

Title:	Designing Simple Games
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	D/651/8512
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	<p>The aim of this unit is to provide learners with the knowledge and skills to design a simple game idea using accessible digital tools.</p> <p>Learners will identify game goals and audiences, create a basic game design plan, choose appropriate tools or assets, and recognise how reviewing and improving ideas supports early creative development in learning, work, and personal projects.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during normal learning or work activity.</p> <p>Evidence may include direct observation, screenshots, discussion notes, shared online files, or simple reflective statements.</p> <p>Evidence must confirm that the learner has produced a simple game design plan and identified improvements.</p>

Learning outcomes

The learner will:

1. Understand the goals and audience of a simple game.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what a simple game is trying to achieve and who it is designed for.

The learner must:

- 1.1 Identify one **game goal** for a simple game idea.
- 1.2 Identify one **intended audience** for the game.
- 1.3 Describe one **benefit of planning** before creating a simple game.

2. Be able to outline a simple game design plan.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to create a clear game design plan containing characters, actions, and structure.

The learner must demonstrate that they can:

- 2.1 Identify at least two **game elements** for the game idea.
- 2.2 Identify at least three **game actions** that will happen in the game.
- 2.3 Outline a **game sequence** showing how the game will start, continue, and end.
- 2.4 Identify one **resource needed** to support the design.

3. Know how to improve a simple game design plan.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise improvements that can make a simple game clearer or more effective.

The learner must:

- 3.1 Identify one **issue found** in the game design plan.
- 3.2 Describe one **simple improvement** to the plan.
- 3.3 Identify one **future development** they could explore.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Game goal:

Definition:

What the game is trying to achieve or what the player needs to do.

Teaching must include:

- Identifying a clear purpose for the game such as collecting items, avoiding obstacles, or completing a challenge.
- Linking goals to player enjoyment or learning.
- Keeping goals simple and achievable for Level 1 learners.
- Considering how goals guide game design choices.

Teaching could include:

	<ul style="list-style-type: none"> • Reviewing examples of simple games. • Comparing different types of goals. • Discussing how goals relate to tasks in training or simulation. • Exploring how goals shape game difficulty.
<p>Intended audience:</p>	<p>Definition: The person or group the game is designed for.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying realistic audiences such as children, peers, beginners, or community players. • Understanding how audience affects design choices. • Recognising accessibility needs for simple games. • Choosing audiences suitable for Level 1 projects. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing how games differ depending on audience. • Creating simple audience personas. • Discussing user expectations. • Looking at workplace or training games for different users.
<p>Benefit of planning:</p>	<p>Definition: A positive outcome of preparing a game design before creating it.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one benefit such as clarity, fewer mistakes, or better organisation. • Linking planning to successful creative outcomes. • Relating benefits to real digital tasks. • Keeping examples appropriate to Level 1 games. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Planned vs unplanned design comparisons. • Past experiences of projects going well due to planning. • Exploring why creative industries rely on planning. • Peer discussions on confidence and readiness.
<p>Game elements:</p>	<p>Definition: Characters, items, environments, or objects included in the game.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • Identifying at least two elements such as a character, obstacle, or background. • Ensuring elements support the goal. • Keeping choices realistic for beginner game engines. • Understanding how elements work together. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Browsing asset libraries. • Sketching simple characters or scenes. • Reviewing examples of basic game elements. • Linking elements to gameplay actions.
<p>Game actions:</p>	<p>Definition: Things that happen in the game, such as movement, collecting, or interacting.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying at least three actions suitable for a simple game. • Linking actions to the game goal. • Ensuring actions are achievable in beginner tools. • Understanding how actions create challenge or interest. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reviewing actions in sample games. • Designing simple movement or interaction ideas. • Group brainstorming activities. • Considering actions found in training simulations.
<p>Game sequence:</p>	<p>Definition: The order in which the game starts, continues, and ends.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Outlining the three main parts of a simple sequence. • Ensuring the order makes sense for the player. • Linking sequence to the game goal. • Keeping sequence appropriate for beginner gameplay. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Storyboards or simple flowcharts. • Comparing different sequence styles. • Rearranging mixed-up sequences. • Discussing how sequence affects user experience.

<p>Resource needed:</p>	<p>Definition: Any item, tool, or material required for the game design.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one resource such as images, icons, templates, or devices. • Matching resources to design tasks. • Recognising safe and appropriate resources. • Understanding essential vs optional resources. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Exploring free asset libraries. • Using notes or sketches as resources. • Examples from workplaces that use digital design. • Discussing copyright in simple terms.
<p>Issue found:</p>	<p>Definition: A problem or unclear point identified in the design plan.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one issue such as unclear sequence or missing action. • Recognising how issues affect gameplay. • Understanding that issues are normal in design. • Keeping examples appropriate for Level 1. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reviewing sample plans with issues. • Peer or tutor identification of unclear parts. • Discussing usability problems in real games. • Group reflection on design challenges.
<p>Simple improvement:</p>	<p>Definition: A small change that makes the design clearer or more effective.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Making one clear improvement. • Ensuring improvement links directly to an issue. • Describing the improvement in simple language. • Checking that the design is clearer afterward. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Before/after comparisons.

	<ul style="list-style-type: none"> • Peer suggestions for improvement. • Exploring typical improvements in simple games. • Reviewing effective design examples.
<p>Future development:</p>	<p>Definition: A realistic extension or enhancement the learner may add in future.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one achievable development idea. • Linking development to game goals or features. • Ensuring the idea is appropriate for Level 1. • Recognising that design skills grow over time. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Adding extra levels, features, or interactions. • Discussing how games evolve through updates. • Considering more advanced tools as next steps. • Simple reflections on learner confidence or interests.