

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teacher's Resource: Indie Game: The Movie

For Levels S4-6 (15+)

Created by Andrew McLaughlin

Discovery Film Festival: Sat 20 October - Sun 4 November 2012
discoveryfilmfestival.org.uk


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

*Year of Creative
Scotland 2012*

DCA

Dundee Contemporary Arts

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With support from DCA Cinema and DCA Community & Education Team



Introduction

Visiting the site movingimageeducation.org will also give you access to more films to use in class and play a vital part in how you use film to develop excellence in your classroom.

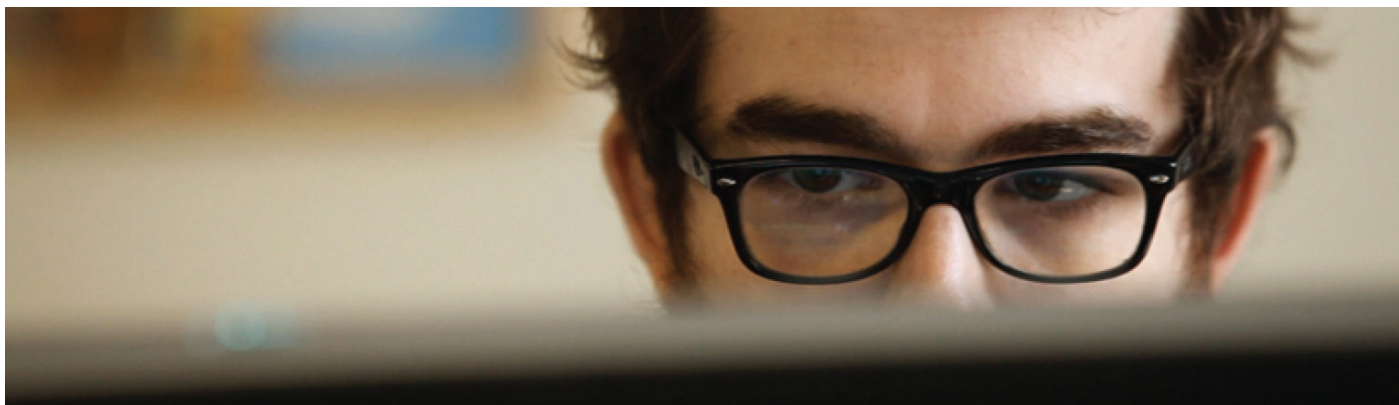
Discovery Learning Resources have been created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare for and extend the impact of a class visit to a Discovery Film Festival film
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Resources are free and available to download from discoveryfilmfestival.org.uk/resources or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team



Synopsis

Indie Game: The Movie looks at the underdogs of the video game industry, indie game developers, who sacrifice money, health and sanity to realise their lifelong dreams of sharing their creative visions with the world.

Following the making of the games *Super Meat Boy*, *Fez* and *Braid*, this Sundance award-winning film captures the tension and drama by focusing on these developers' vulnerability and obsessive quest to express themselves through a 21st-century art form.

Both content and realisation make this film a very engaging learning opportunity for this age group of pupil. By using the film viewing experience as a starting point, many curriculum areas can be covered with a contemporary, real-life, real-time references.

Before your visit to the cinema

For a Computing class

- Discuss the Games industry.
- Favourite games
- What makes a good game?
- Is anyone thinking of following a career in the games industry?
- What is success?
- What will it take to be successful?

In any class – a chance to think about success

(With exams looming this could be a very beneficial discussion in itself)

- What IS success?
- Discuss dreams and goals – is there a difference?
- What does it take for an idea/product to be successful?
- Is it more important to be successful first time or to learn from failure?

For PSHE – a closer look at differences

- Discuss stereotypes in the school – various groups
- Create caricature posters of each group - “typical” clothing, interests.
- Develop these drawings – e.g. Who is happiest? Most fulfilled?
- Who will be most successful in life?



After your visit to the cinema

Activity 1: GROW Coaching Session – taking action

Use the film to kick-off a coaching session with your class.

Use the “GROW model” to help the pupils decide their own course of action. This is an extremely useful activity in exam years as it encourages the young people to take account of their own efforts and ambitions.

A good GROW summary can be found here: what-is-coaching.com/grow-coaching-model.html

Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

HWB 4-19a



Activity 2: The Apprentice Task

Use the film as a “masterclass” in how to build compelling games.

Set your class the task to create an original computer game (alternatively, they could build website, a model mobile phone).

This could involve the following areas of individual or team work:

- Setting and meeting deadlines
- Research & Development
- Design stage (model making, storyboards)
- Programming (look at Scratch (scratch.mit.edu) & Kodu (research.microsoft.com/en-us/projects/kodu) are simple to use programming languages)
- Artwork (packaging, advertisements)
- Marketing/Advertising (Posters, websites, podcast radio ads)
- Presentation of product (e.g. Dragon’s Den, PAX)
- This could be assigned as a piece of portfolio work
- Peer assessment – play games, feedback and vote

This task could work also well as an Interdisciplinary project or ‘rich task’ working across English, Media, Product Design/Technical, Computing, Business Studies etc.

When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. TCH 3-07a

I can select and use a range of media to present & communicate business information. TCH 3-07b

Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business & entrepreneurial activities. TCH 4-07a

Whilst working in a simulated or real workplace, I can examine my work environment, considering office layout, ergonomic factors, and health and safety legislation. TCH 4-07b

Activity 3: Document & Record

Those who don’t want to take part in the Apprentice Task can document the groups’ progress.

They can take photos, record video or audio clips/interviews, to record each step of the process to create an online “poster” (have a look at using comicstrip, posterous, glogster) or a short film (using Windows movie maker, iMovie or photostory).

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a



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Activity 4: Stimulus for Creative Writing and Art

Use the film as a stimulus for creative writing or art work based on childhood fears, dreams and goals.

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. EXA 4-03a

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a

Activity 5: Ongoing discussion in PSHE

This film opens up discussions on individuality and difference as well as exploring differing priorities/definitions of “success”.

I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a

Activity 6: Micro-Tyco Challenge, starting a business

If you would like your pupils to gain experience in entrepreneurial skills, a valuable alternative to 3.1 is the Micro-Tyco Challenge where each group is given £1 as seed capital to start a “business”. Find out more at wildheartsinaction.org/microtyco. This is a growing competition with a huge amount of backing and well worth investigating.

When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. TCH 3-07a

I can select and use a range of media to present and communicate business information TCH 3-07b

Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business & entrepreneurial activities. TCH 4-07a

Whilst working in a simulated or real workplace, I can examine my work environment, considering office layout, ergonomic factors, and health and safety legislation. TCH 4-07b



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Activity 7. Follow up activities for games-based learning

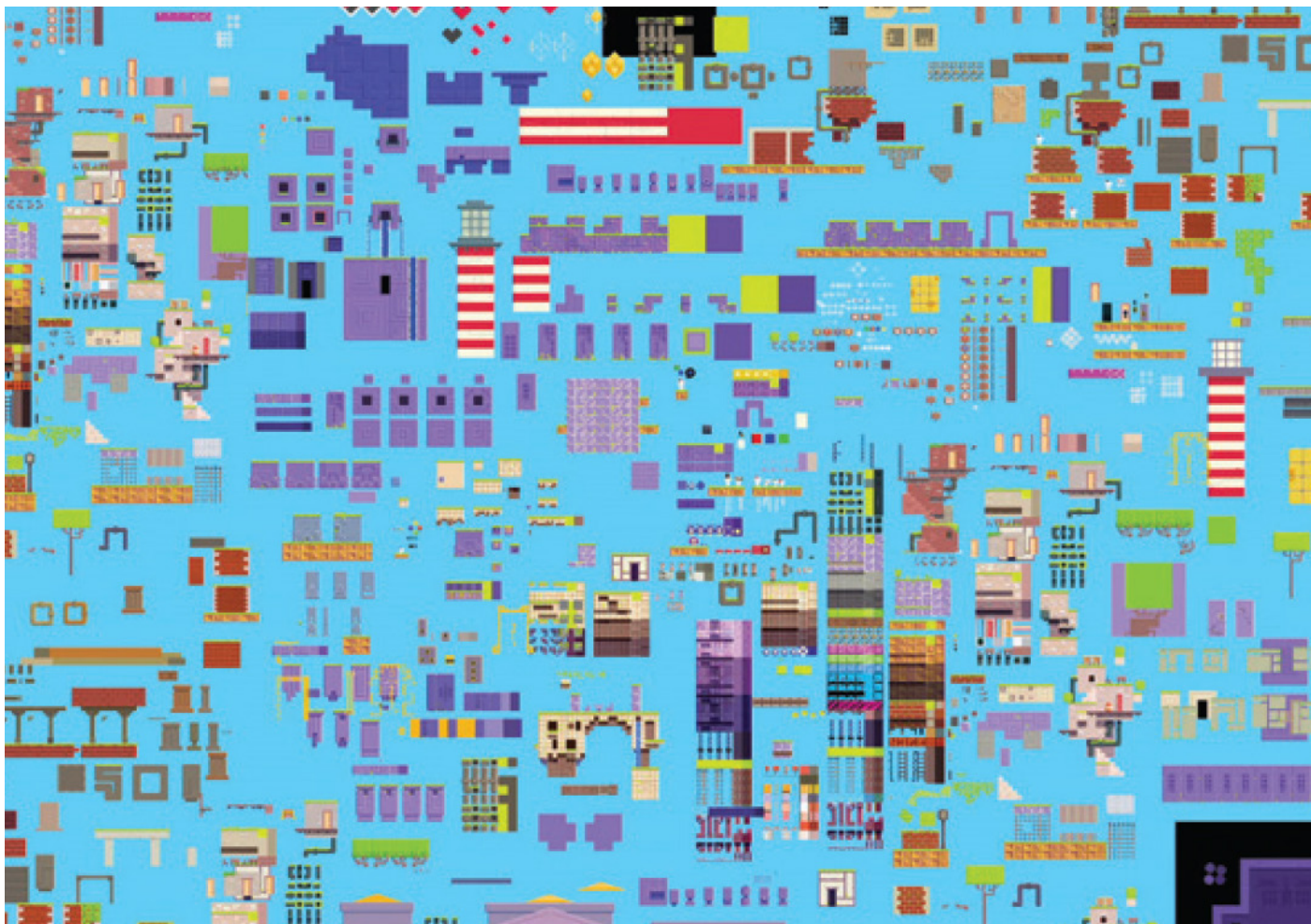
- Contact the team at the Consolarium, Education Scotland’s “Games Based Learning” team based in Dundee. They will gladly show you what games and technologies that are available for use in schools. educationscotland.gov.uk/usingglowandict/gamesbasedlearning/consolarium.asp

- Dare to be Digital, Dundee
This is Scotland’s version of PAX and it takes place in Dundee every year.

Dare to be Digital is a video games development competition for extremely talented students at Universities and Colleges of Art. Teams of 5 students, usually a mix of artists, programmers and audio, assemble at Abertay University for 9 weeks (June to August) to develop a prototype video game, receiving mentoring from industry. At the end of the competition, the prototypes are displayed at a showcasing event “Dare ProtoPlay” in Dundee. daretobedigital.com

- Make a visit to McManus Galleries to investigate the rise of video game design in Dundee: from the Timex-built Sinclair’s ZX81 & ZX Spectrum computers to DMA Design’s Lemmings and Rockstar North’s Grand Theft Auto to the most sought-after mobile phone games in the world.

- Invite games designers based in Dundee to speak to the class, or arrange a visit to the some of the Scottish development studios. These include Denki, Ruffian Games, Dynamo Games, 4J Studios, Cohort Studios amongst others.



Useful References and further resources

Indie Game: The Movie

- Twitter: twitter.com/indiegamemovie
- Web: indiegamethemovie.com

Keep up to date with the game-makers

- Braid (Jonathan Blow)
- braid-game.com
- Fez (Phil Fish & Renaud Bédard)
- polytroncorporation.com/61-2
- Super Meat Boy (Edmund McMillen & Tommy Refenes)
- supermeatboy.com

Find out more about PAX

- PAX (Penny Arcade Expo), Boston
- east.paxsite.com

Keep up to date with the games industry

- The Guardian's Games Blog: guardian.co.uk/technology/gamesblog

INDIE GAME

THE MOVIE



Send us some feedback

We are very keen to hear feedback from you, and welcome film reviews, entries to the Discovery review writing competition, letters from pupils or documentation of class work.

E-mail them to discovery@dca.org.uk
or post them to **Discovery Film Festival, DCA, 152 Nethergate, DD1 4DY**