

Lesson	Key content area	Potential activities	Classroom resources
1	<b>A1:</b> Core game genres	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> Introduction to the grading criteria and the content that learners will study during this unit.</li> <li>• <b>Class discussion:</b> A discussion using well-chosen examples to engage the group in identifying the different genres of video game: <ul style="list-style-type: none"> <li>○ role-playing game (RPG)</li> <li>○ strategy</li> <li>○ sports</li> <li>○ adventure</li> <li>○ action</li> <li>○ simulation</li> <li>○ puzzle</li> <li>○ hybrid games.</li> </ul> <p>The tutor leads the class to discuss graphical themes/styles used within these genres using well-chosen examples.</p> </li> <li>• <b>Paired activity:</b> Each pair is given a genre of game and asked to find two examples with different graphical themes/styles and to analyse the themes/style used and its appropriateness to the genre.</li> <li>• <b>Plenary:</b> Learners to share their findings with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-chosen examples for identifying the difference video game genres</li> </ul>
2	<b>A1:</b> Core game genres	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Recap the different genres. Class discussion relating to some of the features and the target audience/key demographics of these genres.</li> <li>• <b>Paired activity:</b> Each pair is given a genre of game and asked to analyse and list all the different features of that genre. After a specified amount of time (e.g. 15 minutes), the pairs pass their findings to the pair on their right and take the findings from the pair on their left. They then have a specified amount of time (e.g. five minutes) to add to it</li> </ul>	<ul style="list-style-type: none"> <li>• Well-chosen examples of games for learners to play and analyse</li> <li>• <i>What makes a good computer game?</i> from the 'BBC Bitesize' website</li> </ul>

		<p>before passing it on again. Each pair should add to at least four different genres.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> Class discuss and summary of the findings.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demographics classifications</i> from the 'Businessballs' website</li> </ul>
3	<b>A2:</b> Gameplay design	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Introduction to the objectives of the lesson, which are to identify all of the key elements of gameplay design.</li> <li>• <b>Class discussion:</b> Tutor to lead a discussion on key elements of gameplay and encourage learners to identify examples of each (breakouts can be used for learners to go onto computers to research examples to show the class). Discussion should include: <ul style="list-style-type: none"> <li>○ core gameplay mechanics, e.g. jump height</li> <li>○ goals, challenges and rewards</li> <li>○ progression</li> <li>○ balance and flow</li> <li>○ fair and unfair player punishment</li> <li>○ secrets and Easter eggs</li> <li>○ replay value</li> <li>○ sandbox modes</li> <li>○ non-linear gameplay.</li> </ul> </li> <li>• <b>Plenary:</b> Tutor-led discussion on examples of emergent gameplay, and how game design can encourage unforeseen solutions through gameplay content.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-chosen examples of games for learners to play and analyse</li> <li>• <i>What makes a good computer game?</i> from the 'BBC Bitesize' website</li> </ul>
4	<b>A2:</b> Gameplay design	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Review of the findings from the previous lessons regarding elements of gameplay and target audience.</li> <li>• <b>Pair activity:</b> Each pair is given a game and asked to analyse the key elements of gameplay and the target audience of that game.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-chosen examples of games for learners to play and analyse</li> <li>• Appropriate hardware to</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Learners share their findings with the class.</li> </ul>	allow learners to play the games
5	<b>A2:</b> Gameplay design	<ul style="list-style-type: none"> <li>• <b>Visit:</b> Arrange a visit to a games expo/convention or to a game-based museum to explore how gameplay has developed.</li> </ul>	<ul style="list-style-type: none"> <li>• 'The Museum of Games and Gaming' website</li> <li>• 'The National Science and Media Museum' website</li> </ul>
6-7	<b>Learning aim A</b>	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> Introduction to summative assessment.</li> <li>• <b>Individual activity:</b> Learners to work independently to create an industry guide to genres and gameplay using a blog or YouTube channel.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorised Assignment brief</li> <li>• Appropriate software to create blog or YouTube video</li> </ul>
8	<b>B1:</b> Level design	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Introduction to the objectives of the lesson, which are to identify the considerations when designing a game and review previous learning related to genre and audience.</li> <li>• <b>Class discussion:</b> Tutor to lead a discussion on considerations when designing a game using well-chosen examples to illustrate these. Discussion should include: <ul style="list-style-type: none"> <li>○ game purpose</li> <li>○ placement of gameplay elements</li> <li>○ user interface</li> <li>○ design of goals, challenges and rewards to fit with chosen genre and audience</li> <li>○ design progression to fit with chosen genre and audience, e.g. progressive difficulty</li> <li>○ scale plans of environment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Example of Game Design Document</li> <li>• Well-chosen examples to illustrate considerations when designing a game</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Tutor introduces the concept of a simple Game Design Document to summarise the above and shows some examples.</li> </ul>	
9–10	<b>B1:</b> Level design	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Learners are introduced to a topic for the mini assignment: to produce a Game Design Document and scale plans for a simple PC puzzle game.</li> <li>• <b>Mini assignment:</b> Learners work independently to produce a Game Design Document and scale plans for a simple PC puzzle game.</li> </ul>	<ul style="list-style-type: none"> <li>• Game Design Document template</li> </ul>
11	<b>B2:</b> Source and prepare assets	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Discussion about the different types of assets that are needed for games. This should include: <ul style="list-style-type: none"> <li>○ graphics</li> <li>○ animation</li> <li>○ sound</li> <li>○ font</li> <li>○ other, e.g. particle systems.</li> </ul> <p>Discussion about where these assets could be sourced or where it is appropriate to self-create.</p> </li> <li>• <b>Individual activity:</b> Learners create a log of all the different assets they might need for their puzzle game and whether these could be easily self-created or where they could be sourced.</li> <li>• <b>Pair activity:</b> Learners to share their ideas in pairs and discuss if any other assets are needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Asset log template</li> </ul>
12	<b>B2:</b> Source and prepare assets	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Discussion about the factors affecting asset choices. This should include: <ul style="list-style-type: none"> <li>○ suitability for audience and purpose</li> <li>○ file type</li> <li>○ file size</li> <li>○ size of graphics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Websites from which to source assets, for example: <ul style="list-style-type: none"> <li>○ 'Freesound'</li> <li>○ 'SoundBible'</li> <li>○ 'Flash Kit'</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ aesthetics</li> <li>○ availability, e.g. copyright and how to obtain permissions.</li> <li>● <b>Individual activity:</b> Learners to source appropriate assets for their puzzle game.</li> <li>● <b>Plenary:</b> Learners share with the class the assets and sources they have found and discuss the reasons for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ 'Game Art 2D'</li> <li>○ 'GameDev Market'</li> <li>○ 'OpenGame Art'</li> </ul>
13	<b>B2:</b> Source and prepare assets	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> Tutor demonstration of modification and management of assets. This should include:                             <ul style="list-style-type: none"> <li>○ modification of resolution, size and format</li> <li>○ use of folder structure and file name conventions.</li> </ul> </li> <li>● <b>Tutor-led workshop:</b> Learners will be guided to appropriately modify the assets they have sourced. (N.B. This will vary depending on the game engine selected for use during learning aim C.)</li> <li>● <b>Homework:</b> Learners complete modification of all assets so that they are ready to import into game in next session</li> </ul>	<ul style="list-style-type: none"> <li>● Assets will vary depending on the game engine selected for use during learning aim C, but suitable tutorial videos may be found on YouTube or on the game engine website</li> </ul>
14–15	<b>C1:</b> Build a digital game	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> Tutor to clarify the objectives of the lessons, which is for learners to understand how to set up the initial game environment and import the assets. (N.B. This will vary depending on the game engine selected for use during learning aim C.)</li> <li>● <b>Tutor-led workshop:</b> Learners will be guided to set up the initial game environment, with consideration of chosen genre, and to import the assets. This should include:                             <ul style="list-style-type: none"> <li>○ importing assets into the game engine</li> <li>○ importing settings and naming conventions</li> <li>○ initial set-up and layout</li> <li>○ set-up graphics, e.g. texturing</li> <li>○ set-up animation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Assets will vary depending on the game engine selected for use during learning aim C, but suitable tutorial videos may be found on YouTube or on the game engine website</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Learners show their game environments to the class and discuss any improvements that could be made.</li> </ul>	
16-21	<b>C1:</b> Build a digital game	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Tutor to clarify the objectives of the lessons, each of which will focus on a different element of game construction. (N.B. The skills and techniques taught in these workshops will vary depending on the platform and nature of the game and engine, e.g. 2D puzzle game, 3D FPS.)</li> <li>• <b>Tutor led workshop:</b> Learners will be guided to construct the gameplay and add interactivity. This should include: <ul style="list-style-type: none"> <li>○ adding scripts (e.g. to create triggers and events)</li> <li>○ adding interactive elements to create goals, challenges and rewards</li> <li>○ adding interactive elements to create difficulty and progression (e.g. additional levels, scoring).</li> </ul> </li> <li>• <b>Plenary:</b> Learners to show their game environments to each other in pairs and discuss appropriateness for chosen genre and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Assets will vary depending on the game engine selected for use during learning aim C, but suitable tutorial videos may be found on YouTube or on the game engine website</li> </ul>
22	<b>C2:</b> Check the digital game	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Introduction to the purpose of games checking and games testing sheet.</li> <li>• <b>Class discussion:</b> Discussion about the elements the games test should look for, including: <ul style="list-style-type: none"> <li>○ functionality</li> <li>○ rules: goals, challenges and rewards</li> <li>○ progression</li> <li>○ balance and flow</li> <li>○ appropriateness to genre, audience and purpose.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners test each other's games and complete game testing sheet.</li> <li>• <b>Homework:</b> Learners make any necessary changes to their game as identified by the games test.</li> </ul>	<ul style="list-style-type: none"> <li>• Game testing sheet template</li> <li>• <i>Best Practices – Five tips for better playtesting</i> from the 'Gamasutra' website</li> </ul>

23–29	<b>Learning aim B</b> <b>Learning aim C</b>	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> Introduction to summative assessment.</li> <li>• <b>Individual activity:</b> Learners work independently to plan, source assets for, produce and check a new 2D game to be played on an Android app-based smartphone platform. The game should appeal to a target audience of both male and female casual gamers in the 16–19 years old age group.</li> </ul>	<ul style="list-style-type: none"> <li>• Pearson Authorised Assignment Brief</li> <li>• Appropriate games engine</li> <li>• Games Design Document template</li> <li>• Games testing template</li> </ul>
30	<b>Demonstration of games produced</b>	<ul style="list-style-type: none"> <li>• All games produced to be set up on Android platforms and distributed to the class for all learners to play.</li> </ul>	<ul style="list-style-type: none"> <li>• Android devices to play learners' games (or other appropriate devices if the assignment has been modified to create a game for a different platform)</li> </ul>

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*