



<b>Game lesson title</b>	<b>Video game narratives: Introduction to game narratives</b>		
<b>Brief intro</b>	As part of the unit 2 outcome 'narrative genre and style' in Media this unit aims to explore the codes and conventions, aesthetics and characteristics of Video game narratives. We will study game mechanics as well as how narrative structure is changed through the interactive, playable nature of video games.		
<b>Lesson hook</b>	Introducing the concept of interactive narratives and game mechanics by creating our own.		
<b>Suggested year level</b>	Year 11 (this lesson sequence could also be adapted to a year 10 game studies unit)	<b>Suggested age level</b>	16/17
<b>Number of lessons</b>	2 x 60 min sessions	<b>Costs involved?</b> (detail below)	Yes
<b>Author</b>	You are free to copy, communicate and adapt this lesson plan which was created by Dean Ashton, Alora Young and ACMI, licensed under a <a href="#">Creative Commons Attribution 2.0</a> .		
<b>Subject/s</b>			
<input checked="" type="checkbox"/> Media	<input checked="" type="checkbox"/> Visual Arts	<input checked="" type="checkbox"/> Digital Technologies	
<b>Curriculum/Capabilities Alignment (VIC/AC) and Skills</b>			
<b>VCE Media</b>	<b>Unit 2 Outcome 2:</b> On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.		
<b>Key knowledge</b>	<ul style="list-style-type: none"> <li>• Media production processes and their relationship to specific media forms.</li> <li>• Construction of narratives using the media production process.</li> <li>• Technical skills used in the operation of media technologies.</li> <li>• Media language appropriate to the design, production and evaluation of media products.</li> </ul>		
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Design and produce narratives using the stages of the media production process</li> </ul>		



	<ul style="list-style-type: none"> <li>• Undertake roles and responsibilities within the media production process</li> <li>• Apply technical skills in the operation of media technologies</li> <li>• Use media language appropriate to the design, construction, production and evaluation of media productions.</li> </ul>
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<b>Game used</b>	Small gameplay videos used as example in video game narrative videos		
<b>Game play required?</b>	N/A		
<b>Classification</b>	<b>CONSOLE</b>	<b>INTERNET REQUIRED?</b>	<b>COST (RRP)</b>
N/A	N/A	No	N/A

**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, e-sport roles etc).
- Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning. Shining through play.

**eSafety Considerations**

Some versions of the games feature in the example video have higher classifications, but the video watched in class only show gameplay and character dialogue to demonstrate an example of narrative structure in video games.

**Technical notes**



Have a projector, smartboard or similar connected to a computer with internet for introductory videos and discussion.

Devices required for students individually, in pairs or small groups with image capturing and editing software such as Photoshop. This could include separate camera and computers or on a tablet.

**Prior knowledge/skills (Required/Recommended/References)**

Some experience playing games generally required to understand game interactivity and agency, as well as experience with image editing software such as Photoshop.

**Student outcomes**

<b>Learning goals</b>	<b>KNOW:</b> Be able to identify the unique characteristics that make game narratives distinct from other visual media forms
	<b>BE ABLE TO:</b> Analyse game mechanics and design
	<b>IMPROVE:</b> They will improve their understanding of how interactive narratives are constructed

**LESSON SEQUENCE #1: Introduction to video game narratives**

<b>Prep and introduction activities</b>	<p>In pairs or small groups, students select a favourite story from a book or film and list key events from the story.</p> <p>Next, students put themselves into the shoes of a central character.</p> <ul style="list-style-type: none"> <li>• What would they do differently?</li> <li>• Maybe switch up the order of events or make different choices in key moments of the story?</li> </ul> <p>List the altered story events and compare the two as a class.</p> <ul style="list-style-type: none"> <li>• What changes when you are given choices in a story?</li> </ul>
<b>Main lesson activities</b>	<p>Introduce the idea that we are going to translate a story from a book or film into a videogame layout, thinking about how to retain key elements of a story whilst enabling player agency and interactivity. This could be utilising the story students worked with in their groups, or they have an opportunity to choose their own.</p> <p>Brainstorm: Identify key codes and conventions of a video game as a class.</p> <p>Consider: layout design, user interface, character creation, as well as first, second or third person perspectives, how users will play the game and whether your game will be constructed around a linear, branching or open style of</p>

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	<p>narrative. You might like to <a href="#">watch this video</a> together as a class to crystallise these concepts.</p> <p>From here, students either individually, in pairs or in small groups begin drafting and creating a four frame storyboard explaining their narrative adaptation towards a video game. This could include capturing and altering photographs to convey their style of gameplay, as well as overlaying <a href="#">graphic elements</a> to add to their layouts and communicate their game style. You can find a more extensive library of premade user interface elements <a href="#">here</a>.</p>
<b>Reflection activity</b>	Gallery walk of works in progress. Discuss the features of each, what challenges each game designer faced and what they will work to resolve in the next lesson.
<b>Differentiation, modification, extension and inclusion notes</b>	<p>Students who are confident with this format could design their own graphical elements and create more comprehensive storyboards which show how they will adapt their narrative to a videogame format.</p> <p>The collaborative introductory activity is designed to support students less familiar with video game formats. Students could also complete a single frame from their storyboard using an allocated game format. Students could look up games that follow this format to inform their designs.</p>
<b>Student Homework/Further Work</b>	
Students could use the time between lessons to study one or more game layouts at home, annotating a screenshot of its features and elements they might like to include in their designs.	
<b>Assessment</b>	
Anecdotal observational notes, class discussion and in progress pieces in gallery walk will provide formative assessment of student understanding and progress	

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