

Benjamin Mason-Ling Pitch Presentation - Word Document

by Ben Mason-Ling

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Pitch Presentation

Module Title: Games for Positive Impact (ACCA4041)

Assignment Title: Pitch Presentation

Student Name: Benjamin Mason-Ling

Student Number: 2513241

Course Title: BA Computer Games Design

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DRIFT

A Game About What We're Losing

Games for Positive Impact | Pitch Presentation | ACCA4041

Benjamin Mason-Ling | 2513241



Benjamin Mason-Ling
Lead Designer

About the Lead Designer

Role:
As lead designer I am responsible for concept, mechanics, and overall vision

Focus:
Designing games that connect players to real-world issues

Inspiration:
Growing concern over ocean plastic pollution and a belief that games can make environmental problems feel personal

Approach:
Every mechanic and system is grounded in real evidence

Game Overview

Genre Third-Person Exploration / Puzzle Adventure	Platform PC
Tone Calm, Reflective - Wonder Turned To Concern	Rating PEGI 7 — suitable for all ages

In "Drift", the player controls a marine biologist piloting a small submersible through a series of ocean environments. Each level reveals a new ecosystem, coral reef, open ocean, and sea floor, increasingly affected by plastic pollution. The player collects data, restores habitats through puzzles, and uncovers the land-based origins of the waste they encounter.

The Problem

What the research tells us:

- 14M

tonnes

of plastic enters the ocean every year, equivalent to 2,000 rubbish trucks a day.

UNEP, 2025
- 80%

of all marine debris is plastic, the majority originates on land.

ICES, 2024
- 2050

scientists predict there could be more plastic than fish in the sea by this year.

ENP / Reuters Agency Services, 2024
- 56%

of marine species have ingested plastic at some point.

Chowdhury, 2024

The Awareness Gap

Despite the scale of the crisis, public awareness remains shallow. A 2024 study by Baechler et al. [7] found that while 49% of U.S. adults had heard the word 'microplastics', only 18% described themselves as 'very familiar' with the issue.

Games have a measurable advantage here. Research by Chen et al. (2024) [1] shows that environmental serious games increase knowledge, raise perceived risk, and build pro-environmental intentions, effects that are harder to achieve through passive media like documentaries or news articles.

Target Audience

- Primary Audience**

Ages 12-25

Young people who are already engaged with gaming and/or environmental issues. This group responds well to narrative-driven games and is more likely to change behaviour after an emotionally engaging experience [1].
- Secondary Audience**

General (all ages)

Casual players, families, and adults with a general interest in nature or ocean wildlife. PEGI 7 rating and accessible controls ensure the game does not exclude non-gamers.
- Educational Context**

Schools & informal learning

The game is designed to work as a standalone experience but could also be used in classroom or youth group settings alongside discussion, making it suitable for geography or science lessons.

Why Games Work for This

- Reducing Psychological Distance**

Environmental issues feel remote. Research by Chen et al. (2024) [1] found that immersive games reduce this 'psychological distance', making the threat feel immediate and personal. In Drift, the player watches pollution arrive in environments they have come to care about.
- Learn by Doing**

A systematic review by Tan et al. (2024) [3] found that the most effective serious games for environmental education involved simulation of real-world problems, learn-by-doing engagement, and meaningful decision-making, all three of which Drift is built around.
- Behaviour Change**

A 2024 study in Scientific Reports [9] found that environmental serious games enhance pro-environmental behaviour through two pathways: psychological ownership (players feel responsible for the environment they've explored) and environmental self-efficacy (confidence that their actions matter).
- Emotional Engagement**

A review published in Frontiers in Education (2025) [10] confirmed that gamified learning increases student motivation and promotes constructive environmental behaviours. The key factor was emotional engagement, not just information delivery.

Positive Impact Goals

What Drift is designed to achieve

- 01

Environmental Awareness

Players will leave the game understanding the sources, scale, and consequences of ocean plastic pollution. Presented visually and interactively rather than through text alone.
- 02

Emotional Connection

By spending time in ocean environments before they degrade, players build attachment, making the later pollution stages feel genuinely upsetting.
- 03

Transferable Knowledge

Facts embedded in gameplay, about single-use plastics, recycling, microplastics, are information players can apply in real life. The game shows the land-based origins of ocean waste to show individual actions matter.
- 04

Accessibility

PEGI 7, simple controls, colourblind-friendly palette, and scalable difficulty ensure the game is open to the widest possible audience, including non-gamers and those with disabilities.

How It Works

Core mechanics and design decisions

- 1

Submersible Controls
Slow, deliberate movement with a controller or mouse. Designed to feel like exploration, not action. Encourages players to look closely at their surroundings.
- 2

Scan & Identify
Players use a scanner to tag pieces of pollution. The scanner reveals the item's origin, for instance a brand, a country, and a material. This embeds real facts about plastic sources into gameplay.
- 3

Habitat Restoration
Puzzle-based mini-games ask players to remove debris and restore reef sections. Difficulty scales naturally. Completing a restoration is designed to feel satisfying and personally meaningful.
- 4

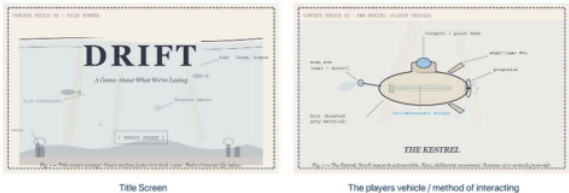
The Drift Log
A field journal that fills with real environmental data as players scan items. This functions as an in-game reference but is also informative. Players leave with real knowledge.

Visual & Audio Design

- Bioluminescent art style, the ocean glows in early levels, colour drains as pollution increases
- Ambient underwater audio, natural soundscapes shift to silence as ecosystems degrade
- No HUD clutter, information appears only when the player scans, keeping immersion intact
- Colourblind-safe colour palette throughout, with adjustable contrast in settings
- Slow-paced music by a single composer, no licensed tracks to ensure no copyright barriers

Concept Artwork

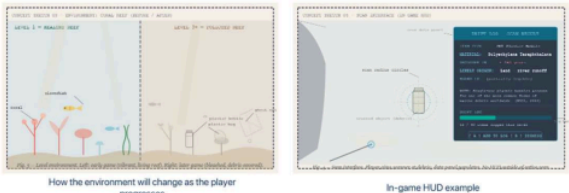
How the game may look



(Images depicting concept art were generated using AI) (11)

Concept Artwork

How the game may look



(Images depicting concept art were generated using AI) (11)

Educational Content

What players learn, and how

Plastic Sources	Environmental Impact	Real Actions
80% of ocean plastic starts on land - Single-use packaging accounts for the majority - Rivers act as the main transport route to the sea - Ghost fishing gear — 20% of marine plastic	- Marine species ingest or become entangled - Microplastics enter the food chain - Plastic takes 20–450 years to break down - Ocean gyres accumulate vast debris patches	- Reducing single-use plastic purchase - Correct recycling of materials - Supporting plastic treaty legislation - The role of corporate vs individual responsibility

All educational content is drawn from UNEP, IUCN, NOAA, and peer-reviewed research. Embedded into gameplay through scanning, the Drift Log, and end-of-level summaries.

Summary



The Problem

Ocean plastic pollution is severe and growing. Public awareness exists but remains shallow. Games are proven tools for closing that gap.



The Game

Drift places players in a degrading ocean ecosystem as a marine biologist. Exploration, scanning, and restoration mechanics deliver environmental knowledge through play.



The Impact

Players gain real environmental knowledge, build emotional connection to marine ecosystems, and leave with practical awareness of their own role in plastic pollution.

Drift is a game that respects its audience. It doesn't lecture or preach. It puts players in the water, shows them what is happening, and trusts them to care.

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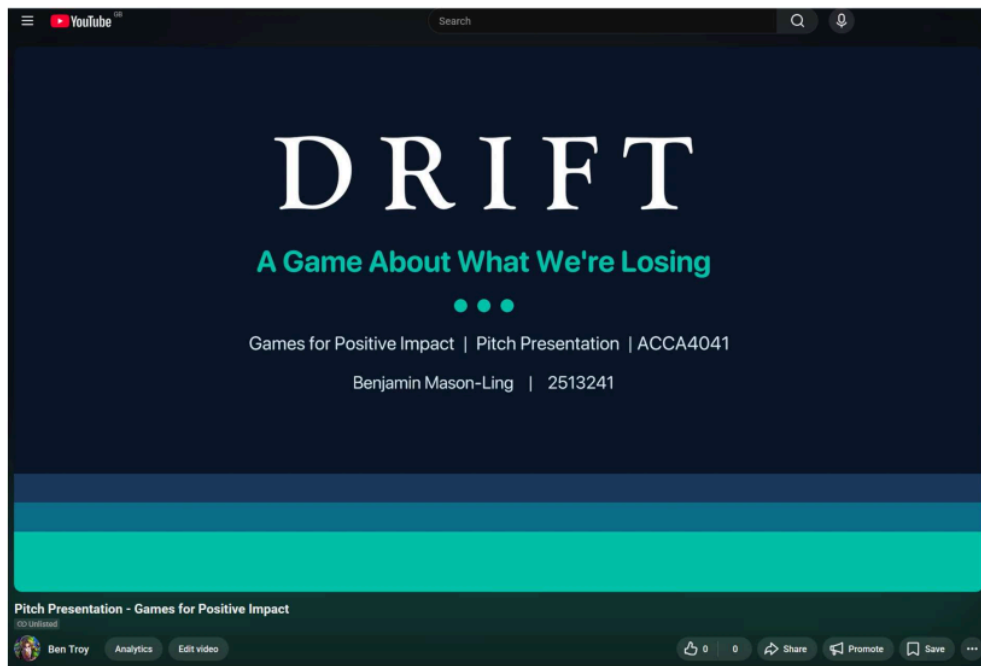
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Link to Video

Video can be viewed: [Here](#)

Screenshot of Video uploaded to YouTube:



Presentation can be viewed / downloaded: [Here](#)

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GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

74/100

Marks Breakdown

1. Engagement With Literature Skills (72%)

2. Knowledge & Understanding Skills (75%)

3. Cognitive & Intellectual Skills (n/a%)

4. Practical Application Skills (74%)

5. Transferrable Skills for Life and Professional Practice (74%)

Overall Mark: 73.9%

Tutor's Feedback:

A good introduction is provided as part of the presentation, outlining the intentions of the project and motivation behind the game idea - good work.

The presentation slides are visually engaging and consistent - this is good for keeping audience attention. Information is delivered in visually appealing ways.

Appreciation for educational context is evidenced in the narrative and content of the presentation, aligning the project with the assessment brief. This is also reinforced with supporting research for both the initial problem to be addressed and the awareness gap that exists.

Justification for using games as a platform for raising awareness is informed and justified. This is good evidence of analytical thinking and application of knowledge.

Concepts and gameplay have been presented and explored. This is a game idea with potential, which has considerations for consequences and setting player goals but remains a plausible project that could be developed.

Research is evidenced with references and a bibliography, presented in IEEE format.

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