

# Table of Activities

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## Part 1: Introduction to Games (5 sessions)

Students play a variety of digital and nondigital games. They reflect on how games are structured, identify the formal and dramatic elements of games, and consider the features that make games successful and fun to play. Students are introduced to the software they will use to create their games, and then use this software to create a simple game.

### Activity 1A: Elements and Features of Games (2 sessions)

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<b>1A.1:</b> <i>What's in a Game?</i>	Students are introduced to the unit and discuss the appeal of different games. In teams, students play and write a short description of a game.
<b>1A.2:</b> <i>Defining Game Elements and Features</i>	Students form new teams and discuss the games they played. Students develop a list of common elements in the games and highlight the features that make particular games distinctive. The class discusses the formal and dramatic elements of games.
<b>1A.3:</b> <i>The Weekly Critique</i>	Students are introduced to the weekly critique assignment, in which they play and critique a game on their own each week.

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### Activity 1B: Exploring Game Development Software (3 sessions)

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Students learn about the software they will use to create the game for their unit project, and create a simple game.

## Part 2: Reverse Design (5 sessions)

Students choose an existing video game, work backward to understand its different design elements, and complete a reverse-design document for their chosen game. By “unpacking” the components of an existing game, students gain an understanding of game design that they will use to plan their own games later in the unit.

### Activity 2A: Introduction to Reverse Design (3 sessions)

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Students are introduced to the reverse-design project and work in teams to choose and analyze a video game. Students complete a reverse-design document of the game’s formal and dramatic elements. Teams identify strengths and weaknesses of the game and share their findings with the class.

### Activity 2B: User Interface (2 sessions)

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Students play video games that have different types of interfaces. They brainstorm a list of qualities of successful interface design.

## Part 3: Video Game Design and Development (25 sessions)

Students work with their project teams to develop their video game idea, writing a treatment and creating a game design document. They build wireframes for the game, develop game art, and create the game. Paired teams engage in a round of play-testing, and teams refine their games based on feedback.

### Activity 3A: Concept Development (2 sessions)

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<b>3A.1:</b> <i>Choosing a Game Idea</i>	Students brainstorm ideas for their game. Teams discuss game ideas and choose one idea to develop.
<b>3A.2:</b> <i>Writing a Treatment</i>	Team members work together to write a short treatment of their video game. Teams share treatments with another team and then revise them based on the feedback they receive.

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### Activity 3B: Preliminary Game Design (2 sessions)

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Students develop the design of their game and complete a draft of their game design document.

### Activity 3C: Interface Design (2 sessions)

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Teams finalize the manual and visual interface for their game. Students create a control table and a set of wireframe interfaces for various screens in their game.

### Activity 3D: Art Design (5 sessions)

<b>3D.1:</b> <i>Analyzing Art</i>	Students look at screenshots of video games and analyze the elements of art and the techniques used to engage players.
<b>3D.2:</b> <i>Creating Game Art</i>	Students create rough sketches of art for their video games, share their sketches with the class, and create polished concept art sketches or digital art that incorporates the feedback they receive.

### Activity 3E: Creating the Game (14 sessions)

<b>3E.1:</b> <i>Game Development</i>	Students learn techniques for creating games and then, in their teams, create their game.
<b>3E.2:</b> <i>Discussing Gaming Careers</i>	Students learn about careers related to the unit work, and share the progress they've made on the Career Profile project.
<b>3E.3:</b> <i>Play-Testing</i>	Each team play-tests another team's game and provides feedback and suggestions for improving the game.
<b>3E.4:</b> <i>Revising the Game</i>	Students revise their game based on feedback from the play-testing session.

## Part 4: Presenting the Game (5 sessions)

Students complete their Career Profile project, and prepare and deliver presentations for their video game.

### Activity 4A: The Career Profile Project (2 sessions)

<b>4A.1:</b> <i>Preparing the Presentation</i>	Students complete work on their Career Profile project and prepare a short presentation for their classmates.
<b>4A.2:</b> <i>Career Profile Presentations</i>	Students meet in small groups to share their Career Profile presentations.

### Activity 4B: Preparing and Delivering the Presentation (3 sessions)

Students work in their teams to develop and deliver the presentation for their game. They reflect on what they have learned throughout the unit.