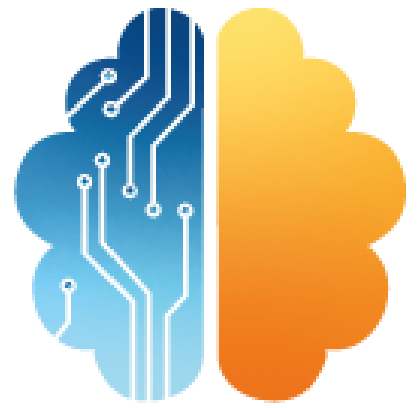# SilverCoders

DIGITAL LITERACY IMPROVEMENT THROUGH EFFECTIVE
LEARNING EXPERIENCES FOR ADULTS

LEARNING SHEET #3
GAME DESIGN

LEARNING SHEETS DESCRIBE ACTIVITIES
THAT HELP INSTRUCTORS INTEGRATE THE
SILVERCODERS CHALLENGES AND TOOLS
INTO THEIR TRAINING PRACTICES.

CODING TRAINING PROGRAMME
FOR +55 ADULTS

SILVER CODERS

Co-funded by
the European Union

STRUCTURE OF THE ACTIVITY

GENERAL DESCRIPTION, CONTEXT AND GOAL

In every challenge that was provided to the learners, the basic game design was done previously, a basic version of the game was already available, and learners only had to complete the game.

The main goal of the activity is for the learners to understand what really is necessary to design a game, from the narrative to the mechanics to the graphics, etc. Learners will start from scratch and design a game, based on their own experience as players.

LEARNING OBJECTIVES

In the end of this activity, the learner will be able to…

1. Understand what game design is
2. Understand how to define requirements for the game
3. Understand how to create a narrative for the game
4. Understand how to create or adapt the graphics for the game
5. Understand how to specify the mechanics for a game

INSTRUCTIONS

STEP 1 - PREPARATION

The trainer should read the learning sheet beforehand and follow all the instructions to make sure he/she fully understands the required steps. This will also allow the trainer to make sure that all resources are available and to look for additional resources if the original ones are not available.

RESOURCES

- https://en.wikipedia.org/wiki/Game_design
- https://www.cgspectrum.com/blog/what-is-game-design

STEP 2 - PRESENTATION

The trainer presents the problem to the class. Learners are challenged to read the web pages on Game Design. The trainer should discuss with the learners what are the required steps to design a game. They should then discuss (the entire class) what game they can create. They should agree on the type of game to be developed (the following steps depend on this decision). Throughout the next steps, learners should record their ideas in a Game Design Document.

RESOURCES

- https://en.wikipedia.org/wiki/Game_design_document

STEP 3 – DEVELOP THE STORYLINE

Still as a team, all learners should design the background to the narrative, the characters (how many), how the story will unfold and develop throughout the game. Who is the hero? Are there dialogues involved?

STEP 4 – VISUAL DESIGN

The team should discuss what will be the global image of the game, following the storyline. Is it cartoon-like? Is it life like? Learners should then try to find resources on the Internet that could be used for the game.

STEP 5 – GAME MECHANICS

The team should then discuss what mechanics will be used. What is the scoring system? Can the player die? Is there a level system? How to be victorious?

STEP 6 – AUDIO AND MUSIC

The team should then discuss what the music and audio will be like. Learners should then try to find resources on the Internet that could be used for the game.

STEP 7 - ASSESSMENT

THE TRAINER CAN ASSESS LEARNERS ON THE BASIS OF THE OVERALL RESULT (**GAME DESIGN DOCUMENT)** AND INDIVIDUAL CONTRIBUTION TO THE DOCUMENT.