

BAFTA YGD – Lesson plans

This is an overall suggested guide of how you may wish to structure your games development sessions for the BAFTA YGD Competition. These sessions are intended to help generate evidence that will assist students in their entries and support their application to the competition.

The activities are by no means prescriptive or fixed; rather they are intended to serve as an initial guide and a starting point for your own session plans.

Activities have been split into three main groups:

1. Pre-Session Tasks are designed to be activities that could take place before a session, allowing young game designers to do some preparation and research.
2. Session Activities are designed to be done during a session and relate to the themes and topics explored in the web series. They might involve working in a group.
3. Resources are worksheets and tools designed specifically for entering the BAFTA Young Game Designers Competition. They help guide young game designers to explore and refine a particular game idea. Resource Worksheets from Session 4 onwards would be suitable to enter as 'supporting materials' when entering the BAFTA Young Game Designers Competition.

The 'BAFTA YGD Inspired' web series has been included within the session plans to suggest which activities and worksheets might best accompany the online episodes.



Session 1 (Game Ideas)

Outcomes: To begin to develop an original game idea by capturing initial ideas that might later be developed into a game.

Pre- Session Task	Session Activities	Resources
<p>Session 1: Pre-Session Task Ask students to think about games they have enjoyed playing. Ask them to think of the types of games that are played on different consoles (Desktop, Console, Mobile/Tablet).</p> <ul style="list-style-type: none"> • What is the objective of the game? • Who is the target audience? • Why is it fun? <p>Students should be encouraged to compare and contrast 3 different games and think about why they have enjoyed playing them. These 3 games can be then taken forward into the Game Remix task found in Session 2</p>	<p>Web Series Episode 1: The Concept</p> <ul style="list-style-type: none"> • Download & print the BAFTA YGD Card Game or use the BAFTA YGD Online Idea Generator. Get students to come up with as many different ideas as possible. Let them record any good ideas using the Idea Capture Worksheet. 	<p>Session 1: Pre-Session Task</p> <p>BAFTA YGD Card Game or BAFTA YGD Online Idea Generator.</p> <p>BAFTA YGD Idea Generator Rules</p> <p>Idea Capture Worksheet</p> <p>Links to Glossary</p>



Session 2 (Goals, Challenges & Rewards)

Outcomes: To explore a range of game mechanics to help generate gameplay ideas

Pre- Session Task	Session Activities	Resources
<p>Session 2: Pre-Session Task – Game Remix Ask students to choose 3 very different games and identify the Environment, Mechanics and Goals used in each.</p> <p>The worksheet then challenges students to remix the games, blending different elements to create new game ideas.</p>	<p>Ask students to consider the Goals, Challenges, Rules and Rewards of their own game design idea.</p> <p>What will be the Core Mechanic(s) of their game?</p> <p>Who will be their Target Audience?</p> <p>What makes their game different to other games currently on the market?</p> <p>If students have too many ideas currently circulating, ask them to remix their strongest ideas in a similar way to the Session 2: Pre-Session Task – Game Remix</p> <p>If students are struggling for ideas ask them to return to their Idea Capture Worksheet for inspiration.</p>	<p>Session 2: Pre-Session Task – Game Remix</p> <p>Students who are ready to add more to their game idea might benefit from beginning to fill in the Progression Chart found in Session 4.</p>



Session 3 (Discovering Design)

Outcomes: To develop initial concept art

Pre- Session Task	Session Activities	Resources
<p>Ask students to consider the look and feel of their own game and create an 'Inspiration Board' of the main themes that they wish to capture.</p> <p>This might involve starting to draw their Game Art by hand or creating a collage using pictures from comics/magazines/newspapers etc.</p>	<p>Web Series Episode 2: Discovering Design</p> <p>Ask students to identify what assets they will need to create for their own game.</p> <ul style="list-style-type: none">• Who (or what) do you play as?• What does the game look like? (World/Environment)• Are there any other characters?• Are there any useable objects or collectibles?• Can they identify any challenges a designer might face in turning their Concept into a playable game?	<p>The next session will be focused on level design, so it might be good to introduce your students to the Design Fact Sheet at this stage to consider what they might like to include.</p>



Session 4 (Level Design)

Outcomes: Developing and finalising the idea concept

	Session Activities	Resources
Provide students with the Session 4: Progression Chart and ask them to think about how their game might progress.	<p>Web Series Episode 3: Game Systems</p> <p>Provide students with the Session 4: Concept & Level Design Worksheet and ask them to show what their game will look like on a screen.</p> <p>Use the Design Fact Sheet to guide students on the importance of level design e.g. how many squares can your player jump?</p> <p>Finally, get students to fill in the interaction table on the Session 4: Concept & Level Design Worksheet to show how a player's actions will be represented in their game.</p>	<p>Session 4: Concept & Level Design Worksheet</p> <p>Session 4: Progression Chart</p> <p>Design Fact Sheet</p>
<p>Extension Activity: Create an instruction sheet based on how to play your game. Think about what people will use to play your game (different consoles, tablets, desktop) and what controls will be used.</p>		



Session 5 (Sound in Motion)

Outcomes: Developing and finalising your own idea concept

Pre- Session Task	Session Activities	Resources
<p>Ask students to play a game with the sound turned off:</p> <ul style="list-style-type: none"> • How does it feel? <p>Ask students to play a game with their eyes closed (and sounds on):</p> <ul style="list-style-type: none"> • What can they hear? • Can they still play the game? 	<p>Web Series Episode 4: Sound in Motion</p> <p>Ask students to consider what their game will sound like. Which sounds will be used & when are they activated?</p> <p>Students might want to record their own sound effects. Suggested sounds include: button pressed, collect item, jump, game over, walking, collision, win level, lose life, wrong move, and right move.</p> <p>Alternative Activity: Challenge students to design a new way to interact with their game. For example, they could invent a new controller or method of recognising input.</p> <p>Get students to look at existing controllers and how they work and consider the modifications they might make for their own game controls.</p>	<p>Links Page (include sound libraries)</p>
<p>Reminder for Game Making: Remind students in the Game Making category that it's highly advisable that they start thinking about developing their Supporting Video as they are making the game.</p>		



Session 6 (Testing & Marketing)

Outcomes: Gathering market research and QA testing on the game

Pre-Session Task	Session Activities	Resources
<p>Ask students to pitch their game idea to three different people and make notes on any feedback.</p> <ul style="list-style-type: none"> • What did people like? • Were there any areas people struggled to understand? • How could you improve on that? 	<p>Web Series Episode 5: Ready for Launch</p> <p>Students in the Game Concept category should fill in the Session 6: Key Art Worksheet to show how their game will appear for retail.</p> <p>Ask them to consider where their game might be on show if available to buy.</p> <p>Game Making students should get people to play their game and fill in the Session 6: Play Test Worksheet. They may also want to use the Session 6: Key Art Worksheet to design an icon and show key art for their game.</p> <p><i>Top tip: Make sure the game is tested and played on machines different to the one it was created on!</i></p>	<p>Session 6: Key Art Worksheet</p> <p>Session 6: Play Test Worksheet</p>



Session 7 (Wrap Up)

Outcome: Wrap it all up and enter your game into the BAFTA Young Game Designers Competition!

Pre-Session Task	Session Activities	Resources
	<p>Web Series Episode 6: Industry Insight</p> <p>Ask students to think carefully about their game design process from start to finish:</p> <ul style="list-style-type: none">• What did they find easy/difficult?• Could they improve further on their final design if they had more time?• What new skills have they developed?• What would they do differently when working on a new game design? <p>Complete and submit Application Form</p>	<p>Helpful Links to other Resources</p> <p>Links to ENTER NOW</p>

Have you enjoyed our new Educational Resources? We would love to hear your feedback on what we might add for our future competitions. You can email us your comments at ygd@bafta.org.

