**Project 1**

Associate and develop a curriculum (example below) that ties to a key aspect of ‘*Evolution: The Beginning*’ or ‘*Evolution: Climate*’ that is reinforced by playing one of these games. This should be geared toward high school- or undergraduate-level curriculum. Create physical materials if necessary (handouts etc.)

*Example:*

**Objective:** Reinforce how natural selection has no foresight.

**Activity:**

1. Play *Evolution: The Beginning* by the publisher’s rules.

2. After finishing, ask the students:

Ask what biological concepts the game emulated well, as what they thought was poorly emulated? Ask how they felt it emulated evolution via natural selection? If not raised, ask if the way species are adapted shares more affinities with natural selection or intelligent design. Ask how this could be improved?

3. Play the game again with the following rule changes (the Natural Selection Rules):

1. Players **do not** look at the card faces--- they draw cards as normal, but keep them face down.

2. Then players decided one of the four Adapt Options without looking at cards: 1. create new species, 2. add population, 3. add traits, or 4. remove traits. Repeat this step as many times as cards are available in the players hand. Remember cards can also be saved for the next turn.

**If adding traits,** after the decision to ‘add traits’ is declared, the player specifies which species the trait will be applied to and then flips the card to show the card face (the trait). **If flipped card already exists** as a trait on that species, select a new card from the top of the draw deck until a novel trait is uncovered. Place any redundant trail cards at bottom the draw deck.

**Important: place traits on a species *one at a time.* This helps players make decisions in context of the newly displayed trait (e.g. a newly created carnivore)**

All other rules remain the same as provided by publisher.