[TITLE OF MICROGAME]

[Subtitle of Microgame, if applicable]

By: [Author(s) of Microgame]

Add a compelling visual for the game here, such as the one below. Please use open source/public domain visuals for the title page to lower publication costs.[[1]](#footnote-1) Include a footnote on this page for the source of the image; ideally a URL, but a conventional citation is fine too.[[2]](#footnote-2) This can be the same visual as the IM or a different one.



A Reacting to the Past

Microgame[[3]](#footnote-3) in Development / Under Review[[4]](#footnote-4)

Version Date: [Month, Year of most current revisions – May 2023]

Please do not use version numbers, but instead use the date.

The “Normal” style for this template is Georgia, 12 pt, black, 1.3-spaced, with no trailing paragraph spacing.[[5]](#footnote-5) The Normal Style looks like this. Please use the “Normal” style for all standard paragraph text in your game. **Text in green**, such as in this section, is explanatory text that **should be *deleted* before submission**. You can also use **bold** or *italics* for emphasis within body paragraphs, as you have seen.

The headers and sub-headers listed in the template are designed to help you meet all of the components of the Reacting Microgame Framework as of January 2023.

Authors are welcome to move and modify headers to best meet the flow of their games, but please ensure that the actual content remains in the document. Note that each section uses a Header 1-3 sequence (with an option for Header 4 if needed); please retain and use that header formatting, as it makes creating a table of contents much easier AND helps generate more accessible PDFs.

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Note that this page uses a section break after the table of contents to facilitate page numbering. Please retain the section break.

**The overall suggested length of the Instructor Manual is 5,000-10,000 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. It is especially important to think about the different points in a course where an instructor might choose to use the game, and provide resources that can support those options. Each Heading 1 section below has a suggested percentage of content for the Manual as a whole.

# PEDAGOGICAL GOALS/UTILITY

10%

## Learning Goals of this Game

What is the game trying to teach? What should students walk away with after playing this game? Feel free to note any existing standards that the game is designed to meet.

## Recommended Course Usage

Is this an entry-level game or better suited to more advanced classes? Does it work better with survey courses or in-depth studies? Try to think beyond your own discipline – what other disciplines could benefit from use of this game? You can also talk here about use cases within courses: icebreakers, final exams, introductions to Flagship Reacting games.

## Clash of Ideas/Ideologies

Reacting games are, at their core, all about a clash of ideas or ideologies. What is the clash in this game? This is also a good place to briefly highlight any controversial themes or subjects in the game that will be expounded upon later.

**For clarity, please put a hard page break between each Heading 1 section, as we have done here.**

# Situation/Historical Context

30%

This section should include sufficient material to give a non-specialist a fundamental understanding of the events and forces leading to the moment of the game. The intent of this section is to allow the instructor to answer student questions on “how did we get here” without doing further research. Authors should also consider including expanded descriptions for topics that students struggle to understand or that can lead to controversial classroom events. Authors can use sub-headings as they see fit to “chunk”[[6]](#footnote-6) the text and make it easier to follow.

## This is a Sample Subheading

So, you could chunk out different sections of the historical context as needed.

### Maybe even a Level 3 Subheading

And then additional information here.

## Before the Game, This Happened

More samples. You get the idea. Scaffold information for instructors as well as students.

# Gameplay

20%

## Classroom Setup/Layout

What kind of classroom space is needed for this game? Can it be played in an auditorium or room with fixed seating? Does it need a chalkboard or similar vertical writing surface? A projector? Sounds/video? Can it be played online?

## Materials

This can be a bulleted list such as below. It is also helpful to distinguish between mandatory items and optional ones:

* Bell
* Book
* (optional) Candle

## Factions/Categories

Unlike Flagship Reacting games, Microgames may or may not have factions/categories. If this game does, briefly describe the key items that differentiate them. If it does not, please indicate that here. For easy reference, you can use the Heading 3 formatting such as below. Note that you will more fully list the individual roles later in this document, in the Role Management section.

### Faction 1

Descriptive text about faction 1. Use additional subheadings if needed, or you could also **bold** parts of this text.

### Faction 2

Ibid.

## Typical Arc of the Game

This should be a paragraph narrative that explains how the game typically plays out. It can also mention any likely branches of the game; note that advice on how to head off disruptive or radically ahistorical outcomes is contained in the “wrong turns” section below. This is a great place to mention the typical and atypical outcomes you observed during playtesting.

Game Phase Timing

List out the game phases and include how much time should be allotted for each phase. You are welcome to state a “standard” class length (e.g., 75 minutes), and it is helpful to include guidance for helping the game fit into different class lengths (i.e., note a phase that can be dropped or skipped.)

Since Microgames are designed for a single class session, this will most likely be a breakdown of the number of minutes for any sections of gameplay.

## Significant Character Actions

A character’s role sheet should indicate unique or rare abilities that they have; this section should emphasize the kinds of actions that ALL characters in the game can do (e.g., make speeches, engage with other characters). If there are actions that most characters can perform but a small number cannot (e.g., an enslaved person who can only communicate through a single point of contact), mentioned them by exception here.

## Endgame Conditions

What ends the game? If the game has specific victory conditions (e.g., a particular course of action gets a 2/3rds vote), note them here as well.

## Potential “Wrong Turns”

Identify the potential areas for the game to go “off the rails” in a way that marginalizes members of the class, creates unproductive disruption, or generates a significantly ahistorical outcome. Definitely include anything in this vein that you observed during playtesting. Provide recommendations for ways to identify these trends early and head them off. If you mentioned controversial themes/topics in the first section, expound on them here.

# Role Management

10%

## Role Assignments

This should be a table that lists out the order roles should be assigned in a class, based on class size. It should also indicate helpful groupings (i.e., roles that typically engage one another). You may even want to list out Factions.

### Faction 1

Descriptive text of faction 1. Additional text.

Use additional subheadings if needed, or you could also **bold** parts of this text.

**Role A Name** Short Description of Role A Person

**Role B Name** Short Description of Role B Person

### Faction 2

Ibid.

**Role C Name** Short Description

**Role D Name** You get the idea

## Casting Suggestions

This narrative should provide recommendations for student personalities that can best support key roles. It should also note roles with components that may be problematic for some students (e.g., a role that has racist or sexist overtones).

## Name Cards/Badges

These are especially helpful in Microgames, where students do not have an extended period of time to get to know one another’s roles. For formatting purposes, these may also be placed in the Supporting Materials section, or sent as a separate file.

# Supporting Materials

Up to 20%

This is the most loosely defined section of the template. Put items here that can help a teacher quickly get the game off the ground without having to do resource-intensive prep, such as ballot formats, money tokens, a voting tracker, and/or slideshows or visuals that support class play.

For each Supporting Material entry, include a short narrative explaining its utility and any special instructions for use (e.g., “print these pages two-sided on the short edge so the badges line up properly”). If a supporting material item needs to be kept in its native format (e.g., a spreadsheet that auto-calculates point values), just include the narrative and reference the file (and send the file separately as part of the Game Package.)

This is also a good place to talk about virtual/remote adaptations, if the game lends itself to that approach. For instance, could the game play out over Zoom and Slack?

# Supplementary Readings for Instructor

10%

This is a bibliography of additional readings that a teacher can reference if they need a stronger background or understanding of the topic. [Chicago Manual of Style 17th Edition Notes-Bibliography format](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html) is preferred for this section.

# Acknowledgements

This is “free text” that does not count against the total length of the document. Use this space to thank individuals or institutions who were helpful in creating the game. Don’t forget to thank any playtesters!

The Reacting Consortium would like to thank Dr. Allen White, Rose-Hulman Institute of Technology, whose feedback on an early draft of the Microgame Templates made them much clearer and more user-friendly.

1. Resources in this vein include unsplash.com, pixabay.com, and Wikimedia commons. We currently recommend against using AI-generated visuals (e.g., MidJourney) due to use of copyrighted materials. [↑](#footnote-ref-1)
2. Jan van de Velde, “Figures at a printing press”, *Rijksmuseum,* Public Domain, <https://www.lookandlearn.com/history-images/YR0506770/Figures-at-a-printing-press>.  [↑](#footnote-ref-2)
3. A Reacting Microgame runs in a single, self-contained session, including any required preparation and debrief. [↑](#footnote-ref-3)
4. A “Microgame Under Review” refers to games that have been evaluated by the Reacting Microgame Coordinator and submitted to the Microgame Peer Review network for evaluation. “Microgame in Development” should be used for games being playtested prior to evaluation. [↑](#footnote-ref-4)
5. The “Footnote Text” style for this template is Georgia, 10 pt, single-spaced, with no trailing paragraph spacing. Please use the “Footnote Text” style for all footnotes in the game. Footnotes should be used to cite work that is not the author’s (please do not use parenthetical citations) and for **brief** explanations of terms that would disrupt the flow of text in the IM. [Chicago Manual of Style 17th Edition Notes-Bibliography formatting](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html) is preferred for citation footnotes. [↑](#footnote-ref-5)
6. This is an example of an explanatory footnote as mentioned in Footnote 5. “Chunking” refers to grouping text using sub-headings and paragraphs in a way that make it easier for the reader to digest, as opposed to just blasting the reader with a wall of text. [↑](#footnote-ref-6)