

Production-In-Action Production Portfolio

Game Development Student Perspective

By Cassandra Inglesby

TABLE OF CONTENTS

Pre-Production	#3 - 31
Production in Action Syllabus	#3 - 9
Production Binder and Daily Report Guidelines	#10
Anticipation Paper Guidelines	# 11
Anticipation Paper	# 13 -14
Game Show Pitch Guidelines.....	#16- 17
Game Show Pitch.....	#18 -20
Game Play Testing Documentation.....	#22 -24
Who died and Made You Boss game Concepts.....	#26 - 31
Cut Throat Documentation	#32 - 47
Game Concept, Revisions and supply lists	#33- 37
2D and 3D image of the set design	#38 - 39
Play Testing Chart.....	#41 – 45
Risk Assessment.....	#47
Journals	#49 - 62
Post Production.....	#63 - 67
Reflection Paper Guidelines	#64
Reflection Paper	#65 – 67



**PRODUCTION-IN-ACTION
MAS 101**

Revised: December 27, 2010

TFMAA- ALL DISCIPLINES

28 North Clark Street
Chicago, IL 60602
Phone: 312.332.0707
Fax: 312.506.0708

Course Number: MAS 101
Meeting times: various
Location: various
Credit hours: 3

Course Instructor: Peter Hawley, Chad Kent, Billy Carton, Amy Rising, Brian Read, Killian Heilsberg, John Otterbacher, Rebecca Bourn, Ella Delaney, Adrienne Lentz, Anthony Lewellen, Ted Gordon, Robert McCabe, Jeff Kliment, Bernie Mack
Office: 4th, 5th, and 6th floor offices
Office Hours: By Appointment, per faculty advisor
Phone: 312.506.0628 (Hawley)
Email: peter.hawley@tribecaflashpoint.com

Course Coordinator: **Peter Hawley**
Phone: 312.506.0628
Email: Peter.Hawley@tribecaflashpoint.com

Assistant to the Chairs: Ashley Alden
Office: 6th Floor Offices
Office Phone: 312.506.0619
Email: Ashley.Alden@tribecaflashpoint.com

Associate Dean of Students: Ben Spanner
Location: 6th Floor Offices
Phone: 312.506.4615
Email: ben.spanner@tribecaflashpoint.com

PREREQUISITE:

None

REQUIRED TEXTS:

Handouts provided by various authors.
Review related media for critical analysis as assigned.

COURSE DESCRIPTION:

The Production in Action course offers every student direct, hands-on experience in completing a professional media production, which encompasses all disciplines at Tribeca Flashpoint Media Arts Academy. During the three weeks of Production-in-Action students collaborate with fellow students as well as industry professionals to create the finished product. Students will work as part of a cross discipline team to create digital assets for the production.

COURSE RATIONALE:

This course is intended to involve students in professional media production efforts, and provide larger exposure to media project management and trans-media collaboration.

LEARNING GOALS AND OBJECTIVES:

Upon completion of this course the student will:

1. Have an understanding of roles and responsibilities on media production teams.
2. Know proper production etiquette.
3. Gain further understanding of the collaboration between departments needed during preproduction, production, and postproduction.
4. Acquire a greater knowledge of gear, tools, software and hardware, needed on a media production and why different pieces are used to accomplish each component.
5. Gain further understanding of professional levels of communication and strategies for collaboration.
6. Acquire further experience working in production teams on a professional-level project.

COURSEWORK:

During this course students will:

1. Participate in groups to create and build upon story ideas to develop a professional level media production. Depending on the group and student's discipline, each student will be required to complete production tasks to achieve completion of the project.
2. Create a production binder, which will include copies of research articles and personal writings, along with assignments from class.
3. Work with professional teams to complete discipline-specific media assets (deliverables checklist).
4. Submit work that is professional in appearance and meets the specifications of the assignment. All written work must be typed, proofread and spell-checked.
5. Learn the roles and responsibilities of each position in professional production.
6. Learn the definition of workflow as it pertains to the completion of professional media projects.
7. Participate in an improvisation workshop in order to develop skills as a collaborator.

ASSESSMENT:

Assessment for this course is comprised of attendance and professional behavior, coursework evaluation, class participation and written testing on all material; it occurs at specific times throughout the course and is designated as such in the course calendar.

TRIBECA FLASHPOINT'S GREEN INITIATIVE:

In keeping with TFPA's green efforts, you are encouraged to do double-sided printing of your written work—and all course materials that need to be copied.

ATTENDANCE STATEMENT:

Class attendance is mandatory. You are expected to be present at the start of class and remain through the entire class period. Arriving 15 or more minutes after class begins is considered a late arrival; arriving 60 or more minutes after class begins is considered an absence. Two late arrivals will be considered one absence. Leaving 15 or more minutes before class is dismissed will be considered an early exit. Two early exits will be considered one absence.

Throughout the duration of *Production-in-Action* each absence beyond two will result in the lowering of one letter grade. Five absences will result in automatic failure for the course. If an absence does occur, it is your responsibility to obtain lecture notes and arrange to make up any in-class work and /or assignments you may have missed.

ACADEMIC INTEGRITY:

You are responsible for insuring that all work is correctly attributed. You must give clear and complete attribution for the work of other in your own productions and written work. Plagiarism will not be tolerated and may result in failure of the course or expulsion. Please refer to the Student Handbook.

GRADES:

Breakdown is as follows:

Item	Percentage	Points Possible
Attendance, professional behavior	20%	20 points
Anticipation paper	20%	20 points
Production Binder-including a daily report	20%	20 points
Reflection Paper	20%	20 points
Creative participation within the group	20%	20 points
Total	100%	100 points

A FINAL GRADE OF 70 % OR BETTER IS REQUIRED TO PASS THIS COURSE.

ACADEMIC STANDARDS AND REGULATIONS

Definitions of letter grades are as follows:

Standard Grades

Grading is based on a 100 point scale and is as follows:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	less than 60 points
I	Incomplete

Letter grading explanation:

[A] Excellent. Student exhibits mastery of the material; demonstrates the ability to express and apply the material in a creative way, i.e., not simply what's been covered in class or the texts. Strong articulation of personal voice, both in the work completed and in the presentation of material to the class.

[B] Good. Student exhibits an advanced understanding of material covered in class; has some consistency in performance on tests and assignments; presents the material in a clear organized fashion. Still needs work on clear expression of ideas.

[C] Fair. Basic understanding of material covered in class. Concepts and facts correct and covered in adequate depth; inconsistency (some areas covered well, others poorly, indicating some confusion over the material); or inability to clearly express understanding of material.

[D] Poor. Perfunctory coverage of the material; inconsistency of performance on tests and assignments; much misunderstanding of the material; incomprehensive use of skills; excessive absences or lateness. Student must retake the course at an additional charge of \$500 per course.

[F] Failure to do the assignments as stated; failure to hand in an assignment; complete or near complete misunderstanding of the material; plagiarism; illiteracy; excessive absences or lateness. Student must retake the course at an additional charge of \$500 per course.

[I] Incomplete. At the discretion of the instructor. See Student Handbook for details.

Please refer to the Student Handbook for an explanation of Academic Progress and "good academic standing."

ACADEMIC RESOURCES:

Academic Assistance is available to Tribeca Flashpoint students. You are encouraged to take advantage of these resources. For assistance with writing, reading comprehension, math, study skills, and time management, contact Adrienne Lentz at adrienne.lentz@tribecaflashpoint.com. For assistance with math contact Rebecca Bourn at rebecca.bourn@tribecaflashpoint.com. **Students may be required by an instructor to seek tutoring assistance; a student's failure to seek assistance after being required to do so may impact the student's grade.**

The Tribeca Flashpoint Info Commons offers a full range of library services, including access to books and DVD's, as well as assistance with research and development of research skills/techniques. For research questions/needs, contact Ella Delaney at ella.delaney@tribecaflashpoint.com.

ACCOMMODATION STATEMENT:

A student requesting reasonable accommodations and/or academic support services because of a disability may be required to provide advance documentation validating the student's status as "qualified disabled" and the type of accommodation[s] requested. Validation of a student's eligibility for reasonable accommodations may be ascertained as appropriate from an interview, a case history, results of standardized testing, medical and psychological diagnoses, and/or former schools. The extent to which such documentation is required will be determined by the Academic Dean's office.

COURSE CALENDAR

Class 1: General session. Intro to PIA. Screen John Murray presentation, samples from previous PIA's and making ofs. Introduce this PIA. Go over the Syllabus, break into groups.

Breakout Session- faculty member convenes the group, tells them specifically about deliverables. Group begins brainstorming on game show concepts. Writes PIA anticipation paper in class. Delivered to faculty advisor at the end of the day – morning for the afternoon group.

Assignment: PIA Anticipation paper

Class 2: General Session. History of TV Game Shows, Game Show Literacy.

Breakout Sssion- students continue brainstorming, prepare presentation to group, write their daily report.

Assignment: Prepare game show pitch for Wednesday

Class 3: General Session: Students present their Game Show concepts. Discipline specific production work begins as needed.

Breakout Session: Students update advisor on status, write their daily report.

Class 4: Breakout sessions only: Students update advisor on status, write their daily report.

Class 5: General session- Final game locked in and presented to students.

Discipline production work continues.

Breakout sessions- Students update advisor on status, write their daily report.

WEEK TWO:

Most days will be devoted to brief general session meetings followed by breakouts and then specific tasks for each discipline. Students are directed to check in with blackboard for general session meetings.

Class 6: Pre-production with discipline specific projects.

Breakout sessions- Students update advisor on status, write their daily report.

Class 7: Pre-production with discipline specific projects.

Breakout sessions- Students update advisor on status, write their daily report.

Class 8: Pre-production with discipline specific projects.

Breakout sessions- Students update advisor on status, write their daily report.

Class 9: Pre-production with discipline specific projects.

Breakout sessions- Students update advisor on status, write their daily report.

Class 10: Pre-production with discipline specific projects.
Breakout sessions- Students update advisor on status, write their daily report.

WEEK THREE:

Production Week. Students will be split between 28 N. Clark St. and CBS Studio B. Twice daily students will meet with the breakout groups to present updates on the production. Note that Monday January 17 is Martin Luther King Jr. Day. No classes.

Class 11: Rehearsing, final preparations for production.

Class 12: Dress Rehearsal.

Class 13 Production day. Two tapings.

Class 14: Wrap, reflection paper due. Final meetings

Course Calendar is subject to change *with* notification.



PRODUCTION BINDER AND DAILY REPORTS

PRODUCTION BINDER:

The Production Binder is the repository for all documents related to the current production. This will include call sheets, planning documents, group team member and crew assignments, workflow diagrams, physical assets in the form of a DVD of game, audio or film assets depending on discipline assignments, and anything else related to tracking the process of production. Many of these materials will be posted on Blackboard, *but not all* – and all elements must be collated and organized into a cohesive binder (this is 20% of your grade). You must also include your Daily Personal Assessment Journal, Your Deliverables Checklist, and your Critical Analysis Assignment (Also known as a Post-Mortem).

DAILY PERSONAL ASSESSMENT JOURNAL:

Based on the prompts provided below, write a half-page (minimum) assessment each day of PIA. This journal must be included in your PIA Binder, due at the end of the course, in order to receive credit.

Prompts:

- Reflect on the day's events- what issues/topics were explored? What problems were presented? Were they resolved? If not, what are possible outcomes or possibilities?
- What lessons were learned today? What questions were raised?
- What are the anticipated needs for tomorrow? For the rest of the production? Anticipate needs here that may or may not have been discussed in class.
- What tools will be required to prepare for tomorrow's meeting? Do you have specific responsibilities? If so, how will you fulfill them?

GRADING:

Physical assets -- including Making ofs, animation, playtesting schedules and data, sound files, etc...as your discipline requires you to have created within the PIA experience. = 5 points

Paper deliverables, including call sheets, planning documents, game documents, workflow diagrams, etc... effectively and clearly communicated = 5 points

Daily personal assessment journal with objective outline and subjective commentary each day = 5 points

Critical Analysis Assignment (Post-Mortem) 5 points

TOTAL 20 points



PRODUCTION-IN-ACTION ANTICIPATION PAPER

OVERVIEW AND PURPOSE

The Anticipation Paper writing assignment is designed to have each of you give some serious thought to the project and tasks that lie ahead of you over these next three weeks. Production-in-Action is designed to bring students together from all disciplines to collaborate and communicate while designing a large-scale media project. You will be working side by side with students from all disciplines as well as industry professionals. For most of you this will be your first such experience and therefore noteworthy.

ASSIGNMENT

Write a two page paper that answers the following questions: 1) What do you think some of the hurdles will be to accomplishing our goal? 2) What are your concerns? 3) What do you hope to take with you from this process.

DUE DATE January 5, 2011

GRADING

- 1) Grammar, punctuation, and general writing and organization = 5 points
- 2) Answered all questions completely = 5 points
- 3) Depth and Thoughtfulness of your writing = 10 points

Anticipation Paper

Cassandra Inglesby
January 4, 2011
Production-In-Action
Anticipation Paper

Some of the hurdles to accomplishing our goal that we might come across during this process will probably be working with people that we have never worked with before. During the first quarter at Tribeca Flashpoint Academy I have had four classes all of which had the same students. Within that group of students I know who trust is worthy, I know their personalities, I know their interests, and I know their passion for the topics and industry. I have a mental list of who I like to work with and who I work well with. Thrown into a new mixture of students not only from the same academic program track but also students from different academic backgrounds and interests will definitely be a challenge. Working with students from academic backgrounds has already been an interesting thing to be a part of just to note the difference among students. Film and Recording Art students are very assertive when it comes to having an opinion or coming up with concepts whereas Game Development students are laid back and just go with the flow. This in its self is a hurdle that we must overcome, to break through our personality differences to make sure everyone's voice is heard and opinion is taken into consideration.

Other difficulties that we must work through individually and as a group that will be beneficial for our futures as working industry professionals is to be passionate about concepts and projects that you don't necessary like or agree with. Many students have already shut down when their idea was not selected or even taken into consideration from their small group, having an "I don't care" attitude when it comes to the Production-In-Action project.

Some of the concerns I have about Production-In-Action project is how much am I actually going to be contributing to the final product. I love the fact that I will be working on a professional quality Game Show production, which is something that based on my chosen field will have little to no chance to work on otherwise. However, from my experience so far, only having two large group sessions and two small group sessions, is that as an individual as well as a Game Development student I will have very little contribution to a mainly Recording Arts, Visual FX and Film/Broadcasting project. Since it is a Game Show, it would have made more sense for the Game Developers to come up with the game play mechanics and storyline rather than coming up with the ideas as small groups. As of right now I see very little for the Game Development students to actually work on, especially with so very few skills most Game Development students actually have. If we are to create a game based on the Game Show, which would be a great way to incorporate the skills of the Game Development, I am concerned that our lack of skills in areas such as Game Engines and Programming will affect the result of a final playable product or even if it is a realistic goal to create a finished game in two weeks, which is almost unheard of unless done in a medium such as flash, or done as a mod to an already made game.

On a more positive note, I hope to take many things with me from this process. I am hoping to have an excellent piece for my portfolio to display my contributions to this project. I also hope to be able to work with industry professionals, to learn and network with. I also hope to network with my peers that I have not be able to previously work with based on my academic discipline and class make up from the first quarter. I hope to learn many things such as what it takes to make a live game show, organization and documentation, and the realities of working as a professional and working within limitations of perimeters, time restraints and budget.

Game Show Pitch

TRIBECA
FLASHPOINT
MEDIA ARTS ACADEMY
MAS 101: PRODUCTION-IN-ACTION
SPRING 2011

GAME SHOW PITCH GUIDE

Background

Your team is expected to create an original game show pitch for Wednesday, January 5th. The pitch itself should run no longer than 5 minutes with another 5 minutes allotted for feedback and questions from faculty. You are to pitch only ONE concept, so be sure your team does their very best to get enthusiastically behind your concept and works together to make the pitch as strong as possible.

Parameters

While there is a good deal of room for your team to be creative and innovative, you are asked to keep the following rules in mind for your pitch. Should you violate one or more of these rules, it is unlikely that your concept will be chosen for the final game show production. Your game show concept must:

- Work within a 22-minute format
- Involve three teams comprised of five players
- Be executable in a “closed” set environment (CBS studio)
- Allow for two team members to leave the facility as part of game play
- Include more than one stage/round of game play
- Incorporate collaborative game play at some point
- Feel appropriate for family viewing (no offensive content or themes)

Parameters are absolutes. Do not ignore any of them for your pitches.

Suggestions

There is no right or wrong way to develop and pitch your game show concept. However, there are certainly key factors you should both consider and speak to in your pitch if you expect to engage and excite the faculty on the panel. Your team should ask these questions as you develop and refine your game show concepts:

AUDIENCE

- Who is the target audience? And why will they love this concept?
- How will the live studio audience be engaged and entertained?
- How will the at-home audience be engaged and entertained?

GAMEPLAY

- In what ways is game play similar to other (successful) game shows?
- In what ways is it different from other game shows?

- Are the core game mechanics clear? Fresh?
- Does the game feel manageable?
- Is it fun?

CONTESTANTS

- What “type” of contestants would be desired for the game to max out its potential? Braniacs? Athletes? Performers? Celebrities? “Guy/Gal Next Door”? Multiple types?
- How will watching the contestants play be entertaining?

HOST

- What role does the host play?
- Who would be your dream host for the game show?

SET

- What does the set look like?
- Do you have “crown jewel” set pieces? (The Wheel in *Wheel of Fortune*, the digital game board from *Jeopardy!*)

GAME NAME/BRANDING

- Does the name of your game show speak to its concept?
- Is the name exciting? Dramatic? Mysterious? Does it have a hook?

REWARDS/PRIZES

- Does your concept have an original angle for prizes?
- Is the incentive to win (beyond the sake winning) clear?

SIMPLICITY

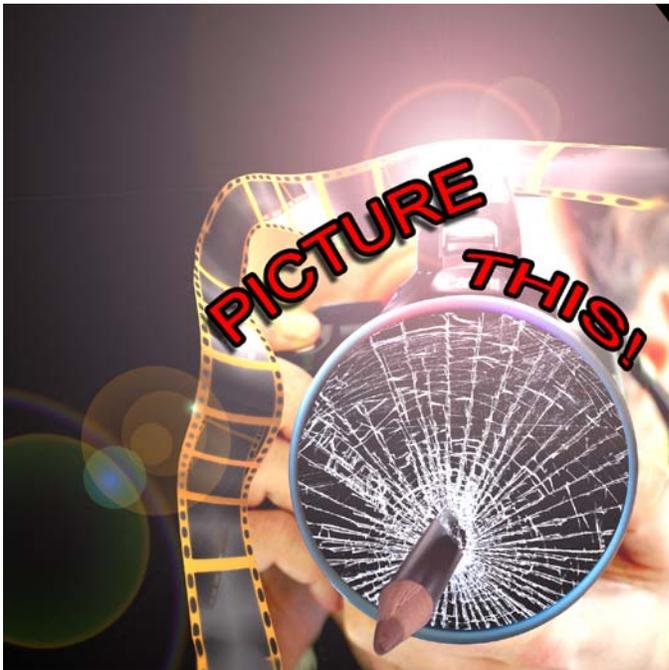
A long-standing golden rule among game show creators is the K.I.S.S. acronym:

KEEP IT SIMPLE, STUPID!

Simple does not mean easy, nor does simple mean predictable or cliché. Simple means accessible and executable. If you cannot explain your game show concept in 30 seconds or less, you are likely creating something unwieldy for this project.

EXPLORE. RESEARCH. GET WEIRD. HAVE FUN.

PICTURE THIS!



IMPORTANT NOTE ON Pictionary THE BOARD GAME:

The team chooses one person to begin drawing; this position rotates with each word. The drawer chooses a card out of a deck of special Pictionary cards and tries to draw pictures which suggest the word printed on the card. The pictures cannot contain any numbers or letters. The teammates try to guess the word the drawing is intended to represent.

PICTURE THIS!:

A game of Pictionary combined with a scavenger hunt and The Amazing Race. Teams will need a quick shutter finger and their imaginations to gather enough clues to help them solve the “Money Shot” phrase which is a phrase (or word) that only two members of each team will know. While the rest of the teams duke it out old style in a “guess what I’m drawing” game with celebrity status. All of this culminates in a race to the finish as the two fastest teams to reunite and solve their “Money Shot” phrase by putting together the images they have collected throughout the game. First team to guess it right wins!

Intro:

The game begins with the host introducing the three teams of five and laying out the premise and rules of the game. He then assigns the first task as a way to decide who from each team will go out into the city and try to “draw” with three pictures their team’s final “Money Shot” phrase.

Stage One: Quick Draw

This game is a battle of lead and wood as each member of each team draws a basic picture based on a clue about their yet unknown celebrity team member. Once done, their celebrity teammate is revealed and then judges which two drawings best represents themselves. Now that the two contestants from each team are selected; the “Location Team” gets their team’s “Money Shot” phrase on a card, along with a “Double Negative” bonus picture quest, and are entrusted to go out and gather three pictures to best describe and depict the phrase. (Literal depictions of words in the phrase are not allowed.)

Stage Two: The Drawing board/The Photo Finish

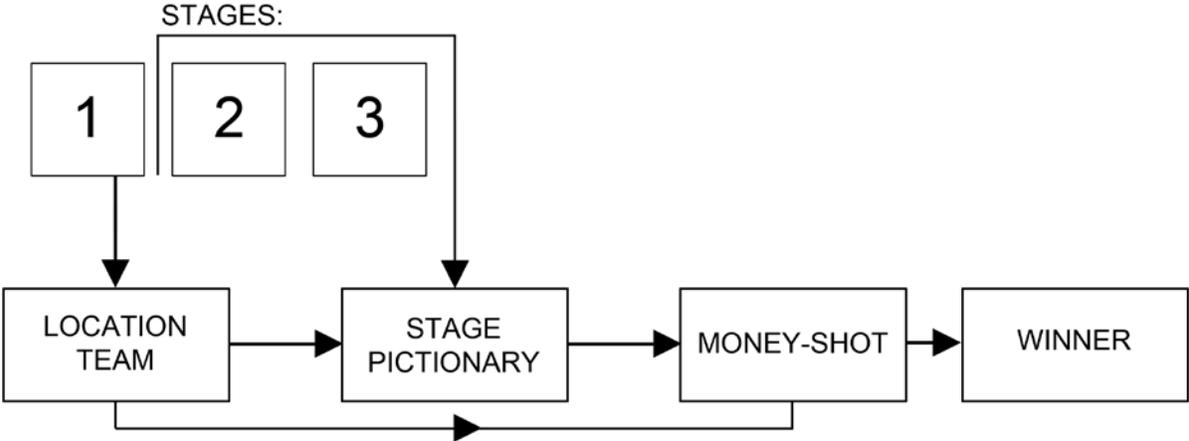
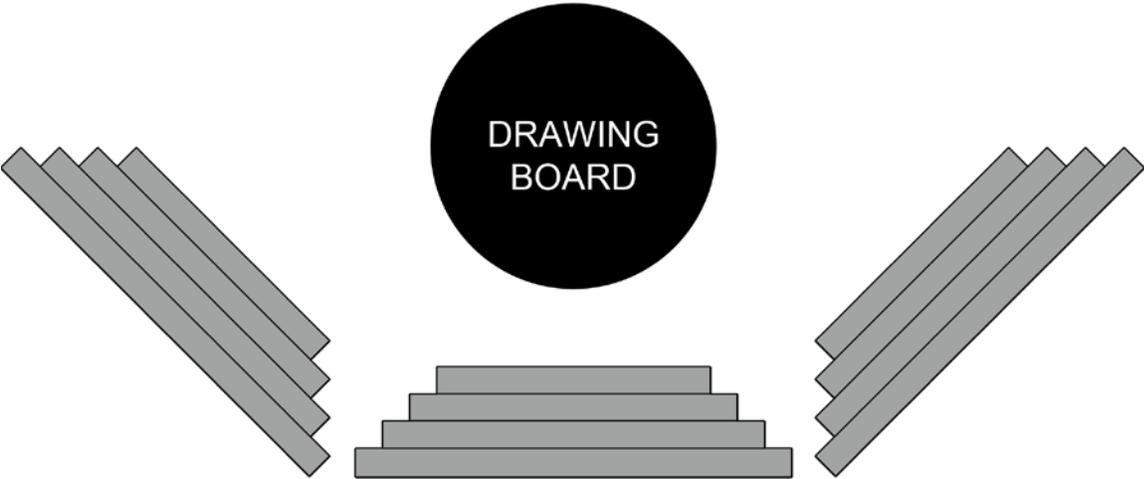
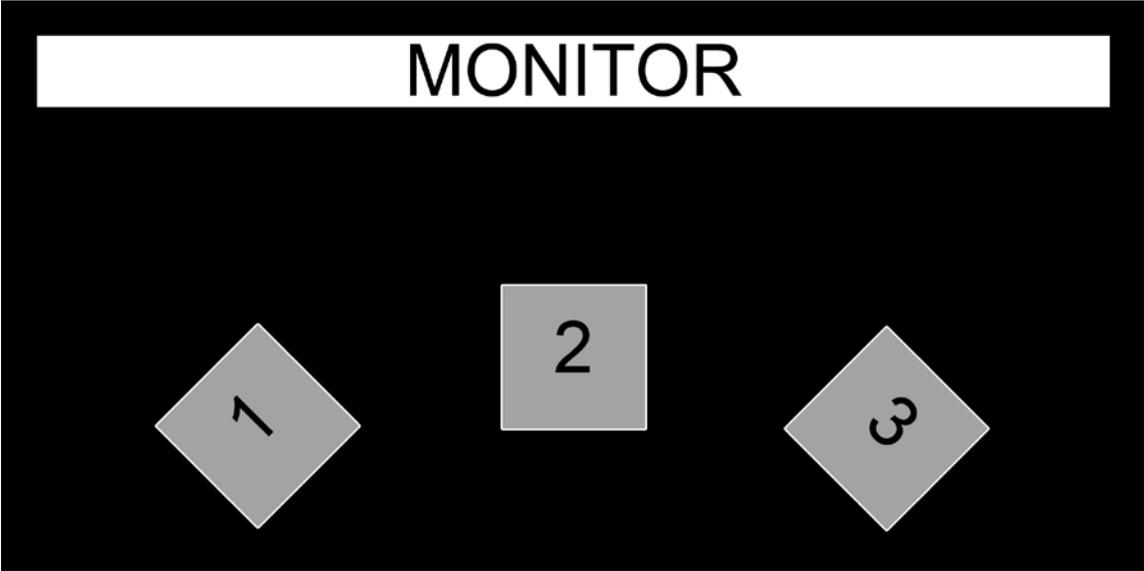
Once, the “Location Team” is sent off, the rest of the teams gather on the main stage to compete in a traditional game of “guess what I’m drawing” (aka Pictionary). At stake in this round are photographed clues that will help piece together each team’s “Money Shot” in the final round. The celebrities become the drawers and the remaining three teammates from each team become the guessers. Each celebrity receives three Picture This! phrases, one easy, one somewhat challenging, and one difficult. Taking turns, teams have a certain time limit to draw and guess the three Picture This! phrases and with each correct guess that team wins up to three very specific picture clues that will help them in the final “Money Shot” round to decipher the “Location Team’s” “Money Shot” phrase. As well as a small prize for the person who shouts out the correct answer. All clues are specific to each teams phrase and progress in helpfulness. The “Drawingboard” round ends once the first two “Location Team” groups return with their clues for the “Photo Finish”. The eliminated team has a chance to leave with a prize if they acquired the “Double Negative” bonus picture.

Stage Three: Money Shot

The two remaining teams reunite and the “Location Team” becomes the drawers and combines the three clues with the three location pictures and decides in which order to display the photos. The object is to lead their teammates, and the celebrity, to say the “Money Shot” phrase to win the game.

Outro:

If the losing team got their “Double Negative” bonus shot. They get a prize. The winning team receives “a brand new Polaroid camera and a million dollars. It is called the “Money Shot” round after all.



Play Testing Documentation

Game Play Test Documentation

Design Document Workflow

Design document is a multi-tier word document mosaic managed as follows

- Mini-game teams have a working document
- Team Leads create a solid formal team design document which is passed on to the production team
- Production team take disparate documents and work them into a complete formal design document.
- Complete design document will be uploaded to Flashpoint server and updated regularly

Bug Report Workflow

- Anyone can edit/view bug report due to cloud
- Use excel type spreadsheet on gDocs
- Master bug sheet, crosses out duplicates
- List type of bug
 - Bug Classes
 - A- Crashes/Show stopper
 - B- Poor Quality/Poor failure rep/License Violation
 - C- Like to fix or improve
 - D- Something to add
 - E- Hinders gameplay/fun (Slows down gameflow, etc)
- What happens when bug occurs?
- Steps to recreate the bug (What steps lead up to incident)
- Date of bug fix, and details of the bug fix

Play testing Guidelines:

Difficulty checks:

- Frequency of victory/defeat (Concrete number of victors/losers)
- Frequency of completion
- Time
- Complexity
- Mental abilities/education
- Physical abilities
- Interest Curve: Frustration

Mechanics: Does it work?

- Win conditions accessible
- Under what circumstances can the game be broken
 - Fail safes in case it does become broken
- Possible hitches related to rules, find methods of putting the train back on the rails
- Cheating: How can players potentially cheat, how do we catch them, how do we deal with them
- Metagame rules: Player discipline, handling disruptive conduct, contingencies for unforeseen circumstances

-Complexity versus rules holes: Find a good balance. If a small problem with the rules causes the game to break down, a small fix might help it, but explaining that small rule to audience becomes difficult.

Practical concerns: Is it feasible?

- Scale, number of players
- Cost of supplies to set up
- Time to set up supplies, shipping times, schedules of people involved
- Controllable vs uncontrollable factors (Outside weather)
- Time constraints: Plan to keep things inside fixed time limits, make sure rules cover what happens when circumstances drive things over the clock.
- Risk: keeping similar to existing shows, while adding new twist
- Technological concerns: How to present show to home viewers, how to present to live audience

Fun: Is it enjoyable?

- Take into account type/nature of players
- Is the audience enjoying it?
- Interest Curve (can it be somewhat frustrating but give players to a sense of accomplishment)
- Audience engagement: Bring the public into the game
- Good flow to game: Avoid tedium, keep good pace
- Simple yet fun

Market Research AKA Audience

- Target audience
 - Make sure decor and themes appeal to selected audience
- Suspense: How to build it by using dramatic tension (Audience knows, players don't)
- Play testing recruitment
 - Survey?
- Comedy vs. Suspense: Genre

How will "Market Research" Focus Groups be done?

Focus groups

- FPA students and faculty not within immediate group for fun testing, our group can handle bug testing

Audience/Contestants

- Questionnaire:
 - Hobby questions
 - Favorite media (games, favorite genres, movies, other game shows, music)
 - Ask questions about fun, along lines of our fun section below

Testing Order

We will be testing groups from the easiest to access to the most difficult and slowly changing the groups from specialized knowledge to more general groups.

- Game Students
 - This includes testing while working and getting other game students involved
 - This will get us information from students familiar with game design
 - This gets us fresh eyes on the design

-This is limited because of overlap of game student knowledge and the way they look at games and systems

-Other Discipline groups

-This will be testing in homogeneous groups

-This will get us information about how different kinds of people react to our games/questions, without introducing more complex interaction factors

-In the likely case of having media related questions and games, this gives helps us gauge difficulty with people of different specialities

-General Students

-This section will use groups of students of mixed disciplines

-This lets us look at what areas of expertise overlap, and which are more unique

-This lets us see how the different kinds of people interact in the situations we are putting them in

-This is also the group that will actually be on the show, so there is a lot of good information here

-Admissions / General Education Instructors

-This group is more controlled and easier to access than the general public, but has a less specialized knowledge base than the student body

-Our television audience is closer to this group than to a group of tech school students

-This will allow us to look closer at how our show will be perceived

-General Public

-This will be limited testing, but gets us face to face to our viewing audience

-In order to have the proper legitimacy for talking to people on the street, we will need a film crew

-This allows for ever more collaboration between film and game students

-Further this will give film students filming behind the scenes documentaries access to raw testing footage, and perhaps some very comical answers.

Specific Game Genre Concerns

Puzzle game specific concerns

-Replay value: Make sure that there's a variety in the puzzles to be played

-Sustainability: Make sure there's a ready supply of additional puzzles, board configurations, questions, etc

Scavenger Hunt specific notes

-Perceptive: Finding and locating

-Skill: Using knowledge or ability to find item

-Intellect: Solving puzzles as part of hunt

-Fitness: Using physical ability to reach item

-Emotional: Overcoming psychological difficulty to obtain item (fear factor)

-Social: Requiring interaction between people to obtain item

Trivia Question Types

-True/False

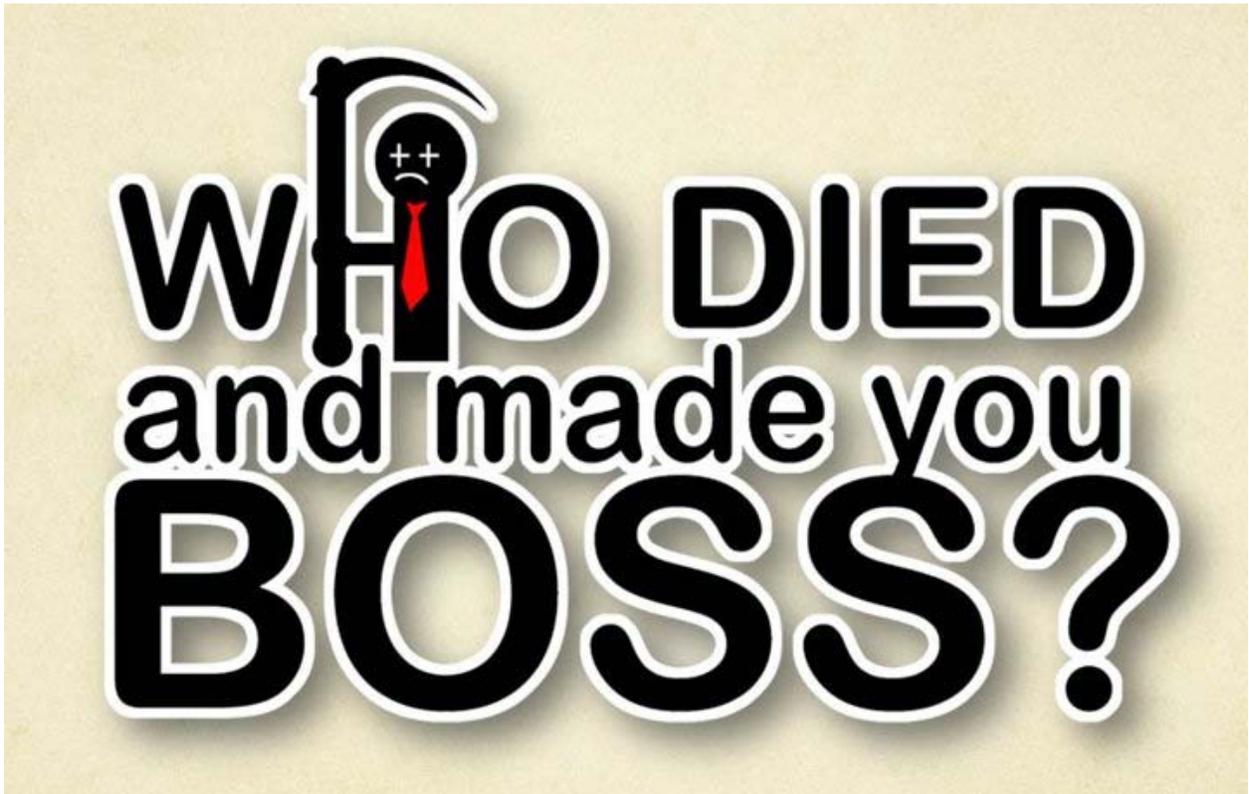
-Multiple Choice

-Answer on spot/Time challenge

-Answer as many as you can

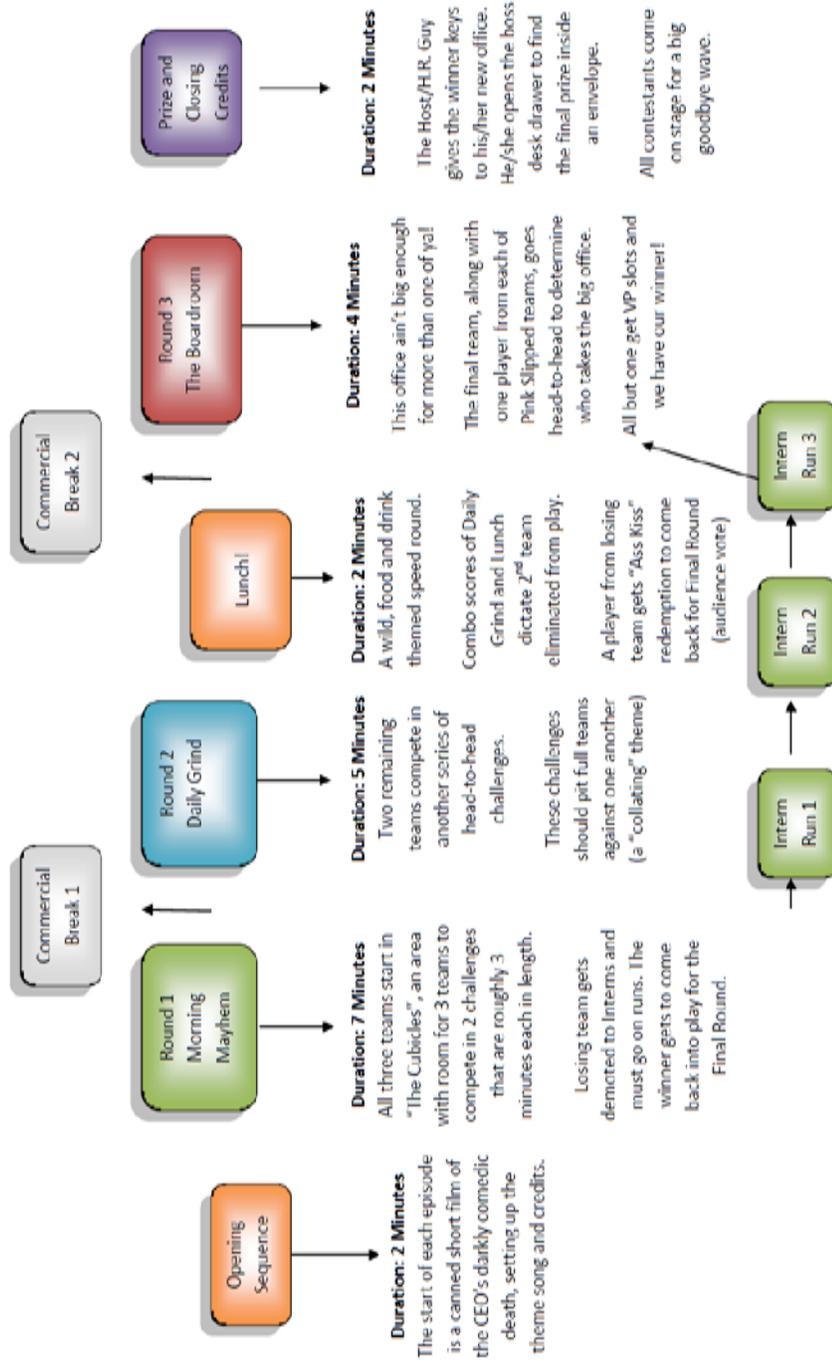
-Degree of success, give answer approximating numerical answer

-Accept questions from audience help keep audience engaged, look for opportunities to add this sort of thing



Who Died And Made YOU Boss?

Basic Game Flow Model (Rough Version)



Who Died and Made You Boss? (Challenge concepts)

Round 1: Morning Mayhem

Crunch Time- This is a relay race that puts the teams against the clock. The first player from each team has to sharpen a certain amount of pencils (3 or 5). Once the last pencil is set down, player two must run the mail cart to the sorting booth where the mail must be sorted alphabetically. Player three then takes off in an office chair with a lap around the office (the path is subject to change). Player four must then navigate a cubical labyrinth to the finish line where he/she punches the time clock. The fastest team wins or slowest team gets “demoted”. (All teams race at once)

Did You Get The Memo? – Each team gets a memo from the boss that contains the address and color of a corresponding cubical (the cubical will then light up in the team’s color). The players must fold their memos into paper airplanes and toss them into their corresponding cubical. The team that lands the most airplanes in their cubical wins. (Scoring systems and layout can vary)

Round 2: The Daily Grind

The Boss is coming – This game is based on musical chairs. The employees are having a secret office party in the break room. When the boss comes by, the players must rush to a cubical and “get to work”. For the eight players there are only six cubicles. The remaining six go back to their party as three more cubicles are removed. The boss comes; again they rush to “work”, trimming the field to three. The final three try to party one last time and when the boss comes back, they have to battle for the final cubical. The winner’s team progresses to the final challenge. (The players must wear a party hat at the party and if it is not removed, they must forfeit their cubical.)

Name That Employee – This game tests the players’ memory during the long middle hours of the day. The players are shown 5-10 faces with a corresponding name projected on the mega screen. They then have 30 seconds to one minute (depending on the number of faces) to remember these names and faces. When the time is up, the names are removed and the faces change in order. The players must fill in the correct name for each face. The team with the most correct answers wins.

Round 2 (cont): Lunch

“Freaky” Fast Sandwich – This is a relay in which the teams create an assembly “lunch” line and make one or many large sandwiches. One player butters the bread, then the next lays the lettuce, then the next player puts on the condiments, etc. Either the team that finishes first or makes the most sandwiches in a time limit wins.

Round 3: The Board Room

Lord of the Realm – This is the game to determine the “lord of the realm” or CEO of the company. It starts with an office chair joust. The players split into two teams of three. Two players push the chair while the other is holding the lance made of foam cups and a binder for a shield. The losing team will be eliminated. The remaining three go head to head to head in which they must strip their “amour” which will be padding for the

joust, put on their “business suit” and climb a literal corporate ladder. The first one to the top is knighted the company CEO.

Pitch Yourself – This is a chance for the players to put the former CEO’s snobby son in his place as well as get them into the big chair. This game is a target throwing style game in which the players throw “voodoo” dolls of themselves at a target. Then there will be an indicator apparatus much like the carnival target games that rises higher the more times the player hits his/ her individual target. The indicators of the players will race toward a finish line. The first to reach it will release the hatch to a dunk tank that the host (providing he is playing the old CEO’s son) is sitting in. The player that dunks him comes in to take his job.

Intern Redemption

Can I Get a Mulligan? – This is a chance for the players that were formerly eliminated to get to the final challenge. They will play office miniature golf. They will putt into a coffee cup in a course set up with various office supplies such as a bunker made of shredded paper, or a water cooler hazard, etc. The two lowest scores make it to the final round.

Who Died and Made You Boss?



Game Concepts by Group 2

Morning Mayhem

Round 1



Crunch Time

- Slowest team gets “demoted”
- Relay Race
 - Player 1 sharpens pencils
 - Player 2 mail cart dash/sort letters
 - Player 3 office chair lap
 - Player 4 cubical labyrinth to punch the time clock



Did You Get The Memo?

- Players get memos from the boss
 - Address to color coded cubical
- Players fold memo into paper Airplans
- Toss into the correct cubical



The Boss is Coming

- Based on musical chairs
- Secret Office Party
- When the boss comes by players dash to their cubical
 - Looks like doing work
 - Must take off party hat
 - 8 players only 6 cubicles to 3 cubicles to 1 cubical



“Layoffs are bad enough without you making them play musical chairs.”

The Daily Grind

Round 2



Name That Employee

- Networking skills
- Managerial skills
- Memorization skills
 - 5 to 10 faces with a corresponding name
 - 30 seconds to one minute
 - Must remember the correct names



Lunch

Round 2.5



“Freaky” Fast Sandwiches

- Assembly “lunch” line race
 - Make as many Sandwich
 - Each player has a different task



The Board Room

Round 3



Lord of the Realm

- Determines the “lord of the realm” aka CEO
- Two Part Challenge
 - Office chair joust
 - Time to Suit up



Office Chair Joust

- Two players push the office chair
- Sitting player uses a lance made of foam cups and a binder for a shield
- Point system for place hit
- Losing team will be eliminated



Time to Suit Up!

- Last 3 contestants
- strip their “amour” from the joust
- put on their business suit
- climb a literal corporate ladder
- First to the top wins



Pitch Yourself

- Target Throwing Game
 - Throw “voodoo” dolls of self
 - Carnival water gun style scoring
 - Winner dunks the host in a dunk tank



Intern Redemption



Can I Get a Mulligan?

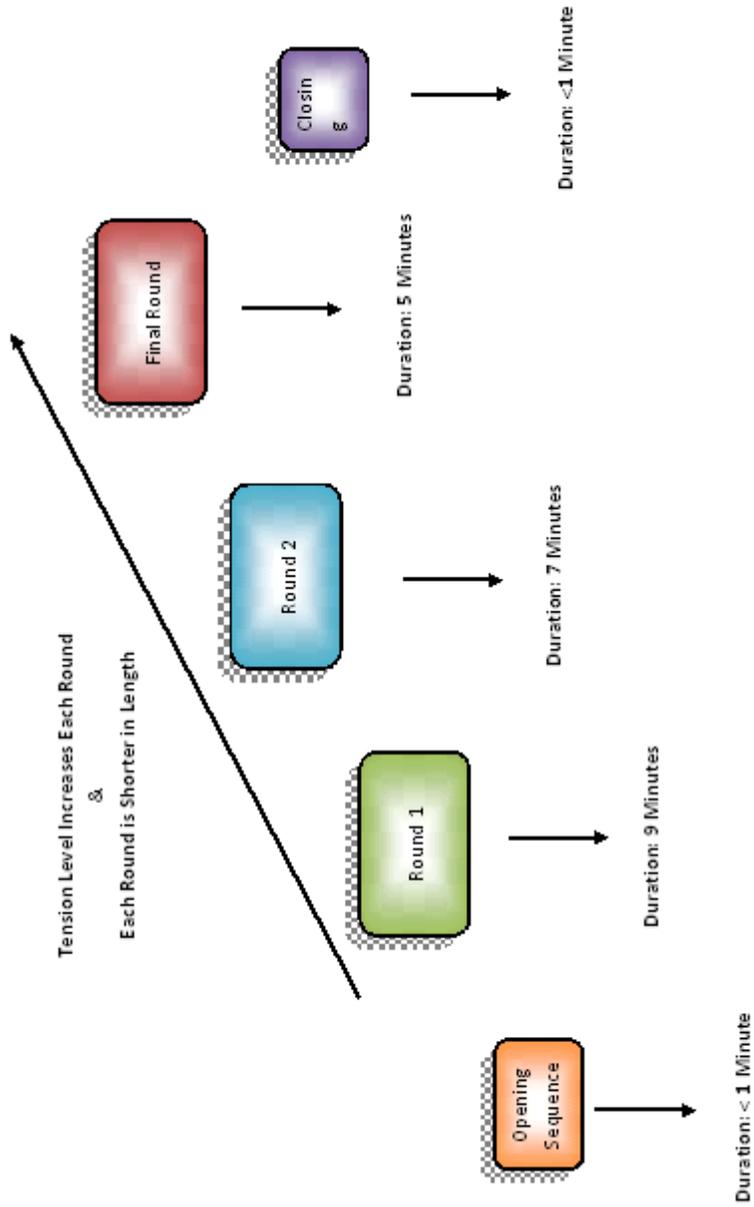
- Office miniature golf
- putt into a coffee cup
- office supplies course set up
 - shredded paper
 - water cooler hazard
 - Cubicals
 - Copier



Group 2

- David Banick
- Cody Beckman
- Michael Bryant
- Charles Campbell
- Jordan Faintuch
- Cassandra Inglesby
- Daniel Larsen
- Mike Maske
- Sean Moran
- Jason Neumann
- Jackson Quick
- William Thompson
- Michael Tomaselli

Basic Anatomy of a Game Show



1/13/2011

Cut Throat/Raise it Up

Game concept:

During the commercial break all 5 players are wrapped in bubble wrap before the first challenge of the final round

The three final players, that are decided from the first challenge of round 3, starts at a starting line for the second challenge.

When the clock starts the three bubble-wrapped players will run to station two. Station two will be computer boxes about 5 feet away from the starting line filled with packing peanuts. The players have to dig to find their darts; each player's box will only have their darts in the box (one Blue player, one red player and one Green player). There will be 20 darts in the box. The players will only be able to hold Max of two darts when they run to station three.

Station three will have three dart boards that look like computer screens, on board will have multiple colored balloons; each player will have their own balloon board to avoid hitting the other players. Printed on the Red, Green and Blue Balloons will be "Junk Mail". The players will have to pop their own colored balloons by running up to the board and stabbing it with their dart, one dart per Balloon. The players cannot use the dart for more than one balloon.

Two of the players that have the most of the correct colored balloons popped within the time limit will move on to the next challenge.

Board 1: Red Balloons, Black Balloons, White Balloons

Board 2: Green Balloons, Black Balloons, White Balloons

Board 3: Blue Balloons, Black Balloons, White Balloons

The Boards will not have the other player's colors, so it doesn't symbolize taking away or helping the other players.

Questions about the challenge:

What will be the distance between stations?

How large do the computer boxes need to be?

How many Packing Peanuts to fill the boxes?

How much bubble wrap would we need?

Would the amount of Bubble wrap depend on the weight and height of the player?

How big will the balloon boards be?

How many balloons will there be to fill the board?

How many balloons of each color?

How much time will it take to complete each station?

Is it possible to pop all of the correct colored balloons within the time limit?

How much time does the challenge take over all?

1/14/2011

Revisions

Three players start at the starting line which is about 35 feet away from a cork board. 15 feet away from the starting line is a 2x2x1 ft. box 2/3rds filled with packing peanuts. Inside the box will have 15 darts. 20 feet from the box is the cork board which will be filled with 30 balloons; under the balloons will have brightly colored enlarged paychecks ranging from \$0.50 to \$5000 a majority of the cards will be in the range of \$100 to \$500. All of the player will start at the starting line and run to the cardboard box to look for the darts. Once the player finds a dart the player runs to the cork board with balloons and stabs to pop a balloon. The player will then run back to the box to get another dart and back and forth until the time runs out. The players can only hold one dart at a time and can only stab one balloon with each dart; the dart must stick into the check to receive the points. Each player will have their own cardboard box and their own cork board. The two players that have the highest salary at the end of the game will move on to the next game. During the game the players will not know the accumulative salary until the end but will be shown on the projector to the audience.

Rules:

Players line up on the starting line. They must run to the box of packing peanuts to find one dart at a time. The players take the dart to pop a balloon; the dart must be stuck into the corkboard to count. After the balloon is popped the player runs back to the box to get another dart. The players continue to do this until time runs out. The two players with the most points move on the next game.

Jan 18 2010

Over the weekend Charlie tested some of the questions we had with the differentials with balloons. Here is what Charlie came up with:

WATER BALLOON:

- Three Air Compressions (Max, 150-200%, could lift an object ~ .45lbs).
- Easiest to pop.
- Cannot hold internal objects/messages.
- Cannot inflate by human interventions.

REGULAR BALLOON:

- Nine Air Compressions (Max 500-600%, could lift an object ~ 1.31lbs).

- Easily popped.
 - Can hold internal objects/messages.
 - Can be inflated by human intervention.
-

Therefore, based off of the tests I did, we should stay with our original idea using the "common round balloon." With that type of balloon it can be blown up to any desired size, hold the messages/objects we were thinking about, and be inflated without the use of a machine/pump if needed.

(If there are any more tests or ideas you would like me to try I'll be awake all night and still have the helium machine I borrowed from my uncle until then also).

*Revised Jan 18 2011

Supply List (Per Take)

- 3 Wide, Shallow box (2x2x1 ft box) 2/3rds filled with packing peanuts
- 1 bag of Packing Peanuts (from Staples ~\$45)
- 3 4ft tall x 5ft wide Cork board for the balloons (4 tiles 12"x12" about 15 sets for all three boards ~\$210)
- 3 walls or stands for hanging the cork boards
- 80 (20 extra) 3/8" Colored Rainbow Plastic Push Pins for pinning the balloons to the cork board
- 45 "Jumbo" Colored Plastic Push Pins for popping the balloons (Comes in 12 packs from Staples for about \$4)
- 80 (20 extra) Black latex balloons (20 balloons per player) about 10 inches in size when blown up (NOT BLOWN UP WITH HELEUM)
- Large Balloon Pump
- 60 4.25 inch wide x 5.5 inch long (black bold font on green background) on brightly colored large Paychecks that has the salary value on it (\$.50 – \$5000)
 - 5 \$100
 - 5 \$1
 - 3 \$.50
 - 2 \$ 5
 - 1 \$5000
 - 1 \$2500
 - 1 \$1000
 - 1 \$ 250
 - 1 \$ 500
- Timer
- Markings on the floor for starting line

*Revised Jan 18 2011

Production Rules

Three players begin at the starting line which is 15 feet away from a cork board. 5 feet away from the starting line is a 2x2x1 ft. box 2/3rds filled with packing peanuts, inside the box will have 15 Jumbo pushpins. 10 feet from the box is the cork board which will be filled with 30 balloons; under the balloons will have brightly colored enlarged paychecks randomly arranged with price values ranging from \$0.50 to \$5000 a majority of the cards will be in the range of \$100 to \$500. All of the players will start at the starting line and run to the cardboard box to look for the pushpins. Each player will have their own box and their own corkboard. The lanes the players will run down will be 5 feet wide and 15 feet long with about .5 feet in-between each lane. Once the player finds a dart the player runs to their cork board with balloons and stabs the balloons with the pushpin to pop a balloon. The player will then run back to the box to get another pushpin and back and forth until the time runs out. The players can only hold one pushpin at a time and can only stab one balloon with each pushpin; the pushpin must stick into the check to receive the points. The total length of the game is 1 minute which gives the players 30 seconds to pop as many balloons as possible, 15 seconds to tell the rules of the game, and 15 seconds to calculate the total salary and figure out the losing player. The two players that have the highest salary at the end of the game will move on to the next game. During the game the players will not know the accumulative salary until the end.

Host Rules

- The players start at the starting line
- Each player runs to their shipping box filled with packing peanuts
- Inside the box will be pushpins that each player must find
- The players have 30 seconds to run back and forth from their box to their corkboard to pop their balloons
- Players can only use one pushpin per balloon; the pushpin must stay in the corkboard after balloon is popped.
- When the time is up the total per player will be calculated to figure out the two players that will be moving on to the next game.

Final Revision for Raise it Up

Supply List (Per Take)

- 3 Wide, Shallow box (2x2x1 ft box) 2/3rds filled with packing peanuts
- 1 bag of Packing Peanuts (from Staples ~\$45)
- 3 4ft tall x 5ft wide Cork board for the balloons (4 tiles 12"x12" about 15 sets for all three boards ~\$210)
- 3 walls or stands for hanging the cork boards
- 80 (20 extra) 3/8" Colored Rainbow Plastic Push Pins for pinning the balloons to the cork board
- 45 "Jumbo" Colored Plastic Push Pins for popping the balloons (Comes in 12 packs from Staples for about \$4)
- 80 (20 extra) Black latex balloons (20 balloons per player) about 10 inches in size when blown up (NOT BLOWN UP WITH HELEUM)
- Large Balloon Pump
- 60 4.25 inch wide x 5.5 inch long (black bold font on green background) on brightly colored large Paychecks that has the salary value on it (\$.50 – \$5000)
 - 5 \$100

- 5 \$1
- 3 \$.50
- 2 \$ 5
- 1 \$5000
- 1 \$2500
- 1 \$1000
- 1 \$ 250
- 1 \$ 500
- Timer
- Markings on the floor for starting line

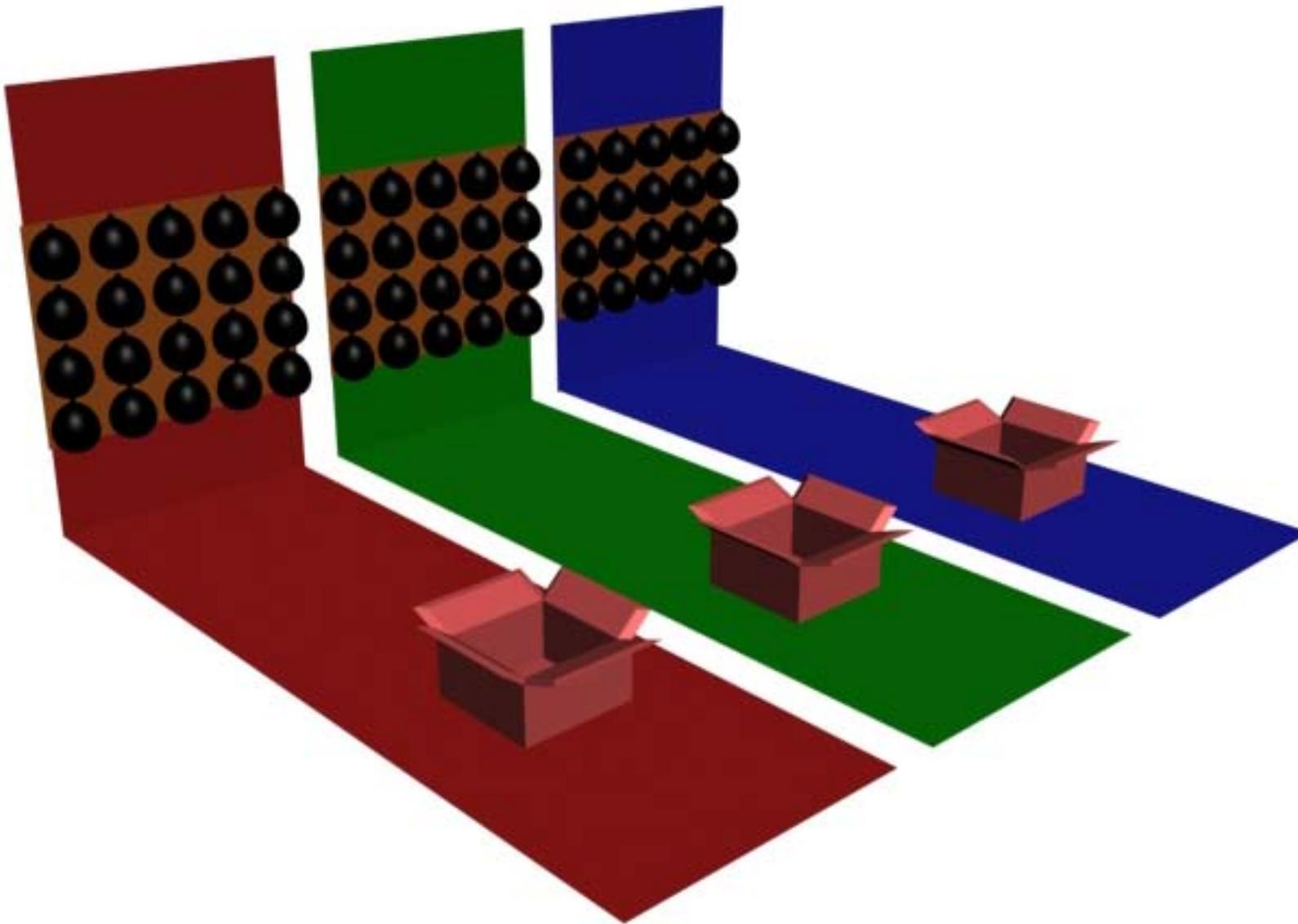
Production Rules

Three players begin at the starting line which is 15 feet away from a cork board. 5 feet away from the starting line is a 2x2x1 ft. box 2/3rds filled with packing peanuts, inside the box will have 15 Jumbo pushpins. 10 feet from the box is the cork board which will be filled with 30 balloons; under the balloons will have brightly colored enlarged paychecks randomly arranged with price values ranging from \$0.50 to \$5000 a majority of the cards will be in the range of \$100 to \$500. All of the players will start at the starting line and run to the cardboard box to look for the pushpins. Each player will have their own box and their own corkboard. The lanes the players will run down will be 5 feet wide and 15 feet long with about .5 feet in-between each lane. Once the player finds a push pin the player runs to their cork board with balloons and stabs the balloons with the pushpin to pop a balloon. The player will then run back to the box to get another pushpin and back and forth until the time runs out. The players can only hold one pushpin at a time and can only stab one balloon with each pushpin; the pushpin must stick into the check to receive the points. The total length of the game is 1 minute which gives the players 30 seconds to pop as many balloons as possible, 15 seconds to tell the rules of the game, and 15 seconds to calculate the total salary and figure out the losing player. The two players that have the highest salary at the end of the game will move on to the next game. During the game the players will not know the accumulative salary until the end.

Host Rules

- The players start at the starting line
- Each player runs to their shipping box filled with packing peanuts
- Inside the box will be pushpins that each player must find
- The players have 30 seconds to run back and forth from their box to their corkboard to pop their balloons
- Players can only use one pushpin per balloon; the pushpin must stay in the corkboard after balloon is popped.
- When the time is up the total per player will be calculated to figure out the two players that will be moving on to the next game.

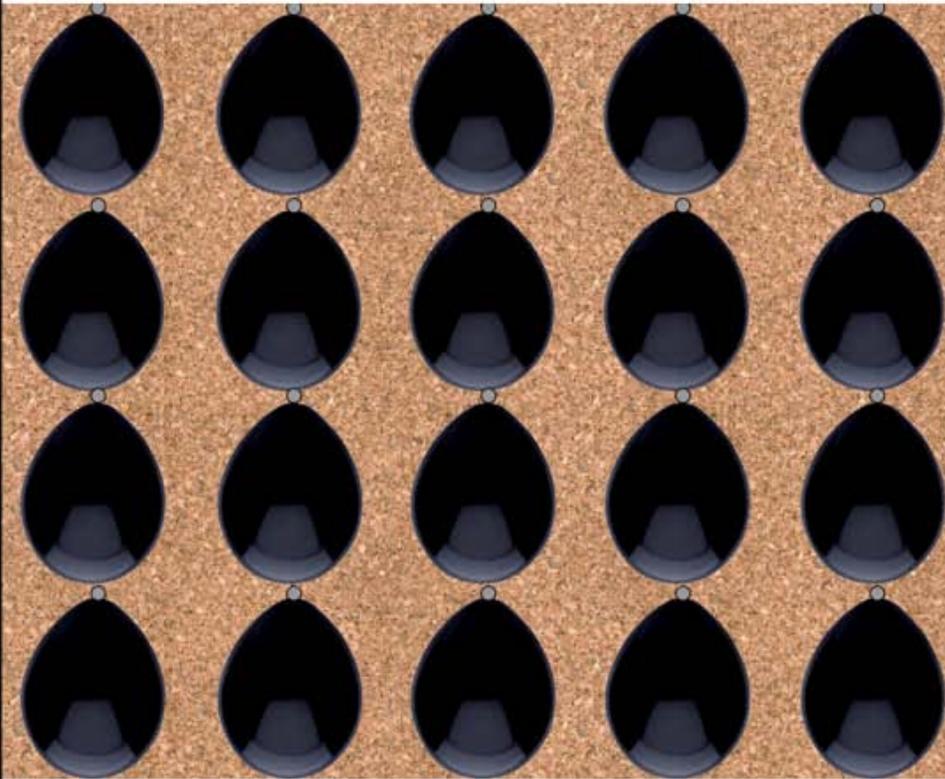
Stage Layout



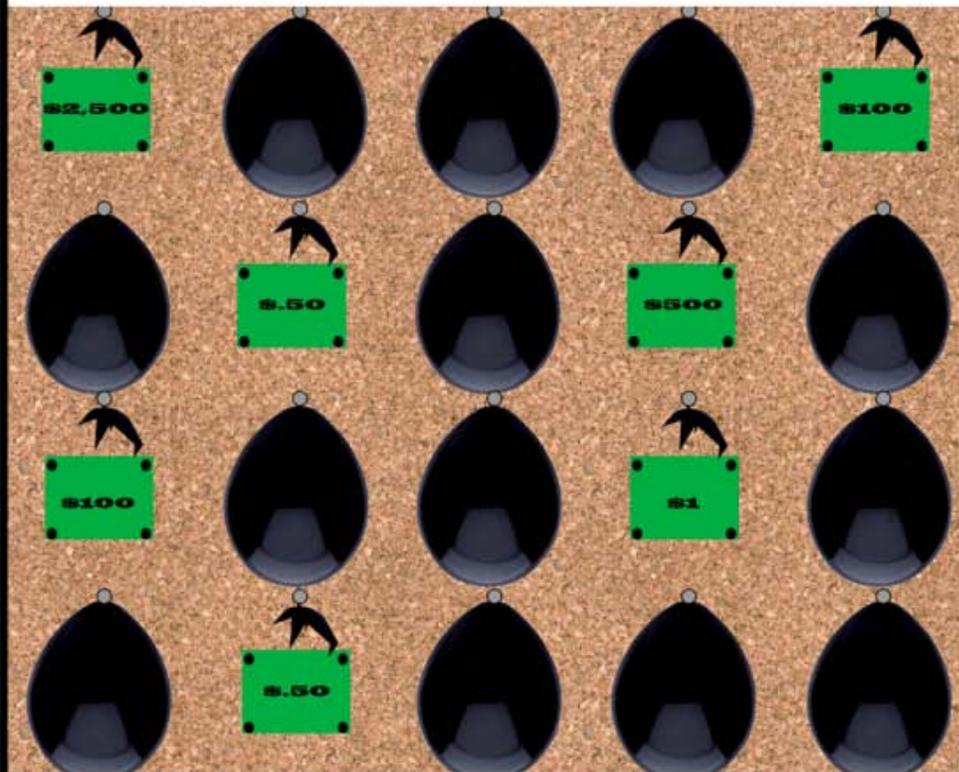
Sample Paycheck:

\$250

STAGE: 01



STAGE: 02



Cut Throat/Raise It Up Play Test Bug Chart

Game	Method test	Observations	Best Case Suggestions for Action	Material Estimate	Notes	Date
Cut throat	Bubble wrap running			Bubble wrap/ similar materials, tape	Running/ moving with bubble wrap	1/13/2011
Cut throat	Dart searching in box of peanuts			Computer box, packing peanuts, darts	Finding the darts	1/13/2011
Cut throat	Running with darts			Darts	Safety	1/13/2011
Cut throat	Stabbing Balloon board			Board, Balloons, darts	timing and ability to pop balloons	1/13/2011
Cut throat	Running from the board to the box			Bubble wrap/ similar materials, tape	Timing	1/13/2011
Cut throat	Overall game			Bubble wrap, computer boxes, Darts, Packing peanuts, Board, balloons, tape	Timing, Flow	1/13/2011

Cut throat	Balloon Argument			Balloons, Board, Tape	Spacing of balloons, amount of balloons, color of balloons	1/14/2011
Cut throat	Three Players start at the 10 feet line, run to one box with two dart per player and then from the 5ft line hit the board, no balloons 4Ft to 4ft board	Tumbling over each other at the one box only about 15 seconds out of the min was used, With 6 throws there was two hits to the prices	Three separate boxes, farther distances, more prices on the board, more darts,	Board, Balloons, darts, price cards		1/14/2011
Cut throat	Two players, 5ft from the dart board, three darts each	Too much like darts	Go back to the old idea			1/14/2011

Cut throat	Balloons blown up by people, 6 "darts" per player (6 pencils, 6 darts with no pins, 6 markers) 1 min for explaining and playing, all of the "darts" were thrown, white board, three piles on the floor	None of the balloons were popped, people were afraid of damaging the white board that the balloons were taped on so the players didn't throw as hard as they could of. "Darts" didn't throw correctly, and were bounding back at the players	Using cork board so the darts would stick and players wouldn't be afraid of damaging the board, Use darts with pins.	Cork board	1/14/2011
Cut throat	Dart with pin (one throw)	One balloon was popped	all players use darts with pins		1/14/2011

Cut throat	Balloons blown up by people, 2 darts with pins (all same color) per player, Darts were in three piles on the floor, player runs up to the balloons and pop the balloons , about 6 feet running space, 4 ft by 4ft board, Players run all the way back to the starting line before grabbing the dart again	44 seconds left, all balloons the players try to pop were popped, Distance between the players were too close, players were running into each other, hard to keep track of who popped which balloon, hard to see price value	Different colored darts that will be stabbed into the board, use a cork board, wider running space, Large cards (similar to price is right)			1/14/2011
---------------	--	--	--	--	--	-----------

Cut throat	One player at a time to test 6 darts, 4x 4 board, Player ran up to the board to stab the balloons, Player ran all the way back to the starting line, and then picked up dart, one by one, Mixed amount of values, Distance between the starting line to the board,	15 seconds left after (good amount to say the rules in the beginning of the challenge) popping 6 balloons, Player was out of breath after the challenge, Player would pick up the darts on his way running back to the starting line, all 6 balloons were popped	Each player gets their own board; player doesn't run to the starting line but runs to the dart line to look in a large box filled with packing peanuts for the darts. The player wouldn't be as out of breathe			1/14/2011
---------------	--	---	--	--	--	-----------

Cut throat	One player running, 6 darts inside garbage can to dig for darts, 20 feet from the garbage can to the board, 5 feet from starting line to garbage can 41 balloons with a variety of values	15 seconds left after using all of the darts, player shaking garbage off the darts, Player ran to the starting line instead of back to the garbage can,	Move starting line 15 feet away from the garbage can so the player doesn't run back to the starting line. Use a wider shallower box rather than a tall narrow garbage can. Player doesn't know the total of the prices but the audience will know on a large screen	Wide, Shallow box (2x2x1 ft box) 2/3rds filled with packing peanuts/ three 4x4 ft Cork board for the balloons/ duct tape/ 30 balloons per player (90 total)/ Large brightly colored large Paychecks but smaller than the balloons, that has the salary value on it/ projector screen that shows the 3 players total salary and time limit/ Timer/ Markings on the floor for starting line/ 15 Darts per box	1/14/2011
------------	---	---	---	--	-----------

Risk Assessment
For
Cut Throat/Raise It Up

Risk Assessment

Game	Risk	Solution	Date
raise it up	Players being stabbed by pin	push pin into a piece of packing peanuts	1/19/2011
raise it up	Balloons being knocked off and not popped	the player must pop the balloon before getting another tack	1/19/2011
raise it up	player falls	they get up and it hurts their chance of popping more balloons	1/19/2011
raise it up	Player drops pin off stage	they must go back to get another pin	1/19/2011
raise it up	Player looks for all the pins before popping any balloons	that would be the players strategy, might hurt their chance for popping more balloons	1/19/2011
raise it up	Players getting angry and kicks the balloons	the player will be Disqualified	1/19/2011
raise it up	Player pulls balloon off the board	the player will be Disqualified	1/19/2011
raise it up	Player dumps over the box	put weights in box or tape box to floor	1/19/2011
raise it up	Player throws push pin	the player will be Disqualified or they don't get the points if the balloon is popped	1/19/2011

Daily Personal Assessment Journals

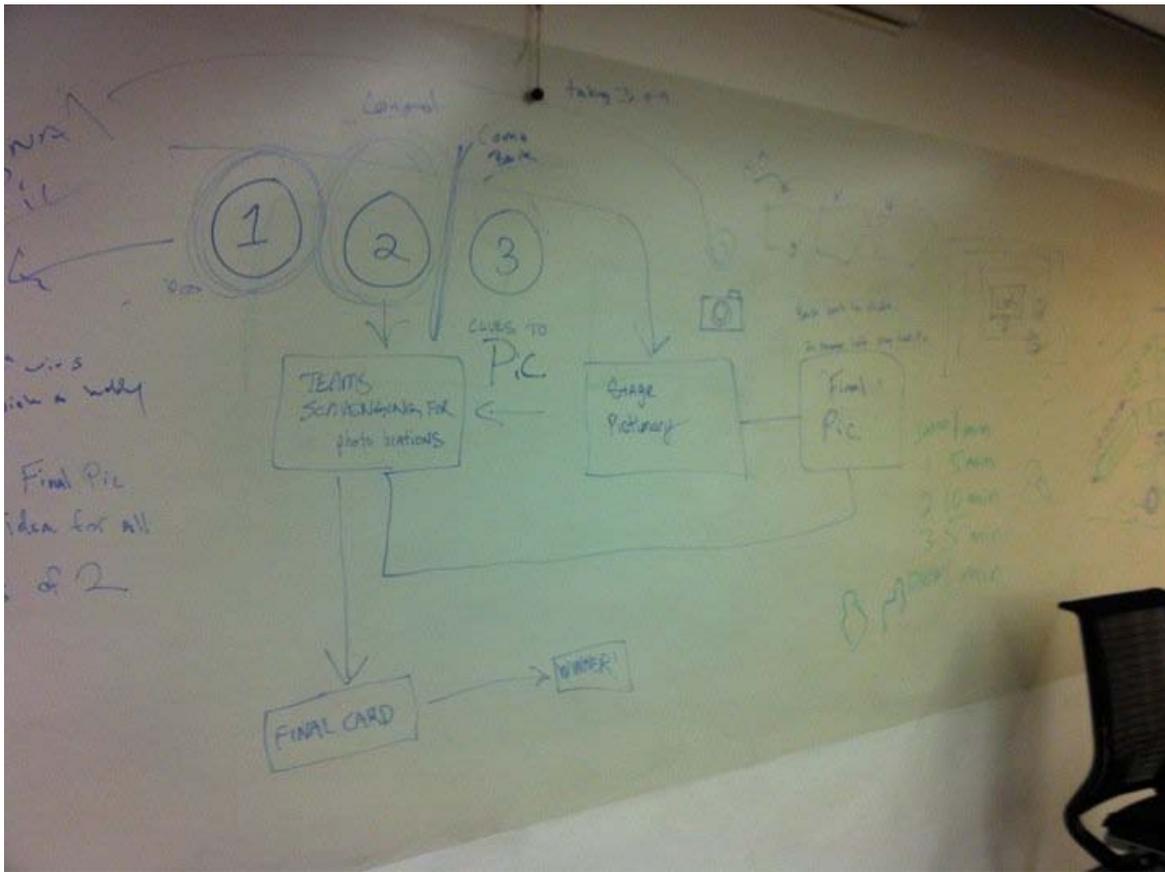
Week 1

Jan 3rd 2011

Today was an Introduction to the PIA and what the basic description of the project. We broke out into our small groups. In our small groups we first introduced ourselves. The advisor for my small group was Bernie Mack, he complain a little bit about his back hurting him and asked us for our advice. The other students in my group are: David Larsen, Jackson Quick, Cody Beckman, Sean Moran, Jordon Faintuch, David Banick, Charlie Campbell, Michael Tomaselli, and Jason Neumann. We had to come up with a concept for a game show, which is our home work for tomorrow. During the small group meeting we received PIA syllabus, Game Show Pitch Guide and Binder guide.

Jan 4th 2011

We met in the matrix and had to watch a documentary from the history channel about History of game shows. It was really interesting to see how many mistakes and trials it took to put on a game show. After the documentary we broke out into our small PIA groups were we discussed the ideas for the game show. We came up with a game show based on Pictionary. My original idea was to have an obstacle course style game show but that idea wasn't popular among our group.



Jan 5th 2011

Our small group met at about 9am to do more Group work before the presentation. When we had the large group meeting we presented a power point over view of concept. Out of all of the groups we seemed to have the worse presentation.

Jan 6th 2011

Today we broke out into our disciplines. When we met as a large Game Design group, we had a small discussion about play testing and what we needed to do for today. We then broke out into smaller groups; we were assigned the topic of Puzzles. As a small group and then later that day in a large group we had to come up with a template about how we would hypothetically play test the games. After we discussed the game play test template we then broke up into new groups to play test a game. I worked with game

students I have never worked with before. We play tested a quick trivia game. A lot of time was wasted though waiting to hear the next instruction for the teachers.

Jan 7th 2011

The producers announced the theme of the game today, which is Office themed, which was presented by one of the groups in my PIA session. As a small group we have to come up with 1 to 5 game ideas per round that deals with office. We met in the game lab to discuss some of the possibilities. One of the ideas that everyone seemed to love was office chair joust. Over the weekend I need to make the power point for the presentation.

Week 2

Jan 10th 2011

Today we pitched our office game concepts. I had everyone wear business casual clothes, even though only half of the group listened. We all presented one slide which was a lot better presentation compared to last time were only three out of fifteen people presented . The producers even told us it was a nice presentation. We had more confidence, good flow and corporation.

A lot of the students in PIA had the flu. But the groups had to present anyways. It was interesting to hear the other group's concept for the same theme. All the groups came up with similar challenges, such as a form of musical chairs, Dodge Ball, oversized supplies, food, and trivia. Some groups talked about a coffee challenge which just made me want coffee.

We were also introduced to Margret, who was the set designer. She showed us a sketch of how the stage will look like for the taping of the game show.

Jan 11th

Large group meeting was at 1pm today. The producers announced the games that were going to be used in the game show. They showed us a power point with all the games. They told us that some of the challenges will be prerecorded such as the intern challenge. Another big topic of discussion was how all of the students are going to get t-shirts with the shows logo on it. The SFX and Recording Art students showed the group a demo of the theme song and animation. After they announced the game we had to meet with our group to write a game document for our games that were selected which were freaky fast sandwich assembly line and Office chair Joust. We had to refine the games and come up with a point system and instructions on how to play. It was very challenging while working with people that don't have experience developing games, to come up with rules for a game, but the game students are very laid back compared to the strong personalities of the other people in our group.

Jan 12

During the large group discussion today Ella from the info commons discussed how to use school resources to do research for our games. She passed out a hand out with different links such as Lexisnexis Academic, which we only have access to from school. A lot of the information was repetitive from orientation and I would have rather been play testing or doing something that was more important to the production of the game show. After Ella presented, we presented our revised concept with materials for demonstration. In front of the large group we should how the Office chair Joust will play out.



Jan 13

In the beginning of the large group meeting today the producers discussed the final games. Then we broke out into discipline groups. The game students stayed in the Matrix and we were assigned our new game to play test. I volunteered to be a game producer. The game students from the original PIA group which consists of: Sean Moran, Michael Tomaselli and Charlie Campbell and I were assigned the cut throat challenge which was a segment of the game show that didn't have a game to play test. During the day we had had to develop the game and pitch it to Chad and the other producers to make sure we had the go ahead for play testing with materials.

Jan 14

Today we play tested our approved game for the cut throat challenge. Mike brought starts and a dart board and Charlie brought colored balloons. We play tested the game about ten times, with many different materials, players, distances and score system. We were really focused and motivated to make sure that the game was a success.





Jan 18 2011

All of the students met in the Matrix we were lectured by Chad about the game students work. He said if we did the same type of work in the industry it would be Career Suicide. After that meeting we broke out into our disciplines, Game students met on the 6th floor for a brief meeting with Chad. We were assigned to do a risk assessment of our game as a group. The assessment took about 10 minutes to complete. We were supposed to have a meeting at 2pm but right before the meeting my group was sent over to CBS studios. We met with Margret, the set designer, to find out what we needed to do for our game. We looked at all of the supplies that we requested and found out that they went off of our first supply list. We requested 3 4x5 cork boards and there was 2 4x3 cork boards and they were under the impression that there would be paper inside the balloons, which we changed to being pinned up behind the balloons. After we found out this we talked to Margret and she said there wasn't anything she could do about it and we could figure out what to do exactly when we rehearsed the game later that day. Before the rehearsal time, Mike, Charlie and I blew up 100 balloons. I was so dizzy and lightheaded afterwards but it was worth it. When I show my friends and family the DVD of the Game Show and I can say "look I blew up those balloons".

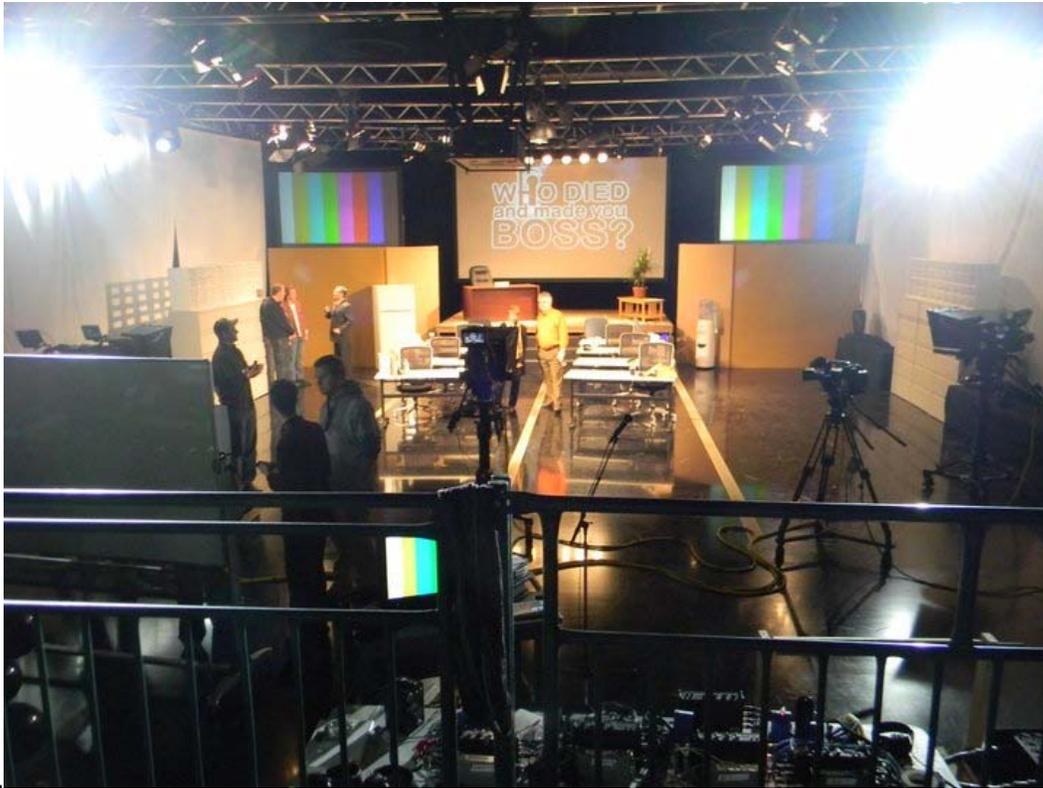




Thursday Jan 19 2011

today started at 10 am. All of the game students met on the 6th floor lobby. We have a brief meeting which introduced our next assignment. The assignment was to work with your play test team (Mike Tomaselli, Charlie Campbell, and Sean Moran, who was unfortunately sick today and didn't make it to school) had to compile a risk assessment (which is included in the binder) chart in excel. This assignment took roughly about 10 minutes. The next meeting was at 2pm. Right before the meeting started my team was sent over to CBS studios where we saw the set and met with Margaret, the set designer, to talk about what we needed to do to set up our game. When we looked at our supplies we realized that they were given an old supply list based on an earlier version of the game. We requested 3 cork boards, they only had 2, 200 balloons they only had a 100 and 3 card board boxes filled with packing peanuts and they only had 1 box. At that point there was nothing we could do about the supplies. We went into the break room where we met the contestants and Gary Kroger, when they left to practice the show we were allowed to utilize the room. Mike and I blew up about 50 balloons each which made us very dizzy and bit out of it. When we were done we waited around until our challenge was up which wasn't until about 5:30. We worked with the set designer, stage hands, producers and directors to utilize the supplies we had available and work around the game concept. The conclusion we made was that we would push both boards together making a 4 x 8 bulletin board, have the price cards (which Charlie designed and will be printing) behind the balloons, each contestant would have their own colored tacks and have to fight with each other to find the pins and pop the balloons. Which works out for the best, the game is a little bit more cut throat and aggressive which makes a better show. Tomorrow I have to be at CBS studios at 9 am

to finish setting up the game for the 1pm and 3pm



taping.







Friday Jan 20 2011

At 2pm we had the final PIA session. It was a nice recap of the three weeks. All of the teachers and some of the students talked about how successful the Game Show was. The teachers acknowledge some of the students for their hard work, I was one of the students that were mentioned, and it was a really nice feeling. We watched videos that Howard Tullman recorded from his cell phone, which were surprisingly good quality for a cell phone.

Reflection Paper



PRODUCTION-IN-ACTION

REFLECTION PAPER

OVERVIEW AND PURPOSE

The Reflection Paper writing assignment is designed to have each of you give some serious thought to what you have experienced in this course over these three weeks of Production-in-Action. The instructors are particularly interested in reading about what you have learned about communication and collaboration.

ASSIGNMENT

Write a two page paper that answers the following questions: 1) What did you learn about communication and collaboration? 2) How did successful communication and collaboration affect the outcome of the production? 3) What were some of the hurdles you had to overcome? 4) What will you take from this course going forward?

DUE DATE January 24, 2011

GRADING

- 1) Grammar, punctuation, and general writing and organization = 5 points
- 2) Answered all questions completely = 5 points
- 3) Depth and Thoughtfulness of your writing = 10 points

Cassandra Inglesby
January 23, 2011
Reflection Paper

What I learned about communication and collaboration is that it can be difficult to work with people from different backgrounds but with time can work out. During our breakout sessions during the first week everyone worked with people from different disciplines and classes that we haven't worked with before. We had to come up with a game concept for the game show. A lot of different personalities shown through, that were a trend for each of the disciplines; the recording art students were very aggressive about their ideas, while on the other side of the spectrum the game students were very laid back and went with the flow. To get the group to pay attention to an idea, I had to be very passionate and vocal about the idea. Many of the other disciplines discredited the game students for their background and experience with developing a game idea. After the first presentation, were we felt our group did the worse out of all of the groups that presented we came together and stepped up our game. Everyone had more input on revising the concept and coming up with new better game ideas. I encouraged everyone for the second presentation to wear business casual clothing to go along with the Office theme of the show. Only about half of the group wore the dress clothes, but because we worked together and came prepared otherwise the presentation was a success.

Another thing I have learned about communication and collaboration is that as a group we need to exchange contact information during the first time we meet, which includes personal email, school email, phone numbers, Facebook, and Skype. An issue

we had was trying to get a hold of each other during important situations such as right before presentations or play test sessions.

Successful communication and collaboration affect the outcome of the production, when the game team split up into play testing groups. My group, which consisted of Sean Moran, Charlie Campbell, Michael Tomaselli, and me, were assigned to design, play test, and revise the second to last game for the game show within 3 days compared to other groups which had 2.5 weeks. The communication within our group was very good. We emailed, texted and called each other during the week and weekend to make sure we go all of our work done. We discussed all of the possible outcomes for our game, positive and negative. During the play testing session we listened to each other as well as the producers to make sure we had a great final product.

Some of the hurdles I had to overcome were on Wednesday before the shooting of the taping of the game show, my team and I found out that there weren't enough supplies for the game. We requested one hundred and fifty balloons, three cork boards, three cardboard boxes and enough packing peanuts for all three of the boxes. The supplies we received were one hundred balloons, two corkboards that were different thicknesses and easily pushed over, one cardboard box and only enough packing peanuts for one cardboard box. As a team we had to work together with the director, assistant director, producers and Set designer to come up with a solution to the problem. One of the solutions that I suggested is that we move the boards together and was use colored tape to separate the board into three sections. We finally decided to use different colored push pins, red, green and blue. Each player would have a different color and when the pin is pressed into a salary card is how that player scores. Another hurdle we had to deal with was pinning the balloons to the corkboard we first used small

pushpins but because the corkboards were not very thick we decided to use a staple gun.

What I will take away from this experience is the ability to come up with a concept, play test it, revise it, and put it into action within a short amount of time. I was able to work with a team of people from different disciplines, overcome hurdles and come up with a successful game. I had great experience being a producer for a game as well as working and communicating with the producers, stage managers, directors and other management. It was the first time I worked on a production/ project for about 40 hours a week and on some days, like the day of the taping, I worked for about 10 hours. I will take away a great team of game developers and the knowledge and experience of being a game producer and game tester for a game that is not only enjoyable to play but also watch.