EAIE
Esports as Accelerator for Social Inclusive Education

LESSON

THE IDEA-SWAP PROTOTYPE CHALLENGE

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CODEARTS SOLUTIONS

THE IDEA-SWAP PROTOTYPE CHALLENGE

The Idea-Swap Prototype Challenge develops communication, adaptability and teamwork by separating idea ownership from implementation. Teams first pitch their own game concept and then receive another group's idea, which they must interpret faithfully enough to create a prototype in Unity.

Subject and level

VET learners in game development, multimedia production or esports-related programmes who already have enough technical experience to create a basic prototype and are ready to focus deliberately on professional soft skills.

Connection to curriculum

The exercise supports project communication, requirements interpretation, prototyping, feedback and collaborative production. It mirrors professional situations in which developers build from specifications created by clients, designers or other teams rather than from their own initial idea.

Didactic and pedagogic considerations

Social constructivism is central to the activity. Learners must explain, listen, question, reinterpret and negotiate. The deliberate transfer of ideas creates a reason to practise active listening and constructive feedback, while a tangible prototype makes communication quality observable in the final result.

Time estimate

3 hours

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Group size

12-24 students

Overall introduction to exercise

The exercise has two linked phases. First, teams develop and pitch a concise game idea. Second, ideas are exchanged and each group prototypes a concept created by someone else. The original team may answer clarification questions but cannot take control of the implementation.

Success therefore depends on more than technical quality. Students must communicate enough detail for another group to understand the intended experience, and prototype teams must show adaptability when the concept differs from their own preferences. The final comparison between intention and implementation creates a rich basis for reflection.

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Exercise as presented to the students

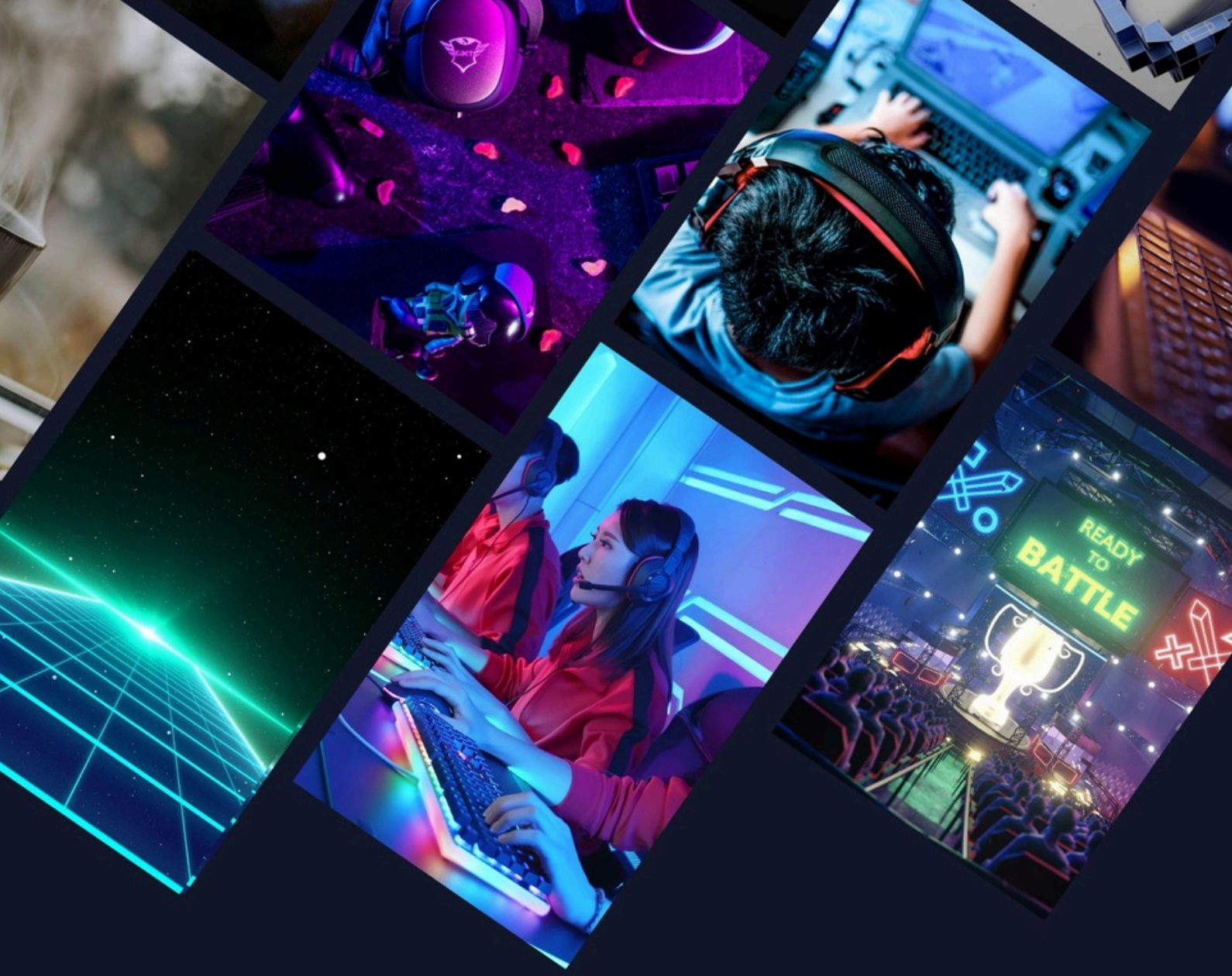
Students begin in small teams with twenty minutes to create a compact game concept. They prepare a three-minute pitch covering the objective, target player, core mechanic, visual direction and the minimum features needed for a prototype. The teacher provides a one-page pitch structure so that every team communicates comparable information.

Each group presents its concept to the class. Peers complete short feedback cards noting one clear strength, one unanswered question and one aspect that might be difficult to implement. Teams are allowed five minutes to revise their concept sheet after the feedback, but they do not start developing their own idea.

The concepts are then exchanged between teams. Each development group receives another team's revised brief and begins building a Unity prototype. They may send clarification questions to the original designers, but answers must describe the intended behaviour rather than provide code or direct implementation instructions. This keeps responsibility with the receiving team while practising requirements communication.

Halfway through prototyping, the original designers perform a short review of the build. They identify where the prototype matches their intention and where interpretation has diverged. The development team chooses which feedback can realistically be incorporated before the deadline and records one deliberate adaptation it made for technical or usability reasons.

The final presentation places the original concept beside the completed prototype. Both teams discuss what was communicated successfully, what was misunderstood and how they resolved differences. Assessment focuses on clarity of the pitch, responsiveness to feedback, collaboration, adaptability and the coherence of the prototype. The exercise makes soft skills visible as practical development competencies rather than abstract employability terms.



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