



Game lesson title	Text Generation for Game Concepts		
Brief intro	In this lesson, students will explore how AI text generation tools like ChatGPT and Microsoft Copilot can be used to develop game narratives, character backgrounds, and setting descriptions. Students will learn to prompt these AI tools effectively and critically evaluate the generated content.		
Lesson hook	What if you could have an AI co-writer to help you create the next bestselling game storyline? Today, we'll explore how to collaborate with AI to bring your game ideas to life!		
Suggested year level	9/10	Suggested age level	14-16
Suggested duration	45 minutes	Costs involved? (detail below)	N/A
Author	You are free to copy, communicate and adapt this lesson plan which was created by Leon Furze and ACMI, licensed under a Creative Commons Attribution 2.0		
Subject/s			
☒ [subject] Digital Technologies			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			
VC2TDI10C03: Design, modify and prototype the user interface and user experience of a digital system; generate, communicate and critically evaluate alternative designs against design criteria			

Game Used	NA
Game play required?	No



CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
<i>Note: Terms and conditions for AI tools are generally 13+ but Adobe Firefly is K-12</i>	Cloud based – any device	Yes	School subscriptions vary. Access to Copilot and ChatGPT free for limited use.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.common sense.org/education/ to guide you.			
How are games used by students in the lesson?			
☐ Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. ☐ Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc. ☒ Makers - learning through making games (coding, creative production, teamwork, leadership) ☐ Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.			
eSafety Considerations			
Ensure students are aware of responsible internet use and privacy considerations when using AI tools.			

Prior knowledge/skills (Required/Recommended/References)	
Basic understanding of AI concepts from the previous lesson. Familiarity with storytelling elements (plot, character, setting).	
Student outcomes	
Learning goals	KNOW: How to effectively prompt AI text generation tools; The strengths and limitations of AI in creative writing

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	BE ABLE TO: Use ChatGPT and Microsoft Copilot to generate game narratives, character backgrounds, and setting descriptions; Critically evaluate and refine AI-generated content
	IMPROVE: Creative writing skills; Ability to collaborate with AI tools in the creative process
LESSON SEQUENCE	
Prep & introduction activities	1. Quick recap of AI concepts from the previous lesson 2. Demonstration of ChatGPT and Microsoft Copilot for text generation 3. Discussion on effective prompting techniques
Main lesson activities	1. Guided practice: As a class, collaboratively craft a prompt for a game concept and use ChatGPT to generate ideas (5 minutes) 2. Individual/pair work: Students use AI tools to generate content for their game concepts (15 minutes) a. Game narrative outline b. Character background for one main character c. Description of the game's primary setting 3. Peer review: Students swap generated content with a partner and provide feedback (5 minutes)
Reflection activity	1. Class discussion: What surprised you about the AI-generated content? How did you need to refine or adapt it? 2. Quick write: How might AI text generation tools change the way games are developed?
Differentiation: modification, extension and inclusion notes	Modification: Provide pre-written prompts for students who struggle with prompt creation. Extension: Challenge advanced students to create more complex narrative structures or multiple interconnected character backgrounds. Inclusion: Ensure AI tools are accessible for all students, including those with visual or motor impairments.
Student Homework/Further Work	
Refine and expand on the AI-generated content, creating a more detailed game concept document.	





Assessment
Formative assessment based on the quality of AI-generated content and students' ability to critically evaluate and refine it. Collect students' game concept documents for review.

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