Course: Game Design in Unity - Semester One l Module: Intro to Game Design

Lesson 1.1: Intro to Game Design

https://codehs.com/course/12842/lesson/1.1

Description	In this lesson students learn about the course objectives, the definition of game design, and the purpose of using game engines to design and build video games. They'll complete a self-reflection assignment to help better understand their interest in game design and previous experience.
Objective	Students will be able to: • Describe the objectives of the course • Define game design • Explain how game engines benefit game designers and developers
Activities	1.1.1 Video: Welcome 1.1.2 Free Response: Mindset Check 1.1.3 Video: What is Game Design 1.1.4 Quiz: Game Design Overview 1.1.5 Free Response: Reflecting on Game Design
Prior Knowledge	• This is an introductory lesson and no prior knowledge is required
Planning Notes	• Decide if students will take notes in a notebook, on paper handouts, or through the "Take Notes" function on CodeHS. • This is a shorter lesson with time available for review, enrichment, or to move ahead to the next lesson.
Standards Addressed	
Teaching and Learning Strategies	**Lesson Opener:** • Have students brainstorm and write down answers to the beginning of class discussion questions listed below. Students can work individually or in groups/pairs. Have them share their responses. [5 mins] **Activities:** • Watch the introductory video. [3 mins]

- In pairs, have students complete the *What Makes a Game Fun?* handout [15 mins]
  - This is a fun opportunity to get them playing two childhood games and then thinking explicitly why or why not they are fun.
- Complete the *Mindset Check* open-response activity. [5-10 mins]
  - Encourage students to share their responses with a classmate prior to writing and submitting the responses.
- Watch the lesson video and complete the corresponding quiz. This quiz is a check for understanding. [10 mins]
- Complete the *Reflecting on Game Design* open-response activity. [10-15 mins]
  - Encourage students to share their responses with a classmate prior to writing and submitting the responses.

Lesson Closer:

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

Discussion Questions	

Beginning of Unit:

- Do you hope to design games with a team or individually?
  - *Answers may vary, but encourage students to justify their choice.*
- What are some digital tools you use to create items like videos, memes, photos, or stories?
  - *Students may respond with answers like using a word processor to write a story, using a phone app to record and trim a video, or using a photo editing app to create a meme.*
- How do these tools make digital creation easier for you?
  - *This is a follow-up question to the last discussion question. Students may respond with features like spell checking tools, photo filters and overlays, or video editing and uploading tools.*

End of Unit:

- Consider types of games you enjoy playing - card games, board games, mobile games, AAA console games, etc. What makes them fun to play? Why do you enjoy playing them?
  - *Answers will vary, but students should share the types of games they enjoy and specifics explaining why, such as the graphics are awesome or the game is challenging.*
- What is Unity? If you don't know, do a quick web search and share out.
  - *Unity is a game engine. More on the purpose and benefits of using game engines will be provided in later lessons, but this initial discussion on the tool will get students thinking about tools for creating video games.*
- What skills will you learn in this course and why might they be interesting to you?

	o *Use this discussion question as an opportunity to further explore students' interests in order to tailor course content and instruction.*
Resources/Handouts	[What Makes a Game Fun? (Student)](#) [What Makes a Game Fun? (Teacher)](#)

Vocabulary

Term	Definition

Modification: Advanced	Modification: Special Education	Modification: English Language Learners
• Encourage students to research types of video games and gamers	• Print out video slides for students to reference • Some students may benefit from writing down their responses to the *Reflecting on Game Design* prior to typing it into the CodeHS text field	• Print out video slides for students to reference • Some students may benefit from writing down their responses to the *Reflecting on Game Design* prior to typing it into the CodeHS text field • Provide an English dictionary or translation tool for unknown terms