Game lesson title	**Project Development and Integration**		
Brief intro	In this lesson, students will continue working on their game projects, focusing on integrating the text, visuals, and code elements they've created in previous lessons. They'll use AI tools to assist in problem-solving and refining their games.		
Lesson hook	It's time to bring all the pieces together! How will you combine your story, visuals, and code to create an engaging game experience?		
Suggested year level	**9/10**	**Suggested age level**	14-16
Suggested duration	45 minutes	**Costs involved?** (detail below)	N/A
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Subject/s
☒ **[subject] Digital Technologies**
Curriculum/Capabilities Alignment (VIC/AC) and Skills
Please find the relevant VIC and AC Curriculum points
VC2TDI10C05: Evaluate existing and student-created solutions against the requirements and design criteria, user needs, possible future impact and opportunities for enterprise and innovation
VC2TDI10C04: Implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming language

Game Used	**NA**

Game play required?	No		
CLASSIFICATION	**DEVICE/s**	**INTERNET REQUIRED?**	**COST (RRP)**
Note: Terms and conditions for AI tools are generally 13+ but Adobe Firefly is K-12	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)

Knowledge and materials from previous lessons in the series.

Student outcomes

Learning goals	KNOW: How to integrate different elements (text, visuals, code) into a cohesive game; Strategies for problem-solving and refinement in game development

	BE ABLE TO: Use AI tools to assist in troubleshooting and improving game elements; Test and iterate on their game designs
	IMPROVE: Project management skills; Critical thinking and problem-solving in a game development context

LESSON SEQUENCE	
Prep & introduction activities	1. Brief recap of progress so far and goals for this session 2. Quick demonstration of using AI for troubleshooting common game development issues
Main lesson activities	1. Individual/group work: Students continue developing their games (20 minutes) a. Integrating narrative elements with code b. Incorporating visual elements into the game structure c. Using AI tools to assist with integration and problem-solving 2. Peer testing: Students pair up to test each other's games and provide feedback (10 minutes)
Reflection activity	1. Class discussion: What challenges did you face in integrating different game elements? How did AI assist you? 2. Quick write: How has your understanding of game development changed throughout this process?
Differentiation: modification, extension and inclusion notes	Modification: Provide additional structure or templates for students struggling with integration. Extension: Challenge advanced students to implement more complex game mechanics or narrative structures. Inclusion: Ensure all students have access to necessary resources and support for their specific game projects, including accessibility technologies if required.
Student Homework/Further Work	
Finalise game projects based on peer feedback and prepare for presentations in the next lesson.	
Assessment	
Formative assessment based on progress of game projects and students' ability to integrate different elements effectively. Observe students' problem-solving strategies and use of AI tools during the development process.	

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