

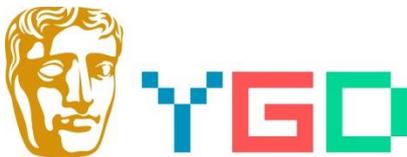
BAFTA YGD – Lesson plans

This is an overall suggested guide of how you may wish to structure your games development lessons for the BAFTA YGD Competition. These lessons 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 lesson plans.

1. Lesson activities are designed to be done during a lesson and relate to the themes and topics explored in the web series. They might involve working in a group.
2. Worksheets have been designed specifically to support students entering the BAFTA Young Game Designers Competition. They help guide young game designers to explore and refine a particular game idea. Resource Worksheets from Lesson 3 onwards would be suitable to enter as 'supporting materials' when entering the BAFTA Young Game Designers Competition.
3. Additional Media include links to our 'BAFTA YGD Inspired' web series. These are great to introduce the lesson activities or can also offer inspiration for students interested in specific topics.

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



Lesson 1 (Getting Started – Game Research)

Aims: To get students to realise that many games have been created with a target audience in mind. This is important in shaping the development of the game and how it is marketed.

Lesson Activities:	Worksheets:	Additional Media:
<p>Ask students to think about games they have enjoyed playing.</p> <p>Use the following questions as part of a group discussion:</p> <ul style="list-style-type: none">• Who are games designed for?• Why are games fun?• Why do people make games?• Why do people play games? <p>Students fill in and complete the Game Research Worksheet to explore an existing game they enjoy playing in more detail.</p>	<ul style="list-style-type: none">• Game Research	<ul style="list-style-type: none">• Web Series Episode 1: The Concept <p>http://ygd.bafta.org/games-and-videos/getting-started-in-games-ygd-inspired-ep-1</p> <p>Useful Links http://ygd.bafta.org/useful-links</p>



Lesson 2 (Game Remix)

Aims: To get students to explore the range of mechanics and environments used in their current gameplay experience. To realise that many popular games can be broken down into core components.

Lesson Activities:	Worksheets:	Additional Media:
<p>Students fill in and complete the Game Remix Worksheet, blending the three games together to see what new ideas they can produce.</p> <p>Additional Task: Students present a new idea to the class based on the three games they have remixed.</p> <p>Top tip! Different types of games are played on different platforms (Desktop, Console, Mobile/Tablet)</p>	<ul style="list-style-type: none">• Game Remix	<ul style="list-style-type: none">• Web Series Episode 1: The Concept <p>http://ygd.bafta.org/games-and-videos/getting-started-in-games-ygd-inspired-ep-1</p>



Lesson 3 (The BAFTA YGD Idea Generator)

Aims: To explore the different components involved in creating a game and putting together new ideas to potentially develop further.

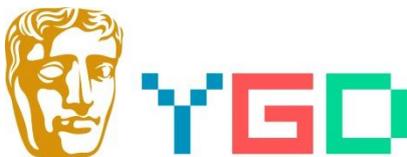
Lesson Activities:	Worksheets:	Additional Media:
<p>Introduce students to the BAFTA YGD Idea Generator and see what new ideas they create.</p> <p>Use the Games Glossary if students are unsure about the terminology used.</p> <p>Ask students to collect their best ideas using the Idea Capture Worksheet which offers additional space for thoughts on platform, themes, characters and mechanics.</p>	<ul style="list-style-type: none">• Idea Capture Worksheet• Games Glossary	<p>You can find an online version of our BAFTA YGD Idea Generator here: http://ygd.bafta.org/resources/game-idea-generator or you can download a paper copy using the links below.</p> <p>Downloadable versions of the cards can be found here: http://ygd.bafta.org/sites/default/files/uploads/IdeasGeneratorCards.pdf</p> <p>Rules for playing as a card game: http://ygd.bafta.org/sites/default/files/uploads/YGDIdeasGenerator.pdf</p>



Lesson 4 (The Big Idea)

Aims: To decide on a game idea to take forward for further development.

Lesson Activities:	Worksheets:
<p>Students use their Idea Capture Worksheet from Lesson 3 to pick a game idea to take forward for further development.</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>Top tip! If students have too many ideas currently circulating, ask them to remix their strongest ideas in a similar way to the Lesson 2: Game Remix</p>	<ul style="list-style-type: none">• Idea Capture Worksheet
<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 their game.</p>	



Lesson 5 (Discovering Design)

Aims: To develop initial concept art and identify the look/feel of a game in regards to which assets students might need to build or source.

Lesson Activities:	Worksheets:	Additional Media:
<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>Additional Task: 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>		<ul style="list-style-type: none">• Web Series Episode 2: Discovering Design <p>http://ygd.bafta.org/games-and-videos/game-design-bringing-your-ideas-to-life-ygd-inspired-ep2</p>



Lesson 6 (Interaction)

Aims: Understanding that gameplay and user experience is fundamentally important in planning new game concepts.

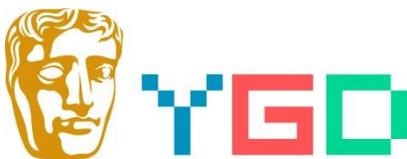
Lesson Activities:	Worksheets:	Additional Media:
<p>Provide students with the Interaction Worksheet and ask them to show what their game will look like on a screen.</p> <p>Get students to fill in the interaction table on the Interaction Worksheet to show how a player's actions are represented in their game.</p> <p>Extension Activity: Create an instruction sheet based on how to play the game. Think about what platforms people will use to play and how this will affect which controls are used.</p>	<ul style="list-style-type: none">• Interaction Worksheet <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>Web Series Episode 3: Game Systems</p> <p>http://ygd.bafta.org/games-and-videos/making-games-programming-mechanics-ygd-inspired-ep3</p>



Lesson 7 (Progression)

Aims: Understanding that it is important to consider how a game will progress in difficulty.

Lesson Activities:	Worksheets:	Additional Media:
<p>Students complete the Progression Chart for their game idea to show how their game will progress in difficulty.</p> <p>If their game is too difficult at the start then players might be discouraged from continuing to play.</p> <p>The left hand column in the Progression Chart has been left for students to choose which elements to include, as games can differ vastly in regards to what changes as a player continues to play.</p>	<ul style="list-style-type: none">• Progression Chart	



Lesson 8 (Sound in Motion)

Aims: To introduce the importance of sound in games to create an atmosphere and what this might add to the gameplay experience.

Lesson Activities:	Additional Media:
<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>Ask students to consider what their game will sound like.</p> <ul style="list-style-type: none">• Which sounds will be used & when are they activated?• Why are they important? <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>Web Series Episode 4: Sound in Motion</p> <p>http://ygd.bafta.org/games-and-videos/making-games-motion-capture-sound-design-ygd-inspired-ep4</p> <p>Useful Links</p> <p>http://ygd.bafta.org/useful-links</p>



Lesson 9 (Testing & Marketing)

Aims: To gather market research and/or QA testing on the new game idea.

Lesson Activities:	Worksheets:	Additional Media:
<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>Top tip: Make sure the game is tested and played on machines different to the one it was created on!</p>	<ul style="list-style-type: none"> • Key Art Worksheet • Play Test Worksheet 	<p>Web Series Episode 5: Ready for Launch</p> <p>http://ygd.bafta.org/games-and-videos/launching-a-game-marketing-community-ygd-inspired-ep5</p>
<p>Students in the Game Concept category should fill in the 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 Play Test Worksheet. They may also want to use the Key Art Worksheet to design an icon and show key art for their game.</p>		



Lesson 10 (Wrap Up)

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

Lesson Activities:	Worksheets:	Additional Media:
<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?	<ul style="list-style-type: none">• Complete and submit Application Form	<p>Web Series Episode 6: Industry Insight http://ygd.bafta.org/games-and-videos/understanding-the-games-industry-ygd-inspired-ep6</p> <p>Useful Links http://ygd.bafta.org/useful-links</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

