

Group 6 Fullerton Exercises - ETEC 565S

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Exercise 6.1: Below the Surface

Take the subject of the last book or news article you read and think of its systematic aspects. Are there objectives? Rules? Procedures? Resources? Conflict? Skills to be learned? Make a list of the systematic elements of the subject or activity. Do this several times per week with different types of activities or hobbies.

1) Article: “China is Warning about a Possible Bubonic Plague Outbreak Because That’s How 2020 is Going” - link to article

(https://www.vice.com/en_us/article/v7g3zx/china-is-warning-about-a-possible-bubonic-plague-outbreak-because-thats-how-2020-is-going)

Objectives:

- To invoke humour and to increase readability (more traffic on site)
- Information
- Encourage readers to click on links & ads

Rules:

- Click-bait title to draw reader in
- Picture of animal to further entice readers (picture is only indirectly linked to article)
- Keep paragraphs short - longest is 4 sentences

Procedures:

- Keep paragraphs short to ensure readers continue through the article

Resources:

- Article - “There is a risk of a human plague epidemic spreading in this city”
- Article - “Consumption of marmot meat reported a week ago”
- Article - “Two people in Inner Mongolia caught the pneumonic plague”

Conflict:

- Traditional diets and ways of life vs modern medicine
- Possible threat to an COVID-strained world
- Humanity vs disease

Skills to be learned:

- Critical reflection of media consumption

2) Article: “Grizzly bears in the dark as they try to share living space with humans: study” - link to article

(https://www.chroniclejournal.com/news/national/grizzly-bears-in-the-dark-as-they-try-to-share-living-space-with-humans-study/article_65325c57-4f2f-5993-9c29-f2bc8091b78f.html)

Objectives:

- Information regarding the decreasing bear population in areas shared with humans

Rules:

- Semi-clickbait title to draw reader in - article title doesn't share much information
- Keep paragraphs short due to heavy amounts of high level language from the study - longest is 2 sentences

Procedures:

- Turns long wordy sentences into their own short paragraphs to keep readers from becoming overwhelmed

Resources:

- Very few resources - they don't even link to the study they are referring to

Conflict:

- Bears vs humans claiming the environment
- Bears trying to adapt to co-exist with humans

Skills to be learned:

- Grasp of the academic language used in the article (reader must understand demography, mortality statistics, and how impacts are measured on an index)

3) Book: WAR and PEACE by Leo Tolstoy**Objectives:**

- To provide commentary on the human condition - and express philosophical beliefs about religion, nature, God, light, humanity, politics, and war.

Rules:

- Follows the typical book/part/chapter setup for longer novels similar to others in the time period.
- Follows the rules of 'reality' - there is no sort of outer-worldly element to the book....even though much of it is fictional.

Procedures:

- Uses lengthy descriptions of locations to create a thorough picture in the reader's mind.
- Uses lengthy descriptions of people (even very minor characters) to create a sense of 'being there' in the story with the people for the reader.

Resources:

- Tolstoy draws heavily on the works of previous historians - especially those of the Napoleonic wars.

Conflict:

- France vs. Russia
- Pierre vs. his own mind
- Lovers vs. their competition

Skills to be learned:

- Grasp of a more archaic use of the English language, grasp of some French and Russian words. Endurance!! (It's a long book!)

Exercise 6 .4: Blue-Sky Brainstorm

In this exercise, use the techniques previously described to do a brainstorm for a “blue-sky” project. By blue sky, I mean that this project could not technically be made today, but we are going to pretend it could. The challenge is to come up with ideas for a “remote control” for a stereotypical character. Choose a character from this list: **Politician**

First, brainstorm about the character: What does the character do? What makes the character interesting? What aspect of the character would it be engaging to control? How does the character react? Does the character have free will? Next, brainstorm features for your imaginary controller. What will it look like? What could each button do? Remember, this is “blue sky,” so the buttons can do crazy things. Have fun with this! Come up with as many ideas as you can.

Character choice: Politician

What do they do: Works to gain and consolidate power at others’ expense. On a good day: represent their constituents. Represent the needs of the common citizenry in the running of government, maybe they moonlight as a drug-lords, or some sort of superhero,

What makes them interesting: There is an ever-present inertia in bureaucracy which slows down government as well as the unpredictability of working with fellow politicians. There is tension between representing others selflessly or following other interests

What aspect of the character would it be engaging to control: The politician’s responses (verbal and non-verbal) during a press conference,, communication with other countries (start a war, make peace)

How the character reacts: Character will respond once input is received from remote control, their hair color changes as they tell truth vs lies, gets angry when confronted with past mistakes, flees though alien spaceships, calls for mommy when frustrated

What they look like: Presumably hold last expression until new input is received, could be business attire, weird 70’s clothes,

Do they have free will: Only when the remote control Free Will Mode button is pressed,

What will it look like: It will have various input methods (microphone, text entry, or generic response selection) - might look very much like a modern phone

What could each button do: There could be a few buttons/sliders to adjust various levels of the politician’s character ie. Political spectrum, corruption, social interests, volume, speaking speed, pitch of voice, complexity of vocabulary, honesty, could communicate with aliens for advice, call mom on the phone, poll the audience button, make them disappear when they want, “God-mode” makes all listen and all legislation get passed,

Exercise 6 .5: Exquisite Corpse

This version of the game is played with words. Everyone writes an article and an adjective on a piece of paper, then folds it to conceal the words and passes it to their neighbor. Now everyone writes a noun on the paper they are holding, folds it again to conceal their word, and passes it to their neighbor. Repeat with a verb; repeat with another article and adjective; finally, repeat with a noun. Everyone unfolds their papers and reads the poems they are holding aloud. One of the first poems written this way was: “The exquisite corpse shall drink the new wine,” which is how the game gets its name.

Round 1

- Article and adjective ---The colourful
- Noun ---bubonic plague
- Verb ---ran
- Article and adjective ---your putrescent
- Noun --- gym shorts

Sentence: The colorful bubonic plague ran your putrescent gym shorts

Round 2

- Article and adjective ---The strange
- Noun ---dumpster
- Verb ---jumped
- Article and adjective ---the frail
- Noun ---grandmother

Sentence: The strange dumpster jumped the frail grandmother

****We took the following exercises as an opportunity to brainstorm and begin fleshing out our final project game**

****Exercise 6.6: Do It**

Now it is time to brainstorm your own idea. Get a potential team together—either in class or a group of friends who are interested in working on a game with you. If you cannot get a group together, do it on your own. As you did in Exercise 6.4, in the blue-sky brainstorm, state an interesting challenge for your game, set up a whiteboard or a sheet of butcher paper, and use the techniques previously discussed to generate 100 ideas related to your challenge in 60 minutes. This might sound like a lot, but if you can keep the energy level up, you can do it.

- Politician with a remote control
- Control character with arrow keys (COVID social distancing)
 - Hidden objects that cause damage or provide a bonus
 - Mask/gloves for COVID
 - Hand sanitizer
 - A rising infection counter/timer - constantly rising over time with increases through unsafe behaviour and decrease with safe behaviour
 - Step limit or spreading infection in a single area
 - Competitive element - keep score with fastest time (top 10 list)
 - Objectives: fastest time/highest health/lowest infection rate
 - Decision moment: go to public rally with hidden bonus to mask/travel for cleaning
 - Groceries
 - Are there survival counters/resources (hunger/cleaning supplies/social)
 - Resources have limited lifespans - mask runs out after 2 minutes of in-game time
- Navigate through shop class for safety

****Exercise 6.7: Describe Your Game**

In one or two paragraphs, describe the essence of your game idea. Try to capture what makes it interesting to you and how the basic gameplay will work. State your “X”—both razor and slogan—as a part of your game description.

You control someone in the midst of the COVID19 pandemic. In the game there is an infection meter and a decreasing mental health meter. Your character must navigate the world, maintaining social distancing to avoid increasing the infection meter. Decisions will arise where the player must choose a risk of infection vs a rise in mental health. The game ends when the player’s mental health reaches 0 or the infection meter reaches 100. (Considering a time limit as well) Final score can be calculated by subtracting the infection from mental health

Levels that require navigation / reset the stats per level / high scores per level

Different activities per day to choose / match levels to phases / add difficulty by moving characters

Razor: Conflicting choices required during a pandemic to balance physical and mental health

Slogan: Don’t Catch’Em At All

****Exercise 6.8: Write a Treatment**

Take the description you wrote in Exercise 6.7 and expand it into a three- to five-page treatment for your game idea. A treatment does not go into great detail about every aspect or level of the game; however, it will address these top-level questions about the idea. Who is the game for? What will make it appealing to that market? What is the formal structure? The dramatic structure? Remember that this is just a draft. When you go on to the prototyping stage, you will address these questions again in more detail.

Who is this game for: People who have experienced or wish to experience what life was like during COVID19

What will make it appealing to that market: People who made it through the pandemic will be interested to see how well they can do in the game based on their own experiences and compete with others - draw upon the sense of competition “who made healthier choices?”

Players: A top-down 2D game where you control a person in the midst of the COVID19 pandemic.

Objectives: You have an infection meter that is increased by risky/unsafe behaviour such as not maintaining social distancing or a lack of PPE. You also have a steadily decreasing mental health meter to represent the toll the trauma and stress of the time has on a person. You must progress through levels as safely as possible, trying to minimize infection while maximizing mental health.

Rules: Players must progress through levels - certain actions will be negative: increase infection rate, decrease mental health while other actions will positive: minimize infection or raise mental health.

Resources: PPE, cleaning supplies, snacks/comfort items

Conflict: Avoiding sources of infection while still finding sources to boost mental health

Boundaries: set by location of levels ie. interior of grocery store, limits of a park, etc

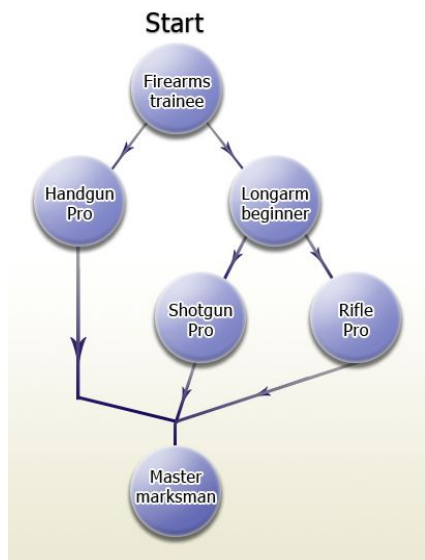
Challenge: Progress through levels while minimizing negative effects on player
Decisions will appear during the game that will ask participants to make the difficult choice of possibly risking infection for the sake of improving mental health ie. going shopping, visiting a park, etc.

Exercise 6 .9: Feature Design

Think of a feature you would like to see added to one of your favorite games. I am sure you have plenty of ideas on this one. It does not matter how far-fetched or technically difficult the idea is at first because you are not going to actually build it. Rather you are going to illustrate how it works using storyboards and words.

Breath of the Wild -----> Add feature: more complex leveling system

Combat Mode: Connect defeating enemies to a leveling system as an incentive to engage with the combat system. Experience is earned and invested into a system that increases Link's combat abilities (skills, unlocks weapons, etc).



example of skill tree