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| **Time**  A morning or an afternoon | | |  | | **Lesson**  PHSE  Computing | | **Year**  Year 5 to Year 8 | **Levels**  All ability levels |  |
|  | **Topic:** **Games** | | | | | | | | |
| **Activity** | | **Timings** | | **Resource** | | **Plan** | | | |
| Learning objective and outcome | | One min | | Slide two | | **Lesson objective**  To understand the wide variety of roles and jobs available in the games industry  **Outcome**  To create a board game or make a game using Scratch software | | | |
| Starter activity | | 10 mins | | Slide three | | What do you think is meant by gaming?  What roles do you think exist if you wanted to work in the games industry?  What qualities do you think you would need to have to work in this industry?  Write these on sticky notes and put them on a flipchart. | | | |
| Main activity | | 45 mins | | Slide four  Slide five | | **Understand the games industry**  Explore the term “the games industry”.  Discussion  What games are the children playing online? (Minecraft, Fortnite etc.) Flipchart these and refer to them. Show the children a trailer from YouTube of one of their favourite games.  Explain to the children the outcome. They are going to create a game that can be played by children of their age. They are either going to make a board game or a Scratch game using a computer. As the teacher you could either choose or allow the children to choose.  **Understand job roles in games**  Split the children into groups of approximately six, if they are going to make the board game, or three, if they are going to make the Scratch game.  There are a number of different departments you can work in in the games industry. Either show the children the different [**games job profiles**](https://www.screenskills.com/careers/job-profiles/games/) on the ScreenSkills website, or download the [**games career map**](https://www.screenskills.com/media/2595/games-map-downloadable-final.pdf) and print them off for children to look at.  Give them a chance to look at each of the roles and their descriptions.    **Decide on the roles**  Either allocate a different role to each child in each group or let the children pick their own roles. Children making the Scratch games will have two roles each.    **Board game**   * Producer (person in charge) * Gameplay designer (decides on the rules) * UX designer (designs instructions) * Concept artist (creates the look of the characters) * Environment artist (designs the background) * Games tester (tries the game out) * Sales executive (says why the game is good and persuades people to buy it)   **Computer game**   * Gameplay designer (decides on the rules) * Concept artist (creates the look of the characters) * Environment artist (designs the background) * Sound designer (adds the sound effects and music) * Generalist programme (writes the code) * Games tester (tries the game out) * Sales executive (says why the game is good and persuades people to buy it)   Ask the children to explain to the rest of the group what their role is and what it involves.  **Prepare to make your game**  Explain to the children that each group is either going to make a board game (this will be a version of the chase game) or a Scratch game using a computer. As the teacher you could either choose or allow the children to choose. | | | |
| Independent activities | | These could be done over a number of lessons. | | Slide six  Board game resource sheet  Slide seven  Scratch game resource sheet  Slide eight  Slide nine  Slide ten | | **Task 1**  **Design your game**  Depending on whether you are creating a board game or a scratch game, complete the resource sheet.  **If they are creating a board game, consider:**   * What is the game is going to look like? * Which characters are you going to use? * How are you going to play the game? * What are the rules for the game? * What resources will they need? * How do you win your game? * How will you persuade someone to buy it?   The group making a board game would need to create a chase game, similar to Snakes and Ladders. This could be linked to recent learning or a topic they are covering.  **If they are creating a Scratch game, they can choose from the following:**   * Chase game * Pong game * Animate an adventure game * Clicker game   Give the children a chance to explore the games and [**watch the tutorials**](https://scratch.mit.edu/projects/editor)**.**  Ask the children to re-familiarise themselves with their labelled role or roles.  **Task 2**  **Make the game**  Time to start creating the game.  In their groups create their game, including any resources that are necessary. Some children will be working on the look of the game – the character artist and background artist. Others will be thinking about the rules (gameplay designer) and how to show the instructions (UX designer). In the Scratch game, one child will make the decisions about sound. The generalist programmer can pick the code and move it to the right place. Ensure that everyone in the group has a definite role and understands their job in the design.  **Task 3**  **Test the game**  Time to test and adapt the game as necessary.  Ask the tester in each group to play the game of another group. What are the problems? Is there anything that has been forgotten? Are the rules clear? Is it fun to play? Is there any  confusion over the instructions? Is anything missing?  **Task 4**  **Sell your game**  Time to persuade a publisher to buy the rights to the game. The publisher’s role is to take make sure the game gets into the shops and ensure people want to buy it. The publisher could be you, as the teacher, or you could choose a child.  The sales executive in each group needs to be given the opportunity to pitch their game to the publisher. | | | |
| Evaluation | | 10 mins | | Slide eleven  Evaluation resources sheet | | **Review the outcome**  Did you complete the objective? If not, why not? What are you going to do about it?  Did anything unexpected happen?  Did anyone under-perform or over-perform? If so, what will you do about it?  Are there any changes or improvements you could make in the future? | | | |
| Plenary | | 10 mins | | Slide twelve | | **What did you learn?**  Remind the children of the overall learning objective, to understand the wide variety of roles available as a career in the games industry.  Ask   * How important was your role to the final product? * Did you enjoy your role? * Was there a role you would rather have been doing and why? * Were there any roles missing? (refer back to sticky notes)   How effective was your team? | | | |

**Resources**

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| **For the games lesson**   * White board or flipchart * Sticky notes * White boards and pens for the children   **From the ScreenSkills website**   * [**Games career map**](https://www.screenskills.com/media/2595/games-map-downloadable-final.pdf) **or** [**games profiles**](https://www.screenskills.com/careers/job-profiles/games/) * **Teacher presentation** * **Resource sheets** | **For making a board game**   * Pens or pencils * Card * Crayons or felt-tips   **For creating a game using Scratch software**   * Desktop computers, laptops or tablets * Access to the Scratch software * Wifi (Scratch is an online tool) |

**Lesson objectives**

**PSHE objectives**

Pupils should have the opportunity to learn:

* + the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
  + to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
  + to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
  + to explore the range of positive qualities people bring to relationships
  + to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
  + different types of work, including employment, self-employment and voluntary work; that everyone has a career, which is their pathway through life, education and work
  + about different work roles and career pathways, including clarifying their own early aspirations

**Computing objectives**

Key Stage 2

Pupils should be taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Computing objectives**

Key stage 3

Pupils should be taught to:

* undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
* create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
* understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

**Assessment**

* All pupils must be able to explain their role within the lesson
* Most pupils would have progressed and should be able to explain the roles of others within the lesson
* Some pupils will have progressed further and could explain the role of the others in the lesson and be able to identify which role would suit them best against their qualities

**Differentiation**

* Consider the roles you give to the children
* Work in mixed ability groupings
* Ensure there are leaders within the group
* Differentiate the questioning you give to the children
* Place any adults appropriately

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