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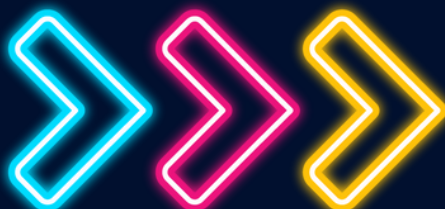
VIDEO GAMES FOR GOOD

Business Plan Creation for Social Impact Games

https://www.videogames4good.eu

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Duration:	8 weeks (2 hours per week)
Age:	18-26.
Group size:	1-3 participants per team
Aim:	To foster entrepreneurial and analytical skills through business plan creation and competitive pitching for socially impactful games.
Objectives:	• Develop detailed business plans for socially conscious games. • Enhance skills in market research and user analysis. • Refine pitching and professional communication skills.
Material needed:	• Businessplan templates. • Research tools for market analysis. • Video conferencing tools (in case virtual pitching is needed).

In this activity, learners create and refine business plans for games with a social impact focus. They identify a real-world issue, conduct market research, and develop a plan covering game concept, monetisation and engagement strategies. Through educator and peer feedback, teams refine their ideas before presenting them in a pitch session. This activity builds innovation, strategic thinking and communication skills.

Workshop Structure

Week 1:

In the first week, participants familiarise themselves with social issues and the potential for video games to serve as tools for raising awareness, educating players and even driving action. As an educator, you can introduce them to examples of games with social impact, such as:

- Depression Quest → This game is an interactive representation of living with depression. It shows the daily challenges that depressed people face.
- Shelter → This game focuses on environmentalism, requiring the player to help a family of badgers to survive.
- Papers, Please → In this game, players take on the role of a border inspector. They have to decide who to let into the country, weighing personal survival and their morals.

Learners will reflect on these games: what makes them engaging? Informative? Impactful? This will then lead to reflection on what social issues or challenges they want to address in their own games. The participants are divided into groups, each selecting a social issue they care about. After the issue has been chosen, research and brainstorming can begin.

Week 2 & 3:

Based on their chosen issue, the groups conduct market research to understand the target audience, the potential competitors and the existing gaps in the market. Key questions they need to be able to answer are:

- Who would play this game? → Age group, interests, motivations.
- What existing games cover similar topics? → What can be improved or changed? And how are these games run? What is their financial situation? Are they active on social media?
- How should the game work? → How can the game be fun while being educational and effectively dealing with the social issue?

Based on their findings, the following information should be outlined:

- The game concept.
- The target audience.
- The potential impact of the game. → How does it raise awareness or drive action?
- The monetisation strategy → Are there funding options available? Donations? Partnerships?

Week 4:

Now that all the information is gathered, the groups begin structuring their business plans, covering:

- The game design and mechanics.
- The marketing strategy. → How will audiences be reached? Will they create partnerships? What is their (social) media strategy?
- The development process. → What is the estimated timeline? What resources will they need?
- The potential challenges and solutions.

When combining this activity with the previous pitching activity, students can learn about business plans while simultaneously gaining experience and confidence in public speaking.

Week 5 & 6:

Once all the groups have their business plans ready, they will present them in a collaborative discussion in the style of a debate. Here, they will get the opportunity to challenge and improve each other's ideas.

Each team presents their concept. This includes presenting the game, social issues, marketing strategies, challenges, and other information ordinarily vital to convince potential investors.

1. After the presentation, the groups ask each other questions and provide feedback.
2. Throughout this process, the facilitator guides the discussion, maintaining a supportive environment.
3. The session ends with a reflection where the groups readjust their plans based on the feedback they received.

References

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