Course: Utah Creative Coding | Module: Intro to Game Design

Lesson 1.1: Intro to Games

https://codehs.com/course/20516/lesson/1.1

Description	In this lesson, students begin to reflect on the variety of games they have played and what actually makes a game a game.
Objective	Students will be able to: • Identify the variety of games they have played • Identify what aspects they like in games • Begin to explain what makes a game a game
Activities	1.1.1 Video: Intro to Games 1.1.2 Free Response: What Games Have You Played? 1.1.3 Free Response: Game Design Reflection
Prior Knowledge	None required.
Planning Notes	This lesson is intended to get students thinking about the games they have played, what they enjoy about them, and what actually makes them a game. It would be worth asking your students about their video game experience to get a sense who has lots of experience and who has never played a mobile, PC, or console game. This information could help in future lessons. This is a slightly shorter lesson.
Standards Addressed	
Teaching and Learning Strategies	**Lesson Opener:** • Have students brainstorm and write down answers to the discussion questions listed below. Students should work individually and then can share responses with the class. The goal is to get students to think about games on their own before diving into the lesson. [5 mins] **Activities:** • Watch the *Intro to Games* video individually or as a class [3 mins]

- Complete *What Games Have You Played?* activity individually [10 mins]
  - Consider pairing students in groups of 2-3 to share their answers with each other and spark discussions about the games they like. The goal is to drum up some excitement about games and what makes a game a game.
  - After small group sharing, gather as a class to list of some of the favorite class games and ideas around what makes a game a game.
- Complete *Game Design Reflection* activity individually or in pairs [5-10 mins]
  - Have students share ideas in small groups or come together as a class

Lesson Closer:

- Have students reflect and discuss their responses to the end-of-class discussion questions. [5 mins]

Discussion Questions	**Beginning of Class:**
	
	• What types of games do people play? Which types do you like the most?
	  ○ *Answers will vary. The goal is just to get students to do some initial thinking about game types and what they have played. More will be discussed in this lesson.*
	• What is your experience with video games specifically? Have you played them a lot, some, or not at all?
	  ○ *Answers will vary.*
	• Is there a game (any type) you have played recently that you really enjoyed? What about it did you like?
	  ○ *Again, answers will vary and this is to get them thinking on their own before jumping into the lesson.*
	
	End of Class:
	
	• What excites you about this course?
	  ○ *Answers will vary.*
	• Do you have any programming experience?
	  ○ *Answers will vary.*
	• List a few ideas of how you might turn an activity like tossing a ball with a friend into a more fun and challenging game?
	  ○ *Sample answers: see how many tosses you can get before dropping it, slowly increase the distance between you, slowly increase how fast you throw the ball, toss two balls at a time.*

Resources/Handouts	

Vocabulary

Term	Definition

Game Design	Blending of computer programming, graphic design, and a storyline.

Modification: Advanced	Modification: Special Education	Modification: English Language Learners
- Have students conduct their own research about more ideas of what makes a game a game. - Have students create a presentation or video describing why they think games are or are not important in the world.	- Have students work in pairs to help them brainstorm all of the different games they have played in their lives (even games at recess!). - Bring in different games to class to help students see and think about games.	- Have students work in pairs to help them brainstorm all of the different games they have played in their lives (even games at recess!). - Start a vocabulary sheet and add game related terms that come up in this lesson. There will be more in the next couple of lessons!