

CO GAME Videogame Research

General Information about the Game

Name of the game

Year of Creation

2013

Description of the game

"CHESTO - At the Checkout" is an arcadey social commentary with tongue-in-cheek characters and tons of voxel food.

You play a supermarket cashier who works really hard to achieve just about minimum legal wage. At the same time you are contributing to the growth of a global food retail chain and its owner's astronomical wealth.

Each and every shopping item you scan in-game will have an influence on the profit performance of the globally operating food retail chain CHESTO. It is up to you and your play-style to help CHESTO's profit skyrocket or let it go bankrupt.

See its current performance here: www.chesto.com

Platform

PC, MAC, Linux

Type of the game

Arcade / Platforms, Grafic Adventure / Storyteller

Website

www.brokenrul.es

Are there more institutions cooperating to the videogame development? Which profiles?

<https://killscreen.com/articles/wrangle-produce-fight-corporate-greed-chesto/>

BLOCK A. HERITAGE INTEREST

This part is for describing the heritage quality of the game.

Is there any distinctive heritage element?

You have to work in a Supermarket - this could be also in Austria

If yes, which are the different historical contexts (Who, when, where, why?) described.

The game takes place in the present time. All facts in the game have the connection to things that are going on in the world.

Which are the main historical elements described?

Present time

Are they rigorous or inspirational or simply scenarios for the development of the story?

Only a short intro and really short and simple scenarios

Which are the most interesting elements regarding COGAME framework, and why?

To make a connection to all the economic and social things that are going on in the world

BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of the game.

Age addressed by the videogame

11 - 14, 15 - 18, +18

Is there any link with the national educational levels? (Is the game addressed specifically to any pedagogical level? To some pedagogical activity?)

No

Which educational purpose has the game?

economic Knowledge - work field of supermarkets

Target addressed by the project (List: community, classroom, subrepresented groups, disadvantaged, etc.)

all Kind of players

Which are the main skills / knowledges / attitudes learned by using the videogame?

That it is hard to survive in this branch :)

BLOCK C. VIDEO GAME DESIGN

This part is for collect information about video game design

Graphics (Which type of graphics are used by the video game?)

simple 3D graphic elements

What is the storytelling of the video game? (Which are the main narrative elements?)

Is it future or past oriented? It is dystopian or utopian?

It is a future oriented game and dystopian.

Main characters (How many characters the player can choose? Describe them.)

Only the cashier is possible to play. The other characters are the supervisors and the customers.

Interactivity (What is the level of interactivity inside the game? Describe.)

There are graphics about the Profit and about the sold items - summed for all Players (These are all employees).

Usability (Has the game a complex screen? Number of controls (keyboard, screen, Joystick...))

You have to use the Keyboard and also the mouse (touch pad).

Accessibility (Is the game prepared for people with mobility or control disadvantages?)

BLOCK E. ASSESSMENT FOR CO-GAME

Which are the elements you identify as relevant to be taken in mind for the development of the different IO for Co-Game?

The economic approach - the insight to the working field.

Which are the elements not to repeat while developing Co-Game?

Name of the organisation in charge of the questions (Write the name of your organisation (CEPS, LATERNA, MUNDANEUM, CIES; BFI)).

BFI