MAKER BRIEF.

MOBO GAME JAM 2021

With special thanks to contributor Henry Driver, Artist & Game Developer, *Secrets of Soil*

THE BRIEF

Games have the power to inspire change, communicate important messages and entertain. Your challenge is to develop a short game or game idea that promotes Clean Air and helps players to understand the importance of taking positive action against climate change.

Once you have created your game, you are tasked with presenting it in the form of a short video pitch. You can use in-game footage, designs you have created, or a paper prototype to demonstrate your game.

Psst! Make sure you have a good understanding of the **Assessment Criteria** for your chosen entrant category (Newcomer, Intermediate or Advanced).

Not sure which category to enter? Take this short quiz!
RESOURCES

Clean Air

- Read about Global Action Plan
- Read about Clean Air Day
- Read about Environmental Defense Fund’s Global Clean Air Initiative
- Read about Clean Air Fund

Top Tip! Why not explore how deforestation is impacting Clean Air?

- Read about the Rainforest Trust
- Read about the WWF

Sustainable Games Business Practices

- Read the Green Games Guide

Frequently Asked Questions

Have you got a question? Please read the FAQs section at mobojam.org.

Tackling the brief & choosing a team

- Building A Game Development Team – Mobo Game Jam Masterclass
Building A Game Development Team

A Masterclass with
ESTELLE ASHMAN
Curriculum Content Developer, Digital Schoolhouse

Breaking Down The Design Brief – Mobo Game Jam Masterclass
Game design & game development

Creating a Game Design Document – Mobo Game Jam Masterclass

Creating a Game Design Document
A Masterclass with
NICK RICKS
Creative Director – Outright Games

Kucheza

Digital Schoolhouse

Together with

Switch
### ASSESSMENT CRITERIA

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<th>Newcomer</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tr>
<td><strong>You can submit a</strong></td>
<td>You can submit a paper prototype or a digital</td>
<td>You can submit a paper prototype or a digital</td>
<td>You can submit a digital prototype only</td>
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<td><strong>digital prototype</strong></td>
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#### Art 🎨
- Art makes the game more enjoyable to play
- Art conveys the time and location of the game
- Art makes the game more enjoyable to play
- Art supports the gameplay as well as the brief
- Art style shows the time period and location of the game
- Art compliments the experience and playability and does not distract from it
- Art supports gameplay and the brief
- Art style reflects the time and location of the game
- Art compliments the experience and playability and does not distract from it

#### Audio 🔊
- Sounds and music are used in the game
- Sounds and music are inspired by the people, location and culture featured within your game
- For digital prototypes – the sound and music has been created by the maker
- For paper prototypes – the maker has described the way they would create the sound and music
- Sound design is inspired by the people, location and cultures depicted in the game
- The maker’s own sounds and real-life recordings make the game more believable and immersive
- Music and sound has been used to elevate the game
- Sound design is inspired by the people, location and cultures depicted in the game
- The maker’s own sounds and real-life recordings make the game more believable and immersive
| Design 📐 | • Information has been given to the player on how to play the game  
• The maker has written clear instructions for the player to follow  
• The maker has met the brief | • The game is a new twist on existing gameplay or something entirely new!  
• Information has been given to the player on how to play the game  
• The maker has met the brief | • The game adopts an interesting twist on recognisable or existing gameplay or is something new entirely!  
• The maker has been given the player an appropriate amount of information to understand how to play the game  
• The maker has clearly shown that their game is closely guided by the brief throughout |
| --- | --- | --- | --- |
| Technical ⚙️ | • The maker has submitted a **paper prototype** or **digital prototype** of their game  
• The maker has shown an understanding of how objects move around in their game  
• The maker has included instructions for how the player changes things in the game  
• For paper prototypes – pseudocode/algorithms (e.g. flowcharts) have been used to demonstrate the programming that would be needed in the game if a digital version were to be created of it | • The maker has submitted a **paper prototype** or **digital prototype** of their game  
• The maker has clearly thought about how character(s) and game objects move around the world  
• The maker has shown how objects, characters and environments are impacted by how the game is played and how this is represented in the game  
• The maker has shown how a player moves between multiple levels (e.g., from the first to the second)  
• The maker has demonstrated how players move between levels through examples of pseudocode and/or programming language (e.g. Python, Java, C++ or other); and through in-game footage of this action | • The maker has submitted a **digital prototype** of their game  
• The maker has clearly thought about how the character(s) and game objects move around the world  
• The maker has shown how objects, character(s) and environments are impacted by how the game is played and how this is represented in the game  
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| Social issue (Clean Air) | This game teaches the player about climate change and the need for clean air. The game shows how the lives of different people are affected by climate change and lack of clean air. The maker has shown ways in which we can improve the lives of the world’s poorest people. | The game teaches the player about climate change and the need for clean air. The game shows how the lives of different people are affected by climate change and lack of clean air. The maker has shown ways in which we can improve air quality. | The maker has clearly shown how the game seeks to raise awareness of key social issues related to clean air and educates their target audience. The game shows how climate change can shape the physical and human environment. For example, the maker has considered the impact of clean air on wildlife. The maker has considered how different demographics are impacted by climate change and lack of clean air. The maker has clearly thought about ways to mitigate climate change and to overcome lack of clean air. The game has been designed to actively improve air quality. For example, by raising funds for clean air initiatives through its sales, DLC (downloadable content) or gameplay. The game inspires players to support Clean Air and provides information on actions that they can do to improve air quality and encourage meaningful change. |
| Video production 📽️ | • The maker has explained why people would want to buy their game  
  • The video is engaging and flows well  
  • The maker has considered angles and lighting | • The maker has explained why people would want to buy their game  
  • The maker has used relevant tools and software to create a high-quality, professional video that explains the game | • The maker has clearly shown how they would market the game to their target audience  
  • The maker has used relevant tools and software to create a high-quality, professional video that explains the game |
|---|---|---|---|
| Sustainable games business practices 📈 | • The maker has thought about how the creation of this game is environmentally friendly. | • The maker has explained how the creation of this game is environmentally friendly.  
  • The maker has explained how they are offsetting the emissions created by audiences playing this game. | • The maker has explained how the creation of this game is environmentally friendly.  
  • The maker has explained how they are offsetting the emissions created by audiences playing this game.  
  • The maker has made design choices to reduce the carbon footprint of the game. |
| Top Tip! Read the Green Games Guide for further information | | | |

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