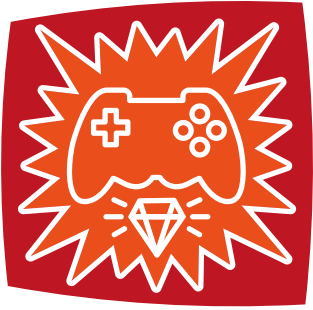# Video Games
Teacher Resource

TEACHER RESOURCE

The 8 week Creative Briefs are designed to stimulate real-world thinking and will be supported by a short film/Q&As with the industry professionals who set them. The briefs and accompanying interactive sessions are designed to be delivered remotely and in-line with expected Covid restrictions, with the schools' involvement being supported by Babylon ARTS.

The students will be expected to do 2 hours per week on this project, totalling 16 hours. 8 hours will be delivered in 1-hour lesson times, with the remaining 8 hours being set as homework. The student's response to the Creative Brief should take up 12 of the 16 hours of this project. The other 4 hours will include some time spent by the students researching the particular creative industry sector they are interested in.

Brief Setter: Edalia Day, theatre maker, animator, and spoken word artist.

When I was a teenager I used to make point-and-click adventure games and 3D animation for fun. I became an actor professionally, but carried on animating and making games in my spare time.

10 years later I started producing my own theatre productions and experimenting with incorporating animation and video game elements into these shows. Now I write, direct and perform in my own theatre productions and make interactive animations. These animations are projected around me whilst I perform, operated using video game controllers. I use all of these skills freelancing for other companies as well.

Video Games
Teacher Resource

Brief Title: **Design your own videogame**

Please refer to the written Creative Brief for details.

Accompanying resources provided:

- A written version of the Creative Brief, aimed at the students (digital resource).

- A filmed version of the Creative Brief, aimed at the students (digital resource).

- A printed student workbook will be posted to your school, for each student to fill out throughout the project. *Please specify the number of workbooks that you will require.*

- Creative Career portfolios for each sub-sector, of which there are 12 (digital resources). *Please decide if you would like the students to all look into one creative sub-sector, or if they can research this individually.*

Equipment your class will need to fulfil this Creative Brief:

- Computer access.

Live Webinars:

Live webinars and check-ins with the professional setting the Creative Brief will take place in weeks 1, 4 & 8.

- **Week 1:** The in-school lesson will involve the setting of the 'Brief'. The setting of the brief will include a film, in which the professional will provide an insight into their creative career, and set the students their Creative Brief. The class will also join the professional 'live' via Zoom (or similar) for a Q&A following the film. This in total should fill the whole first 1-hour lesson.

- **Week 4:** Live check-in with the professional setting the brief. This will last a maximum of 45-50 minutes, allowing time for the teacher to set homework afterwards. This will be a structured session guided by the professional. This check-in will also provide an opportunity for the students to share their ideas. The teacher is to select 2-3 students to present their ideas and receive feedback from the professional and their peers.

- **Week 8:** Live check-in with the professional who set the brief. This will last a maximum of 45-50 minutes. The teacher is to select a group of 4-6 students to present as a sample from the class; the professional will provide feedback once again. Students in the lesson are also encouraged to give constructive feedback to each other.
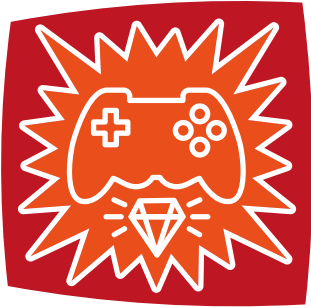
Video Games
Skills Builder Universal Framework

The Skills Builder Universal Framework shows how to build Essential Skills at every stage of life. To learn more about the Skills Builder approach please click here.

We have identified 3 specific Essential Skills that the students will develop whilst they work on and share their responses to the Creative Brief. They are likely to develop other skills too, but for the purposes of this project, we're encouraging you to focus on observing how your students develop the identified skills, over the course of the 8 weeks.

There are 8 Essential Skills included in the Universal Framework.

The 3 Essential Skills that the **Video Games Creative Brief** is aligned with are:

Please click each Skills icons above to view the individual Skills Builder overview video for that particular skill.

Essential Skills: Skills Pairs and Definitions

Skills Builder PARTNERSHIP

Communication:
- LISTENING — The receiving, retaining and processing of information or ideas
- SPEAKING — The oral transmission of information or ideas

Creative Problem Solving:
- PROBLEM SOLVING — The ability to find a solution to a situation or challenge
- CREATIVITY — The use of imagination and the generation of new ideas

Self Management:
- STAYING POSITIVE — The ability to use tactics and strategies to overcome setbacks and achieve goals
- AIMING HIGH — The ability to set clear, tangible goals and devise a robust route to achieving them

Collaboration:
- LEADERSHIP — Supporting, encouraging and developing others to achieve a shared goal
- TEAMWORK — Working cooperatively with others towards achieving a shared goal

skillsbuilder.org
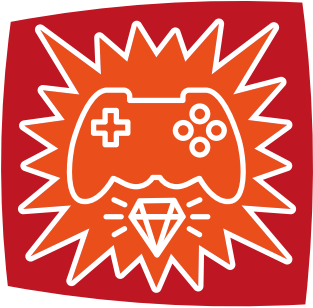
Video Games
Aiming High Skill Example:

The reason why 'Aiming High' has been set as an Essential Skill across all of the Creative Briefs, is that we would like to see the students and teachers alike, setting this skill as a milestone from the start of the project.

Teachers should encourage students to think of multiple ideas, before settling on their strongest response to the Creative Brief, rather than picking the first idea that comes to them and running with it.

Aiming High is the ability to set clear, tangible goals and devise a robust route to achieving them.

Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them

Skills Builder
PARTNERSHIP

AIMING HIGH
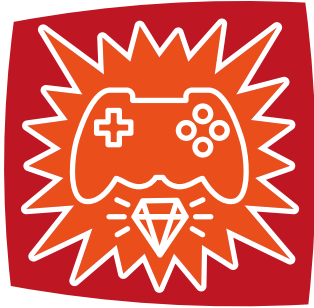
- Understanding levels of challenge
- Working hard
- Setting goals
- Creating plans
- Developing long-term strategies

skillsbuilder.org

Video Games
Aiming High Skill Example:

Here is a breakdown of the first nine steps included in the **Essential Skill – Aiming High**.

A similar breakdown of the other 7 Essential Skills can be found on the **Skills Builder website**.

Step	Statement
Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges
Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritise tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way

Getting Started:
Know when I'm finding something difficult and what doing well looks like for me.

Intermediate:
Work with care, pride and a positive approach to challenges.

Advanced:
Set goals for myself and work towards achieving them.

Across all of the Essential Skills, depending on the year group that is participating in this project, we would expect your students to be demonstrating the steps that are grouped 'Getting Started', 'Intermediate' and 'Advanced', over the course of the 8 weeks.

If you require further guidance on the breakdown of each step, click 'BUILD IT' next to the relevant step, on the Skills Builder website. They provide lots of questions to help you unpick how a student is developing their skills and also short explanatory videos.

Step 4	I work with a positive approach to new challenges	BUILD IT >

Here you will find further resources to help you, including building blocks, reflection questions and more.

Building blocks

The building blocks of this step are learning:

- Why new challenges are a good opportunity
- How to find opportunities for stretch

Reflection questions

- Why is it important to be willing to take on new challenges?
- What would happen if we avoided new challenges?
- Can you give any examples of when you have learnt from a new challenge?
- How can you find challenges that work for you?
- What does it mean to work in your stretch zone?
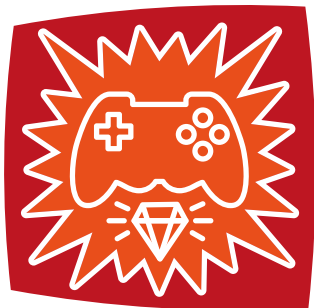
Video Games Suggested Project Timeline:

In weeks 1, 4 & 8 we ask you to log the students' progress with the 3 Essential Skills identified with this Creative Brief, on the Skills Builder Hub.

We have given prompts below based on where we think the students would be at this stage, at a minimum, but please benchmark your students appropriately based on their age and capabilities. Benchmarking and logging your students' progress will allow you and us to measure the success criteria of the Creative Brief project.

To support you in benchmarking your students, please use the resources available to you on the Skills Builder website and hub.

WEEK 1

School: Creative Brief film & live Q&A with brief setter.
Homework: The basic gameplay mechanic. Firstly, decide what you want the player to feel. Do you want the player to feel happy, excited, intrigued or empowered? Next you will need to decide what the game is, how the player interacts with it, and how that gives them that feeling. It could use a video game controller, a camera, a phone or tablet or touch controls. It could involve interacting with the world around you; you can even imagine technology that doesn't exist yet, such as controlling it with your mind.

> **Essential Skills**
>
> Aiming High – We hope your students would be demonstrating Step 1 at this stage.
>
> Creativity – We hope your students would be demonstrating Step 1 at this stage.
>
> Problem Solving – We hope your students would be demonstrating Step 0 at this stage.

Record the base-line Skill level of your class on the Skills Builder Hub.

WEEK 2

School: Share your game ideas with the class. Which aspects of other people's ideas do you like? Build on your game idea based on what you picked up from sharing your idea with your classmates.
Homework: How does the game and look? Collect as many images as possible. Look through magazines, newspapers, books, online, and collect all of the images together. Look for inspiration for the characters, the world, the levels, the interface (the information that is displayed on the screen) etc. Pinterest is a useful place to source images for this step.

WEEK 3

School: Using your reference images, start designing the art in your game. Focus on the most important aspects: for example, if you have people in your game, focus on what they look like, or if you don't see anyone in your game, focus on the world of the game, or whatever it is you want the player to see.
Homework: How does your video game build and develop? Make a list, numbered 1-10, outlining the player's progression from the start to the end of the game experience. Things to consider are:

- Does it have a story?
- Does it get progressively more manic? More soothing? More intriguing?
- Are there different levels?

Figure out how it develops based on your core game mechanic/idea, making it more challenging as the game progresses.
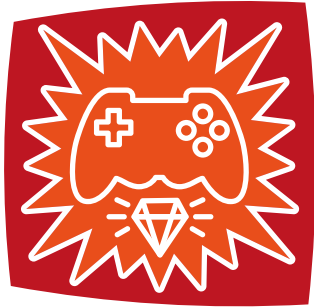
Video Games
Suggested Project Timeline:

WEEK 4

School: Live check in with the brief setter. 2-3 students will be chosen by the teacher to present their ideas and receive feedback from the professional and their peers.

Homework: How does your game sound? What kind of music is it? What sound effects are there? Does it sound cartoony, realistic, futuristic, historical, soothing, frantic?

Find examples of the kinds of music and sound you'd like to find in your game. Similar to when you were looking for visual references, your aim is to find as many audio examples as possible, to really explore the possibilities of what your game might sound like. Freesound.org is a good place to find free sound effects.

> **Essential Skills**
>
> Aiming High – We hope your students would be demonstrating Step 3 at this stage.
>
> Creativity – We hope your students would be demonstrating Step 3 at this stage.
>
> Problem Solving – We hope your students would be demonstrating Step 3 at this stage.

Record the Skill Level you're observing at Week 4 on the Skills Builder Hub.

WEEK 5

School & Homework: A digital portfolio of creative careers in the industry sub-sectors has been provided. Students are to review the digital portfolio of creative careers in the industry sub-sector. The class can all jointly look into one creative sub-sector or the students can do individual research into their chosen creative sub-sector.

WEEK 6

**School:** Students feedback to teacher/s the creative careers they have researched.

Homework: There are a number of jobs within video game development. I want you to pick one role that appeals to you most out of the following list, and specialise in it for the rest of the project:

- Character artist
- Background artist
- Story writer
- Level designer
- Sound designer
- Gameplay designer
- Animator

If you have experience with a game making software, then you could be a programmer and explore actually making a rough version of your game.

If you have 3D skills, you could focus on making some elements of the game in 3D.

Most of these roles can involve writing and drawing. For example, you could draw all of the backgrounds in the game, but you could equally describe them in detail instead. If you choose gameplay designer, I'd like you to really focus on the mechanics of the game going into a lot more detail on that.
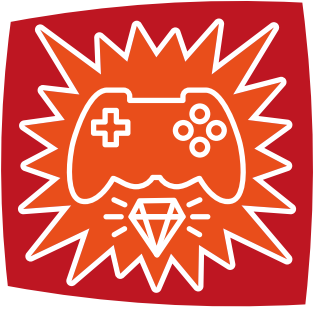
Video Games
Suggested Project Timeline:

WEEK 7

School & Homework: Work on the content for the final presentation.

WEEK 8

School: School: Students will present their final response to Creative Brief to peers and the brief setter. A select group of 4-6 students will be chosen by the teacher to present in order to get feedback from the brief setter and their peers.

> **Essential Skills**
>
> Aiming High – We hope your students would be demonstrating Step 4 at this stage.
>
> Creativity – We hope your students would be demonstrating Step 4 at this stage.
>
> Problem Solving – We hope your students would be demonstrating Step 4 at this stage.

Record the Skill Level you're observing at Week 8 on the Skills Builder Hub.