Kodu Makerspace
Learn to make your own games!
Lesson Plan 6 – Open-ended Developer Experience, part 1

Microsoft Imagine

Topic Description

In this lesson, collaborative teams will share their first draft of their game, gather feedback, and assess the feedback for consideration in the next draft of the game. In addition to gathering ideas from their peers, they will be looking to themselves and others as "Kodu technique experts" as a way to gain confidence in themselves and peers and develop as team and independent learners.

Objectives

Students will be able to:

- Share draft version with the class
- Assess plan revision ideas
- Collaborate to create a game from plans
- Gather and assess feedback
- Seek peer experts
- Revise game

Materials and Preparation Required

- Access to the Internet and Kodu Game Lab: http://www.kodugamelab.com
- Computing device with screen display for teacher
- Computing devices with keyboards for students
- Flashy Fishbots (completed working game): http://aka.ms/flashyfishbots
- Boku's Amazing Race: http://aka.ms/amazingrace
- Air Delivery Tutorial: http://aka.ms/airdelivery
- Air Delivery Complete: http://aka.ms/airdeliverycomplete
- Fishbots Plus: http://aka.ms/fishbotsplus
- Student Guide: **Student_Guide_Kodu_Makerspace.docx**
- PowerPoint Presentation to deliver the lesson: **6_Slides_Kodu_Makerspace.pptx**
- Dry run the PowerPoint Presentation in Slide Show mode to enable animations and be familiar with any on-click animations
- Headphones for students (recommended)
- If desired, load each team's game on the teacher's computer to display during the Show and Tell
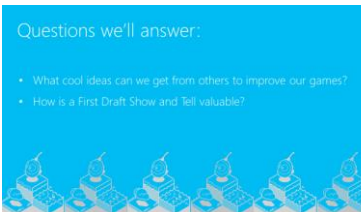
Outline of the Lesson

- Getting Started: Big Question Review
- Show and Tell
- Assessing Feedback
- Seeking experts
- Design tweaking
- Wrap up
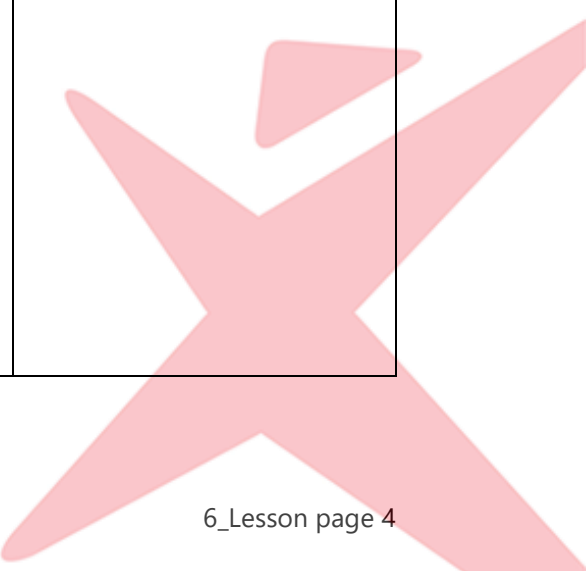
Student Activities

- Share the first draft of their game with classmates
- Give and receive feedback
- Decide what feedback to incorporate
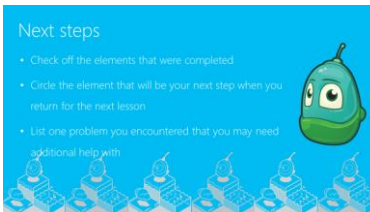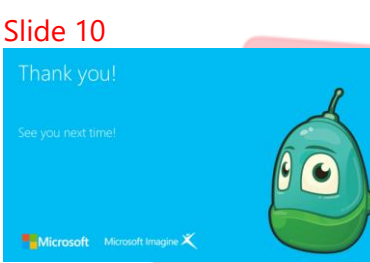- Gather expert advice
- Tweak design plans

Teaching/Learning Strategies

Strategy	PPT Image
Getting Started: Big Question Review (5 min) Introduce the sixth lesson *Open-ended Developer Experience, part 1* by sharing the Big Questions. Display slide 2 for questions. - What cool ideas can we get from others to improve our games? - How is a First Draft Show and Tell valuable? While students began answering two of the questions in lesson 5, this is an opportunity to add more to their understanding of collaboration and peer support with "Kodu experts."	Slide 1 Slide 2
Show and Tell (15 min) Direct students to page 21 in Student Workbook. Read First Draft Show and Tell **Directions** and **Activity checklist**. Display Slide 3. Direct students to complete the prompts: ☐ The goal of our game is…. ☐ The parts of our plan that we've finished are… ☐ The two ideas we liked the most are… ☐ One problem we encountered that we may need additional help with is… Demonstrate a "show and tell" using **Fishbots Plus**. Tell students that this is an example of how someone might answer to complete the prompts: ☐ The goal of our game is…. *Answers:*	Slide 3 Slide 4 Slide 5

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Strategy	PPT Image

To defeat the octopus before it eats Kodu.
 	
☐ The parts of our plan that we've finished are…
    Answers:
    The fish will instantly appear as smaller fish.
    The turtles will hide in their shells if the octopus touches them.
    Both the octopus and Kodu can talk.
    Music plays when the octopus starts to go towards Kodu.
 	
☐ The two ideas we liked the most are…
    Answers:
    The fish will instantly appear as smaller fish.
    Music plays when the octopus starts to go towards Kodu.
 	
☐ One problem we encountered that we may need additional help with is…
    Answers:
    I could not get the turtles to hide in their shells if the octopus touches them.
 	
Instruct students using slide 4 on how they should "show and tell" about their games.
 	
   - Open your game   - Use your Surface to display your game   - Briefly show students how the game works   - Briefly tell students about the game.   - Follow the four prompts as they appear in the First Draft Show and Tell Activity checklist   - Two minutes for Show and Tell   - One minute for feedback
Introduce a Wow and Wonder feedback strategy.
 	
   - Refer to page 22 in the Student Guide - Display slide 5	

Strategy	PPT Image
• For each presentation, students can offer only Wows (sincere praise of some aspect of the game), Wonders (a suggestion for how to make it better), or Wants (an offer to help). Demonstrate with providing answers for the first presentation: *Answers:* • *"Wow! I love the effect you created when the Kodu bumped the octopus."* • *"I wonder if the action would be more exciting if some of the fish disappeared after they changed to blue."* • *"I want to give you help, by showing you how to change the appearance of the Kodu."* Direct the Show and Tell presentations: • Time two minutes for the presentation • Call a stop, and time one-minute for feedback • Lead the students to provide feedback using the Wows, Wonders and Wants feedback strategy Continue the loop until all teams have presented their games and have received feedback.	
Assessing Feedback (5 min) After all of the presentations, instruct teams to consider the suggestions they received from their peers. Display slide 6. • What ideas did you like? • What ideas are possible to include in the time left to work? • Pick one to three ideas and list them on your plan in order of priority. • What will you have to learn in order to include these ideas?	Slide 6 Consider Feedback • What ideas did you like? • What ideas are possible to include in the time left to work? • What idea is your number one priority?

Strategy	PPT Image
Seeking Experts (15 min) Allow students to talk among themselves to discover "experts" in the classroom. This can be either free flowing or structured activity. Display slide 7. A structured scenario would be for each team to select something they would like to do in their game and to ask the group if anyone knows how to do that. The teacher should record the experts for later reference. This may not take 15 minutes. Teams can record their plans as described in the next section of this lesson plan and begin making the revisions as time permits.	Slide 7 Seeking experts • Do you want to give help? • Do you want to get help? • Make changes to your game
Design tweaking (5 min) After teams have decided upon the revisions they want to make to their game, they should either draw or list their plans on the planning document. Display slide 8. Provide a few minutes to begin tweaking.	Slide 8 Tweak your game design 1. Click the Home Menu button 2. Select Save my world 3. Add 1 to the version number 4. Change the name of the game in the top row 5. Add your initials to the end of the game's name 6. Revise the Description 7. Click Save Home Menu Play world Edit world Save my world Share with community Load world New world Print kode for level Exit to Main Menu
Wrap up (5 min) Ask students to think of a name for their game. They should write it on their planning design. Ask students to review their plans by completing the next steps displayed on the teacher's screen. Display slide 9. Ask students to share some of the best ideas they got from their peers for changing their games. Ask students for answers to the Big Questions.	Slide 9 Next steps • Check off the elements that were completed • Circle the element that will be your next step when you return for the next lesson • List one problem you encountered that you may need additional help with Slide 10 Thank you! See you next time! Microsoft Microsoft Imagine

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Extensions

It's possible that students will have elements in their plans that will require more research time than is available during the class period. Assign them to find examples in other Kodu games on the Kodu Game Lab Community (http://www.kodugamelab.com) of what they would like to include.

Tips

Presenting project plans to classmates can be stressful for some students. Reduce their anxiety by setting this activity in a casual tone of "just sharing." Encourage each partner to contribute some content to the presentation to help build their confidence and skills.