Story'Hood

Session 4 - Game Developement

Overview
During this session, we will review the core game idea and the plan for developing the game. After any revisions to the Game Outline, participants will be broken into groups and work on discrete sections of the game. Participants will present their work and receive constructive feedback from their peers.

Learning Objectives
After completing these workshops, participants will be able to:

1. Describe the steps that are needed to create a Taleblazer game
2. Work in groups to develop content for the Taleblazer game
3. Present progress reports on a game in development
4. Provide feedback on a game design document based on group discussion

Materials
Games can be played in 'tap to play' mode if there is no GPS, or without tablets via emulation on the Taleblazer site, but this sacrifices the experience of playing the games on location.

- Computers/laptops with Internet connection
- Game outline document
- Map of the area where the game will take place
- Taleblazer logins/passwords to be used by the participants (we should keep control of the accounts/passwords so we can edit the code later as needed)
- Scratch paper
- Writing utensils

Time / 90 Minutes / 1 Hour & 30 Minutes

Agenda
The agenda of this workshops should be outlined as follows:

1. Icebreaker (**5 minutes**) 2:00 - 2:05
2. Review of Game Outline (**10 minutes**) 2:05 - 2:15
3. Constructive Feedback (**10 minutes**) 2:15 - 2:25
4. Paper Prototyping (**20 mins**) 2:25 - 2:45
5. Game Development (**35 mins**) 2:45 - 3:20
6. Progress Reports (**10 mins**) 3:20 - 3:30

The total time resulting from the suggested minute count for each section is approx. **1.5 hours.**

Icebreaker / 10 Minutes / 2:00 - 2:05
Question of the day: What do you think is the most important part of a game?

Review of Game Outline / 10 Minutes / 2:05 - 2:15
Express to the participants that we have created a Game Outline document which incorporates elements of all the ideas that we worked on during the previous session. Provide each student with a copy of the game outline and ask them to read it with their group members. Note to them that we will discuss the Game Outline in the next section.

Note: Game outline should be created prior to the start of the session.

Constructive Feedback / 10 Minutes / 2:15 - 2:25
Elicit constructive feedback from the participants about the outline, in particular, ask them:

- Is there anything in the game outline that is not clear?
- What is one thing they like about the Game Outline?
- Is there anything they would like to see changed or added?

If the participants would like any changes, discuss them within the group and form a consensus before moving on. A good method to implement this would be to utilize **3 different colors of post-it notes:**

- Color 1: What do you like?
- Color 2: What would you add or change?
- Color 3: What is unclear to you?

Paper Prototyping / 20 Minutes / 2:25 - 2:45
Next, demonstrate the game mechanics of the current prototype using the legos to help visualize how each element goes together: **community members give tools, tools defeat environmental problems, enemies steal tools, and points are obtained by removing environmental problems. For the demo, each lego represents an agent. Each color represents a type of agent: community member, tool, problem, enemy.**

Game Development / 35 Minutes / 2:45 - 3:20
Each adult in the room should assist the groups to complete their design. Break the students into groups by some equitable system and assign them to the Design Teams:

Design Team 1, Write the story:
- Background story
- Setting the stage
- Establishing goals
- Explain the game

Design Team 2, Write the story:
- Create the agents (community members) asking for help and write the dialogue for them
- Find images for the agents

Design Team 2, Write the story:
- Design the challenges
- Start programming the game
- Select the locations

We can be flexible with what roles participants are comfortable with doing, but it may also be ok to challenge participants to work on something they have not tried before. **Consider:** will they enjoy the work? Retaining participants is important as well as providing them with challenges. Inform participants they have until 2:50 PM, then we are going to do our progress reports.

Progress Reports / 10 Minutes / 3:20 - 3:30

Have each Design Team briefly present the work they have done so far to the class and ask the other participants:

- What is one thing you like about the work presented?
- What is one thing that you would like to see added?

Appendix A: Past High Point Game Outline

Core Idea

There has been a storm! Go out and help members of the community who have reported problems including clogged drains, litter, and damaged trees. Their reports appear on your High Point Alert Device (HPAD).
Track down problems using your HPAD and score points by showing off your knowledge of the environment

Goals

To finish the game, you must go to each trouble spot on the map and fix a problem in the environment at High Point Commons Park. Get the high score and achieve the maximum rank by correctly answering
 challenge questions on your journey.

Challenge Questions

Each environmental problem is represented by a Taleblazer agent on the map. At the site of each environment problem, the hero is presented with a multiple choice challenge question about the environment, for example: How do leaves on trees help the environment?

- Producing oxygen
- Producing ladders
- Producing radiation

After each question, the hero will fix the environment problem and be awarded points if they answered correctly. 50 points are awarded for correct answers, 0 points are awarded for incorrect answers.