



### Excellent Work! *Mark and Colleen's Road Map to PopCap*

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 4:30

Mark and Colleen are living their dream of working for a game-making company. They attribute much of their success to being able to stick with difficult challenges and never settling for “just good enough” when they are working on a project. Students will connect the dots between important elementary school habits and the tough demands that come with working a “dream job.”

### THEMES



Rewards of Working Hard  
Exceeding Expectations  
Practice  
Doing Your Best

### Key Vocabulary

animate  
casual games market  
analyst  
statistics  
intellectually curious  
vision (plan)  
sense of satisfaction

### Build Background

PopCap Games creates interactive games that you might have played before, such as *Plants vs. Zombies 2* and *Bejeweled*. We'll meet two talented people at PopCap with very different jobs: An **artist**, who leads a creative team that develops characters and animates them, and an **analyst** who uses data and math by noticing player trends, fixing glitches, and discovering helpful statistics in order to improve games. What job might you like to have at a company like PopCap?

### Discussion Starters



Choose the appropriate questions for the learners in your classroom:

- Remembering** What did Mark want to be when he grew up? What is Mark's job at PopCap Games? What did Colleen want to be when she grew up? What is Colleen's job at PopCap? What did Colleen struggle with in math class? How did she get better at it?
- Understanding** Colleen says, "It's not very satisfying when it's easy." What does she mean by that? Why did Mark imitate his favorite artists? How does Mark achieve excellence? What reward does Mark feel when he puts his best effort into something?
- Applying** Mark defines excellence as "never giving up on what your vision is." If you were to "never give up on your vision" what would you need to do? How does the N, E and D of NED show up in Mark's story and Colleen's Story? Can you think of a time when you accomplished something important and said, "I did it!" Describe what you accomplished and how you felt.
- Analyzing** Why do you think Colleen enjoys solving big problems? What does it mean to be *intellectually challenged*? Marks talks about the wonderful feeling of meeting his goal. Why do you think he's immediately motivated to think of a new challenge?



# Video Lesson Plan, Continued

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- Evaluating** Colleen never says, "I can't do it" when she's asked to solve a problem. What does she say instead? What do you think would happen if she just said "no." How do you think this makes her (boss and coworkers) feel?  
At whose job would you be better?  
What is the wisdom in "pretending you have the job you really want"?
- Creating** What do you want to be when you grown up? What can you do in school today that might help you achieve that goal?

### Writing Prompts



*Choose the appropriate prompt for the learners in your classroom:*

In the video, Colleen says she didn't want to work on her math facts; she wanted to "play and do something else." Write about a time when you stuck with an important challenge even though you wanted to do something else.

What does it mean to not settle for second best? Have you ever had to start over in order to do your best? Describe what happened and how it felt.

### Activities



*Choose the appropriate activity for the learners in your classroom:*

**Mock Interviews** Split the class into interviewers and interviewees. Instruct interviewers to set up stations throughout the room. Interviewees will rotate through the stations. Provide each interviewer with a question, such as:

- What do you do when you encounter a really hard problem on your homework and you can't solve it quickly?
- Tell me about something you've done excellently.
- How do you celebrate your big accomplishments?
- Name one or more people in your life who teach you excellence.
- Share a few stories of how you've shown the NED traits this week.
- Describe a time when you knew you hadn't done your best work. How did it feel? Would you do anything differently?

Allow a minute per question before asking the interviewees to rotate to a new station. After 5-10 rotations, have your students switch roles. Have students share some of the best answers they heard.

**The Artist & the Analyst** Use the printables of Mark and Colleen to create your own comparison chart. Create three columns and post one printables at the top of each column. As a class, recall what you learned about Mark and Colleen from the video. Which of these facts/characteristics are unique to Mark? Which of these facts/characteristics are unique to Colleen? Which of these facts/characteristics did they have in common?

Discuss the following questions:

- Circle the facts/characteristics on the list that were most relevant to their pursuit of excellence.
- Who are you most like, Colleen or Mark? Why?
- Which trait on the list do you excel at? Which trait do you want to further develop? What can you do to develop that trait?
- What is something that you really enjoy doing now? How could you connect that enjoyment or skill to a future career? What job is that? What would you need to further develop in order to be successful in that job?



PRINTABLE:

*The Artist & the Analyst*



**mark  
and  
colleen**

**colleen**



**mark**

