**Game Design**

Performance Task

# **Create — Board Game**

## **Overview**

Students will learn about what it takes to make a board game. They must work through the design process and be able to understand the process. Students will learn about game mechanics and how to apply them to a variety of themes and conflicts. They will experience playtesting and the importance of testing before going into a final design. Students will play official board games and each other games once they are finished.

## **Assessment**

You will be provided with 20 hours of class time to complete and submit the following:

* A video of your game being planned or a trailer for the game
* Written responses about your game and design process
* Board Game Prototype

Your teacher will share submission guidelines that include suggestions for creating video and PDF files.

## **General Requirements**

You are required to:

* Iteratively design, implement, and test your game.
* Independently create at least one significant prototype.
* Create a video that displays the running of your game and demonstrates its functionality.
* Write responses to questions about your game.
* Include your entire prototype.

## **Submission Requirements**

### 1. **Video**

Submit one video in .mp4, .wmv, .avi, or .mov format that demonstrates the running of your game. Your video must not exceed 1 minute in length and must not exceed 30MB in size.

### 2**. Written Responses**

Submit one PDF document in which you respond directly to each prompt. Clearly label your responses. Your response to all prompts combined must not exceed 750 words.

You may use images to show off or to explain things in your written responses.

## **Purpose and Development**

1. Provide a written response or audio narration in your video that:

Identifies the Game theme and major mechanics in the game.

* Identifies the story of your game.
* Explains what the video illustrates.

(Approximately 150 words)

1. Analyze the essentials of storytelling, including visual and environmental storytelling. How does the theme affect game play or game creation? How do the rules define how the game functions or flows? Why are objectives important to game development?

(Approximately 200 words)

1. How did you decide on the type of game board you would make? What mechanic did you start out with? Did you have more than one mechanic? How did the original concept for the game change over time? (Approximately 200 words)
2. How did you collaborate with others to collect feedback on this physical project that you made? How did you identify areas for improvement, and implement those changes in your game? How did you evaluate other student’s work? Did you provide useful feedback? Did you try to be helpful to those seeking help? (Approximately 200 words)

## Tasks

### **Activity 1 - Explore**

**Description**

Define what a game is and what goes into a game to make it not play. What is the design process and how will we use it in this class? Students will practice the Design Process by creating a quick race game.

Time To Complete: 1-3 Hours

### **Activity 2 - Research**

**Description**

Define theme, conflict and learn what mechanics exist. Students start with learning about themes and conflict through fairy tales, then they learn about Different Game Mechanics. Once the students understand theme conflict and mechanics they will plan their theme and narrow down mechanics.

Time To Complete: 4-5 Hours

### **Activity 3 - Ideate**

**Description**

More in depth information about game mechanics, where students will explore different examples of mechanics. Using their chosen theme and narrowed down list of mechanics, students will start to plan out their final board game idea.

Time To Complete: 1-2 Hours

### **Activity 4 - Evaluate**

**Description**

Students will self evaluate their board game idea, and then peer review the idea looking for input and helpful feedback to finalize the idea before building the prototype.

Time To Complete: 1-2 Hours

### **Activity 5 - Construct a Prototype**

**Description**

Students will construct their prototype of their board game. They should have drawn designs, material lists for components, themes and chosen mechanics already too. Now they just need to build the prototype and write the rules.

Time To Complete: 3-4 Hours

### **Activity 6 - Improve the Design**

**Description**

Once the prototype is built the students will now test the games. Students should play 2-3 games and provide useful feedback to the creator. Students will then take their feedback and plan how to improve their game, play test it once more and get some final feedback.

Time To Complete: 3-5 Hours

### **Activity 7 - Share**

**Description**

Students will share their feedback, prototype and whole design process with the class in a formal presentation, or gallery walk.

Time To Complete:1-3 Hours

### **Activity 8 - Reflect**

**Description**

Students will reflect on their design process and how they went about creating their game, what struggles they encounter and how what worked and didn’t work for them. They will submit a video of game play, along with their written reflection.

Time To Complete: 1 Hour