

DigiTech Scheme of Work

Unit 5.5 – Game Creator



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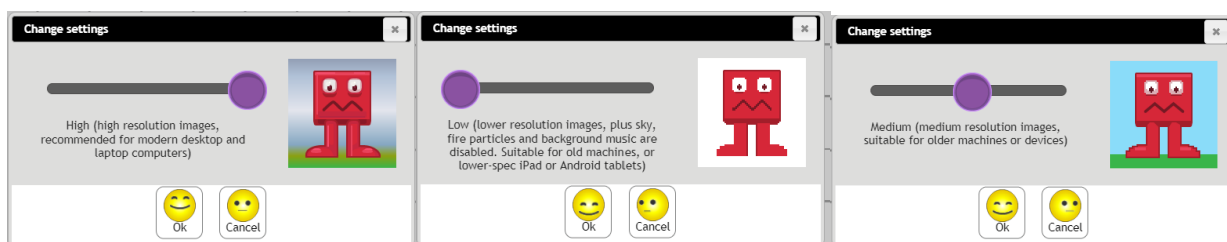
Introduction

These lessons use the Purple Mash tool [2DIY 3D](#). A [user guide to this tool](#) can be found in the [Guides and Resources area](#) of Purple Mash.

Note: To enhance playability of the children's games on your school's devices, you can change the resolution of images in the game. If game play is very slow, try recommending that



children click on the button and change the images to a lower resolution display.



These lesson plans make use of the facility within Purple Mash to set activities for children which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all children. If children have not opened 2Dos before, then they will need more detailed instructions about how to do this. If your children do not have individual logins for Purple Mash, we can help you with this. Contact your school Purple Mash administrator or email us at support@2simple.com.au

A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).

To force links within this document to open in a new tab, right-click on the link and then select 'Open link in new tab'.

The last two lessons provide opportunities for the children to share and evaluate their work. The easiest way to carry out this sharing process is to use 2Blog to create a class blog where each child in the class has write access; they can then write a blog post and attach their game. Other children will be able to comment on the game on the blog post. For details about how to set up such a blog see the 2Blog guide in the Teacher section: [2Blog Guide](#).

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Medium Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Setting the scene.	<ul style="list-style-type: none"> Children can review and analyse a computer game. Children can describe some of the elements that make a successful game. Children can begin the process of designing their own game.
<u>2</u>	Creating the Game Environment	<ul style="list-style-type: none"> Children can design the setting for their game so that it fits with the selected theme. Children can upload images or use the drawing tools to create the walls, floor, and roof.
<u>3</u>	The Game Quest	<ul style="list-style-type: none"> Children can design characters for their game. Children can decide upon, and change, the animations and sounds that the characters make.
<u>4</u>	Finishing and Sharing	<ul style="list-style-type: none"> Children can make their game more unique by selecting the appropriate options to maximise the playability. Children can write informative instructions for their game so that other people can play it.
<u>5</u>	Evaluation	<ul style="list-style-type: none"> Children can evaluate my their own and peers' games to help improve their design for the future.

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Lesson 1 – Setting the Scene

Aim

- To Introduce the 2DIY 3D tool.
- To begin planning a game.

Success Criteria

- Children can review and analyse a computer game.
- Children can describe some of the elements that make a successful game.
- Children can begin the process of designing their own game.

Resources

Unless otherwise stated, all resources can be found on the [main unit 5.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- [Computer Game Planner](#) (to be set a 2Do for children). This will be added to throughout the four lessons. The file contains a 'Think about' box with cues to help the children fill in the relevant information. Each lesson, they will add detail as they develop their game.
It should be set as a 2Do for the children with a hand-in date when the whole unit is due to be finished.
This can be printed with the 'Think about' box information, should you prefer to use it away from the computers. However, it does not include the functionality of the online activity, e.g., word banks, clipart and writing prompts.
- [Tips for Taking Screenshots](#) at the end of this unit. You might wish to print copies of this for the children to guide them in taking screenshots of their work to upload to the planning document.
- [2DIY 3D tool](#): This is found in the Tools area of Purple Mash.

Note: there are two levels of complexity for 2DIY 3D, children should use the more complex 'My Game' mode unless children with individual needs would benefit from the simpler version.

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Activities

Introduction	Display slide 2 and outline the lesson aims. Display slide 3 and outline the success criteria
Opening 2DIY 3D	Use slide 4 to introduce the program.
Activity 1 - Evaluating 2DIY 3D Games	Use slide 5 to introduce the activity. Bring the class back together and discuss the questions and what they have found out.
Choosing a Theme	Display slide 6 . As a class, discuss a suitable theme for your class games; something linked to your current topic or a book that you are reading as a class is likely to spark lots of ideas. You might decide that children could choose different themes depending upon books that they are reading themselves or other ideas. Remind children that games can have up to three levels and these levels do not have to have the same environment or the same baddies and treasure. Some children might want to expand beyond one level to add complexity to the story of their game and make each level progressively harder. For others, it might be better to concentrate on one, well designed, level. The lesson plans take you through the process with one level.
Activity 2 – Setting the Scene	Display slide 7 . Click the icon on the slide to open the file to demonstrate. Bring the children back together and discuss some of their ideas.
Images and Textures	Display slide 8 . The video is also viewable from the 2DIY 3D page in Purple Mash, called Customizing the Game .
Activity 3 – Researching Images and Textures.	Display slide 9 . Print the Tips for Taking Screenshots at the end of this unit if required.
Review Success Criteria	Display slide 10 . Review the success criteria from slide 3 . Children could rate how well they achieved this using a show of hands.

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Lesson 2 – Creating the Game Environment

Aim

- To design the game environment.

Success Criteria

- Children can design the setting for their game so that it fits with the selected theme.
- Children can upload images or use the drawing tools to create the walls, floor, and roof.

Resources

Unless otherwise stated, all resources can be found on the [main unit 5.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- Planning leaflet from last week to continue.
- [Tips for Taking Screenshots](#) document at the end of this unit. You might wish to print copies of this for the children to guide them in taking screenshots of their work to upload to the planning document.
- [2DIY 3D tool](#): This is found in the Tools area of Purple Mash.

Activities

Introduction	Display slide 2 and outline the lesson aims. Display slide 3 and outline the success criteria
Using 2DIY 3D	Display slide 4 . Children will be using the 'My Game' mode to have access to the full functionality of 2DIY 3D.
Crediting Sources	Display slide 5 . In unit 5.2, children learnt about using citations and altering images.
Adding Sky, Ceiling, Walls and Ground	Use slides 6-13 to introduce the elements.

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Activity 1 – Making your Game	Display slide 14 . The children add in sky, ceiling, walls, ground etc to their game. Remember to save the game regularly as they go along so their work is not lost.
Activity 2 - Screenshots	Display slide 15 . See the Tips for Taking Screenshots document for details.
Plenary - Review Success Criteria	Display slide 16 Review the success criteria from slide 3 . Children could rate how well they achieved this using a show of hands.

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Lesson 3 – The Game Quest

Aim

- To design the game quest to make it a playable game.

Success Criteria

- Children can design characters for their game.
- Children can decide upon, and change, the animations and sounds that the characters make.

Resources

- Planning leaflet from last week to continue.

Activities

Introduction	Display slide 2 and outline the lesson aims. Display slide 3 and outline the success criteria Explain to the children that today we will be making the game playable.
Adding the Quest Items	Use slide 4 to demonstrate. Children will have learnt what most of the buttons do from the last lesson.
Removing Backgrounds from Uploaded Images	Display slide 5 . If children add images that they have downloaded, they will appear with a white background. Watch ' How to get rid of white background ' in the video for details of how to do that.
Activity 1 – Adding the Quest Items to the Game	Display slide 6 . Children return to their devices and add in the quest items.
Activity 2 – Updating the Leaflet	Display slide 7 . Once the items have been added, children should complete the section of their leaflet called 'The Quest items'. The 'Think about' box gives some hints about what to include in this section.
Activity 3 – Adding in the enemies	Display slide 8 . Children should return to their devices and add in the enemies.

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Activity 4 – Updating the leaflet	Display slide 9 . Once the items have been added, children should complete the section of their leaflet called 'The Baddies. The 'Think about' box gives some hints about what to include in this section.
Extension - Adding Extra Levels	Display slide 10 . Show the children how to add extra levels into their game.
Plenary - Review Success Criteria	Display slide 11 Review the success criteria from slide 3 . Children could rate how well they achieved this using a show of hands.

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Lesson 4 – Finishing and Sharing

Aim

- To finish and share the game.

Success Criteria

- Children can make their game more unique by selecting the appropriate options to maximise playability.
- Children can write informative instructions for their game so that other people can play it.

Resources

- Planning leaflet from last week to continue.

Activities

Introduction	Display slide 2 and outline the lesson aims. Display slide 3 and outline the success criteria Explain there are a few options that children still need to decide upon before their game is finished.
Including Instructions	Display slide 4 . Discuss the importance of including instructions and what these need to cover.
Activity 1 – Plan the Instructions	Display slide 5 and discuss how to plan the instructions.
Activity 2 – Your Instructions	Display slide 6 . Children should then complete the instructions for their game. There is space on the planning leaflet for a screen print of the instruction screen.
Sharing your game.	Display slide 7 . The easiest way to carry out peer evaluation is to use 2Blog to create a class blog where each child in the class has write access; they can then write a blog post and attach their game. Other children will be able to comment on the game on the blog post. Children can also share their game with others by creating a share link (to paste into email or a document) or submitting to a school display board. To do this, click on the Share button which is the globe then click on 'Link and QR Code'.

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	Children should use one of these methods to create a link for their game and share it with at least one other child.
Activity 3 – Share your Game	Display slide 8 . Children should share their game.
Activity 4 - Game Planner Leaflet	Display slide 9 . Insert the QR code onto the leaflet.
Extension – More Levels	Display slide 10 . The children continue to add in extra levels to their game.
Review Success Criteria	Display slide 11 Review the success criteria from slide 3 . Children could rate how well they achieved this using a show of hands.

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Lesson 5 – Evaluation

Aim

- To self- and peer-evaluate.

Success Criteria

- Children can evaluate their own and peers' games to help improve their design for the future.

Resources

Unless otherwise stated, all resources can be found on the [main unit 5.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- Planning leaflet from last week to continue.
- [Game Review](#) activity set as a 2Do.
- [Blank Slideshow creator](#) from 2Publish Plus

Activities

Introduction	Display slide 2 and outline the lesson aims. Display slide 3 and outline the success criteria. NOTE - The method that you use for your children to review each other's games will depend upon how children shared the games last week
Activity 1 - Reviewing a Game.	Display slide 4 . Children should evaluate someone else's game using the categories from the leaflet or using the Game review activity file. They should send this feedback to the person whose game they reviewed. 2email should be used for this. Remind children of the need to be positive and considerate in their feedback.
Activity 2 - Updating the Game Design Planner Leaflet.	Display slide 5 . Children can then use the feedback to fill in the Evaluation section of their own Game Design Planner leaflet.
Extension – Promoting Your Game	Slide 6 . Contains an extension exercise. Click the icon to open the blank slide show on the board.
Review Success Criteria	Display slide 7 Review the success criteria from slide 3 . Children could rate how well they achieved this using a show of hands.

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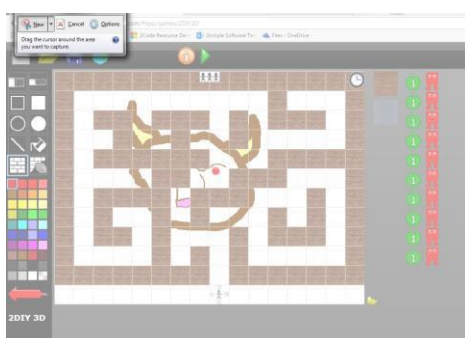


Tips for Taking Screenshots

The way that you take and save screen shots to upload to your planning document will depend upon the device that you are using. Choose the correct steps below:

If you are using a PC or laptop

One way to create these is to use the Windows Snipping Tool (type 'snipping tool' in the search bar on your computer to locate this or click the following keys together: Windows key + Shift + S). This enables you to capture a section of the screen and save it as an image file.



Another way is to press the 'Ctrl' and 'PrtSc' keys at the same time. This copies an image of the active screen to your computer clipboard. You can then press 'Ctrl' + 'V' to paste the image into another program such as a Publishing program, crop the image and then right-click on it to save it as a new image to your computer.

If you are using a tablet

Different brands of tablet have differing methods for taking a screenshot. The images will be saved to your photos app. Here are the most common examples but you might need to look up the correct method for your device.

iPad -press the home button and the power button simultaneously.

On most Android tablets – press the power and down volume button simultaneously.

You will then want to crop the image to show just the portion of the screen that you want. You can do this in the photo app.

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Assessment Guidance

The unit overview for Year 5 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>When creating their games, children think about the component parts and design these as components in a theme rather than completely isolated parts. They increase playability through trial-and-error methods rather than a planned strategy for the design.</p> <p>With support and in small groups, children can use a given success criteria to verbally review and analyse what makes a successful computer game (Unit 5.5 Lesson 1). When creating their own game, limited consideration is given to the end user, but the game does demonstrate simple functionality (Unit 5.5 Lesson 2/3). Furthermore, children can say what they like and do not like about a game (Unit 5.5 Lesson 5).</p>
Expected	<p>Most children can plan a computer game (2DIY3D) using a template. They carefully use the 'Think about' feature in the planning templates to assess their progress against the tasks and how well they have considered key criteria (Unit 5.5. All lessons).</p> <p>When creating their games, children think about the component parts and design these as components in a theme rather than completely isolated parts. They consider aspects such as the movement of the characters and goal objects to increase playability. When designing the game environment, they do this with the end-user experience in mind.</p> <p>Most children can combine text, sound, and graphic components within a 2DIY3D game. Their games demonstrate a well-planned approach, with appropriate use of text, sound, and graphic components. They easily mix their approaches for image use such as uploading and using the drawing tools. Successful application of animation features to objects is applied to enhance their games (Unit 5.5. Lessons 2, 3 & 4).</p> <p>Children can use a given success criteria to review and analyse what makes a successful computer game (Unit 5.5 Lesson 1). Children consider the end user of their game by designing appropriate settings and characters that maintain the user's interest and engagement levels (Unit 5.5 Lesson 2/3). Furthermore, children demonstrate the ability to objectively review and evaluate a range of completed games (Unit 5.5 Lesson 5).</p> <p>Children can evaluate their own and others' games with 2DIY3D for content and design. They use this peer and self-assessment opportunity to make improvements to their own game (Unit 5.5. Lesson 5). Feedback which focuses on the design elements of their game against key criteria such as playability,</p>

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Assessment Guidance	
	challenge, engagement, use of advanced features and suitability for intended audience.
Exceeding	<p>Children think about the entirety of their game at the design stage and can consider the game environment, objects and characters and the interactions of these components and their impact on playability to design a good end-user experience before proceeding with the construction stage.</p> <p>Children demonstrating greater depth can create their own success criteria to review, analyse and verbally justify what makes one computer game more successful than another (Unit 5.5 Lesson 1). Throughout the design and creation of their game, the needs of the end user have been considered. The game creator evaluates and reviews their game during the process and makes amendments where necessary and justifies their edits verbally (Unit 5.5 Lesson 2/3/5).</p>

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