

**Unit 2: Videogame for VET design guide  
Information booklet for trainers**

# INTRODUCTION

The unit focuses on the conceptual underpinning of video games. The students will learn all the fundamentals of concept development, gameplay design, character creation, storytelling (story board writing), mechanics, user interfaces, and balancing. They will learn how to combine the primary concept of game design with their own civic heritage of a specific region to create a video game.

# STRUCTURE OF THE UNIT

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| This unit has three learning outcomes (LO):  LO 1: **Developing a storyboard:** *creating a storyline for a computer game under consideration of the civic heritage of the own region, deciding the environment, drawing a virtual map*  (2 h).  LO 2: **Character creation:** *creating video game characters to RPG games combine with the knowledge of civic heritage, visualizing the characters*, *writing dialogues*  (2 h).  LO 3: **Define playability:** *making a list what a video game needs to be successful and adopting them to introduce the civic heritage, designing the levels/stages/areas, building in the game goals, challenges, rewards*  (4 h).  The learning process is contemplated fundamentally on the situation:   * A group class in the presence of a trainer.  The unit focuses on the conceptual underpinning of video games. The students will learn all the fundamentals of concept development, gameplay design, character creation, storytelling (story board writing), mechanics, user interfaces, and balancing. They will learn how to combine the primary concept of game design with their own civic heritage of a specific region to create a video game.   A recommendation on how students should work is that they should do their first steps on each phase individually (normally practice or tests) and then work in a video game project in small teams, implementing the practical knowledge they received in the individual practices. |

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## LO1 – Story boarding and its phases

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| Aim  to build up a story structure for a video game with civic heritage elements  to plan an adequate cyber environment in which their story will take place  to identify different civic heritage elements for video games  to identify factors of effectiveness for creating a storyboard with the elements of civic heritage  to use a video game as a perfect story telling medium  Class dynamics  At class students will be shown what are the most important parts of a story board and how can they create it. They will be provided with some examples in the form of pictures, PPT-s, work sheets or what the educator considers more adequate.  After that, in small teams, students will work on the work sheet with exercises in connection with story boarding.  Time available: 3 h. |

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| Aim  to explore concepts and approaches involved in creating successful character designs can be applied to video game  to have good understanding of a wide range of technics being used to create characters  to generate all useful character models and animations  to learn how to use a video game character as our avatar to explore the knowledge we want to transfer through the game, and not dictate what we are to believe  to learn what are the important point of writing a dialogue  Class dynamics  Students will be explained how to construct a main character with the most important attributions and how express the playable character's emotions through dialogues. Also, they will be given specific indications about how to visualizing a character.  As a practice, students will create the characters in small groups and check whether they are adequate. Afterwards the students will write dialogues for the game. They will be provided with some examples in the form of pictures, PPT-s, work sheets or what the educator considers more adequate.  Time available: 3 h. |

## LO2 – Character creation and dialogues

## LO3 – Playability and its cornerstones

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| Aim  to build in the game goals, challenges, rewards  to create a video game aimed at educational environment and purposes  to be aware of the internal rules of a video game, and how to adopt them to introduce the civic heritage  to get an insight into developing good levels for any type of video game  to maintain the players’ interest with the video game  Class dynamics  The students will learn how to maintain the players’ interest with the video game.  The teacher will indicate what are the important points of drawing levels, stages, areas, while students follow the indications individually. After having drawn some levels, students will build in the game goals, challenges rewards.  They will be provided with some examples in the form of pictures, PPT-s, work sheets or what the educator considers more adequate.  Time available: 4 h (approximately: 2 h for test maps, 2 min for project maps) |

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