

# Wilminktheater 2D Point & Click Game

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## Introduction

My team and I have been assigned to work on a 2D point-and-click game for the Wilminktheater in Enschede. The game is aimed at children between the ages of 5 to 10 years old. The goal is to develop a game that introduces the children to the Wilminktheater, what it is, its locations, and most importantly, its house rules. One of the issues that the theatre has been challenged with is that during school trips, the children do not behave according to the house rules of the theatre and its locations. So, we are aiming to develop a game that is engaging to the children and low-key teaches the house rules.

As one of the designers in the team, my responsibilities include the creation of the questionnaire for our target audience, visiting and contacting schools to set playtesting sessions with the children, researching online games for the creation of minigames, UI-UX, and the Game Design Document together with the lead designer. Besides these points mentioned, working closely with the team and maintaining a good flow of communication among everyone so we are all on the same page and everything runs smoothly.



## Concept phase

As a team, we've decided to approach the development process using the **Double Diamond method**, which allows us to thoroughly explore both the problems we're solving and the solutions we're creating. This method emphasises divergent and convergent thinking first, we identify the problem and expand our understanding, and then we narrow down solutions.

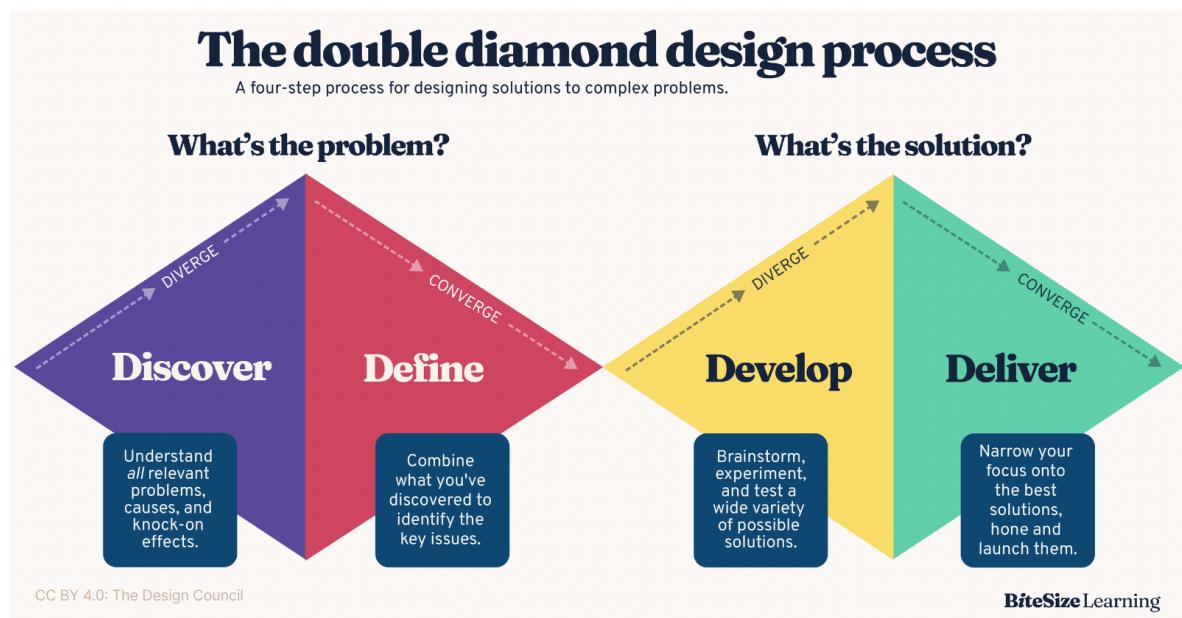


Figure 1 Double Diamond design process by Bitesizelearning.co.uk

For me as a designer, the concept phase focuses heavily on understanding our target audience: children aged 5-10. My role here is to ensure that the gameplay, mechanics, and overall user experience align with the needs and expectations of this age group, while still addressing the issue at hand—teaching the house rules of the Wilminktheater. The research and insights we gather during this phase will guide how we design the game's interactive elements and structure.

### Target Audience Research

One of my primary responsibilities is to gather information directly from children, which will inform the design of the game. To do this, I'm creating a questionnaire aimed at understanding what types of games children in our target group play, what keeps them engaged, and what they enjoy most about their favourite games. By asking about their preferred activities during school and lunch breaks, I can gain insight into the kind of interactions and rewards that will resonate with them in the game.

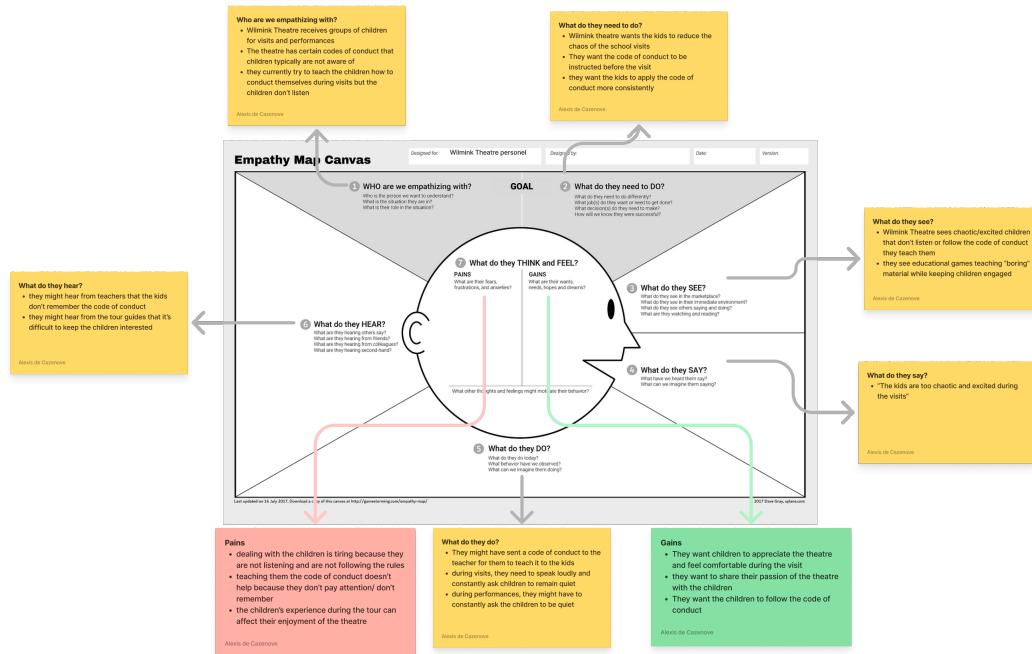


Figure 2 Empathy Map of Wilminktheater Staff

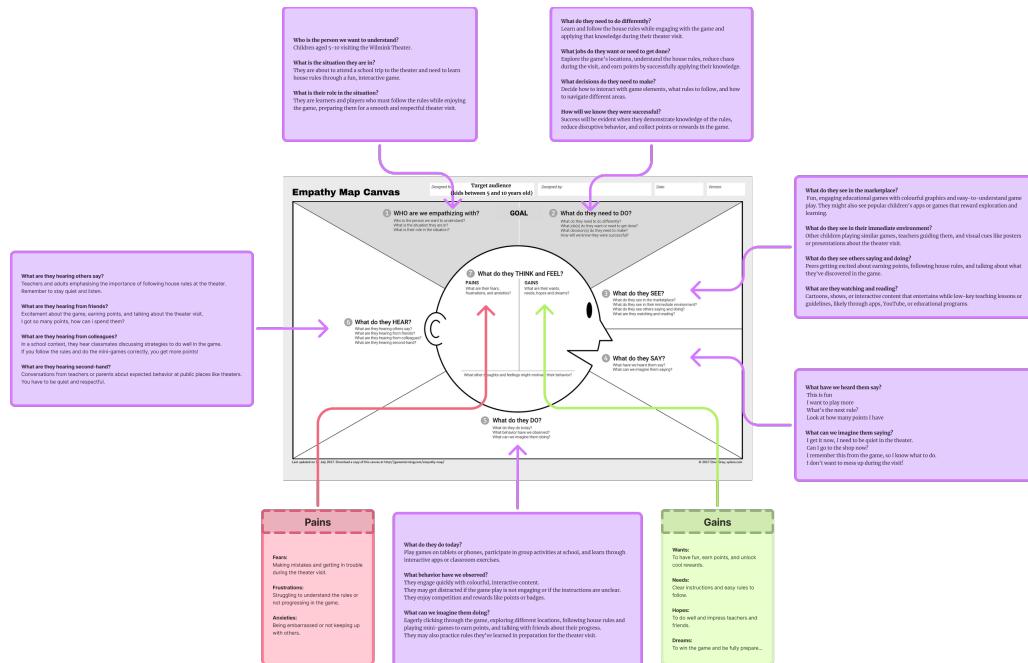


Figure 3 Empathy Map of Children

This questionnaire is crucial for helping me to empathize with the players. I, together with the team, will also be scheduling playtesting sessions at schools to gather feedback from the children, observing how they interact with the game and what draws their attention. This will allow us to iterate on our designs, art, and mechanics and ensure the gameplay remains fun, engaging, and educational.

## Research and Inspiration

In addition to understanding the children themselves, Alexis and I started researching other educational games and interactive experiences to see what elements we could

incorporate. These games have effective ways of teaching children without feeling too instructional, and that balance is exactly what we aim to achieve.

Another key aspect of the concept phase for me is ensuring that the educational elements teach the house rules of the Wilminktheater seamlessly integrated into the gameplay. The challenge is to create mechanics that naturally teach these rules without them feeling forced. For example, we are exploring reward-based systems where players earn points for demonstrating good behaviour in the game, which ties into the theatre's house rules.

## Collaborating with the Team

Collaboration is essential during this phase. I work closely with our lead designer, artists and engineers to ensure that the game mechanics and visual style work together to deliver a unified experience. This collaboration helps us create a cohesive design that matches both the gameplay and the aesthetic style of the game and the theatre itself.

## Problem Statement and Moving Forward

At this point in the Double Diamond process, we've defined the problem: how to create a fun and interactive game that teaches children about the theatre's house rules while remaining engaging for the 5-10 age group. With the research gathered, the next step is to begin developing and testing solutions. My focus will shift towards designing specific game mechanics and mini-games that align with the problem statement.

Our next task is to begin prototyping the game based on the feedback gathered from playtesting sessions and user research. We'll continue iterating on the game design, ensuring that the core mechanics keep children engaged while teaching them important lessons about behaviour at the Wilminktheater.

## Design phase

As a designer, the design phase places a strong emphasis on understanding the target audience, testing concepts with them, and reaching out to schools, teachers, and friends who can provide insights on children aged 5 to 10. This involves setting up appointments, gathering information, and building connections to ensure that the game effectively resonates with the needs and interests of young players.

Alongside this major task, I have been focusing on developing prototypes for the game set within the theatre, using artist-created sketches to achieve a more accurate visual representation of the final product. Additionally, I have been working on ideating and creating minigame prototypes in Figma, conducting SWOT analyses based on research into similar games, and developing UI elements in Figma. To refine the concept, I've created some prototypes in Visual Studio Code to better convey my vision for the final minigame concept, especially for the main theatre location, which presents the biggest and most complex challenge.

One of the biggest challenges I encountered during the design phase was coordinating with a primary school willing to assist with our research and dedicate time to let the children complete the questionnaire I developed, with guidance from Yvens Serpa and a fellow artist, Thomas Reijmerink who helped with the translation and speech at the primary school. This involved scheduling an appointment and gathering the qualitative data from the children's responses, which then needed to be organised by "groep" for further analysis.

## Target Audience Engagement

As mentioned previously, I was in charge of conducting research on the target audience and contacting primary schools within the area of Enschede. To create this questionnaire, I had to do some research on how to even approach children and make them understand what is being asked of them, keep it simple and also clear to gather the best responses possible. I read websites to make this questionnaire smooth and easy to read, such as [business.YouGov](#), [Quora](#), and [Question](#), which were an amazing source on how to ask basic yet straightforward questions to children, and also the help of Yvens Serpa, who helped us make the questionnaire shorter and usable for every age.

Once we had the questionnaire ready, Thomas Reijmerink, a fellow artist in the group, helped with the translation since everything needed to be in Dutch. Furthermore, once this was done, it was time to start sending emails to primary schools within Enschede and also to some teachers who were willing to help us with the questionnaire.

As a result of the emails, most of the schools had their agendas full, with no space for us to present the questionnaire, so one of our last options was to go in person to the school that was right behind Saxion, which is called "Prinseschool". I knocked on the door and entered the building to speak with someone in charge and propose my idea, which worked. I had two meetings where I showed what we are working on, and they were more than happy to conduct a questionnaire day with the kids, so an appointment was set, and the questionnaire was conducted with the help of Thomas since it must be conducted in Dutch, although it is a bilingual school.



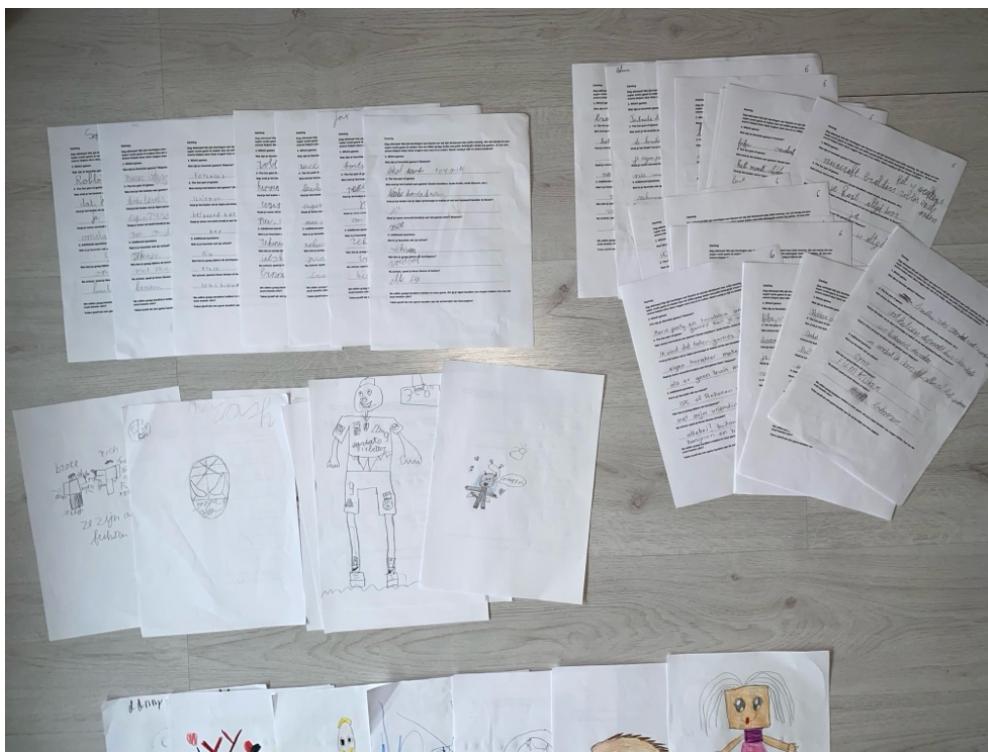


Figure 4 Questionnaire conducted on children



Figure 5 Questionnaire conducted on children

After finishing the extensive questionnaire session, it was time to write down the results, so I started to do a qualitative analysis of the over 80 questionnaires, which were divided by their respective “groep”.

<p><b>Analysis for Groep 5</b></p> <p><b>1. Favourite Games (Wat zijn je favorite games? Waarom?)</b></p> <ul style="list-style-type: none"> <li><b>Summary:</b> Roblox is the favorite game, with 9 mentions, due to its versatility and the freedom it provides. Children appreciate the ability to create skins, play various games, and interact with friends. Other popular games include Fortnite, Minecraft, and Mario Odyssey. Fortnite is enjoyed for its action elements, while Minecraft appeals due to its open-world building and animal interactions.</li> <li><b>Examples of Responses:</b> <ul style="list-style-type: none"> <li>"Roblox because you can do whatever you want."</li> <li>"Minecraft because you can do what you want."</li> <li>"Fortnite because it's fun to shoot people."</li> <li>"Mario Odyssey because you can find the missing moons."</li> </ul> </li> </ul> <p><b>2. The Fun Part of Games (Wat vind je het leukste aan games?)</b></p> <ul style="list-style-type: none"> <li><b>Summary:</b> Children enjoy gaming for its variety, the ability to create their own characters, progress levels, and engage in open-worlds. Many also appreciate the sense of progression and getting better at the game. A strong preference for customization is evident, with 17 out of 19 children preferring to create their characters over choosing an existing one.</li> <li><b>Examples of Responses:</b> <ul style="list-style-type: none"> <li>"That you can sometimes make your own skins."</li> <li>"The fun levels."</li> <li>"That you get better at it over time."</li> <li>"It's fun because it has blocks." (likely referring to Minecraft)</li> </ul> </li> </ul> <p><b>3. Character Creation vs. Choosing:</b></p> <ul style="list-style-type: none"> <li><b>Creating their character:</b> 17 children prefer this.</li> <li><b>Choosing an existing character:</b> 2 children prefer this.</li> </ul> <p><b>3. Boredom While Gaming (Raak je soms verveeld terwijl je aan het gamen bent?)</b></p> <ul style="list-style-type: none"> <li><b>Summary:</b> Most children do not get bored while gaming, enjoying the constant engagement and variety that games offer. However, a few mentioned getting bored in specific situations, such as when they lack internet or when the game becomes repetitive.</li> <li><b>Examples of Responses:</b> <ul style="list-style-type: none"> <li>"No, I game all the time; I never get bored."</li> <li>"No, because I have something to do."</li> </ul> </li> </ul>	<p><b>Analysis for Groep 5</b></p> <p><b>Additional Questions</b></p> <ul style="list-style-type: none"> <li><b>Favourite Subject at School (Wat is je favoriete vak op school?)</b> <ul style="list-style-type: none"> <li>Math (Rekenen): 10 children</li> <li>Gym: 5 children</li> <li>Spelling: 1 child</li> <li>Reading (Lezen): 1 child</li> <li>IPC: 2 children</li> </ul> </li> <li><b>Summary:</b> Math is the favorite subject, followed by gym. This shows an interest in both intellectual and physical activities.</li> <li><b>Lunch Break Activities (Wat doe je graag tijdens de lunchpauze?)</b> <ul style="list-style-type: none"> <li><b>Summary:</b> During lunch breaks, children enjoy a variety of activities. Eating, playing with friends, watching something, and drawing are popular choices.</li> <li><b>Examples of Responses:</b> <ul style="list-style-type: none"> <li>"Playing with my friends."</li> <li>"Eating."</li> <li>"Watching a movie."</li> <li>"Playing with animals."</li> </ul> </li> </ul> </li> <li><b>Indoor vs. Outdoor Play Preferences After School (Na school, speel je liever binnen of buiten?)</b> <ul style="list-style-type: none"> <li><b>Indoors:</b> 13 children</li> <li><b>Outdoors:</b> 6 children</li> <li><b>Summary:</b> There is a strong preference for indoor activities after school, though outdoor play is still enjoyed, especially for activities like football.</li> </ul> </li> </ul>	<p><b>Engagement Levels:</b> Children generally remain engaged and do not get bored while gaming, although a few mentioned that repetitive gameplay can reduce interest.</p> <p><b>School Interests:</b> Math and gym are the top subjects, indicating a balance between academic and physical interests.</p> <p><b>Social and Leisure Preferences:</b> During lunch, children enjoy eating and playing with friends, while after school, indoor activities are preferred but outdoor play is still valued.</p>
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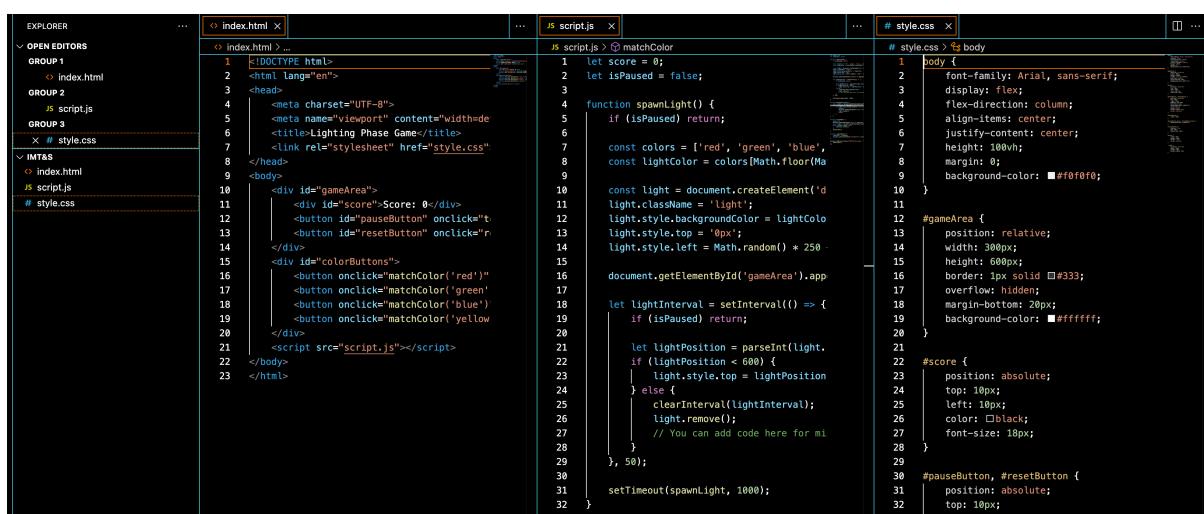
Figure 6 Qualitative Data from "groep" 5

## Challenges and Communication with Schools

Coordinating with primary schools for playtesting and qualitative data collection proved to be a challenge. Communication was key in making sure we received useful feedback to refine the concepts. This stage also helped us gauge how well the games resonated with the children.

## Concept Development and Prototyping

To explore different possibilities, I used brainstorming sessions, created concept descriptions, and sketched initial ideas. I initially focused on developing mini-games that would seamlessly integrate educational elements into gameplay, experimenting with different mechanics, themes, and styles. However, after closer consideration, we decided to shift our focus. Rather than prioritising the educational aspects, we chose to centre the mini-games on fun and entertainment, ensuring that they would capture the children's attention and keep them engaged. Collaborating closely with the team, I translated these revised ideas into low-fidelity prototypes in Figma and developed a rough prototype in Visual Studio Code. This allowed us to test the functionality and basic interaction of the mini-games.



```

EXPLORER ... index.html ...
OPEN EDITORS GROUP 1 index.html
GROUP 2 script.js
GROUP 3 style.css
IMAGES index.html
script.js
style.css

index.html
<!DOCTYPE html>
<html lang="en">
<head>
<meta charset="UTF-8">
<meta name="viewport" content="width=device-width, initial-scale=1.0, shrink-to-fit=no">
<title>Lighting Phase Game</title>
<link rel="stylesheet" href="style.css" />
</head>
<body>
<div id="gameArea">
<div id="score">Score: 0</div>
<button id="pauseButton" onclick="togglesPaused()"></button>
<button id="resetButton" onclick="resetGame()"></button>
</div>
<div id="colorButtons">
<button onclick="matchColor('red')"></button>
<button onclick="matchColor('green')"></button>
<button onclick="matchColor('blue')"></button>
<button onclick="matchColor('yellow')"></button>
</div>
</div>
<script src="script.js"></script>
</body>
</html>

```

```

script.js
script.js > matchColor
let score = 0;
let isPaused = false;
function spawnLight() {
  if (isPaused) return;
  const colors = ['red', 'green', 'blue'];
  const lightColor = colors[Math.floor(Math.random() * 3)];
  const light = document.createElement('div');
  light.className = 'light';
  light.style.backgroundColor = lightColor;
  light.style.top = '0px';
  light.style.left = Math.random() * 250 + 150 + 'px';
  document.getElementById('gameArea').appendChild(light);
  let lightInterval = setInterval(() => {
    if (isPaused) return;
    let lightPosition = parseInt(light.style.top);
    if (lightPosition < 600) {
      light.style.top = lightPosition + 10 + 'px';
    } else {
      clearInterval(lightInterval);
      light.remove();
    }
  }, 50);
  setTimeout(spawnLight, 1000);
}

```

```

style.css
#body {
  font-family: Arial, sans-serif;
  display: flex;
  flex-direction: column;
  align-items: center;
  justify-content: center;
  height: 100vh;
  margin: 0;
  background-color: #f0f0f0;
}
#gameArea {
  position: relative;
  width: 300px;
  height: 600px;
  border: 1px solid #333;
  overflow: hidden;
  margin-bottom: 20px;
  background-color: #ffffff;
}
#score {
  position: absolute;
  top: 10px;
  left: 10px;
  color: black;
  font-size: 18px;
}
#pauseButton, #resetButton {
  position: absolute;
  top: 10px;
  right: 10px;
}

```

Figure 7 Concept of mini-game in Visual Studio Code

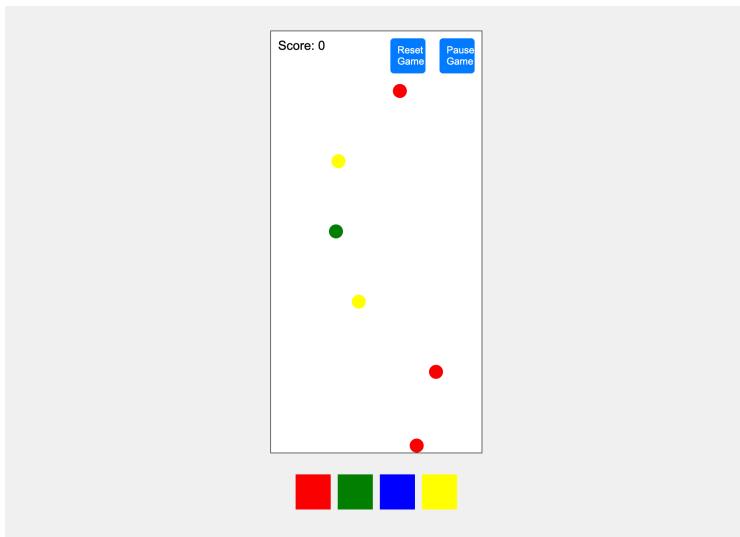


Figure 8 Mini-game concept running in web

As part of this process, I conducted SWOT analyses to evaluate the strengths, weaknesses, opportunities, and potential challenges of each approach. This iterative process allowed us to refine our concepts, ensuring they remained aligned with the client's objectives while prioritising enjoyment and age-appropriate fun for children.

However, the ideation phase for the mini-games was not easy. I had to come up with multiple concepts per location, and we had to do multiple meetings to make a decision.

Main Theatre		Muziekcentrum	Kleine Winkel	Grote Kerk
<b>Participate on the show!</b>	In this mini game, the player helps an NPC performer by drawing missing items that the show can go on!	<b>Instrument Rhythm Challenge</b>	<b>Dance Memory Challenge</b>	<b>Baroque Puzzle</b>
<b>How it works:</b>	The player is part of a theater show where props (like a sword, hat, or microphone) are missing. A series of images of the missing items appears on the screen, one at a time. The player needs to imitate the item by drawing it on a simple canvas. (we can maybe provide outlines to help the player trace or draw the item.) Once the player completes the drawing (with enough resemblance to the object), the NPC will use that item in the show, and the performance continues. The challenge increases as the objects get more complex or the time to draw them gets shorter.	The player must play a musical instrument in sync with a rhythm. An NPC will play a short melody or beat on an instrument, and the player needs to follow along by pressing the correct buttons in time with the rhythm.	The goal is for the player to copy the dance moves performed by an NPC.	In this mini game, the player must find pairs of matching objects hidden around a room or space.
<b>Decor Selection</b>	In this mini game, the player helps to decorate the scenery with decor objects that are hanging from the ceiling from ropes.	<b>Orchestra Conductor</b>	<b>Choose the correct Outfit</b>	<b>Fix the Organ? Fix the Pipes? Pipes Fixer?</b>
<b>How it works:</b>	Players are shown a stage with empty areas that need to be decorated for a show. Several objects are hanging from ropes at the top of the screen. Players click and drag each object to place it in the correct position, completing the scene. (ask Alexis about this)	The player takes on the role of a conductor guiding an orchestra. The goal is to click on different sections of the orchestra in the correct order to match the NPC conductor's movements.	The player is tasked with dressing actors for a theater production by choosing the correct costumes for the theme of the show.	Players need to fix the organ by adjusting pipes to make sure the music plays correctly.
<b>Stage Lighting Challenge</b>	In this mini game, the player controls the stage lights to match the mood of the scene being performed.	<b>Instrument Adventure</b>	<b>Match the instrument!</b>	
<b>How it works:</b>	The game presents different scenes from a play. The player must adjust the stage lights using sliders to set the correct brightness, and colour. Points are awarded for setting the right mood with the lighting, and the difficulty increases as the scenes become more dynamic.	Players help a character find lost instruments.	<b>How it works:</b>	
	• The game presents different scenes from a play.	• Clicking on objects reveals clues or fun facts about instruments.	• Players are presented with a scene with several musicians, but their instruments are missing. On the right of the screen, there's a selection of instruments or the players need to complete a list of missing items quest.	
	• Points are awarded for setting the right mood with the lighting, and the difficulty increases as the scenes become more dynamic.	• Once all instruments are found, a mini-game plays where they must arrange them for a concert.	• Players must drag and drop the correct instrument to the corresponding musician.	
			• Once all the instruments are placed correctly, the ensemble plays chamber music piece, and the player earns points/completion of costume.	

Figure 9 Mini-game ideas based on locations

In addition, before getting to the final mini-game idea for the main theatre location, I also prototyped other ideas in Figma to finalise what we would put in the game as a final decision. So, I made two variations of multiple mini-games: the first based on behavioural conduct and the second on arranging the stage decoration. The minigame started after the stage was finished.

## Production and Testing Phase

During this phase, the focus shifts to refining and implementing the game while making sure it truly connects with children aged 5 to 10. This means running regular playtesting sessions, listening to feedback, and working closely with schools, teachers, and friends to gather useful insights. The process involves setting up playtests, analysing what works and what doesn't, and making improvements to gameplay, visuals, and the overall experience. The goal is to create a fun, engaging game that fits the needs of the kids and meets the expectations of the client. Sadly, due to the extremely busy schedule of the schools, playtesting with the target audience wasn't possible, and also, most of the schools did not even reply to our request, so this was something beyond our capabilities. Therefore, working with the information that Thomas and I gathered with the questionnaire session at the Prinseschool and reading and separating the results qualitatively and quantitatively were the main sources of information we guided ourselves from.

As the secondary game designer of the team, my main focus relied on the game system, UI-UX, documentation, creation of the minigame, and contacting primary schools to better understand our target audience.

### Iterations and Prototyping

#### Stage Lighting Minigame

Since the minigame didn't require a lot of UI besides a small to-do list for the players to complete, I started ideating minigames and then, together as a team, chose the minigame that seemed the most suitable for the first location, the Wilminktheater. Creating this UI suitable for the audience was important to keep the users engaged, but it also needed to be intuitive since, as mentioned before, the target audience is children.

Starting by using a rough sketch from Thomas, one of our environmental artists, I started with the layout and mapping of where all the buttons and indicators will be located.



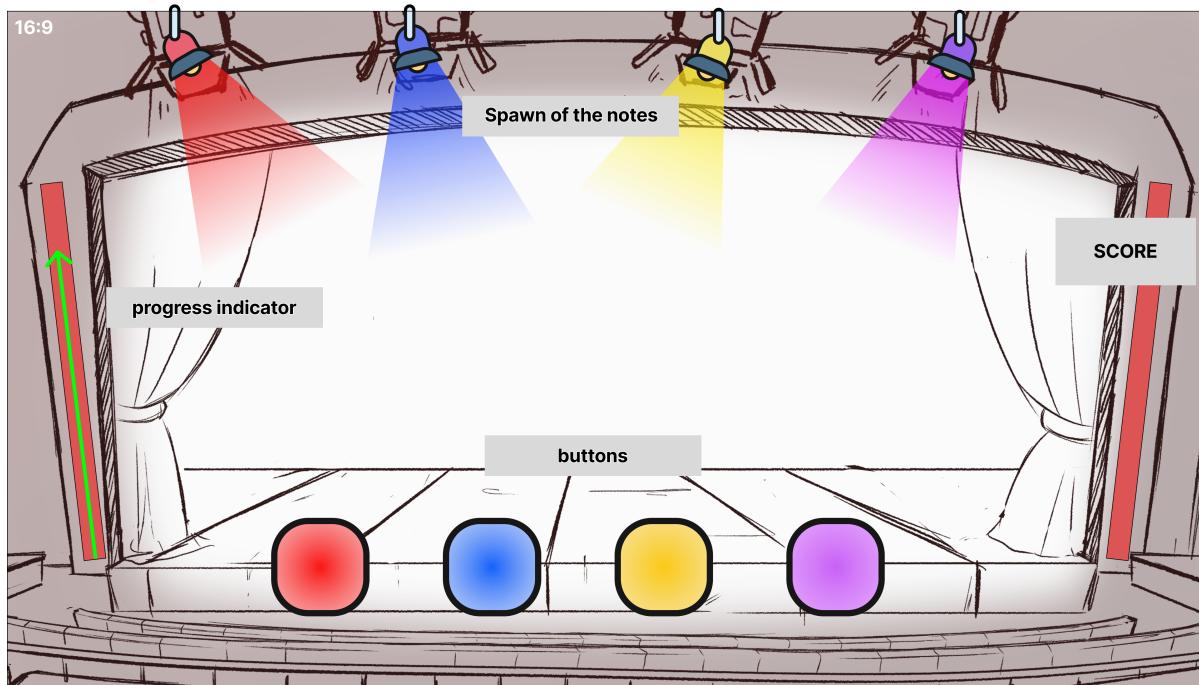


Figure 10 First sketch for the "Stage Lighting Minigame" minigame.

After showing this first prototype to the team and discussing some changes with Alexis, the lead designer, I gathered the feedback and started working on the possible finalised layout of the minigame.

I started with the creation of the UI assets for the minigame, which is part of becoming a better UI-UX designer. This task was challenging since I'm not that good at creating art assets for the game, but I was up for the challenge. I started by researching theatrical assets and how getting inspired by old theatre looks from the '60s and '70s while keeping in mind the colour pallet and aesthetics of the Wilminktheater.



Figure 11 UI elements for the minigame.

After discussing the UI elements with the artist, getting feedback, applying it and finalising the final assets, the UI elements were ready to be implemented.

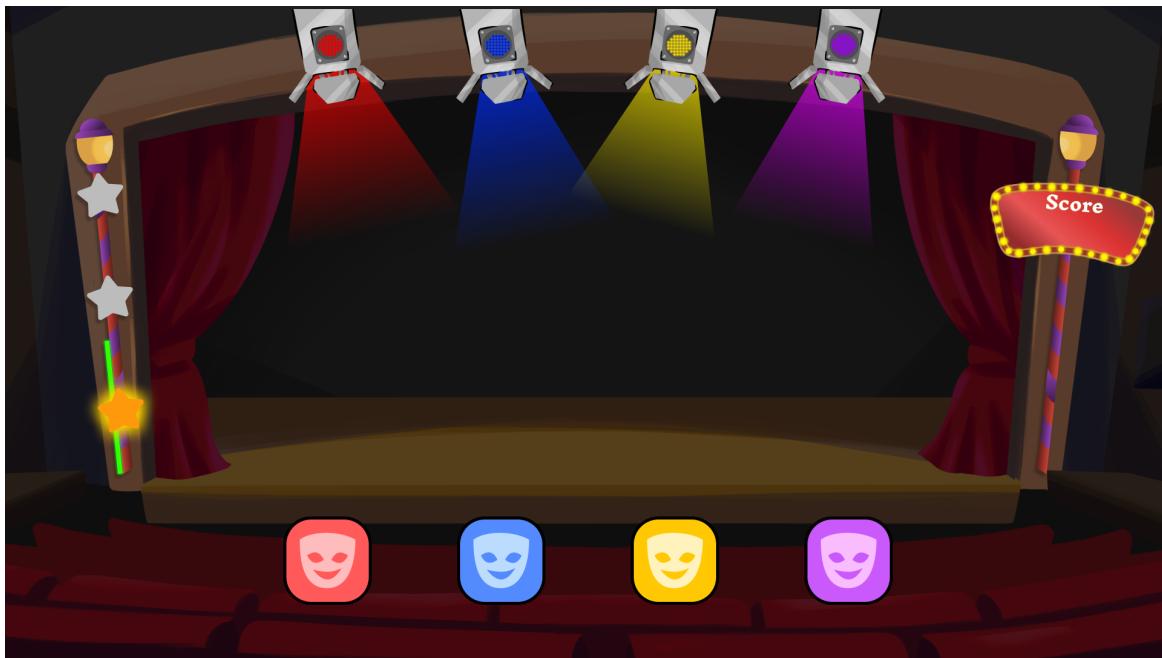


Figure 12 Final UI placement for the minigame.

I was proud of how this UI ended up looking on the game. Once all the assets were imported to Unity and the placeholders were swapped by the new assets, the final minigame looked way better.

Challenges faced during ideation:

Based on the feedback, the UI elements were a good match with the overall environment; they were not distracting or taking too much attention from the player's focus, and it was clear and intuitive.



Figure 13 Finalised minigame.

## Character Customisation UI

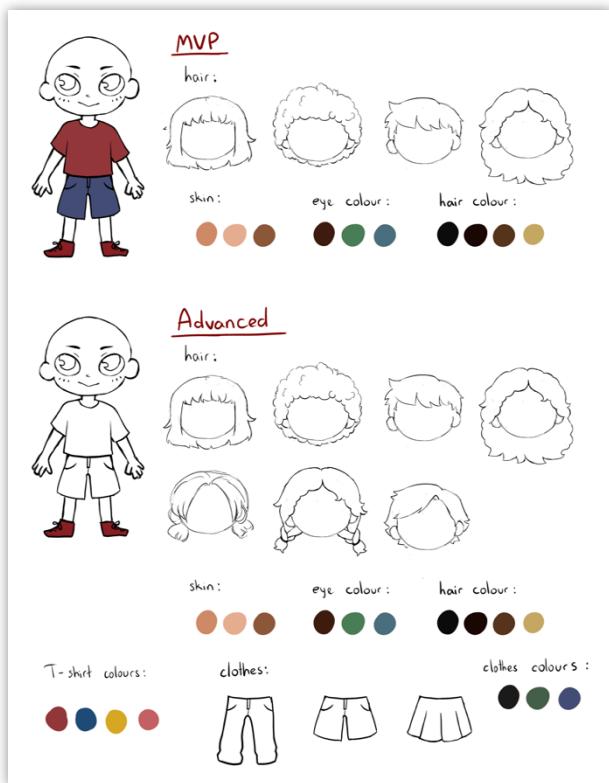


Figure 14 Character Customisation Sheet made by Kit.

Based on the character customisation sheet made by Kit, the artist in charge of the character creation and cosmetics, and the research made, I made the first hi-fi mock-up using some assets that were available to make it as realistic as possible for the final product. I made two approaches; one based on the MVP and the other one as a full-featured product.



Figure 15 Character Customisation UI | Left side MVP and right side Full-featured product.

After showing both designs to the team, they liked the idea of both approaches. However, they said that it might look a bit too busy and not centred enough. Knowing that I was going on the correct path, I started to move some assets around and changed the background since the one used seemed to not match, and it didn't look good.

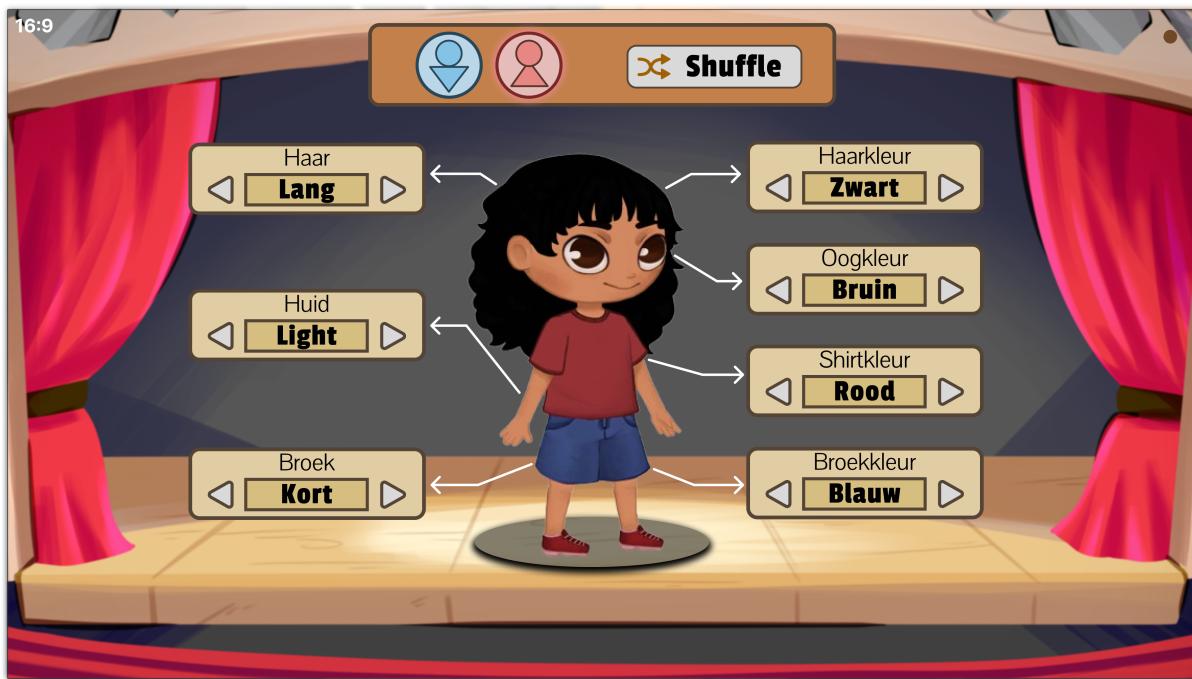


Figure 16 Character Customisation UI with Feedback Applied.

This approach seems to be more likeable and what my team and I were looking for. However, a more appealing approach needed to be created for the kids. It looked nice and intuitive; however, it looked boring and simplistic, therefore I decided to keep the idea of the colour stains.

I continued using the same layout but swapped the names with the stains, resulting in the character customisation UI of the project shown in Figure 17. Additionally, I utilised the same assets I created for the instructions on the website in the minigame instructions for greater consistency across both platforms



Figure 17 Character Customisation UI-UX Finalised.

## Questionnaire for Children

As I had mentioned, the construction of the questionnaire was to relate to our client group; hence, as this is my first time dealing with children, I performed some research on setting up an interesting and efficient form.

When creating the questionnaire, I first researched how questionnaires have been constructed in the past so that children could understand how they are laid out and why. During my search, I found useful resources from many websites, some of them being the [London School of Economics and Political Science \(LSE\)](#), [LinkedIn](#), and [Quryz](#). Using the information learned from these resources, I compiled a checklist of do's and don'ts for writing the questionnaire. Important considerations included:

- Simplistic questioning that can be easily understood by simple language.
- Using appropriate age-related language.
- Specific, concrete questions.
- A limited number of questions.
- Multiple-choice or visual options.
- A fun and playful tone.

Once the first draft was done, I needed to get someone with knowledge of the subject to look over it. Yvens Serpa was an excellent candidate for this because of his background as a game design teacher and the fact that he has been supportive throughout my CMGT journey whenever I needed good input on any matter.

Yvens provided a lot of insightful and actionable feedback that greatly improved the final questionnaire. The first draft had more than 12 questions, all well-phrased but too much for younger children to handle. He guided me through shortening, simplifying, and making the questionnaire more child-friendly. For fun, we inserted at the end of the paper a playful question in which we asked the children to draw a character on the back of the paper. This adjustment not only lightened the tone but gave more insight into the children's creativity and preferences.



<p><b>Favourite Games</b></p> <ul style="list-style-type: none"> <li>• What are your favourite games? Why?</li> </ul> <p><b>The Fun Part of Games</b></p> <ul style="list-style-type: none"> <li>• What do you enjoy most about games?</li> <li>• Do you prefer creating your own character or choosing an existing one?</li> </ul> <p><b>Boredom While Gaming</b></p> <ul style="list-style-type: none"> <li>• Do you ever get bored while gaming? Why?</li> </ul> <p><b>Additional Questions</b></p> <ul style="list-style-type: none"> <li>• What is your favourite subject at school?</li> <li>• What do you like to do during lunch breaks?</li> <li>• Do you prefer to play indoors or outdoors?</li> </ul> <p><b>Bonus!</b></p> <ul style="list-style-type: none"> <li>• Draw a character on the bottom part or behind this paper!</li> </ul>
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Figure 19 Simplified Questionnaire with Yvens' Feedback

After finishing the questionnaire by applying the feedback, it was time to translate it into Dutch since our target audience was children from primary schools in the Netherlands, Thomas translated it in such a way as to keep it still simple and understandable, with a great tone of voice for the kids.



## Reflection

Throughout the Wilminktheater project, I gained extensive experience in all phases of game development and learned several new skills. In the concept phase, I focused on problem clarification and audience research. Working on this project according to the structure of the Double Diamond method allowed us to start by identifying a clearly explained problem and later explore creative solutions.

In the design phase, I have been working on several prototypes to improve my skills in UI/UX design and game mechanics. Prototyping in Figma and Visual Studio Code allowed me to explore various ideas and refine them through feedback and testing. I especially enjoyed creating the stage lighting minigame, which needed designing an interface that is both visually attractive and intuitive enough for children aged 5-10. With every iteration in design, the game was getting better, and so was my ability to balance fun with educational objectives.

My research work was very crucial for the project. I spent most of my time analysing trends, exploring existing educational games, and gathering insights to align our design to the needs of both the client and the interests of our target audience. Referencing real-life structures and themes helped ensure reality and relevance in the game's visual and interactive elements.

But one of the important takeaways I took from this project is the power of collaboration. It was an honour working with such a competent and committed team. I can be even proud of how we communicated and iterated our ideas, which resulted in a cohesive and engaging final concept.

The project also gave me the chance to fulfil my learning objectives: being able to do better UI/UX design, working in a team, and prototyping. I'm glad that I could improve significantly in all those areas.

Lastly, I would like to add that I enjoyed this project immensely, from the conceptualisation to the development of interactive prototypes. Each part of the process presented challenges and choices. This project has been a great opportunity for me to learn, create, and collaborate, which I will carry forward into future projects.



## Publishing:

There is a website that has been published where our game is fully playable; this is because our client wanted an accessible prototype that can be easily shared with the schools before visiting the locations.

Click here to access the website -> [Wilminktheater 2D Point-&-Click Game](#)



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