

Game Design Daily Objectives

Original plan for Robious Winter 2017

Day 1

☐ Objectives:

- ☐ **Design Thinking**
 - ☐ **What makes a good game (based on input from user)**
 - ☐ **Complete a sketch of level**
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- 4:00 - 4:10: Introductions & Objectives
 - Share 2 truths, 1 lie about themselves
 - What are they hoping to learn in Game Design?
 - Any experience with designing games?
 - 4:10 - 4:15: Quick Intro to Design Thinking
 - Empathy, Define, Prototype, Test, and repeat
 - 4:15 - 4:25: Design Thinking Questions (intro to empathy and define)
 - What is your favorite game to play?
 - Why is it your favorite game?
 - What makes this game fun?
 - 4:25 - 4:30: What we will use
 - Briefly talk about the Hyperpad app, Design Thinking, etc.
 - 4:30 - 4:45 Let's Play
 - Pass out design thinking questions sheet
 - Have students open up the Hyperpad app (they made need signing in)
 - Play a total of 3 already-made games
 - Timed at 4min each - play timer
 - After each game, fill out the questions for each game
 - 4:45 - 5:00 Design Your Game!
 - Pass out design sheets (the grid paper)
 - Start designing your level by drawing on the template
 - Have students think about blocks, coins, obstacles, puzzles

Objectives met?

- Overview of design thinking
 - Design Thinking main idea: a user-centered approach
 - Learn what makes a game fun to play
 - Used design thinking to start creating a game
 - Completed a sketch of their level-design
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Day 2

☐ Objectives:

- ☐ Hyperpad Basics
 - ☐ Creating a new project
 - ☐ Mini walkthrough of Hyperpad features
 - ☐ Transfer sketch of level-design to Hyperpad
 - ☐ Complete their level-design on Hyperpad
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- 4:00 - 4:05 Review
 - Design thinking exercise
 - Level-design
 - 4:05 - 4:25 Make a game on Hyperpad
 - Use screenshots on the slides to walk the class through making a New Project on Hyperpad
 - 4:25 - 4:55 Paper sketch of level(s) to Hyperpad
 - Start (or continue) transferring level-design on paper to their Hyperpad game
 - Relay to kids, to not put too many coins/obstacles (at first) on Hyperpad

Objectives met?

Day 3

☐ Objectives

- ☐ Understand conditions
 - ☐ Understand Objects
 - ☐ Objects are first, just Objects
 - ☐ Objects will only have attributes you tell it to have
 - ☐ Character/obstacle behaviours
 - ☐ Get character to move
 - ☐ Understand how to make objects interact with
 - ☐ Use understanding of design thinking when manipulating game objects
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- 4:00 - 4:20 Add a Character & behaviors for character
 - Introduce the concept of conditions
 - IF this happens THEN this
 - “If you eat all your vegetables, then you can have desert” -not the other way around (or other examples)
 - If the uses moves the joystick, what does the character do?
 - Use the screenshots on the slides to help students follow along
 - 4:25 - 4:40 Making behaviors for obstacles (i.e. spikes, lava, etc.)
 - Iterate conditions
 - Once the character collides with the obstacle, what happens?
 - 4:40 - 5:00 Continue creating character/environment interactions
 - Obstacles, collectibles, etc.
 - Keeping in mind the input from day one on what makes a good game

Objectives met?
Feedback on Hyperpad?

Day 4

☐ Objectives

- ☐ Understand importance of testing
 - ☐ Complete design thinking Interview exercise
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- 4:00 - 4:10 Testing
 - Explain the importance of testing
 - Getting user feedback to use in designing their games
 - Explain how having other people test games and provide feedback makes a good game
 - 4:20 - 4:30 Get User Feedback
 - Pass out the Design Thinking Interview sheets
 - Have students choose a partner (or two) to “interview”
 - Have students switch iPads to test each other’s games
 - Have the testers record their feedback about the game on the sheet
 - Once the game designer gets their iPad back, record some solutions to the tester/user’s feedback
 - 4:30 - 5:00
 - Have students continue editing their games using input from the tester(s)

Objectives met?

Day 5

❑ Objectives

❑ Importance of iteration of the design thinking process

❑ Practicing the Design Thinking Process

- 4:00 - 4:05 Iteration of the design process
 - Explain this is what designers (not just game designers) do to help make flawless products
- 4:05 - 4:15 Mastering Hyperpad - Problem Solving
 - Explain that they don't have to "reinvent the wheel"
 - They can solve problems in their game by using similar steps they took before
 - For example:
 - Creating interactions between character and obstacles uses pretty much the same behaviours as with collectibles or portals
 - For the most part, based on IF som collides with something, THEN this thing happens
 - For almost all behaviours condition statements are used
- 4:15 - 4:55 Continue the design thinking process
 - After students add new features and fix things to cater to the tester, have students continue switching iPads to gain more feedback from the user/tester
 - And incorporate that feedback into their games
 - Students can continue recording feedback on their interview exercise sheets

Objectives met?

Day 6

- ❑ **Objectives**

- ❑ **Finish Prototyping (finalize designing games)**
 - ❑ **Understanding of Design Thinking Process**
- ❑ 4:00 - 4:10 Understanding the design process
 - ❑ Review the design thinking process
 - ❑ Refer to the slide with the diagram (slide 4)
 - ❑ Review problem solving
- ❑ 4:10 - 4:55 Finish Prototyping
 - ❑ Have students try to finish their games
 - ❑ Continue the testing/feedback part

Pass out shirts and flyers (if we have them)

Objectives met?

