ACTIVITIES
INSTRUCTOR NOTES

Narrative Design & Concept Art Jams

Students are split into two groups -- writers (or "narrative designers") and artists. There should be some barrier between the groups so that neither group knows what the other group is doing (or receiving as a jumping off point).

The writers are given an original piece of concept art of a character or environment. Students will have limited time to come up with the associated game's genre, general storyline, setting/environment description, and character description (physical, personality, relationship to storyline). This group will either create the "narrative design" (for jam purposes) as a group or separately. (The jams could also be conducted as individual contests; in this case, each person creates these separately -- and a winner is chosen from the results.)

While the writers work, the artists practice creating characters and environments from game descriptions (such as premises/high concepts found in Chapter 5). After the writers are finished with their narrative design "round" and a final design is chosen (whether full group or individual), the result is brought to the artist group. It can be placed on a projector for the artists to view. The writers (or "narrative designers") are allowed to watch the time-limited artist jam session as each artist separately comes up with concept art that conforms in some way to the narrative the other team (or individual winner) has created.

Alternatives:
- Narrative Design Jam (entire class – using a concept art piece supplied by instructor)
- Concept Art Jam (entire class – using a narrative design supplied by instructor)

Reference: Chapter 5 in *Game Development Essentials: An Introduction (4th Edition)*.

Prototype Planning & Evaluation

These worksheets are used as a first and last step in a prototyping classroom activity. Students are initially split into groups to work on developing prototypes. Groups may complete the Prototype Planning worksheet as a first step in the concept and design process. At the instructor's discretion, the prototypes will be showcased by each group. After playing each group's prototype, individual students will complete the Prototype Evaluation worksheet to provide feedback to the other groups on their prototypes. These activities and worksheets can be adjusted to support both paper/analog and digital prototypes for either on-ground and online classes.

Reference: Chapter 6 (and Chapters 10-11 if needed for production team support) in *Game Development Essentials: An Introduction (4th Edition)*.

Tabletop Game Analysis

Using the Tabletop Game Analysis worksheet, students analyze any tabletop game (such as *Monopoly*) for design elements. To go further with this activity, students could develop a new version of the tabletop game they evaluated by changing various concepts and game mechanics. Students could be split up into groups, play the game for a while, and then suggest modifications. The idea is to have students figure out how the game is currently played and then discuss how each element could be changed. After all questions about the current game are answered within each group, the participants can brainstorm on ways to change the game and then contribute their thoughts on which elements they'll change and why. Once the students have shown an understanding of the original game's theme, goals, etc., emphasize that the game does not need to have anything to do with finance or real estate. It could also involve any number of mechanics/challenges linked to game goals.

Using *Monopoly* as a reference, here are additional topics for discussion:

ORIGIN
Define the word "monopoly" and also share the history behind the development of *Monopoly* as the first blockbuster "tycoon" game that represented a sharp contrast to the reality of the Depression Era. It's interesting to note that *Monopoly* was actually based on *The Landlord's Game* by Lizzie Magie.

OTHER REDESIGNS

1) Monopoly Revolution (official redesign)

- *"Monopoly gets radical design; goodbye paper money"*
  http://www.csmonitor.com/Innovation/Horizons/2010/0205/Monopoly-gets-radical-redesign-goodbye-paper-money
- *"New Monopoly board: Credit cards replace money, boards get circular in "revolutions"*
  http://www.huffingtonpost.com/2010/01/29/new-monopoly-board-credit_n_442461.html

2) BOOM (unofficial redesign by Brenda Brathwaite & Ian Schreiber)

- *Background Info / Board Photos: http://www.studio360.org/2011/may/20/monopoly-redesigned/*
- *Rules: http://media40.wnyc.net/media/resources/2011/May/19/BoomRules.pdf*
- *News Alert & Handout Cards: http://media40.wnyc.net/media/resources/2011/May/19/BoomCards.pdf*

Reference: Chapter 6 in *Game Development Essentials: An Introduction (4th Edition)*.