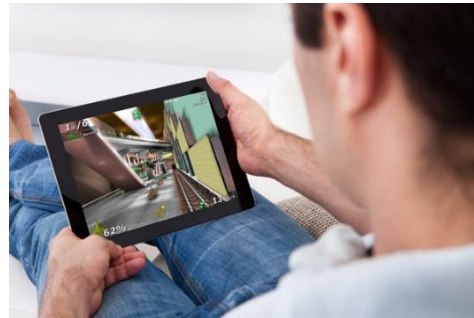# Game Design with BAFTA and Radiant Worlds

A guide to delivery

Introduction

This project is one of our suite of design projects – as our employers believe that understanding the design process is just as important as building solutions – focusing on game design and development.

The outcome of this project is to create a game design idea that could be entered into the BAFTA Young Game Designers' competition which is run every year (with entries submitted by mid-June). The team from Radiant Worlds, who also feature in our Game Building project, have provided video talking heads about game design, and the industry, to help students understand the processes of coming up with a game idea.

Students work through an e-learning module that features the Radiant World team members, and work through activities that test their learning along the way. They have a Student Log to complete with additional tasks that extends the work from the e-learning module and prepares them further for coming up with an idea for a game. From this, they can complete the Game Concept Document (downloadable from the Resources area) which forms the basis of a competition entry, but which also clearly articulates their game idea.

BAFTA have kindly provided us with the teacher support materials they have produced for the competition. These include packs for Key Stage 3 and Key Stage 4 students and a sample entry form for the competition. You will find these to download in the Resources area.

Earning Open Badges for work on this project

The Tech Partnership Badge Academy is directly aligned to the TechFuture Classroom. You can find the Badge Academy by clicking on the Badges link at the top of the Learning Hub window.

Within each TechFuture Classroom project, badges are available for students to earn for the work they complete within the projects. In this project, there is one available badge:

BAFTA/Radiant Worlds Game Designer – this is automatically awarded when students complete the e-learning module on the course page.

Resources provided

On the course page, there is a bank of resources underneath the e-learning modules that scroll using the arrows at each end of the row.

You are provided with the following resources:

> The e-learning module which students can work through individually in the classroom or at home

Brought to you by

- > Student Log in PDF and Word format
- > Game Concept Document template
- > Folder of copyright-free sound files of sound effects
- > BAFTA teacher guides and sample entry form

Using the Student Log

Students are provided with a Student Log for this project, where they can carry out additional tasks along the way including researching into games, understanding more about platform and controllers, and thinking about story, levels and music.

Steps in the e-learning content

The following table shows the steps in the e-learning and the knowledge that students are gaining along the way. Students have a section in the Student Log where they can add information about each tag as a reference.

Steps in the e-learning content	Use of the Log and resources
Heading about audience and research into existing games	Student Log – Thinking about games that are already out there and what audience they are designed for
Understanding game inspiration and what makes them popular	Student Log – Researching into existing games and where inspiration for them came from
Understanding platform and control	Student Log – Understanding different platforms and controllers
Understanding free-to-play games	Student Log – How free-to-play games generate income for the designer
Understanding the importance of the game story	Student Log – Describe the stories for three popular games
Understanding progress, levels and game sessions	Student Log – Word insert activity on progress, levels and sessions
Understanding what makes a game addictive	Student Log – Fill in table to reflect on how games tap into psychology to make us play more
Understanding the importance of art work and the different types of art that makes up a game	Student Log – Match the artist type with their involvement in creating the game
Understanding choices of music and sounds in a game	Student Log – listen to the provided sound effects, identify them and how you would use them in a game
Understanding the QA process	Student Log – provide a definition of crowdtesting (the QA process for SkySaga)
Final quiz	

Timings for delivery

TechFuture Classroom projects are built for flexibility and different ways of use.

Students can work through the e-learning, completing the activities in groups in the Student Log as they progress. It is likely to take two lessons to complete this, with an additional lesson and homework if students are thinking about their own game design and a potential entry in the BAFTA Young Game Designers' competition.

Students just using the e-learning module, without completing the Student Log, could complete this within one lesson and homework. The regular knowledge checks throughout the e-learning assess students' understanding. The BAFTA/Radiant Worlds Game Designer badge will be automatically awarded to students completing the e-learning.

Note, for individual award of badges students must be logged into their own account.

When this project is complete, there is an associated project, also supported by Radiant Worlds, that looks at game building, the games industry, and the importance of programming and coding. This is a much shorter project, and introduces students to the different ways they can get involved in game building with ideas for programs they can try including Scratch, Kodu and Game Maker.

Flipped classroom delivery

It is possible to use TechFuture Classroom projects for flipped classroom delivery. When students have their login details, they can access the platform at any time from home and school. Students could complete the e-learning at home, and come to class to discuss possible game ideas with peers and teachers.

If you have questions or queries about this project, contact helpdesk@techfuture.com and we will do our best to respond within 48 hours.