“Play” and potential werewolves are “locked
play” and potential werewolves are “locked
e extra roles can be excluded, depending
the school district. That being said, Ultimate
students in narrative by not only making
strong motivation to participate. Because
creativity, character identification, and per-
it is a perfect choice for classroom cre-
tivities.

Glossary of Designer Board
Game Terminology

**Area control.** A type of game mechanic in which players work toward controlling the most area in a playing space. It is a mechanic often used as a criterion for end-game victory conditions or for earning rewards during play. The use of area control can be found across all styles and genres of games, from abstract games like go to more thematic games like Richard Ulrich and Wolfgang Kramer’s El Grande. As a learning experience, area control games provide students with the opportunity to think critically and be adaptive in developing and implementing strategies.

**Cooperative play.** A mechanic for player interaction that rewards, and often requires, working together for there to be any chance at a successful game resolution. Many times, each player will have some unique characteristic he can contribute, making how and when each player helps part of the game’s strategy. Cooperative games are especially effective at building team skills and helping students see value in different opinions and approaches.

**Gateway game.** A game that is often used to introduce those unfamiliar with designer games with the genre. They often play in under an hour and have very few rules, while offering a level of strategy and interaction beyond expectations. This results in an easily accessible and often surprising game play experience that piques new players’ interests in other designer games. The most often cited examples are Klaus-Jürgen Wrede’s Carcassonne, Klaus Teuber’s Settlers of Catan, and Alan R. Moon’s Ticket to Ride.

**Imperfect information.** An element of game design in which the other players’ actions and other relevant details are not accessible or reliable. Most games fall into this category, where players do not have
knowledge of all the information available within the game. This lack of information results in players having to make inferences and speculative choices when making decisions and developing strategies.

**Language independence.** A game design choice that makes the game's components free of any textual content. Instead, more universally understood images, pictures, or symbols are used to convey meaning and directions during play. By utilizing language-independent games, schools providing services to a population of English language learners can bridge the language barrier and provide complex and engaging learning experiences to all of the students they instruct.

**Mechanic.** A set of rules that govern how an aspect of the game is played. Simpler games may only use a single mechanic, while more sophisticated ones can incorporate a blend of multiple mechanics. In terms of game design, the proper matching of mechanics and theme can combine to create a truly immersive game play experience. When examining a game's connections to learning standards, mechanics often relate to math and science standards.

**Perfect information.** An element of game design in which everything relevant to the game experience is made openly available for all of the players. Centered around strategic choices and logic, this gaming genre is but a small subset of games that includes classic titles such as go and chess, along with more contemporary games such as Alvydas Jakeliunas and Günter Cornett's Hey! That's My Fish!

**Push (or press) your luck.** A game mechanic that allows the player to select or take actions until either she chooses to stop or she meets a trigger point for an established negative consequence. Built into this model is an ever-increasing level of risk with each additional action. Incorporating games that employ this mechanic is an excellent way to introduce students to the concepts of risk management and mathematical probability.

**Resource management.** A set of game mechanics in which the players control and manipulate, according to a set of rules, available resources within the game in order to affect the game in some way. This style of game allows students to experience economic concepts such as supply and demand, market economy, free trade, and scarcity.

**Role selection.** A game mechanic in which players select one or more roles each turn based on the actions or resources provided. Order of choice plays a heavy part in strategy, and the potential for first choice can be significant. Usually, the starting player each turn select the roles in a handicapped choice in the game. The rules, during the selection process, aim to focus beyond simply advancing the the account how their selection might affect players as well.

**Scalability.** The ability of a game to maintain the same as more or fewer players are present. These variants will allow a small game to enjoy the game without compromising mechanics. When the experience is more difficult and time consuming, and too long to make it work, the game's scalability is not scalable anymore. Only the players of players, while others can easily adapt as the result stated on the box.

**Simultaneous action selection.** A game mechanic where player to select or execute an action that has any potential for an advantage being chosen based on actions selected. If action is based on the last turn of player order. This player level of unpredictability, especially in action the result.

**Theme.** The story elements that provide the mechanical actions of the game. Themes in weight but in subject matter as well, are devoid of theme and stand to enjoyability of their mechanics. Warnings to learning standards, theme will align with the social studies and English and literature.

**Tile placement.** A game mechanic in which players place tiles to either advance the game or block other actions can be taken. It is a classic example of the latter. This way to help students develop spatial patterns with the tiles.
choice plays a heavy part in strategy development, especially when selected roles allow every player access to their benefits. To offset the potential power of first choice, role selection games will either rotate the starting player each turn or include starting as part of a handicapped choice in the game. Because of the unique nature of the roles, during the selection process students need to expand their focus beyond simply advancing their needs and goals and take into account how their selection might affect the needs and goals of other players as well.

Scalability. The ability of a game to maintain the intended play experience as more or fewer players are added. Some games may require slight modifications to account for varying numbers of players. Often, these variants will allow a smaller or larger number of players to enjoy the game without compromising the elegance of the game’s mechanics. When the experience becomes broken (i.e., the game’s difficulty drastically changes or too many modifications are needed to make it work), the game’s scalability level has been reached. Some games are not scalable and only work for the recommended number of players, while others can easily accommodate more than the number stated on the box.

Simultaneous action selection. A game mechanic that allows for each player to select or execute an action at the same time. This removes any potential for an advantage being gained by modifying a player’s choice based on the actions selected by the other players. Each decision for action is based on the last group action as a whole and not as the result of player order. This play mechanic introduces a certain level of unpredictability, especially if some form of player interaction is the result.

Theme. The story elements that provide meaning and context for the mechanical actions of the game. Themed games can vary not only in weight but in subject matter as well. Abstract games, on the other hand, are devoid of theme and stand alone on their merits and the enjoyability of their mechanics. When examining a game’s connections to learning standards, theme will often create connections with the social studies and English and language arts curricula.

Tile placement. A game mechanic in which players draw and lay down tiles to either advance the game or to establish a playing area within which other actions can be taken. Klaus-Jürgen Wrede’s Carcassonne is a classic example of the latter. Tile placement games are a great way to help students develop spatial skills as they match or create patterns with the tiles.
**Traitor.** A game mechanic commonly found in cooperative games that introduces a secret role meant to sow distrust and uncertainty among players. The potential effect of the traitor is directly proportional to the game's difficulty level and need for cooperation. This effect is heightened when the inclusion of the role is not a complete certainty. Students participating in a game experience that utilizes the traitor mechanic draw from and strengthen persuasive and evaluative language skills as well as develop more sophisticated social skills.

**Victory points.** An inclusive scoring mechanic used in many designer games to track each player's progress over the course of the game. By assigning point values to different aspects of the game and indicating victory conditions, designers allow all of the players to stay involved until the end-game conditions are met. Games utilizing victory points are a wise choice from a classroom management perspective, as the whole group will finish the learning experience at the same time.

**Worker placement.** A game mechanic in which players have a set number of pawns to place each turn. The placement of a pawn, or worker, usually provides access to an action or resource necessary for the progression of the game. When well executed as a game mechanic, players should not have enough pawns available to allow access to every desired action each turn. This scarcity helps students reflect on their needs and goals, teaching them how to prioritize and focus on efficiency.

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**Agricola**
Published by: Z-Man Games, Inc.
Designed by: Uwe Rosenberg
Year published: 2007
Number of players: 1-5
Grade levels: Middle and high school

**Amun-Re**
Published by: Rio Grande Games and Hans im Glück
Designed by: Reiner Knizia
Year published: 2003
Number of players: 3-5
Grade levels: Middle and high school

**Android**
Published by: Fantasy Flight Games
Designed by: Daniel Clark and Kevin Wilson
Year published: 2008
Number of players: 3-5
Grade level: High school

**Antike**
Published by: Rio Grande Games and Eggertspiele
Designed by: Mac Gerdt
Year published: 2005