



Game lesson title	Visual Design with AI		
Brief intro	This lesson introduces students to AI-powered image generation tools, specifically Adobe Firefly and DALL-E 3. Students will learn how to use these tools to create character designs and game world visuals based on their text descriptions from the previous lesson.		
Lesson hook	Imagine being able to instantly visualise your game characters and worlds just by describing them. Today, we'll turn your words into images using AI!		
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.commonsense.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)	
Familiarity with the game concepts and text descriptions created in the previous lesson.	
Student outcomes	
Learning goals	KNOW: How AI image generation tools work; The capabilities and limitations of Adobe Firefly and DALL-E 3



	BE ABLE TO: Use Adobe Firefly and DALL-E 3 to generate game character and world visuals; Refine text prompts to improve AI-generated images
	IMPROVE: Visual design skills; Ability to translate written descriptions into visual concepts
LESSON SEQUENCE	
Prep & introduction activities	1. Brief introduction to AI image generation and its applications in game design 2. Demonstration of Adobe Firefly and DALL-E 3 features
Main lesson activities	1. Guided practice: As a class, use one student's character description to generate an image, discussing prompt refinement (5 minutes) 2. Individual work: Students use AI tools to generate images for their game (15 minutes) a. Main character design b. Key game world location 3. Pair share: Students present their generated images to a partner, discussing the process and results (5 minutes)
Reflection activity	1. Class discussion: How closely did the AI-generated images match your mental vision? What surprised you? 2. Quick write: How might AI image generation tools impact the role of concept artists in game development?
Differentiation: modification, extension and inclusion notes	Modification: Provide pre-written image prompts for students who struggle with description-to-image translation. Extension: Challenge advanced students to create a series of images showing character or environment evolution. Inclusion: Ensure verbal descriptions of generated images are provided for visually impaired students.
Student Homework/Further Work	
Refine AI-generated images and create a mood board for their game, combining AI-generated and found images.	



Assessment
Formative assessment based on students' ability to effectively use AI tools to generate relevant images and their critical evaluation of the results. Collect digital copies of students' generated images and mood boards for review.

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