

Well no that isn't strictly true, below are some ideas and suggestions based on the various iterations and Challenge Days that we have run over the past 15 years or so.

THE CHALLENGE

- Option 1
- Many teachers will prepare nothing, they will literally watch the video stimulus with the children and then support the debate around what the children want to do based on what is available. This is a true 'Enterprise' challenge where the children must work with what is possible with what they have.
- Option 2
- Some teachers will watch the video a few days before and decide to channel their children down a route. Often this can be linked to other subjects being taught at the time; consolidation and embedding of learning in the context of skills and knowledge. The natural subject links for this are: Literacy and Design & Technology, although Art and Computing could also naturally feature
- Option 3
- Some teachers use the opportunity to contextualise something they have taught or were were going to teach at some point.
- For example, you may wish to use the context of something being taught in a different subject, Climate Change in Geography for example, and ask the children to create a game about it. Other examples inc. applying skills from Music to compose music for the game or variable control in computing for a scoreboard (some Computing support will be available open the page for this).

TIMINGS

- The vast majority of teachers devote a whole day to the challenge; they do the register then get started. Ideally the children will work in teams and teachers will know if they want to shape those teams or leave it to the children. Time management and realistic aspirations are key to what can be achieved. **'Quality not quantity'** is a good aim. There are time and team management planners to download if desired. It is pretty usual for children not to want to go out to breaktime!
- In some schools it is just one class, in most it is multiple. Increasingly it is whole school and the suggestions in this guide should help to find something for each age group. Some schools also like to invite parents to the last half hour of the day for the children to show what they have done; that always gets great feedback.

SEND US IMAGES OF THE CHILDREN WORKING OR THEIR WORK DURING THE DAY

ADDITIONAL RESOURCES

- There are planners to download (such as story planning, time management, character design) and these can be used as much or as little as you want. You may have your own D&T design formats.
- The Top Tips section can be used however you want. Many teachers allow the pupils to dip in and out of it themselves, others spend time watching them as whole class at sporadic moments through the day. They will be released at the start of the week if teachers want to watch them bit by bit in the preceding days. The full versions linked to specific curriculum objectives 'which skills do you use? How did you end up doing this etc?' are available on Spark for subscribers.

- The Challenge really is open ended and to achieve a full on game in one day is a bit of a stretch. Instead focus on characters, the settings (backgrounds) the key plot points (or message points if your game is designed to inform) and maybe one or two key levels. **Short quality work is the aim.**
- For example, a team may create a game based on the characters from a book or film. They can plan out the key plot points on one of the story planners with basic sketches of what might happen in the key levels. They can then decide which level they may want to focus on. They can use art materials or on-screen programmes to create the characters needed for the scene. They can even create them in 3D with something like Reality Composer (see Spark computing resources for support). Many children like to draw characters and then photograph them to drop in to Scratch.
- There is nothing to stop you giving the children extra time on subsequent days (especially if it is cross curricula for what you were teaching anyway) to finish more. Some teachers have suggested that they will be developing the story as part of they literacy lessons that week.

GENERAL IDEAS

- Time management is a big learning form the day - get the children to plan properly, assign roles an realistic time slots to 'jobs' - planners available on the page
- Plan out the story/point of the game - story/game planners on page if required
- Draw/create characters from the game
- Create artwork for the backgrounds/levels in the game
- Draw a background and characters and use them to create still images from the game - these can be screenshot and narrated over in something like iMovie to create a short narrative of how the game will work.
- Plan out a game based on a known story - this is a great way to revisit plot points and themes from a book you have read or studied as a class
- Create a game that shows learning on a subject. For example, you could use the knowledge learned from a topic about 'Romans' to create a game where you have to live in Roman times.
- Create a game in Scratch (or any other programme) using the resources on the Challenge page (if required!). Realistically it may only be one level in the time available
- Use green screen/remove background to add your pupils into a game made in Scratch
- **Creating a whole game is difficult in a day but creating an animated walk through using the characters and settings developed is a great outcome.**

SPECIFIC IDEAS

- Drawing - characters, game objects, settings
- Painting - best suited to creating level backgrounds
- Creating a narrative - all games need a clear plot/point
- Green screen/remove background - can be used to place the pupils in the game
- Coding a level or a walkthrough for a game - obvious one is Scratch and the Tutorials on the Scratch site are fantastic - Scratch Jnr tutorials made by Spark are also available on the Animex Page.
- Create a character in 3D that can be seen in VR or AR using Reality Composer (or similar)
- Composing music for the game in something like GarageBand
- Storyboarding - simple planners available on the page



TECHNIQUES