

Rock and Roll High School Manual

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Installation

First, because virus-protection software sometimes interferes with software installation procedures, please turn it off before inserting the CD. When the Rock & Roll High School CD is put into the computer, its “autoplay” capability will start and the program will try to install itself. (If this does not happen, double-click the “My Computer” icon, double-click the CD icon, and double-click the “SETUPEX.EXE” file.) A small window will appear that reads “This will install Rock_and_Roll_High_School. Do you wish to continue?” Click “Yes”. The InstallShield program will begin extracting files and then the Setup program will begin installing files. During this procedure several windows will appear asking for responses. Click “Cancel” at any time to cancel the installation procedure. At the first “Welcome” window, click “Next” to confirm you are ready to install Rock & Roll High School. The “Start Copying Files” window simply confirms that Setup has acquired enough information and is ready to install. Click “Next” to complete the installation procedure.

After installation, the program will ask you to click “Finish”. Rock and Roll High School does not install an icon on the desktop. To confirm the installation was successful, click the “Start” button on the windows menu, click “Programs”, and locate the “RRHS” folder. Inside this folder a “Rock and Roll High School” program should be available. Click or activate this program to begin the following setup procedure. At this time, the CD may be removed from the CD drive.

On some computers in networked environments, it is possible Rock and Roll High School will not install properly or will not run properly. If any errors occur, please contact Wolf Lane Productions at (706) 353-0396, or email sales@WolfLane.com to receive help on the problem. To work around certain security issues in networked environments an alternate CD may be shipped in some cases.

Setup

When the Rock and Roll High School program is activated, it checks to see if the registration number has already been entered. If it has not, the program asks for the registration number. This number (sometimes labeled “Serial #”) can be found printed on the CD, printed on a label, or printed in the documentation. For the program to operate correctly, only the registration number appropriate for that CD should be used.

If the registration/serial number is not available, “Cancel” can be clicked at the Registration window and the program will run for one-hour (cumulative) since the time of the installation, i.e. it will run for a total of 60 minutes whether played all on the same day or across several days. Without a valid registration/serial number entered, the program will then refuse to operate.

After submitting a registration number or clicking “Cancel” the music will start and the “Levelator” screen will appear. This screen is the main control screen and appears at the end of each level of the game. It permits accessing teacher controls (by clicking the apple button at the upper right), quitting the program (by clicking the “X” button at the

upper right), entering a floor of the game by clicking one of the numbered buttons on the right, or accessing the educational micro-games by using the special key-sequence described later. Rock and Roll High School can be played in several ways and many features of the game are controlled by the teacher screens.

Teacher/Administrator Controls

Teachers/administrators/parents have certain privileges in the game environment that regular student accounts do not have. For example, administrators can control various aspects of how the game is played, check login/password combinations, and track scores and dates completed for each of the educational micro-games.

Immediately after activating the game, no one is logged into the game. If the apple button or a floor of the Levelator is clicked the program will present a Login Window. To access the teacher/administrator controls, click the apple button. From the factory, the Login Name and Password for the administrator account is set to LoginName = "Admin" and the Password = "apple" (no quotes). Type these words into the blank boxes exactly as shown, including capitalization, then click "Submit" or type the "Return" key on the keyboard. If the Login Screen shakes and rejects these entries, try them again. Sometimes "space" keys get typed accidentally and cause logins and passwords to be rejected.

After logging in through the apple button, a screen will appear with three buttons. The "Students" button accesses game features and student accounts. The "Profiles" button permits tracking students' performance and printing grade reports. The "X" button in the upper right will shut down the game.

"Students" button/screen

After clicking the "Students" button an administration screen appears. On the right is a box containing all of the permitted login names for this game on this computer. (Rock and Roll High School is not an Internet-enabled game. Accounts exist on individual machines so students must play the same computer each time they return for their scores/grades to be cumulatively recorded.) One student account is automatically created during installation. Its Login Name is "student" and its password is "password".

Add Account/Record

A new student account can be created by typing the new Login Name and Password in the blank boxes on the left, and then clicking "Add Record". Logins and Passwords can be any combination of letter and numbers except spaces. Capitalization is important. For future reference you may want to print this page, once all of the student accounts have been entered.

Change Password

Passwords can be changed by clicking on the students account name (blue, underlined letters) in the right-hand box. The student's account information will automatically fill-in the student record and password boxes on the left-hand side. Simply backspace over the old password and type in a new password and then click "Change Password".

Delete Account/Record

Any student account/record can be deleted by first clicking the blue, underlined letters of the student's name in the right-hand box. The account name and password will appear in the blank boxes on the left. Clicking the "Delete Record" button will cause the account/record to be erased. Note – all data collected to that point for that student account will become inaccessible, so delete accounts with caution.

Administrator Account

The administrator account is set by default to Login = "Admin" and Password = "apple" (no quotes). This can be changed on the "Students" screen by typing new information in the boxes at the lower left. Click the "Save New Administrator Information" button when ready.. You will probably want to write this new information down since this screen cannot be accessed again without this new login info. Note – no one can access this screen once you change this information, so calling Wolf Lane Productions will not help if you change the administrator information and lose the new information. You will probably have to re-install Rock and Roll High School again. However, we may be able to help you save student grade information before you uninstall the game.

Student Floor Access

The default behavior of Rock and Roll High School is to force students to play each floor sequentially. In this mode, if a student clicks on a floor from the Levelator without completing all of the lower floors, a warning message will pop up telling them they must complete the lower floors first. To turn off this feature so all student accounts can play every floor, click the "Limit All Students to Sequential Floor Access" box on the left so that it is empty. To turn this feature on, click the empty box until an "x" appears inside it.

Students Create their own profiles

The default behavior of Rock and Roll High School is to allow students to create new accounts (login names and passwords) from the Levelator screen. This happens when no one is logged in and a floor button is clicked. The Login Screen then changes to a "Make New Account" screen automatically and a new student can immediately create an account. This feature removes the need for teachers to create all of the accounts on each machine. However, this feature will remain until it is explicitly turned off. Thus, new student accounts might be created for months on the same machine. Turn this feature off by clicking and emptying the box to the left of "Allow Students to Create their own profiles". Turn the feature back on by clicking the box until an "x" appears inside it.

Print This Page

A "Print This Page" button is available so that teachers/administrators can keep a printout of login names and passwords. However, the administrator account information is also on this printout, so put it in a safe place.

"Profiles" button/screen

Rock and Roll High School permits teachers to selectively allow access to floors/levels from the "Profiles" section of the administrator screens. On the Profiles screen, pictures

representing locks are located in six columns by each student's name. By clicking a lock (the picture will change to a closed lock) a teacher can deny access to any particular floor to any particular student. Clicking the lock at the top of each column locks the level for all students on that machine. This feature can be used to force a class to play the same floor, or to selectively rotate a subsection of a class through the floors. If a student tries to access a floor that has been locked, the message "THE TEACHER HAS RESTRICTED YOUR ACCESS TO THIS FLOOR" appears. The student may then play either, any floor that is not locked if sequential access has been turned off, or, only the floor that is next in sequence if sequential access has been turned on.

If a student's blue, underlined name is clicked in the left-hand column, a new screen appears which lists all of the micro-games in Rock and Roll High School and the student's score. A "0" appears for games not completed yet. This graph also shows how many books a student has acquired. A "Print This Page" button is available in the lower right corner for record keeping of the student's performance.

Important – Logging Out as the Administrator!!

It is important to log out as the administrator from the Levelator screen before allowing students to play the game. From the Levelator screen, notice the words "Logged in as Admin. Click here to logout." under the gray box near the bottom third of the screen. Simply click this text line to log out. If you typed a new name for the Admin account the line will read "Logged in as (your name). Click here to logout." Note – this line will appear when any account is logged in. Students log out by clicking this line also. Thus, the game does not need to be shut down for the next student to play.

Game Play on the Levels

Rock and Roll High School is designed to be exciting for a just a few minutes and then to encourage exploration of the learning materials. This is accomplished by having students navigate a 3-Dimensional platform while collecting books and accessing computerized classrooms that lie behind doors. Because students have a wide range of prior video game experience, careful thought has been put in to making the game challenging for experienced video gamers yet not too challenging for complete novices. The floors have been specifically designed to allow either cautious and slow play, or fast action.

Accessing the Levels through the "Levelator"

The main screen for the game is the "Levelator" screen. It contains six buttons on the left representing the six levels of the game, as well as an apple button and a Quit button at the upper right. When the mouse rolls over a numbered level button the title for that level appears in the gray box near the bottom of the screen. Each level represents the six career clusters defined by the Georgia DOE and is decorated with artwork appropriate for that career cluster. If no one is currently logged in to the game (i.e. there is no statement "Logged in as xxxxx. Click here to logout." under the gray box), then a Login Screen will automatically appear as soon as any numbered level button is pressed. Students may either login using a previously created account, or, if the administrator allows it (see the Administrator Control section), then the student may create a brand new account. If an active Login Name and Password are correctly entered, then the screen will blacken and

the accessed level will gradually appear on the screen. Note, if “Sequential Floor Access” has been turned on from the administrator’s controls, and the student has not completed all lower levels, then a message will appear telling the student to complete lower levels, and the Levelator screen will remain on the screen. If a new account has just been created, then the next screen that will appear is the New Player’s Tutorial screen.

The New Player’s Tutorial

Immediately after creating a new account from the Login Screen, or, if the account was created by the administrator and this is the first occasion it has been entered by a student, then a New Player’s Tutorial will appear. It consists of three paragraphs at the top of the screen, a changing “instruction” box that directs the user how to move the animated character, and an animated character at the bottom third of the screen walking on top of a checkerboard pattern. The three paragraphs explaining the story of the game are reproduced below...

“Welcome to the virtual Rock and Roll High, the new way to finish high school in the future. Your goal is to learn all you can from the six floors of the school. To do this, you’ll have to know how to move throughout the suspended hallways and platforms without falling off. Follow the directions below to practice a little.

In the future, there are lots of ways to learn. Sometimes you can just download data from textbooks right into your brain. Of course, this takes a little time, but you can speed the process up by finishing the computerized classrooms on each floor. In the classrooms, you learn by reading, answering questions and doing things. If you don’t learn well enough in these classrooms you do not receive credit for them and you have to take them again.

Your teacher has the ability to set some floors or classrooms as off-limits so don’t be surprised if you can’t get into certain levels or floors until you are permitted. Also, you can’t go through an exit door until the two classrooms are completed. Meanwhile, have fun choosing a character, gathering up some knowledge and completing all of the floors. Finish the tutorial below to exit this screen.”

To complete the tutorial, students must follow the highlighted directions. First, the directions instruct the student to move forward by pressing the “W” or Up Arrow key. The character moves accordingly and the instructions change to “Press the ‘S’ key OR the Down Arrow key to go backward.” If the student responds accordingly, the instructions then instruct them to press the “A” or Left Arrow key to move left, and then the “D” or Right Arrow key to move right. After this a pile of books appears and the instructions change to “Use the W, A, S, & D keys to steer toward the books. Try to run into them.” (Note – the arrow keys will still work here as well and will work throughout the entire game in place of the W, A, S and D keys.) Once the student has successfully walked into the books, the books appear above the animated character’s head and a ‘progress bar’ indicates how quickly the ‘knowledge’ is being downloaded into the

character's head. Once all of the knowledge is downloaded, the instructions change to "Now leave this tutorial by exiting via the door." The student must then walk the character over to the door. If they miss the door, they can back up and try again (they must exit from the front of the door.) Despite the appearance of a platform, the character does not fall off if it walks off the platform. It simply walks in 'space'. When the tutorial is complete, the screen is replaced with the "Choose Character Screen".

Choose Character Screen

There are eight animatable characters loaded into Rock and Roll High School: four girls and four boys. Students can choose any character by clicking the left and right arrows at the bottom of the screen. Different characters can be played on each floor. There is no difference in the performance of the game dependent upon the character chosen, i.e. no character is faster or slower than any other character. Once the "Play Now" button is pressed, the level loads into the computer and the screen gradually changes to the platform game interface.

The three buttons in the upper right

On every level there are three buttons in the upper right of the screen. The first button, which looks like a book, activates the 'profiles' screen for that student. This permits students to check which micro-games they have already completed and how many books they have collected. The 'profiles' screen is exited by clicking the "X" button in the upper right corner. Help can be accessed by clicking the "?" button. The 'profiles' screen can be printed by clicking the "Print This Page" button.

The second button visible from inside one of the levels is the help button, "?". Clicking this button will bring up a help screen with instructions on how to play the game. This screen may also be printed by clicking the "Print This Page" button, and exited by clicking the "X" button in the upper right of the screen.

The third button visible from inside a level is the quit button, "X". This button actually does not quit the entire game, but quits the current level and returns the student to the Levelator screen. The "X" button on the Levelator screen will shut down the game.

Downloading Books

One of the objects of the game is to collect knowledge by running into piles of books and having the knowledge directly downloaded into the character's brain. How fast the books download is determined by how many computerized classrooms a student has completed on that floor. If one classroom is completed, then the books download twice as fast. If both classrooms are completed, the books download instantaneously and a puff of smoke briefly surrounds the character. Note, once a pile of books is 'downloaded' it does not reappear once the level is left or the game is turned off. The computer remembers for each student which books have been 'downloaded'. If teachers find that students are predominantly interested in running around collecting books, and thus are creating new student accounts just for that purpose, a work around is available. The "Students Create their own profiles" button can be clicked off in the administrators section to prevent students from making new accounts by themselves.

Falling Off

Rock and Roll High School is designed as a fall-off game, thus the platforms get progressively harder with each level from 1-6. All students will fall off at some time. When this happens, however, the character simply falls through space, gradually disappears as the screen turns black, and later re-appears at the starting point for that floor. Some students will have difficulty navigating the upper floors on their first try, and others will be bored at how easy it is. This is a problem for all educational games designed for everyone in a classroom. However, user-testing with real-live students has demonstrated that a very broad cross section of students can navigate the levels. In extreme circumstances, where a student cannot get to a door off one of the platforms, the special short cut keys can be used from the Levelator screen to jump students directly into the micro-games

Avoiding Props and Artwork

On each level, 2-D and 3-D artwork has been placed to (a) make navigation a bit more challenging and (b) to brand each level by its associated career cluster. The artwork items, such as buses and paint brushes, are not interact-able, i.e. they do not do anything. Note, however, that because the camera angle relative to the animated character is fixed and independent of any artwork in the environment, it is possible for the character to be temporarily obscured behind a piece of art. This is a product of most 3-D games and is not a problem with your machine. Simply move the character forward (or backwards) and the camera's position will move around or through the artwork.

Entering the Doors and Exiting the Floor

Except for using the special key sequence from the Levelator screen (described later), students can only access the Micro-Games, i.e. the computerized classrooms, by walking into doors located off of the main platforms on each level. Once a door is activated, the current screen will be replaced by the standardized micro-game screen (described below). When a micro-game is completed or exited, the animated character is either returned to the starting location for that level, or returned to the Levelator. Students can leave a floor through the 'Exit' door only after successfully completing both computerized classrooms on that level.

Special "Anti-Gravity Power" on Floors 5 and 6

To provide a little extra challenge to experienced video gamers, floors 5 and 6 were constructed with very steep hills located in the center. These hills are nearly impossible to climb without a special 'anti-gravity power' available only on floors 5 and 6. The 'anti-gravity power' is activated for approx. 10 seconds whenever a character downloads a pile of books AFTER having acquired at least 10 books by that point in the game. The 10 books can be from any floor and can be from earlier play sessions, but the special blue ring of anti-gravity only happens if the student has sufficient game experience. While anti-gravity is in effect, the animated character can climb the hills easily and will sink very, very slowly if walked off of a platform. Note, books do not re-appear once downloaded, so some students may find that cannot get up the hills because they have not left a book nearby that they can use to 'power up'. This is common and is part of gaming

strategy and lore. Over time, experienced users will tell the younger students about this feature and interest in the game will increase.

Special Key Sequence for Accessing the Micro-Games

From the Levelator a list of the micro-games will appear under the gray box if the “Control” “Shift” and “Z” keys are held down simultaneously. A scroll box on the right of the list will allow users to navigate directly to any micro-game.

The Micro-Games

Similarities Across All Twelve Games

All of the micro-games occur through a flat, 2-D interface. In all of the micro-games a quit button is located in the upper right corner of the screen and will return the user to either the Levelator or the floor from which the micro-game was entered. The lower right of the screen also contains an arrow key which permits the user to navigate through the game and onto the next screen. Sometimes double arrow keys will appear at the bottom allowing the user to go back and forth through particular screens of content. Most of the micro-games require a score of %60 or better for a student to receive full credit for the game. This was designed to discourage students from simply ‘fast forwarding’ or randomly guessing at questions just to get back to the platform game. However, certain games require dynamic interactive game play and thus cannot be fast-forwarded. In those games, a score is not calculated and students will always receive credit if they reach the final screen. Note, during all games, after displaying a multiple choice question, the computer will wait 1-second before registering a key press. This also discourages students from trying to fast forward through the questions. However, some students may claim the computer is not accepting their key presses. Inform them to wait one second before pressing a key.

Each level or floor of the game contains two doors that permit students to enter two micro-games. Thus, there are twelve micro-games in all. On each floor, one micro-game is an educational game containing content specific to the career cluster represented on that floor. The second game is either a game about learning and study skills or a game about workplace ethics and skills. The floors and the micro-games are listed in the following table...

<u>Level</u>	<u>Career Game</u>	<u>Other Game</u>
1	Human Services	Memory Test
2	Agriculture and Environment	Mapping Concepts
3	Arts and Humanities	Colors vs. Words
4	Health and Medicine	Habit of Carefulness
5	Business and Management	Workplace Skills
6	Technical and Engineering	Time Management

The Six Career Cluster Micro-Games

The six career cluster micro-games all have a similar design. The first screen introduces the game and instructs the student to use the arrow button to advance through the screens. The second screen introduces the job classification task. The next twenty screens ask the student to decide if the job title presented comfortably fits within the career cluster defined by the title of the game. “NO” answers are appropriate when the job title fits one of the other five career clusters better. “Y”es and “N”o buttons are used to indicate answers and immediate feedback is provided after each key press. The screens automatically advance after the feedback is briefly displayed. Note, some of the job titles may appear to fall within more than one category, however, they have been assigned the career cluster they fit *best* in this task. At the end of this task, all 20 job titles are listed and performance feedback is provided.

The next screen introduces the reading portion of the game. For the next several screens students are presented with paragraphs describing careers in this cluster. Double arrow keys at the bottom permit students to navigate back and forth between the paragraphs. After the last paragraph users are asked if they are ready to answer some questions. After clicking the next arrow button, 7 questions concerning the reading material are presented. Students press the “1” or “2” key to indicate their answer choice. Feedback is provided immediately and the screens automatically advance to the next question. At the end, overall performance the 7 questions is provided.

The next screen introduces the ‘courses in high school’ task. 20 course titles are presented and users decide if this course would contribute directly to a career in this career cluster. Again, some courses may fit well in more than one career cluster, but each course has been assigned to only its *best* category. Students indicate their answers by pressing the “Y” or “N” keys, feedback is immediately provided, and the screens automatically advance. At the end of this section, summary feedback is provided.

At the end of each game an overall score is calculated based on the three separate tasks: the ‘choose the job title’ task, the ‘answer questions from the reading material’ task, and the ‘choose a high school course’ task. If %60 or better is achieved, the game registers that this student account has successfully completed this micro-game and fills in the associated column of the student’s “profiles” page. If a lower score is achieved, the student is informed they will need to take this micro-game again to receive credit. After clicking the next button, the game returns either to the floor from which the door was entered or the Levelator screen.

Memory Test Game

The Memory Test Game asks students to memorize a sequence of letters presented individually but briefly on the screen. The game guides the student through several different lists of varying lengths. Some of the lists are 14 letters long which is beyond the limits of normal human working memory (unless the user is using a mnemonic trick or cheating). After several attempts at memorizing, the game uses paragraphs of text to

introduce the idea of “chunking”. Chunking is a term used by cognitive psychologists to refer to the fact that information can be of various sizes and that learning and becoming familiar with material allows one to retain and manipulate knowledge in larger chunks or units. The game explains that normal human working memory can only manipulate 7 plus or minus 2 items at any one time, but that the size of these units can vary. Larger units, which can be consciously decomposed into their sub-unit, give the appearance that individuals can hold onto more knowledge in one situation than another. The game then shows the student that 14 letters is easy to memorize if they are recognized as chunks, such as “X FBI CIA NFL NBA X”. Because students cannot ‘fast forward’ through this game, no score is calculated and students are given full credit if they exit the game with next arrow button on the last screen.

Mapping Concepts Game

The Mapping Concepts Game introduces students to the idea of diagramming the content of written material in order to learn it and remember it better. First, a sample paragraph is displayed, diagrammed by a faculty, and then interactive tools are provided for the student to diagram two different, original passages. At the completion of each attempt, two comparison diagrams drawn by faculty are provided for feedback. During the first attempt to use the tools to make a concept map explicit instructions are provided in purple at the left. Users cannot go on to the next screen until they have made at least four circles and three lines. The paragraphs students are asked to diagram are about the dangers of smoking and about the hospitality industry. Because students cannot ‘fast forward’ through this game, and because scoring the diagrams isn’t possible with the computer, students are given full credit for the game if they reach the final screen and exit using the ‘next arrow button’.

Colors vs. Words Game

In the Colors vs. Words game, students are first lead to believe that the tasks they are about to perform will indicate if they are better at processing words or colors. However, this cover story is used simply to engage students in the task. As the game proceeds students are actually instructed on the power of automatic (cognitive) processing and the need to cultivate good habits. The first task presented to the student is to press either the “R”, “G” or “B” key whenever they see either a Red, Green or Blue box in the middle of the screen. They first do a warm-up block and then a timed block to encourage a mental set which immediately associates red, green and blue with the “R”, “G” and “B” keys. Users are then presented words in black ink on a white background and are asked to press the “R”, “G”, or “B” keys again, as fast as they can, dependent upon the word that is spelled. Feedback is provided and then users are asked to do a series of words where the word-form is ignored and the answer is pressed based upon the ink color that is used. For example, when “RED” is spelled in blue ink, users are to press the “B” key. The final task is to ignore the ink color and choose dependent upon the word that is spelled, i.e., press “R” for the example in the previous sentence.

After completing these four tasks, students are presented with their times and scores. Most students will find they are slowest and more error prone on the third task, the ‘determine the ink color but ignore the word’ task. This is very natural and is NOT due

to any built in preference for colors vs. words. It is actually due to the fact that accomplished readers automatically read words and will experience interference and inhibition when they try to press a key that is incompatible with the meaning of the word. The final few screens present paragraphs explaining this principle.

Habit of Carefulness Game

The Habit of Carefulness game encourages students to check their own work and to be diligent about little errors, even when doing simple work. It explains this in the context of how much time and money it costs businesses to fix even simple errors and how an employer might react if simple tasks are done incorrectly. To allow students to experience this more fully, two tasks are presented as part of this micro-game. First, a paragraph with misspelled words and poor English is presented. Students must re-type the paragraph in a box below, fixing all of the errors. The game then compares the student's typed version with a correct version stored in the game. Feedback is provided. A brief discussion is then presented and the second task is introduced. This task requires students to retype a series of 20 simple math problems. A few of the equations have mistakes and students must find and fix these mistakes as they type. After clicking the next arrow button, feedback is provided, and, again, a few paragraphs of discussion are presented. Because it is not possible to 'fast forward' through these tasks, students are given full credit for completing the game if they reach the final screen and use the 'next arrow button' to exit.

Workplace Skills Game

The Workplace Skills Game introduces the student to concepts and terms that are relevant for good workplace ethics and skills. After a brief introduction, the user is asked to match words with their definition. The words and definitions are listed below...

Communication Skills

The ability to explain your thoughts to others in a comfortable and sociable way. It also includes building and maintaining relationships and listening well to others.

Assertive Behavior

Behavior that strikes a balance between being passive or aggressive. It permits defending yourself without being negative or nasty, and stating what you want in a calm and effective manner.

Time Management

Is an effective tool for achieving the goals you have prioritized without allowing yourself to be overly stressed or guilty about what you did not accomplish.

Getting Help

The act of using available resources, such as teachers, alumni, friends, family, counselors, libraries, newspapers, bulletin boards, employment agencies and the Internet.

Teamwork

As simple as sharing resources, information or customers, or as difficult as adopting the organization's or group's goals ahead of your individual success.

Diversity in the Workplace

Sincerely cooperating and working with people who differ in cultural-ethnic identity, age

group, stage of life, physical abilities or disabilities, value systems, religious affiliation or sexual orientation.

Effective Speaking

Communicating effectively in a presentation or public forum, usually by preparing mentally for the talk, preparing content and presenting information in a clear, audible and confident manner.

Money Management

Employing strategies that maximize and conserve a precious resource instead of watching it simply come in and go right back out again.

Feedback is provided and then a second task is introduced which asks students to apply the concepts just introduced. The following sixteen screens present each word (twice) and a paragraph that applies the concept. Two choices are presented and the student is asked to indicate the best answer. These choices vary by paragraph, but are never simple 'yes' or 'no' answers. Feedback is immediately provided after every guess and the screens automatically advance. After answering all sixteen questions, feedback is provided and students exit the game by clicking the next arrow button. Scores are calculated and students do not receive complete credit for the game unless they score %60 or better.

Time Management Game

The Time Management Game instructs students on basic principles of time management. The first task is to match a basic principle with an example of it in practice. The principles and examples are listed below...

A: Know What Is Truly Important To You

Begin thinking about your life in a larger time scale. Think of what you want to do, and to be, in 5 years - in your whole life. Stop during the day to ask 'is this activity contributing to the life I want to lead and the person I want to be?'

B: Don't Do As Much

Managing your time effectively is as much about not wasting time on worthless activities as it is adding new activities. Figure out which activities are giving you the least reward and cut them out of your schedule. Make a "Not To Do" list every week. Cleaning out wasted time will help your daily schedule tremendously.

C: Don't Rush Too Much

Many times we introduce mistakes into our activities because we are rushing through them. And fixing mistakes is always more time consuming than doing a job right the first time. Slow down. Are all the things you are rushing to do really that important? Maybe some of them are actually insignificant and you should be spending more time on the important things?

D: Don't Forget People

At the end of your life you are likely to say, like nearly everyone does, 'I wish I had spent more time with family and friends'. NOT - 'I wish I had accomplished more.' Efficiency applies to things, not to people. Allow time in your schedule for spontaneous visits, extra-long conversations and conflict resolution.

E: Concentrate on the End Result

The important thing is to manage your time well, complete your tasks, and lead a fulfilled

life. It does not matter what strategy you use as long as you are personally effective and are in control of your life.

F: 'Check Out of Time' Once a Day

Give yourself a 'time holiday' once a day. Find a place to meditate, reflect on some readings or prayers, don't be accountable to your watch or day-planner. Use this time to be guilt-free about doing nothing. A feeling of renewal and rejuvenation can occur as a result.

After feedback is provided, students are then asked to consider various ways in which time is mis-used. The second task presents sentences that have been split in two. Each sentence provides advice on how not to waste time and students must match the first half of each sentence with its second half. The eight sentences are listed below...

1

Beware of looking for something else to do...
...or give yourself the label 'procrastinator'.

2

Don't take on more than any reasonable person should do in that time frame...
...or you will find yourself overloaded.

3

Some people avoid a task because they find it unpleasant...
...but this can ruin your schedule if you put it off because you don't like doing it.

4

A big time waster is the person you has to do things correctly down to the last, insignificant detail...
...but why else would we call them a 'perfectionist'.

5

Avoid the fallacious reasoning that you have to do very complex things all in one sitting...
...because larger tasks CAN be broken down into smaller segments of your time.

6

If you read when you are tired, be careful...
...that you don't find out on a test that you were too tired to comprehend what you read.

7

Some people just like to hop around town or the school, wasting time, instead of...
...letting their fingers do the walking (i.e. using the phone).

8

Don't let a fear of deciding...
...contribute to poor time management by putting off important decisions.

At the end of these eight sentences, feedback is provided and then students are asked to do eight more. The second set of eight sentences is listed below...

9

One of the biggest causes of poor time management is...
...a lack of priorities, deadline or objectives.

10

Just like Nancy Reagan used to say, sometimes you just have to say...
...NO - to unimportant requests for your time, that is.

11

Maybe you like talking so much...
...that you draw out conversations and find you've wasted more time than was necessary.

12

An easy way to spend more time on a task than you originally anticipated...
...is to do the task while you are very tired.

13

Have you ever noticed that there is so much good, un-used time between...
...classes? A few minutes here and there can really make a difference in time
management.

14

By far, the biggest time waster for most middle schooler is...
...the television set.

15

Lack of concentration will make...
...any task take longer than scheduled.

16

Many times we find we can not even start or finish a task because...
...we have inadequate or inaccurate information from others.

The final screens discuss how important time management is for success in school. Students are given full credit for completing the class if a score of %60 or better is achieved.