PROJECT PRESENTATION SCRIPT

Part 1. The problem...the best way to learn is....

Narrator:
According to LiveScience.com, 2/3 of students are bored in school. About 30 percent of the students indicate they are bored due to lack of interaction with teachers and 75 percent report material being taught is not interesting. Let's take a closer look...

Damon: This worksheet is so boring!

All: boring!

Damon: This video always ends the same!

All: Duh!!

Damon: Why can't school be like a video game!

All: it could

Narrator: According to Nielsen, the average U.S. gamer age 13 or older spent 6.3 hours a week playing video games during 2013. That's up from 5.6 hours in 2012, which was up from 5.1 hours in 2011.

Andrew: It can...according to Jane McGonigal games are a great way to learn! Presents book

All: sources: A book

Narrator: Kids play games because it interacts with many senses, like sound, sight and touch. Kids can also connect with characters and stories which makes them want to keep playing to see how things end. Kids like games because they can fail, and restart. Kids like games because their positive behaviors get recognized and rewarded with higher scores. Kids like games because they involved strategy and tactics or critical thinking. Mostly, all of these things together FUN!

All: FUN

Narrator: Numerous organizations, like Games For Change and Serious Games are encouraging people to write video games to inspire kids to change the world. Kids learn about the problems and potential solutions when they play the games. Sometimes, these games inspire changes in the real world. A Stanford University Medical study experimented with this and found that when people played a game for change they took change in the real-world.

We decided that kids learn best with video games. The question remained, "what could kids learn about in a video game that could change the world?

Part 2. Problem continued...The thing to learn about is...

Ethan to Damon...Your dumb!

Damon: It doesn't matter if we get to learn with video games with all this bullying stopping my learning!

Myles: According to National Education Association, 160,000 kids miss school each day in America,

All: an association

Myles: According to the American Federation of Teachers, targets of bullying miss 9 days of school a year and have test scores that are 3.5 to 5% less.

All: another association

Vihit: According to Trudy Ludwig, 9 out of 10 elementary kids get effected by bullying.

All: Another book

All: Green Mountain Gears to the rescue!

Narrator: We knew that kids learned best from games but we want to implement our solution. So, we wondered what is the most important thing kids could learn in school. We thought about latin, greek myths, math and how we wish their was an update to the Oregon Trail. Then we realized, the most important thing to learn was how to stop bullying!

All: our solution is a video game to learn how to stop bullying.

Part 3. Analyze the Problem

Narrator: We analyzed the problem with research and found some other solutions. We analyzed the solutions and proposed a bold new innovation.

Kenny: We researched some solutions to stop bullying, like pamphlets and videos. But, these had facts but no ways to stop bully and they and do not engage your senses like a video game (present evidence)

Ethan: According Dan Owleus, founded the most important anti-bullying training in the world, when bystanders intervene, bullying is reduced by 50%.

All: website

Ethan: According to Emily Blazelong, no one knows how to get bystanders to intervene.

All: magazine

Ethan: According to a study at Stanford, when people acted nice in a video game, they were nice in real life.

All: website

Ethan: We checked on internet for anti-bullying games and we didn't find any.

All: Bingo!!

Narrator: Upon review of other solutions, we thought a video game was an innovation because no one had made a game to do this before.

Part 4. Implementing our solution

Narrator: We implemented our solution, which was a video game to get kids to shift from bystander to ally.

We wrote our game in GameMaker because it was free and there was lots of books, videos and examples of games to help us learn the code.

We created our character animations in Anime Studio because it was inexpensive and also had lots of books, videos and examples to help us learn to animate.

We created our audio effects using Audacity because it was free.

Part 5. The solution

We created a game that had characters and a story so that kids would connection with our game and want to play it to the end.

Will is a kid with a food allergy.

This allergy causes him to fart all the time because he only feels safe eating burritos. Farts are always funny. We laugh everytime we think of farts. We also know that this can embarrass the kid that has farted so we thought it would be perfect for our game.

Mark bullies him because of the farting and he faces different issues throughout the school day.

John is the ally and naturally repels the bully because the ally has power and does not approve of the bully's behaviors.

Levels 1-4 are training levels.

Level 1.
In the first level, the ally learns to repel the bully, without touching him or being unkind.

The player can also get a quote bonus. A quote bonus happens when a player hits the quote character. The player then gets to read a quote, such as,"According to Albert Einstein, the world will not end because of the evil that is done. It will end when good people do nothing." We thought the quotes are inspiration and make people want to take action.

The player can also get a fact bonus. The fact bonus happens when a player hits the fact character. This reads the player a fact about bullying, such as "teachers respond to bullying less than 4% of the time". We thought these facts also make kids want to take action.

We think that kids would rather read this information while playing a game because it is their choice and they get a bonus.

Level 2.
In the second level, the ally learns that by telling jokes to the bystanders, they grow to like him and agree with his approach to the bully. The bystander then becomes a bully and the two allies work together to keep the school safe. This is how kids learn to convert bystanders to allies, the whole point of the game.

We used humor for this because everyone likes to laugh and it is a great way to make friends and feel better.

Level 3.
In the third level, the ally learns that the teacher will not solve the problems. The ally reports bullying repeatedly but the teacher does not do anything until the third report. Our research supports this behavior.

Level 4.
The player interacts with the henchmen. Henchmen are people who support the bully but may not bully directly. In our game, a henchman can become a bystander by making contact twice and telling jokes. The bystander can then become an ally by telling two more jokes.

Levels 5-10 represent the school day, from bus to dismissal. The levels get increasingly difficult so that the player can use different strategies and tactics to solve problems.

Part 6. Sharing the Soluton

Andrew: We presented our solution to three experts:

All: three Experts

Andrew: We presented to Donna MacDonald, who is the Orchard media specialist. She thought the idea was very good.

All: expert

Andrew: We presented to Julie Pidgeon, who is a middle school teacher in South Hero.

All: expert

Andrew: We presented to Greg Bemis, who works at the Emergent Media Lab at Champlain College. Greg thought the game was a brilliant idea.

All: expert

Vihit: We presented to an FTC Team Hawks from CVU. "strong idea...inspiring"

All: One group

Vihit: We presented to the FLL team Levithian ""

Another group

Vihit: 41 people visited our booth at the Champlain Maker Fair and left feedback on our game. Our average rating was 9.8.

Many groups

Part 7. Conclusions

Damon: I had better try to forget that bullying and get back to work.

Myles: Hey, I just played the coolest game. Do you want to hear a joke from it?

Damon: Sure.

Myles: What do you cal a sith who floats up and down?

Damon: I don't know?

Myles: An ele-vader.

Damon: I have to go.

Myles: Let me go with you. (Ethan moves away)

Myles: It worked it worked. I'm so glad I played that game!

Green Mountain Gears!

PROJECT REFERENCES

Traditional Learning

2/3 of kids are bored. 24% want more teacher interaction. 75% same material is not interesting.
http://www.livescience.com/1308-students-bored-school.html

Time Spend Gaming

According to Time Magazine, kids spend an average of 6.3 hours per week playing video games.
http://time.com/120476/nielsen-video-games/

Serious Games for Learning

Serious Video Games
http://news.stanford.edu/news/2013/january/virtual-reality-altruism-013013.html

Games for Change
http://www.gamesforchange.org/

MIT Game Lab
http://gamelab.mit.edu/

Jane McGonigal (2011) Reality is Broken: Why Games Makes Us Better and How They Can Change the World. Penguin Press

Jane Mcgonifal TED Talk
http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world?language=en

Bullying

According to a study at Stanford University Medical School, "90% of kids experience bullying." http://med.stanford.edu/news/all-news/2007/04/school-bullying-affects-majority-of-elementary-students-stanfordpackard-researchers-find.html

According to Trudy Ludwig, "kids are, on average, the targets of bullying about once every three to six minutes from the start of kindergarten to the start of first grade" (Trudy Ludwig (2010) Confessions of a Former Bully) Dragon Fly Press)

According to National Educational Association, 160,000 kids miss school each day in America beacuse they are being bullied. (http://www.nea.org/home/53298.htm)

According to the American Federation of Teachers, targets of bullying miss 9 days of school a year and have test scores that are 3.5 to 5% less because of bullying. (http://www.uft.org/insight/bullying-takes-academic-toll-too)

According to NoBully.org, 70% of teachers see bullying and 62% of witnesses see bullying.

According to NoBully.org, kids, don't report bullying because they are afraid of retaliation and they do not think adults will do anything about it.

According to NASP, "1 in 4 teachers see nothing wrong with bullying and will only intervene 4% of the time." (http://www.nasponline.org/resources/factsheets/bullying_fs.aspx)

Stopping Bullying

Dan Owleus "bullying stops 50% of the time when kids intervene"
http://www.nasponline.org/resources/principals/Bullying%20NASSP%20September%2003.pdf

Emily Bazelong "No One knows how to get bystanders to become upstanders"
http://www.slate.com/articles/life/bulle/2013/02/
bullying_can_we_teach_kids_to_stop_being_bystanders.html

Other Solutions
Brochure
http://www.doe.in.gov/sites/default/files/student-services/bully-free-brochure-3h-4.pdf
Video
http://www.stopbullying.gov/kids/webisodes/

Humor

Benefits of Humor
  http://www.pbs.org/thisemotionallife/topic/humor/benefits-humor
Humor and Reslilence
  http://www.pbs.org/thisemotionallife/topic/humor/humor-and-resilience
Being Funnier
  http://www.pbs.org/thisemotionallife/topic/humor/being-funnier

Game Design

Game should have characters, a setting and a story. The tasks should get increasingly harder to get people more excited about playing. There should be bonuses and surprises.

Flint Dille and John Zuur Platten (2007) The Ultimate Guide to Video Game Writing and Design. Skip Press.

Jacob Habgood and Mark Overmars. (2013) The GameMakers Apprentice. Technology in Action Press.

GameMaker
https://www.yoyogames.com/studio

GameMaker Tutorials
http://sandbox.yoyogames.com/make/tutorials

Animation

Chip Kidd (2013) Go: A Kidd's Guide to Graphic Design

http://anime.smithmicro.com/tutorials.html

Audacity
http://www.youtube.com/watch?v=zqrnCFLSWkU