

Reacting Short Game Framework

Short Games require 2-4 sessions. “Sessions” are understood to include any necessary in-class prep time and debriefing (e.g., if a game requires preparatory organizing time aside from usual class lecture, 1-2 full class sessions for the game itself, and a follow-on debriefing, it is a short game). The below proposed short game framework deliberately mirrors the standard Reacting structure in multiple ways. It contains provisions for a game book, instructor manual, and individual role sheets. It mandates some use of primary sources, albeit not as extensively as Flagship Reacting. It uses factions, but does not mandate indeterminacy. It makes provisions for students to receive historical context, short documents, and role sheets that are used for class preparation. **The documents themselves and components listed for each document have a suggested length; these should be considered illustrative rather than prescriptive (i.e., these are goals, not limits).**

Game Book

Overall suggested length short of Primary Sources: 6-10K words. Primary sources may make up another 8-10K words or more, but see cautionary note in #6, below. Intent is that students read the game book prior to the start of the game, and may periodically refer back to it over the course of the game.

1. Situation/Historical Context (20%). Unlike Flagship games, this section does not require a historical vignette (although authors may include a short one if they believe it is illustrative). This section allows students to quickly understand:
 - a. The historical situation in which the game is set.
 - b. How their role has reached the starting point of the game
 - c. The major issues they will face in the game.
 - d. It can presume a broad familiarity with the time period derived from in-class study up to that point. Footnotes should be kept to a minimum. This section should end with the location/setting of the game itself.
2. Pedagogical Goals (5%). Lays out what the student as a learner should take away from the game. Note that this is different from what the student’s in-game role is seeking to achieve. It should also include the overall objectives in the game itself and how they serve the pedagogical goals. Generally speaking, a short game should help students explore dilemmas faced in a particular historical moment from the perspective of different historical roles.
3. Gameplay (10%). Details the steps of the game itself. Key details to include:
 - a. Any factions or categories that impact the play of the game.
 - b. Game phases, with clearly stated phases of the game and recommended timing
 - c. Significant actions that can be taken by all characters
 - d. Conditions that end the game
4. Roles (10%). Lists the name of each role and 1-2 sentences of key facts about him/her that everyone in the game would reasonably know. This section should empower students to identify others in their faction and potential allies /

adversaries. To the greatest extent possible, students should be primed to engage other roles at the start of the game (see Role Sheet note on this).

5. Miscellany (5%). Contains additional information needed for game play (e.g., a money system within the game, content warnings). May not be needed for every game.
6. Primary source documents (50%). Contains all readings needed to play the game. Every role should have 1-2 primary sources (or sections of a larger source) identified in their role sheet. Recommend not exceeding 10 pages of reading per role.

Instructor Manual

Overall suggested length: 16-20K words. This may vary widely depending on how much additional information authors wish to provide instructors. A general rule of thumb is to err on the side of more material, especially material that gives instructors additional options or flexibility for the running of the game.

1. Pedagogical Goals (10%). Lays out the learning goals of the game, including courses that could best benefit from its use and the clash of ideas/ideologies in the game.
2. Situation/Historical Context (30%). This can use much of the same material from the Game Book. Authors should consider including expanded descriptions for topics that students struggle to understand or that can lead to controversial classroom events.
3. Gameplay (20%). Again, this can use much of the same text from the student section. Additional points that should be included:
 - a. Likely overall dramatic arc with the climax or end point of the game
 - b. Recommendations for classroom layout
 - c. Materials required to play the game (e.g., dice, a bell)
 - d. Potential “wrong turns” in the game and how to deal with them
4. Role Management (10%). Should include a chart for how to assign roles in classes of different sizes, and recommendations for student personalities that can best support key roles. These include:
 - a. Role assignment sheet
 - b. Name cards/badges
5. Supporting Materials (20%). Put items here that can help a teacher quickly get the game off the ground without having to do resource-intensive prep, such as:
 - a. Ballot formats
 - b. Money tokens
 - c. Voting tracker
 - d. Slideshows or visuals that support class play
6. Supplementary Readings for Instructor (10%). Bibliography of additional readings that a teacher can reference if they need a stronger background or understanding of the topic.

Role Sheets

Role sheets should not exceed 500 words, with an aim to have a role sheet fit on a single page front and back. There is no minimum or maximum number of roles, but consider scalability for different class sizes in the design of the game.

1. Name (including pronunciation), Title, Faction.
2. Key Biographical Notes. These can be in bullet format, and should be easily digestible elements that a student can use to “inhabit” the role.
3. Goals/Objectives. These are what the role wants to achieve by the end of the game. Ideally, these should consist of a primary or ideal goal, followed by some acceptable compromise goals.
4. Responsibilities in the Game. This is a concise list of mandatory actions in the game, with some potential actions listed below.
 - a. Read (e.g., “core texts 3 and 5 in the Gamebook”)
 - b. Speak (e.g., “present speech in support of X :15 into the first session”)
 - c. Do (e.g., “engage with another role on a specific topic” or “serve as chair”)
 - d. Write (e.g., “one page reflection for the debriefing session”)
5. Resources/Powers. This may include:
 - a. How the role interacts with the game mechanic (e.g., money held, number of votes, etc.)
 - b. Unique actions available to the role
6. Strategy Advice (Optional). This can be a short section with recommended actions, additional optional reading, or “watch out for” comments.