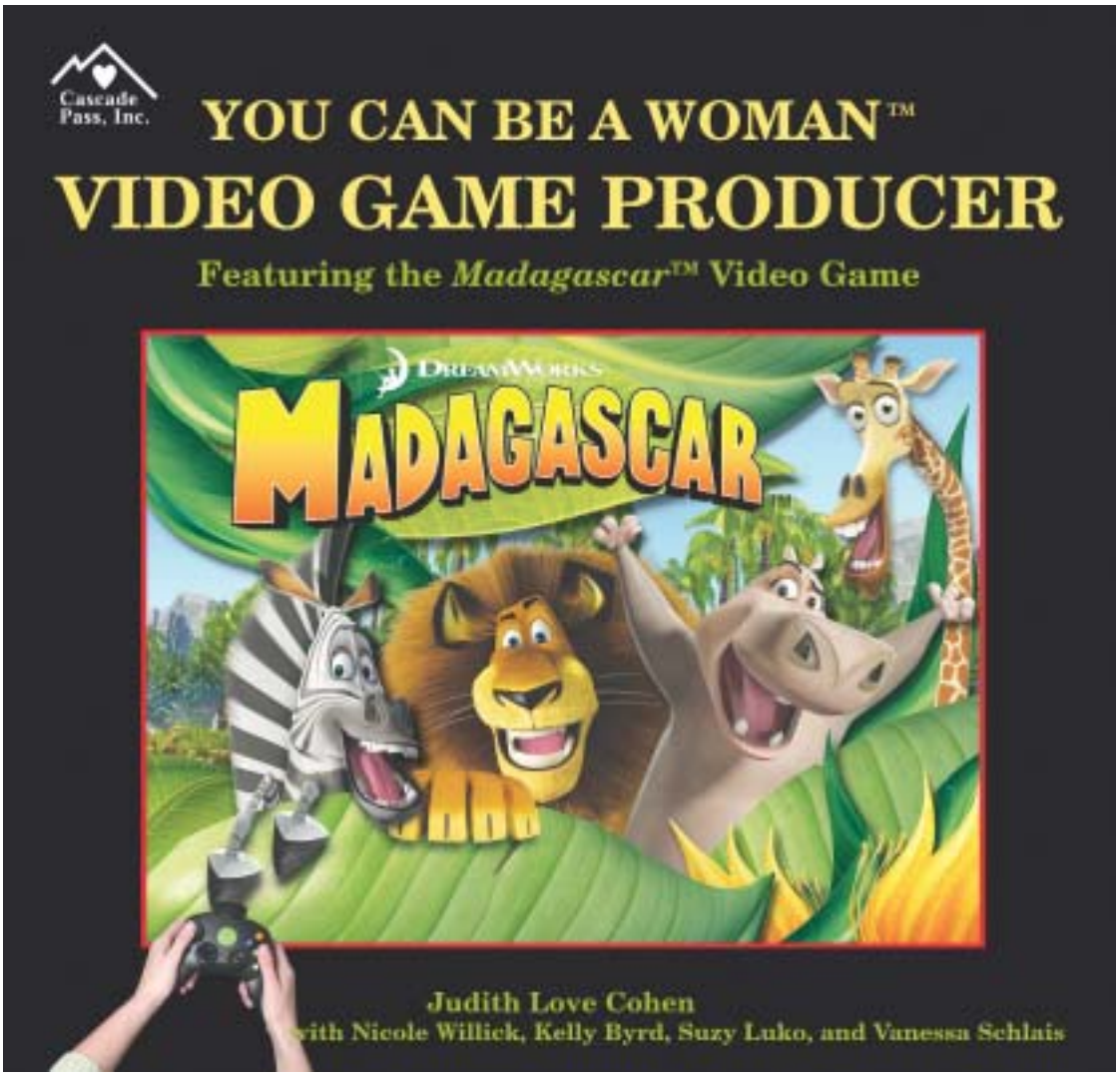
Cascade Pass, Inc.
4223 Glencoe Avenue, Suite C-105, Marina del Rey, CA 90292-8801 Phone: 310.305.0210 www.CascadePass.com

YOU CAN BE A WOMAN™ VIDEO GAME PRODUCER



Cascade Pass, Inc.
4223 Glencoe Avenue, Suite C-105, Marina del Rey, CA 90292-8801 Phone: 310.305.0210 www.CascadePass.com

YOU CAN BE A VIDEO GAME PRODUCER

VIDEO GAME LESSON PLAN 1

PURPOSE: To gain an understanding of how still pictures get to move, or the "flip book" principle.

MATERIALS: Clear white pads of paper, watercolor markers, black pens or markers.

PROCEDURES: Have the children each take a pad of paper and a pen or marker.

Have them start on the last page and draw a circle on one side of the page. Draw the same circle on the next page forward, and have it move toward the center. Draw the circle moving in successive drawings toward the other side of the page.

Then have it bounce back to the original side.

Flip the pages of the book to see the movement of the circle.

If the children have more time, have them repeat this with an animal or a person walking across the page.

CONCLUSIONS: Does your sequence of drawings appear to move? What effect does it have if it crosses the page in fewer drawings? In more drawings?

VIDEO GAME LESSON PLAN 2

PURPOSE: To gain an understanding of what a 3D perspective of a game might look like to an animator.

MATERIALS: Clear white paper, rolled into tubes, two for each child.

PROCEDURES: Have the children each take a pair of paper tubes and sit on the floor. Have them put the tubes up to their eyes as if they are binoculars. Have them look at several objects around them: table, chairs, other people. Have them pay attention to what they see.

Have them stand up and walk around the objects, looking at them through the binocular tubes. Have them pay attention to how the objects look as they walk around them.

CONCLUSIONS: How do the objects look different when you walk around them? (Shadows, unexpected differences in shape) Would you try to use this kind of 3D simulation in a video game instead of the single view 2D animation?

VIDEO GAME LESSON PLAN 3

PURPOSE: To gain an understanding of how a video game concept is "born."

MATERIALS: Pens and paper.

Cascade Pass, Inc.
4223 Glencoe Avenue, Suite C-105, Marina del Rey, CA 90292-8801 Phone: 310.305.0210 www.CascadePass.com

PROCEDURES: Have the children each take a piece of paper and a pen.

Have them pick a game or sport, a book, a movie, or a TV show that they like and write its name at the top of the page.

Have them write a one-line description of a game based on the item they chose.

Have them describe a key activity that can make the game interesting.

CONCLUSIONS: Was it easy or difficult to come up with something unique about something familiar? Congratulations! You have a "concept" for a new video game.

VIDEO GAME LESSON PLAN 4

PURPOSE: To gain an understanding of how a story goes from a paper script to a video game.

MATERIALS: Copy of a few pages from a play, glue, scissors, marker pens, construction paper, cardboard, and masking tape.

PROCEDURES: Have the children read the play aloud and decide what actions the characters will have (e.g., driving a car, climbing a wall).

Have them make a list of what interesting things the characters can say or do during the action of the scene.

Assign each child a sequence of description and/or dialogue to write up. Cut out the words and mount on construction paper.

Have the children arrange the individual sequences.

CONCLUSIONS: What did you choose to add to the original story? How does it make the original story more interesting?

VIDEO GAME LESSON PLAN 5

PURPOSE: To gain an understanding of what the artwork contributes to a video game.

MATERIALS: Paper, pens, several sequences from lesson plan 4.

PROCEDURES: Choose several children as producers, preferably one for each sequence. Have the remaining children designated as artists.

Have the "producers" each tell a group of "artists" assigned to their sequence, what they would like to see drawn: characters, action, mood, background. Have the producers assign each artist a specific piece.

Have the artists do one or more drawings of a character in different ways: close-up, bird's eye view, etc. Have the children consider the appropriate colors, environment, details that go with the story and illustrate the character.

4223 Glencoe Avenue, Suite C-105, Marina del Rey, CA 90292-8801 Phone: 310.305.0210 www.CascadePass.com

CONCLUSIONS: What kind of elements help to tell the story? What quality did you choose to focus on? What elements did you use to bring out this quality?

VIDEO GAME LESSON PLAN 6

PURPOSE: To gain an understanding of how music and sound contribute to a video game.

MATERIALS: Several sequences from lesson plan 4. Audio tape player or CD player with selection of songs.

PROCEDURES: Have the children figure out what sounds and special effects go with each sequence. (squealing tires, bouncing ball, dropping coconut shells) Have the children select a song or music number for each sequence.

Have a few of the children act out each sequence silently and without sound effects or music.

Have some of the children provide the sound effects and some provide the music by playing the piece on a tape player or CD.

CONCLUSIONS: What did the sound effects or music add to the sequences?
How important do you think the sound is?

VIDEO GAME LESSON PLAN 7

PURPOSE: To gain an understanding of how a "bug" affects a software program (like a video game) and how it gets fixed.

MATERIALS: A ball and a large empty space for the children to move around in.

PROCEDURES: Select one student to be the programmer. Select three students to be "bugs."

Have all the students except the programmer, stand in the middle of the room and pass the ball around at random.

When the ball is passed to one of the "bugs," the child will drop the ball or hide it and not pass it on. The children around the "bug" will raise their hands and the programmer will come running, tap the "bug" on the shoulder, hand them back the ball which they now pass on without a problem.

As each "bug" is fixed the children all applaud the programmer.

CONCLUSIONS: How can you tell if all the bugs are fixed? (Not really, but if no more balls are dropped, then they probably are). Note that you don't know for sure, but by doing more passing of the ball (software testing) you get more sure each time.

Cascade Pass, Inc.
4223 Glencoe Avenue, Suite C-105, Marina del Rey, CA 90292-8801 Phone: 310.305.0210 www.CascadePass.com

VIDEO GAME LESSON PLAN 8

PURPOSE: To gain an understanding of how the software branches and levels get described, the “flow chart”.

MATERIALS: Paper, pens.

PROCEDURES: Give each student a piece of paper and a pen.

Have the students think about coming home from school, which room do they go to?

Have them draw a square at the top of the page called house.

Add three or more branches with a square at the end of each branch: one for kitchen, one for bedroom, one for living room...

Have them add three more branches to each square for activities in each room: in living room, turn on TV, sit down and take off sweater, look at newspaper, etc. As you add more branches to each square, you will need more paper. And each room and each activity must have an exit, with branches to go to another activity or another room.

CONCLUSIONS: Everything that will happen in a video game has to be designed in advance, and you have to get there from some other place in the game. The drawings you made are a simplified software design.

VIDEO GAME LESSON PLAN 9

PURPOSE: To gain an understanding of how a game gets marketed and publicized.

MATERIALS: Paper, pens, markers, etc.

PROCEDURES: Have students get together in groups and decide on a box or poster design for a “new” video game.

Have them write a paragraph describing what the game is about and who will want it.

Then have them write a slogan for the game and draw either a box design or a poster for the store incorporating the ideas they came up with.

CONCLUSIONS: Is it hard to make the game sound exciting? What did you focus on when to tried to get someone to want to buy it?