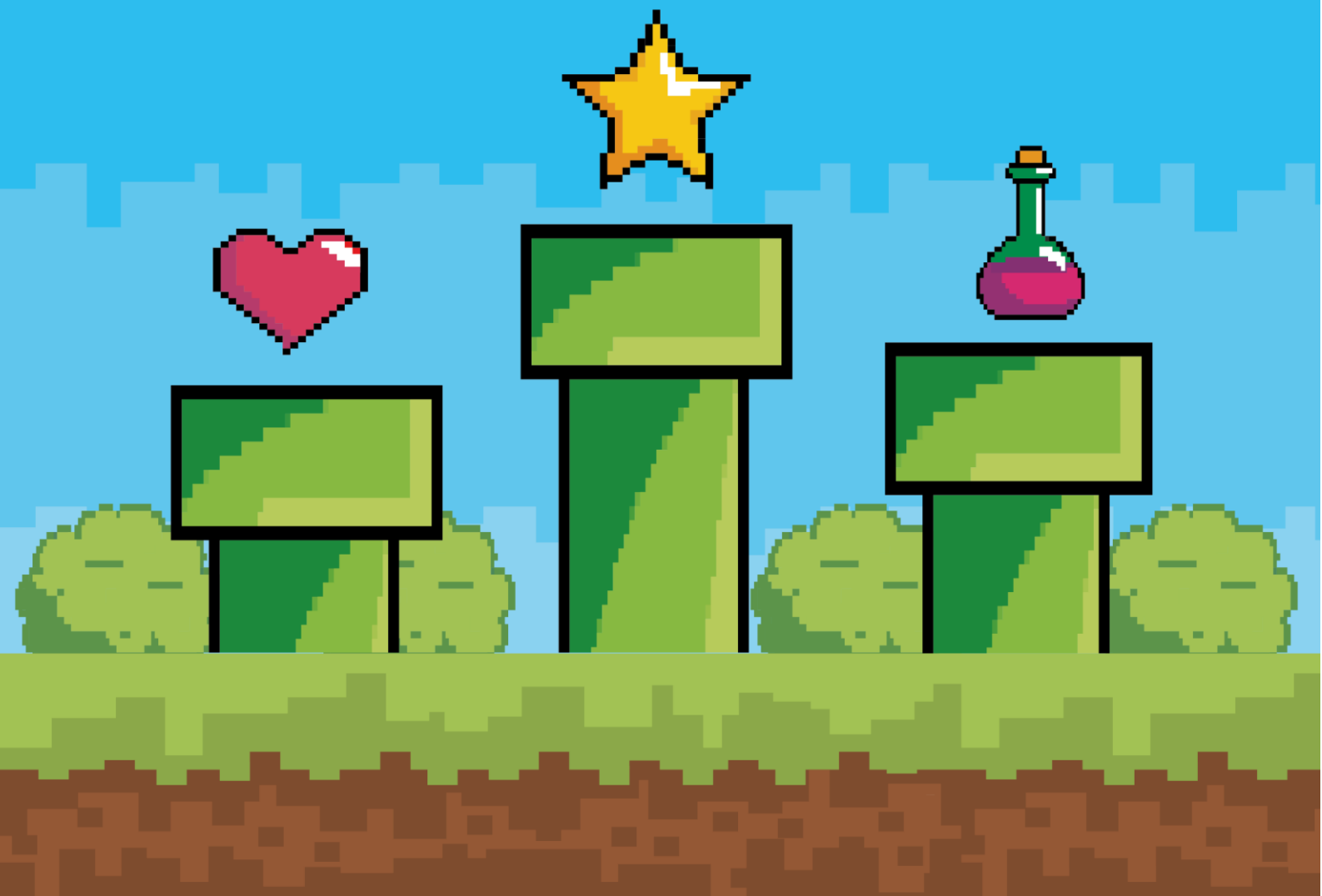




GAME DESIGN STORYTELLING

Guide to using the process





GAME DESIGN STORYTELLING

GUIDE TO USING THE PROCESS

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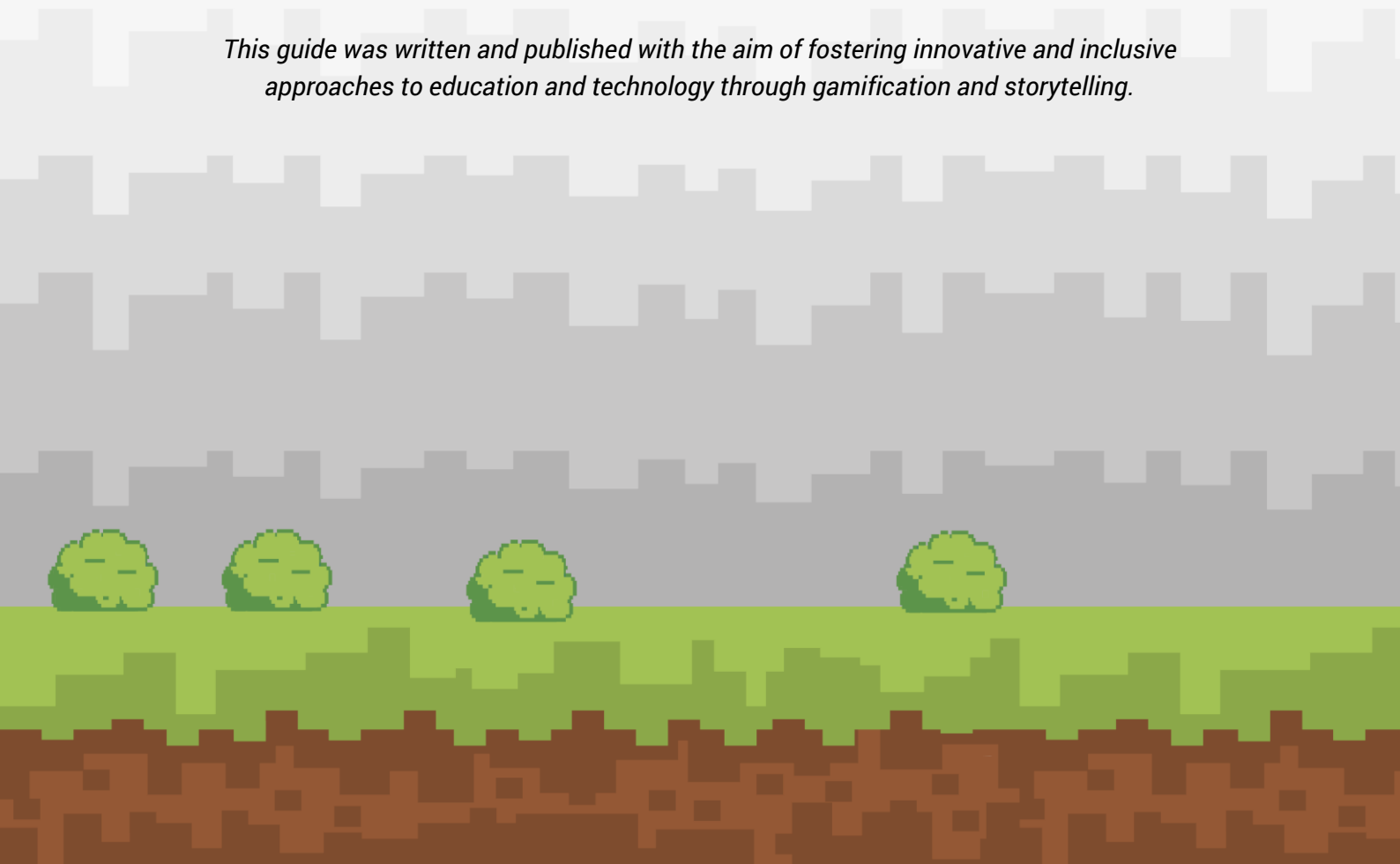
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This guide was written and published with the aim of fostering innovative and inclusive approaches to education and technology through gamification and storytelling.

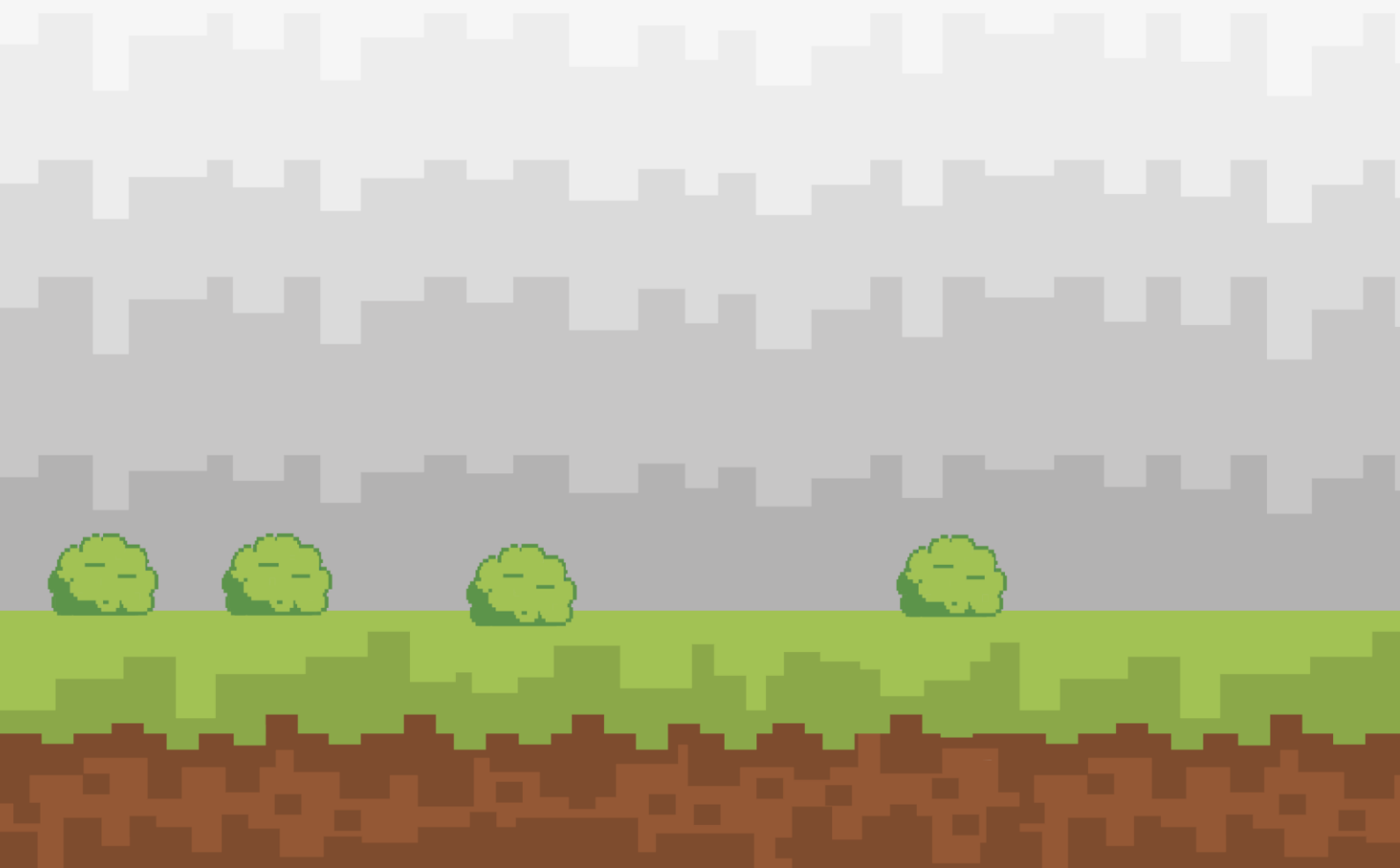




START

STEP BY STEP

Creating a gamified environment in stages





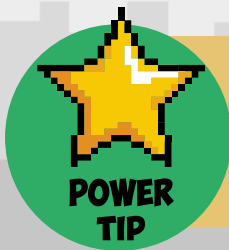
IDEATION

Identify the objectives, behavior analysis, and player profiles for creating the gamified environment.

DEFINE

This is a critical stage and is named to emphasize that you should not proceed unless you have a well-defined scope.

- What is the problem being faced?
- What do you want to achieve with this application?
- What results do you expect to reach?
- What is the age range of your target audience?
- What materials do you have access to?



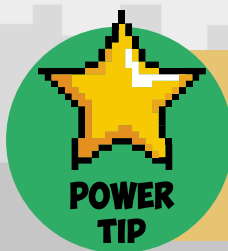
Identify the objectives, behavior analysis, and player profiles. You should gather information about the learning profile of this audience to make informed decisions regarding appropriate learning strategies when the time



LEARN

This is the crucial point of contact between your learning solution and your learners.

- What content will be applied?
- How many lessons are necessary to meet the learning objectives over a specific time frame (year, semester)?
- What types of learning assessments can you conduct with students? These could include tasks, assignments, experiments, war cries, practical activities, and more. These tasks can be transformed into missions in a gamification 😊. Score everything that can contribute to helping the player's progression in your system.
- Separate the more difficult tasks (exams, presentations, discussions, fairs) from the less complex ones; this will help you create the "levels."
- Ask yourself if the involved assessments are individual, group-based, or both? In a classroom context, how do each of these assessments take place?



This is the time to remember all the classroom dynamics—describe everything applied and what usually happens throughout the learning journey. We will need this a lot in the following steps!



IDEAS

The famous Brainstorming...

Gather your ideas, both the good and the not-so-common ones—the boundary between them might be the key to success.

A. Where to Get Inspiration

- Read different materials.
- Do physical exercise.
- Watch a lecture.
- Play a game.
- Follow your inspirations.

Get inspired, add, transform, and modify—sometimes combining an idea with others that were already good is better than creating

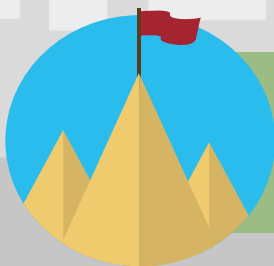
B. What Do the Players Want?

- Who are your players?
- What is their age?

Based on your research, you will know what types of designs, games, and other elements your players are most familiar with.

C. Brainstorming

Think about all the things you want your environment to have. Then, write them down. Your goal is to make associations until you can create the seed of your idea.



Select:

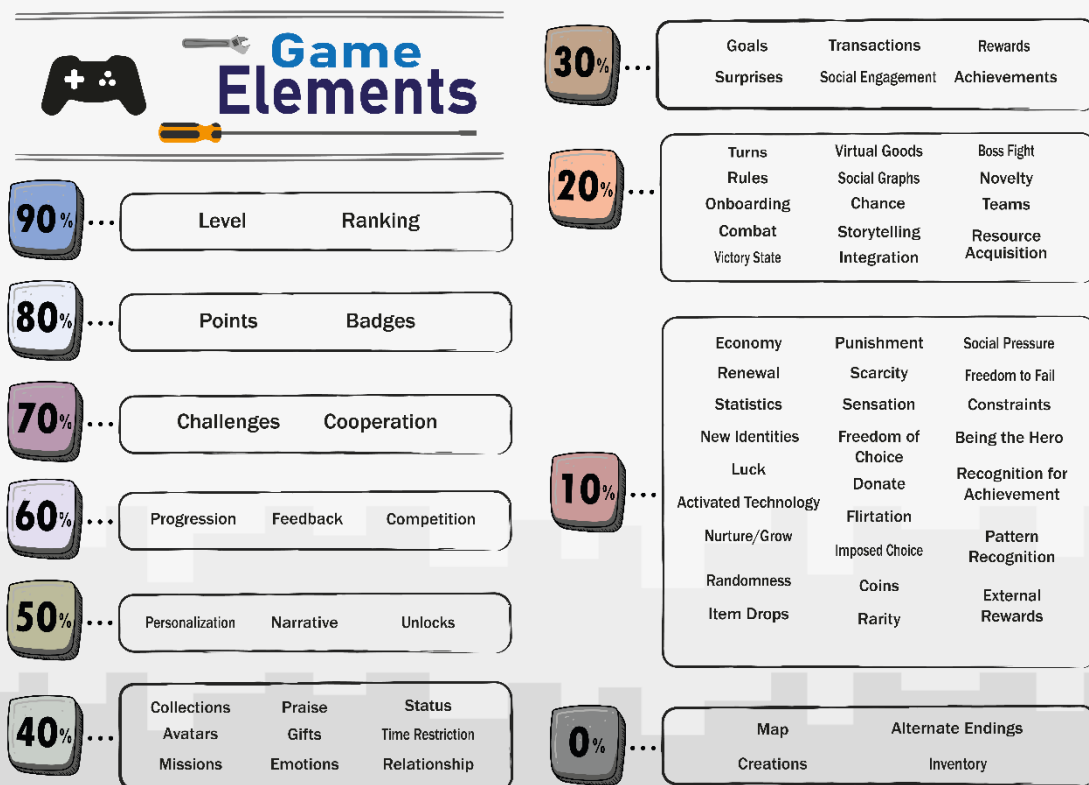
- 3 games you like
- 3 games you think your target audience would enjoy



GAME ELEMENTS

Gather them...

Game elements are the toolbox you will use to create your gamified learning solution. Below you can see some game elements and the percentages of use of these elements, based on data collected from specialized literature on design and gamification. Each percentage reflects the frequency with which the elements appear in analyses, studies and practical applications in the context of gamification and game design.



Refer to the **GAME ELEMENTS** whenever necessary and use as many as you deem appropriate.

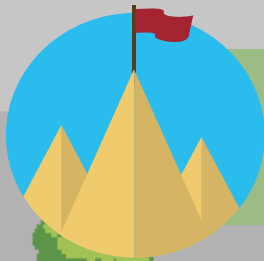
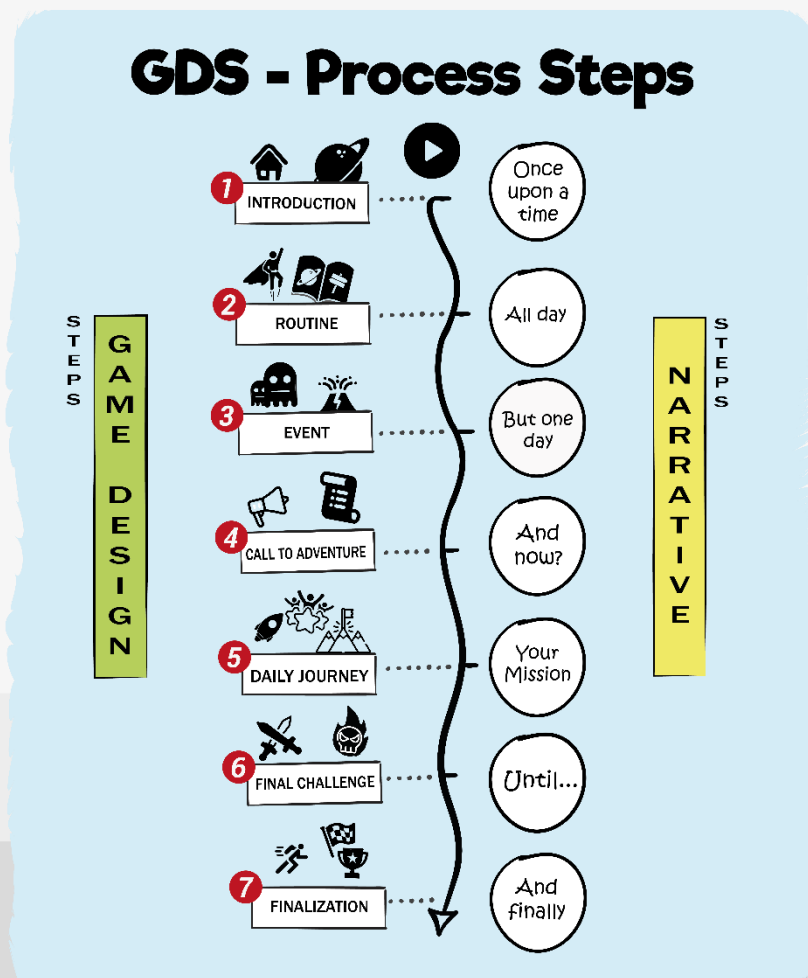


TIME TO WRITE THE STORY

We all have the gift of storytelling, the key element to entertaining players.

The story will make all the game world elements connect with each other and with the user, which can increase the player's motivation as they get involved in the plot.

TIMELINE



Follow the timeline to build your story—oops, I mean the architecture of your system 😊.



INTRODUCTION – ONCE UPON A TIME

1. Choose a theme for your game. To do this, you can select a reference to create your **GAME WORLD**. For example:



Futuristic



Medieval



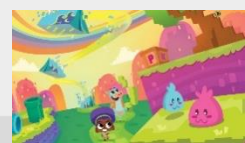
Magical World

It is essential to gather theme options based on research on the "player profile."

2. DESCRIBE the game world.

Give characteristics to this world, as it is the stage for all the events. In the game world, elements such as the following will be known:

- What is the name of this world?
- History of the world.
- The time in which the story takes place.
- Details about the environment.
- Problems faced (create a bridge to future events).
- Rules/Laws of this world.



SUPPORTING LEARNING

You can integrate the learning content with the theme if you'd like or keep everything as fantasy. Choose names for planets, worlds, cities, location details, and anything else you find interesting. The important thing is to use creativity.



3. Talk about the **PLAYER**.

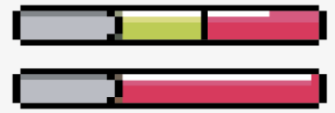
It is essential to have a good definition of:

- Personal, physiological, and other details that clearly define the players.
- The player's backstory—why are they there?
- Their routine in the created world.
- The type of social involvement that occurs in the created world.
- Secondary characters.
- Problems faced.
- Hierarchies (if applicable).



SUPPORTING LEARNING

- Remember the player profile analysis—what do they like most?
- Their favorite character has a superpower—why not give them that power too?
- If the player learns best by reading or is excelente at drawing, why not highlight that characteristic? The more details, the better!



EVENT – BUT ONE DAY

4. Tell the Story and Involve the Plot

What **HAPPENED**?

- Create a villain (remember to link it to the world's story).
- Something unusual or planned happened.
- Was it an ambush?
- Was someone injured or kidnapped?
- Was it one or more villains?
- Do they have an evil plan?
- What will happen to the world and the players?
- It's essential to develop the event until the end of the story.
- Who can help solve these problems? (Let's call the heroes).



SUPPORTING LEARNING

A designer or educator should create a villain that relates to or embodies challenges connected to the learning content. Gamification serves as a "SHELL" for the classroom activities, so it does not require a direct link to the content. However, the missions should incorporate the learning assessment results and display the outcomes.



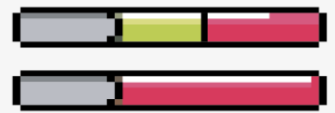
CALL TO ACTION - AND NOW?

5. It's time to make the "Call" to the mission.

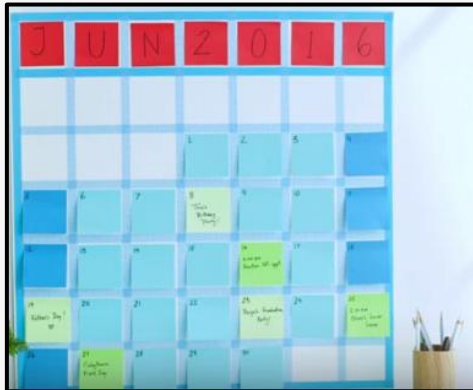
- Explain the new world's future (if any changes or exchanges occur).
 - What is the player's objective?
 - What are their greatest desires that drive them to embark on this journey?
 - What obstacles will they face along the path toward their goal?
 - What types of rewards might they find along the way?
 - Will they be rewarded?
 - Is there any secret involved in the plot?
 - Will the journey be long?
 - Will people recognize them as a hero?
 - How will they know they are progressing and heading in the right direction?
- Would it be helpful to use a map?
- Will there be something the player collects as a collectible item?
 - Is there any punishment?

SUPPORTING LEARNING

- It's essential to clearly show the player's progression, mentioning what awaits them in the final challenge and drawing an analogy to the most complex application.
- Is there teamwork involved?
- If you work with teams, how would you form them within this proposal? A mix of older and younger players? Balanced by some score? Or divide groups based on the number of participants and select each randomly? Tell us your logic.



- Provide a **VISUAL SCOREBOARD** for points, achievements, and rankings. The board can be physical or virtual and integrated into a system.



SUPPORTING LEARNING

- Think of a scoring system that involves evaluations, gains, and behaviors throughout the player's journey.
- What happens if someone doesn't complete a mission? Is there a way to recover that point?
- Does attendance count as a point?
- Remember to explain how points are calculated clearly. For example:
Completed Missions + Gains + Attendance = Next XP Level.

- Create an **IDENTIFIER FOR PLAYERS** – Badge, Team Bracelet, and Team Flag.



Badge



Bracelet



Team Flag



DAILY JOURNEY

6. Get the player out of the routine by participating in structured missions, and write a story with:



Description

- Title of the phase.
- Location where it takes place.
- External participants.
- Enemies present in the phase.



Content

- Define the learning content to be explored (identify all the elements that characterize it, as they might be helpful).
- Remember the number of lessons planned in the school curriculum.
- Break down the learning content according to the number of lessons, starting with the easiest and gradually increasing in difficulty, which can be spread across the missions.



Mission

- Describe the problem (if there is one).
- Describe the player's objective.
- What happens if someone doesn't complete the mission?
- Can an incomplete mission be replaced by another way to gain points? How can the person redeem themselves?



Challenge

- At least one challenge.
- At least one challenge for homework.
- If possible, a team exercise.



Mechanics

- What does the player need to do?
- Remember to always start with the easiest mission and work up to the hardest.



Dangers

- What threatens the player from completing the mission?
- Can something affect them drastically?
- Any surprises?



Rewards

- At least one badge.
- At least two insignias.
- If possible, a secret item.



CLIMAX – UNTIL

7. THE FINAL CHALLENGE - This is the moment when players will face their most significant obstacle.

YOU MUST...

- Explore the villain to the fullest.
- Connect this stage with elements encountered during the hero's journey to create flashbacks.
- Make the player understand they must use everything they've learned during the journey. Must use everything they've learned during the journey now
- Provide hints about what needs to be done to overcome this stage.



SUPPORTING LEARNING

- Should apply the most complex lesson/content at this stage.
- Remember to make the player use the skills they've developed throughout their journey.



END – AND FINALLY

8. Analyze the scores and congratulate the players based on the leaderboard. It is essential to track the points and player rankings.

It's essential to **ANALYZE**

Missions completed + Gains + Attendance = XP



You decide the reward—will it be a chance to brag? What are the heroes' achievements? Remember that they must be linked to completing participation, knowledge, and tasks (oops... mission).

9. Conclude the story by explaining how everything returned to normal or how things changed due to the player's actions.

