeling something? (real scenario, imagined scenario, predictive scenario, system)
   The game models a spatial puzzle system.

8. What are the data sets that can be gathered through play of this game?
   • Students may collect data that reflects the moves they followed in order for them to solve the puzzle.
   (i.e. Students make schematics with the strategies they followed to solve the puzzle, how they had to move each girl from point x to point y.)

9. How can these data sets be analyzed and manipulated?
   Puzzle quest: goal is to solve a problem [could be called a Code Cracker Quest]
   (i.e. start by writing a narrative and them build your levels)

10. Tags
    math, geometry, collaboration, patterns, puzzle