



Game lesson title	Finalisation and Presentation		
Brief intro	In this final lesson of the AI Game Design Hackathon series, students will put the finishing touches on their games, prepare presentations, and showcase their creations to the class. They'll reflect on the process of using AI in game development and discuss its implications for the future of game design.		
Lesson hook	It's showtime! Get ready to unveil your AI-assisted game creations and reflect on your journey as a game developer.		
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			
VC2TDI10C05: Evaluate existing and student-created solutions against the requirements and design criteria, user needs, possible future impact and opportunities for enterprise and innovation			

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)	
Completed game projects from previous lessons.	
Student outcomes	
Learning goals	KNOW: How to effectively present a game project; The impact of AI on the game development process



	BE ABLE TO: Articulate the role of AI in their game development process; Critically evaluate their own and peers' game projects
	IMPROVE: Presentation and communication skills; Reflective thinking about technology and creativity
LESSON SEQUENCE	
Prep & introduction activities	1. Brief overview of presentation format and expectations 2. Last-minute troubleshooting with AI assistance if needed
Main lesson activities	1. Game presentations: Students present their games to the class (3-4 minutes per project) a. Briefly explain the game concept b. Demonstrate key features c. Discuss how AI was used in the development process 2. Peer feedback: Short Q&A after each presentation
Reflection activity	1. Class discussion: What were the most surprising or innovative uses of AI in the games presented? 2. Individual reflection: Students write a brief reflection on their experience using AI in game development and how it might influence the future of the industry.
Differentiation: modification, extension and inclusion notes	Modification: Allow students to pre-record presentations if they're uncomfortable with live demonstrations. Extension: Challenge advanced students to discuss potential future applications of AI in game development. Inclusion: Ensure presentation format is accessible to all students, including those with disabilities.
Student Homework/Further Work	
Write a blog post or article about their experience using AI in game development, potentially for the school website or local game development community.	
Assessment	
Summative assessment based on final game projects, presentations, and written reflections. Evaluate students' understanding of AI's role in game development and their ability to critically reflect on the process.	

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