**Egghead**

Project Notes

*February 18, 2019*

Cody Updates

* Both interns can’t continue but shouldn’t be hard to find others
* Ask new interns to match art styles
* Matching art styles a key part of their program so that’s not a problem
* Will ask Kim Moss to identify new students who can finish second round by May
* Right now we have 3 birds with four cards each done, only minor touch ups left
* Plus 2 more birds of 8 cards total with line work done
* 5 total delivered need by event on March 8 (print date a few days prior)

Amy Updates

* Egghead Pop Up event going forward
* Promoted to Science Booster Club, Department Chair
* Need to think about lifespan of project

Iowa City Darwin Day

* This Saturday, 9-2 PM, McBride Hall
* Mainly community attendees
* Mainly focused on a lecture
* Put on calendar for next year promo options if we don’t make it this year

Fun Facts

* Cody will do, share on Google Docs if need help
* One per card
* Make it easy or use identifying type facts

Evaluation

* Amy will make an evaluation(s) on Qualtrics for March 8 event
* Determine learning objectives: did you learn something? Did you see something you’d never seen before?
* Determine repeat playability: would you play this again? Who would you recommend it to? What can we do to make it more appealing?
* Think about different evaluations for different purposes

Website

* Amy needs to talk to printers to set up button to order for website
* Need better photo of deck once completed

College of Ed

* Cody provided initial contact, look them up
* Interested in asking: is it pedagogically sound? How do we prove it’s pedagogically sound?
* Contacts of local teachers to test/use
* What additional documentation would be helpful? For ex: vocabulary lists

Promotion

* Community: forest schools, summer schools, Raptor Center, Audubon, Birder’s Clubs, etc.
* Gamers: Small Button (?) Games type print and play market
* Teachers: Through College of Ed contacts?
* OER Advocates: Amy/Mahrya goes to Library Conferences
* Museums: Cody goes to Museum conferences

Promotional Types

* Radio: Pentacrest Radio, Iowa Public Radio, Game Podcasts
* Around Town: Game Store, Prairie Lights
* Internet: OER Commons, IRO, Website

Promotional Needs

* Who actually uses it in events
* Testimonials
* Reviews
* Stars
* Demographics
* If you get promo deck, you have to provide an evaluation
* How to collect evaluation? Through web form

Project Lifespan

* Cody graduating May 11
* Focus on finishing game set so that future work can be limited to promotion as desired
* Amy can always expand game collaboration but not necessary
* Satisfied University obligation with deposit in IRO and with Museum
* Cody take away portfolio: product, grant, trans-collegiate collaboration, radio promo??, eval metrics to prove project is a success

Remix

* How do we promote remix?
* Need inspired collaborators
* Part of promotional push, esp. because remixes can be outside this field

To Do

* Cody: Commission new set of 5 birds with second set of IA State students, get their headshots and bios for website; create poster for March 8; create key facts for all 10 birds
* Amy: Create Eval form for March 8 and eval form to generate testimonials for promo packs; Add order button and new photo to website; contact College of Ed; start calendar of promo opportunities; pitch to Iowa Radio; contact Prairie Lights and Game Store
* THOUGHT FOR FUTURE: Create Portfolio Package for Cody including game, documentation of Iowa and Iowa state work, grant, evaluations, promotions/ presentation schedule

*January 14, 2019*

Iowa State Collaboration

* Cody asked for 5 base birds, 20 illustrations from Iowa State
* Iowa State provided two students who then created test illustrations
* On target for March deadline
* IA State students will tell Cody by February if they can do the next set of 5
* If not, we’ll find new students to copy their style

Grants

* $300 grant received
	+ $200 for eight reprints, $100 for travel
	+ Travel to be split between gas and folding table/chairs/poster for booth
* Looking toward following grants:
	+ January 18, Society for the Study of Evolution
	+ TBD, Iowa Audubon
	+ TBD, Iowa Orinthologists’ Union

To Do

* Cody
	+ Obtain business cards
	+ Create poster: learning objectives written as kid-friendly commercial copy; how to play with infographic layout; how to get the game including URL, print cost, how to print yourself; logos of all sponsors (Library, Museums, IA State, Grant)
	+ Determine key events to promote at (say, three a year?)
	+ Find key facts to include on new version of game
	+ Ask Julia to review game for curricula tips
	+ Ask IA Students for their headshot, bios, and contact information for Game website
* Amy
	+ Put Cody in contact with Lynn Griffin
	+ Book monthly meetings for project
		- February, March, April on Mondays 10-11 AM
		- Set deadlines for each meeting
		- Put on Outlook calendar
	+ Create Qualtrics form evaluating game
	+ Place PDF of current version of game on website
	+ Determine if we can do a button (click to printing vendor with auto-populated order)
	+ Contact Liz and CC Cody to get ball rolling on Human Subjects Inquiry
	+ Research flipped model for student research
		- Sustainability: what happens to student-led project after graduation
		- Scope: aspirational goals for project over long term
		- Responsibility: providing PI role/ethics check when not faculty
	+ Contact College of Ed Elementary/Middle Science professor for collaboration
		- How to integrate the game with Iowa Core Standards
		- Teachers to use as play testers
		- Professional journals, listservs, other locations to advertise

*August 22, 2018*

Cody Updates

* 13 October UINHM co-sponsoring event with Iowa Parrot Rescue, will present game to them, mainly family audience, put this on the Humanities Games news
* 22 October UILibraries Scholarly Publishing team sponsors OER Game workshop, will present with Margaret Sheppard (Mark), also put this on Humanities Games news
* Will manage project with Iowa State re: art focusing on Egghead; birds (have most but not all), nests (will need to use pictures), eggs (they need to visit)
* OK with focusing on Laysan just on the side; saving for 2019, possibly with someone else

Guess Who concept

* Curricula heavy game
* Light game development
* Similar to mark
* Just images of birds
* Employ metadata for questions somehow
* Show vulnerability of different populations

Don’t Break the Ice/Jenga concept

* Again, vulnerability of populations
* Interdependence network
* Shows maximum extraction possible for environmental preservation
* Oddly capitalist focused

History focus (need game inspiration)

* Break all history facts in current version of game into individual cards (=42 cards)
* Get more history facts? Maybe to round up to 50?
* If your bird is X then Y
* But makes players too passive
* Learning objective: invasive species bad

FYI

* Key harvested birds: Laysan albatross, Bronin petrel, Christmas shearwater, Wedge tailed shearwater, Bulwer’s petrel, Black footed albatross
* Banal vs. exotic: people attracted either to what they do know or what they really don’t
* Three learning objectives: biology, history, activism; settled that environmental stewardship is the key so really focused on history/activism side of the triangle
* Game types: other invasive species games; Jenga/Ice instability games; history scenario games; micro games; conservation/limited resource games

Decision

* Think about Laysan while listening to game podcasts, playing other games
* Write down mechanics you like
* Play both learning and popular games
* Amy will consolidate notes
* Check back in January and see if better ideas emerge
* May need to loop in others to brainstorm with them
* No need to hyper focus on higher-tier learners; could be ok with early/middle education

*August 16, 2018*

Amy completes action items:

* ~~Contact Iowa State Science Illustration Program~~
* ~~Contact Cody/Margaret for UI Libraries’ Scholarly Publishing Oct 2018 event~~
* ~~Contact Iowa College of Ed~~

Amy waiting on following action items:

* ~~Final brainstorm for Laysan Island before reprint (week of August 20)~~
* Search for internal grant opportunities (week of August 20)

*August 13, 2018*

Whoever’s name comes first is responsible for the task in consultation with others listed

Egghead Fall 2018 Goals

* Play Test with Undergraduate, Graduate, Faculty (Cody)
	+ Use play tests to identify game edits and/or curricula (Cody)
	+ Continue to write up notes from play tests (Cody)
* Contact Iowa State’s Science Illustration program (Amy)
* Identify internal grant to obtain funds for promotional packs, art (Amy)
	+ Look into OVPR, Education, Environmental Studies, Office for Sustainability
	+ Brand under University Museum of Natural History
* Meet with educational faculty and/or grad student to pitch project (Amy/Cody)
	+ Apply for IRB if necessary to test with 3-5, 6-8, 9-10 graders (Amy/ Ed person)

Egghead Spring 2019 Goals

* Test with 3-5, 6-8, 9-10 graders (Amy/Ed person/Cody)
* Narrow to a 10 bird North American deck (Cody)
* Generate 3 pieces of curricula: species differentiation, sexual differentiation, and influence of habitat on egg/nest development (Cody/Ed)
* Use internal grant money to commission art, print promotional packs (Cody)

Egghead Summer 2019 Goals (or earlier if possible)

* Send out promotional packs to identified reviewers/venues (Cody/Amy)
	+ Consider: Iowa Ornithologists, K-12 education conferences, Kid Expos
* If extra money, identify and apply for conferences/events/cons to attend (Cody/Amy)

Laysan Development

* In the spirit of generating a Minimum Viable Product, concentrating on Egghead first
* Laysan development will occur simultaneously with Egghead
* Brainstorm game development in one more meeting (Summer 2018, Amy/Cody)
* Reprint Laysan (Summer 2018, Amy)
* Playtest as opportunities arise (Fall 2018, Cody)
* Brainstorm revision with the idea to contain learning objectives (Fall 2018, Cody/Amy)
* Scope creep: are we teaching ecology or activism or history?

*August 8, 2018*

Population Distribution

* 1 Population: 4 birds: Masked Booby, Laysan Duck, White Tern, Wandering Tattler
* 2 Population: 6 birds: BP, BTC, LHC, LMB, RFB, RTT
* 3 Population: 6 birds: LYR, LF, PGP, BN, RT, BN
* 4 Population: 5 birds: BFA, GBT, CS, WTS, GF
* 5 Population: 2 birds: LA, BP
* 6 Population: 1 bird: ST

Game Introduction

* Picked based on looks and, because presorted into population, by population diversity
* Maybe ask players to lay birds out by population before choosing
* Need to show UIMNH logo somewhere
* Minimum players 5 (4 birds plus narrator)
* Do players play multiple birds?

Ongoing Game Notes

* Introduce Antagonist/Victim interaction between each round
* Consider using tokens or notes to track for activities that carry over
* Make sure all numbered actions stand on their own
* Should we prompt them to turn over bird cards to see metadata? (probably not)
* Who should be the narrator?
* Too positive, make only very positive actions have good results
* Let everything else be negative
* 4B, 1: “any bird” let it be the widest possible interpretation
* Birds are not permanently lost or extinct until the end of the game
* Write the name of the bird on the metadata side
* 7B, 5: “plunging and piracy” not currently represented in metadata, shift to current language

Play Test #1: Major Issues

* Chance, not choice
* Not enough player interaction
* Too many positive results
* Game play goes too fast

Time

* Rather than having 8 rounds, break into historical periods
	+ Early History: pre-1856
	+ Exploitation: 1856-1908
	+ Sanctuary: 1909-1944
	+ Contemporary: 1945-present
* Then create overviews for eras rather than problems
* Shows the difference between direct and indirect environmental impacts
* Each round/historical era could be color coded
* Break dice results into individual cards (more options, larger font!), shuffle

Too Many Positive Results

* Need to base game on learning objectives and then desired feeling, then generate mechanics that create those learning opportunities and emotions
* Learning Objective: habitat disruption is negative, activist to create solutions to problems
* Accept preselected narrative will create a negative result: queer gaming
* Mechanics vs. Story
* Allow player frustration: difficult to survive, one bad decision leads to worse consequences later, can’t go back and fix errors
* Goal is that you lose but you feel like you almost won

New Concept

* Interface shows scenario prompt (pick which birds have the best feathers) and then player chooses set number of birds, not knowing the population
* What if players played workers?
	+ Japanese/American
	+ Makes students complicit
	+ Their identities would shift over time
	+ Choose birds with best guano, eggs, feathers, affected by rabbits
	+ This could also start involving money
	+ Like how Codex Conquest turned out to be a game about capitalism
* Maybe the population size needs to be blind to the player (stack decks of birds so that you don’t know how many there are and thus choices affect birds in unexpected ways)
* Birds could be laid out on a board that replicates the look of the island
	+ Important for guano farming as you don’t pick by bird, but by geographic region (board quadrant)
* Then break between each action for class discussion
* Goal then to highlight each species’ vulnerability

*August 8, 2018*

August-September 2018 Goals

* Play test Laysan Island, Egghead internally: Both for Laysan, Cody for Egghead
* Generate list of edits for both games: Amy with Laysan, Cody with Egghead
* Implement edits to both games: Amy with Laysan, Cody with Egghead
* Reprint for late fall testing: Amy
* Generate streamlined written document detailing process so far: Amy, with Cody editing

October-December 2018 Goals

* Play test games
	+ Prepare
		- Listen to podcast on running play tests
		- 2-4 play tests per game?
	+ Host
		- Either go to group meeting venue or have a lunch/dinner/coffee meet up
		- If we had grant funding, we could pay for refreshments, but not likely
	+ Notes
		- Document all play tests with photos and notes
		- Favor information from interactions (what makes people excited vs. bored vs. confused) over later feedback
		- Type up notes by each play test (dated, with participants listed) and then create master list of edits for Amy/Cody to make Spring 2019
	+ Audiences
		- Test with different types of people: age, background, gender, education diversity all critical
		- Egghead: Prairie Lights Kid’s Room, Girl Scouts/Boy Scouts, Education School, Biology Classes, Public Library
		- Laysan Island: Biology Classes, General Friends, Lab Mates, Public Library
* Seek grant funding from Alongside Wildlife Foundation: Cody with UMNH help

Long Term Goals

* Develop curricula
* Collaborate with Iowa State Science Illustration Program
* Reach out to Education, Environmental Studies, Office for Sustainability, etc.
* Identify venues and conferences to promote project
* Apply to venues and conferences to promote project
* Consider whether standalone websites needed
* Create demo packs to send to other campuses to provide feedback
* Identify reviewers and journal venues, send reviewers packs to write about

*August 7, 2018*

Cody

* Graduates May 19, 2019
* Needs defined project scope
* Needs projected budget for printing, art, and travel (presentations)
* Goal to get grant
* Willing to create PDF to make it easier for others to remix games

Curricula

* Curricula lenses *(for in depth)*
	+ Science
	+ Activist
	+ History
	+ Government documents
	+ Communication
	+ Preservation
* Specific curricula *(for general, link every number result to curricular content)*
	+ Social History: Fashion, Activism, WWI
	+ Technology History: Fertilizer, Photography, Plastics
	+ Colonial History: Japanese, American
	+ Political History: Japan/US and UN
	+ Conservation History: Non-Native Species, National Park Movement, Whaling, Deforestation/Habitat Degradation, US Biological/US Geographical Survey, Hawaiian/Pacific History, International Union for Conservation of Nature
	+ Individuals
* Other specific curricula
	+ Get Japanese side of things
	+ Link to current issues and actions students can immediately take
* Partners
	+ Office of Sustainability
	+ Education
	+ Environmental Sciences
	+ Biology
* Types of curricular content:
	+ Books
	+ Articles
	+ Videos
	+ Finding aids
	+ Digital Archives
	+ Published Expedition Reports
	+ Speeches

Content cards

* Change 2018, Humanities Games to Humanities Games 2018
* What do the CC symbols mean?
* Know why we need them.
* Add Hawaiian (Native) name to game title
* Number the background information cards
* Should say Scenario not Narrator on “Cards” card
* Switch to Common/Scientific name on “Cards” card
* How do you choose which bird?
* Max players 25 (24 birds, one narrator), place on game title card
* Need time of play established
* Ask Audubon later if we can fall under CC?
* Better phrasing than “discard the card”? Sounds repetitive

Bird cards

* Cut non-functional metadata after testing game impacts, for ex: social
* Cutting non-functional metadata should create more room on card backs
* Question regarding how to manage scientific terminology
* Create a glossary for game
* Sometimes switch out/expand words (for example, “colonial nester” rather than “colonial”)
* What’s the distinction between native vs. endemic?
* “Leave” is confusing: either out for food or would move, more latter rather than former, because none of these birds is likely to move home
* All scientific names need to be uppercase genus and lowercase species
* Non-Audubon images: Laysan Finch, White Tern, Laysan Millerbird
* Pixelated images: Frigate bird, Red Tail, Tropic Bird, Laysan Albatross, Bronin Petrel, Bulwer’s Petrel
* Change “population” to “starting population”

Scenario cards

* General: Expand margins to gain space for all, change language on scenario cards to reflect bird card metadata, what to do if the scenario doesn’t apply? Roll die to get another result
* 1A: “to decisions” and “each player” fix, “provides” not “generates,” USS Nantucket not US whaling ship, Kingdom of Hawaii not Hawaii, colonial nesters are okay with density
* 2A: put guano on vocab sheet, represents human and animal costs, is it any albatross as there are two types in the game, ammonia poisons laborers and birds
* 3A: 1 is not directly tied to birds, add one thing that happened later because it goes to 1920
* 4A: no changes?
* 5A: feathers posed a more direct threat, who were the Japanese actors, demands consumer responsibility; 5B: 1910 required guns to stop poaching/enforce law, Dill/Roosevelt only protagonists, political efficacy because feathers based on social activism, eggs based on technological change
* 6A: most of plant loss due to rabbits, maybe move rabbits from position 6 to 5 as the two are interconnected, humans use X to build fires
* 7A: plastic, not plants for title, cut “it,” change to “when the war concluded, manufacturers decided to make consumer grade products,” cut double use of word consumer, 7B: 2 birds accidentally ingest

*Later May 30, 2018*

Assignment #1

Look up 3-5 people whose careers mirror what you would want. Either find their CV/resume online or email them to ask for it, explaining you are interested in publishing in the field of public science/science education (or whatever term is better). Search also for blogs (personal and repository) that document science education. Report your findings in notes structures similar to the document I attached (who you contacted, what you learned, what blogs or other resources you found).

Assignment #2

Search an education database for peer-reviewed research on science pedagogy and using games in the classroom for elementary and middle school audiences. Go to this website: <http://guides.lib.uiowa.edu/az.php?a=all> and enter “Education Source” in the search box. This should take you to the Education Source database. Once there, find articles using the following search terms (as well as any other search terms you can identify, don’t feel limited to these). Save found articles in a new folder called “Education Research” in the Google Drive. Report your findings in a brief note in the folder (bullet points are fine) explaining what we should know about previous work in the field.

* “active learning”
* “student-centered”
* “open educational resources”
* Game and pedagogy
* Birds and pedagogy
* Science and pedagogy
* Puzzles and pedagogy

*May 30, 2018*

Cody’s Research Process

* Read expedition reports
* All about Birds (non-scientific)
* Cornell’s website (Birds of North America, paid through museum?)

EGGHEAD

Selection Criteria

* Local / North American focus (due to demographic)
* Eggs on Display (museum tie-in, we have all eggs except monk parakeet)
* Common Birds (elementary students could identify)
* Interesting Nests (range, but some repeating)
* Interesting Eggs (some similar, some different)
* Interesting Birds (what would be exciting)

Vocabulary

* Monomorphic: Male and female same
* Dimorphic: Male female different
* Sub-species: different versions of same species, can look different
* Vulnerable
* Endangered
* Endemic
* Nest Types

Game Notes

* Put a pattern on edges of cards, either to cut or to show where match, with a different pattern per contact point in species four card grid
* Print in color
* Select just top three rows, think about minimum viable product (MBP)
* Habitat vs. just nest in images
* Art needs to show what nests are made of
* Clutch of eggs. vs. single egg in images
* Male/Female birds face different directions
* All text (Species Name, Latin Name, etc.) on back

LAYSAN ISLAND

Research Process

* Read expedition reports
* All about Birds (non-scientific)
* Cornell’s website (Birds of North America, paid through museum?)

TO DO

(May/June)

* Cody finishes notes, pdf of images
* Cody looks up people who have his ideal job, checks their CVs, locates where they publish
* Amy sends research assignment re: venues & education
* Amy asks for venue help from Bio librarian
* Amy creates & prints cards for Egghead and Layson Island
* Amy looks up education faculty (curricula/IRB help)
* Amy looks up Julia D., museum education facilitator
* Cody and Amy meet to demo

(July/August)

* Cody begins developing curricula:
	+ Visits to Raptor Center and UIMNH
	+ Outdoor Identification Exercise
	+ Species-Focused Research
	+ Using Guidebooks: Nat Geo Guide, Peterson Field Guide
* Amy/Cody revise cards following demo play test and then partner play test
* Amy facilitates IRB approval process
* Amy/Cody meet with education faculty

(September-December)

* Amy/Cody run play with Kids, College Students
* Cody works on curricula with education faculty
* Amy learns art estimates/conducts outreach to Iowa State
* Cody/Liz develop publicity strategy
* Cody begins drafting publications with Amy’s guidance

*May 1, 2018*

Added 1911 population sizes for spreadsheet

Still looking for population sizes for c. 1890-1900.

*April 27, 2018*

Game Pitch From Podcast: *Board Game Design Lab*

In Talk:

* Number of Players
* Time to Play
* Type of Game
* Hook: What makes the Game Special
* Win Condition
* What does a turn look like
* Business card

In Sell Sheet:

* 1 page visual summary
* Player, time, level, mechanics (in bullet points)
* Where tested
* Other titles (list on back) created by same person
* Leave designated space for notes
* Picture of components laid out
* Show unique visual components
* Half image/half text
* List component counts and type
* Contact information for just one person
* Target age (optional/potentially problematic)
* Link to drop box (PDF of all documents: sell sheet, rules, print and play version, how to play video, even a rules + pitch video)
* Create on PPT

In Business Card:

* Name
* Contact
* Icon

*April 18-19, 2018*

To Learn More

* Visit the UI Natural History Museum: [William and Eleanor Heageboeck Hall of Birds](https://mnh.uiowa.edu/exhibits/william-and-eleanor-hageboeck-hall-birds) and [Laysan Island Cyclorama](https://mnh.uiowa.edu/exhibits/laysan-island-cyclorama) then conduct a [scavenger hunt](https://mnh.uiowa.edu/sites/mnh.uiowa.edu/files/wysiwyg_uploads/hageboeckhallscavengerhunt.pdf) in the Hall of Birds
* Read online about Laysan Island: [American Bird Conservatory](https://abcbirds.org/tag/laysan-island/), [Data.gov](https://catalog.data.gov/dataset/laysan-island-leeward-island-survey-no-19), [NWHI](http://www.hawaiianatolls.org/about/laysan.php), [U.S. Fish and Wildlife Services](https://www.fws.gov/refuge/Hawaiian_Islands/about/Laysan_Island.html)
* Read offline about Laysan Island: William T. Hornby, “The Bird Tragedy of Laysan Island,” *American Earth: Environmental Writing Since Thoreau*, ed. Bill McKibben (Library of America, 2008), PGS.

Set Up

* Laysan Island is a team game for ten players. One player is the narrator while the other nine players represent individual bird species.
* To start, choose a narrator. The narrator should acquire all the narrator cards (keep them hidden in numerical order) and have access to a [stopwatch](https://www.online-stopwatch.com/). All other players should choose which birds they represent and then gather their bird’s card.
* Players win or lose together. To win, successfully save five or more bird species from extinction. To lose, save fewer than five species.

Directions

* Narrator: Read Card 1, Scenario.
* Narrator: Read Card 2 then turn the timer to 2 minutes. In the 2 minutes, the players representing birds must devise a strategy to satisfy the card. When the time is up, the narrator reads Card 2’s win/lose conditions and then imposes the win advantages/lose penalties.
* Repeat this process for each subsequent card/round. But each round should have half the time used previously. For example, the negotiating time is halved so that round 3 is given one minute, round 4 has seconds, and round 5 receives 15 seconds.
* After Round 5, the narrator reads the game end card.

Card One: Scenario

Remote Laysan Island has the most biodiversity of any northwestern Hawaiian Island. In 1825, Nantucket, a whaling ship, discovered the remote island. By 1857, Hawaii annexed this tiny island, publicizing its location and abundant natural resources to the detriment of its native bird population. As each of you represents one of the local bird species, you must work together to preserve not only your own species, but the island’s biological diversity as you face your greatest threat: humanity.

* Card Two: 1890, GUANO FARMING for FERTILIZER
* Card Three: 1892, EGG FARMING for ALBUMIN
* Card Four: 1894, RABBITS for HUMAN DIET
* Card Five: 1910, FEATHERS for FASHION
* Card Six: 1911, LOGGING for WOOD
* Card Seven: PRESENT, PLASTIC for CONVENIENCE
* Card Eight: FUTURE, SEA LEVEL RISE for WHAT
* Card Nine: END Done better than reality (only two saved), done worse than reality

Bird Cards

*FRONT*

* Bird Name Scientific
* Bird Name English
* Photograph

*BACK*

* Diet
* Social
* Nesting Style
* Habitat

Decision Tree/Bracket

1800 1902 1911 1914

Win Win Win Win

 Lose

Lose Win

 Lose

 Lose Win Win

 Lose

 Lose Win

 Lose

Lose Win Win Win

 Lose

 Lose Win

 Lose

 Lose Win Win

 Lose

 Lose Win

 Lose

*April 18, 2018*

Concept

* Matching puzzle game for 1 player
* Can you match continents with birds, nests, eggs correctly?
* Specifications
	+ Cards: Birds, Nests, Eggs
	+ Spreadsheet of Cards with Cut Instructions

To Do

* Spreadsheet egg display: birds, nests, eggs
* Create decks on PPT
* Print PPT
* Cut up demo cards to make it a puzzle