

## Lesson Plan 5 – Creative Collaboration

### Topic Description

In this lesson, students will begin transforming their game plans into a working game using the techniques they learned in lessons 1 through 4. As they work collaboratively and help other teams, they will be looking to themselves and others as “Kodu technique experts.” They will gain confidence in themselves and peers, and develop as team and independent learners.

### Objectives

Students will be able to:

- Assess plan revision ideas
- Collaborate to create a game from plans

### 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>
- Student Guide: **Student\_Guide\_Kodu\_Makerspace.docx**
- PowerPoint Presentation to deliver the lesson: **5\_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)

### Outline of the Lesson




- Getting Started: Reviewing and tweaking plans
- Setting the Stage
- Collaborative Game Development
- Wrap up: Progress Check





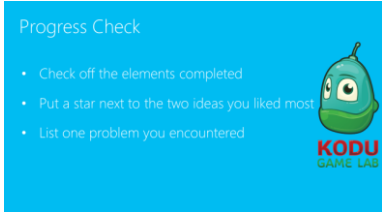
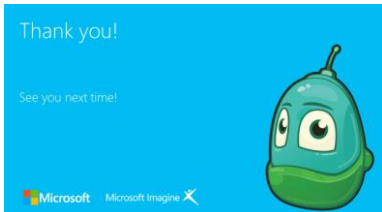
## Student Activities

- Review and revise plans
- Collaboratively design a game
- Progress check

## Teaching/Learning Strategies

| Strategy  | PPT Image  |
|---|--|
| <p><b>Getting Started: Reviewing and tweaking plans</b> (5 min)</p> <p>Introduce this lesson by sharing the Big Questions. Students should expect to explore the answers to these questions during of the lesson. Display slide 2.</p> <ul style="list-style-type: none"> <li>• What are the best parts of working with a partner?</li> <li>• How can others classmates contribute to a project?</li> </ul> <p>Guide students to examine their game design plans and make any last changes. Direct students to <b>Appendix</b> in Student Guide if they need ideas.</p> <p>Display slide 3 <i>Icebreaker Tweak Your Game Design Review</i>. Refer to page 17 in the Student Guide:</p> <ul style="list-style-type: none"> <li>• What is one easy thing you can do to make your game more fun or interesting?</li> <li>• What is the second thing you would like to add?</li> <li>• What is one more thing you could change?</li> </ul> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> <li>• <i>Make Kodu bigger</i></li> <li>• <i>Change Kodu's color</i></li> <li>• <i>Make the fish all the same color</i></li> <li>• <i>Add more fish</i></li> <li>• <i>Put Kodu in a different position in the world</i></li> <li>• <i>Add a few rocks</i></li> <li>• <i>Change the rotation of a fish</i></li> <li>• <i>Add code to Boku to say "ouch!" when he hits a rock</i></li> <li>• <i>Add code to the boats to stun any fish they bump</i></li> </ul> <p>Tell Students to indicate the order in which they plan to create the elements in their plan by numbering them from 1 to however many elements they have included.</p> | <p><b>Slide 1</b></p>  <p><b>Slide 2</b></p>  <p><b>Slide 3</b></p>  |

| Strategy  | PPT Image   |
|---|---|
| <p><b>Setting the Stage</b> (5 min)</p> <p>Organize student teams to begin working on their game.<br/>Display slide 4.</p> <ul style="list-style-type: none"> <li>On one computer, students open Kodu and the game that will serve as a starting point for the new game.</li> <li>Remind teams of the Driver and Map Reader roles in pair programming.</li> <li>Teams should select one partner to start as the Driver (coder). The second partner will be the Map Reader (direct the coding action).</li> <li>Roles should be switched every 5-7 minutes.</li> </ul> <p>Tell them that they will be showing the rest of the students a first draft of their game during the next class meeting for the purpose of getting ideas and suggestions.</p>   | <p><b>Slide 4</b></p>    |
| <p><b>Collaborative Game Development</b> (30 min)</p> <p>Monitor team role switching and assist as needed.<br/>Encourage students to share ideas with their neighbors and to help others.</p> <p>About 5 minutes before the end of the work time, guide students to save the game with the name selected by the team.</p> <ul style="list-style-type: none"> <li>Display slide 5</li> <li>Refer page 6 in Student Guidebook</li> </ul> <p>Demonstrate these steps, if necessary.</p> <ul style="list-style-type: none"> <li>Click Home button</li> <li>Click Save my world</li> <li>Add 1 to the version number</li> <li>Change the game name as desired</li> <li>Add your initials to the name</li> <li>Revise the Description, as desired</li> <li>Add the students first names only</li> <li>Click Save</li> </ul> | <p><b>Slide 5</b></p>  |

| Strategy  | PPT Image   |
|---|---|
| <p><b>Wrap up: Progress Check</b> (5 min)</p> <p>Direct students back to their planning document and ask them to complete these tasks. Display Slide 6.</p> <p>Refer students page 19 in the Student Guide.</p> <ul style="list-style-type: none"> <li>• Check off the elements on the plan that were completed in this first development stage</li> <li>• Put a star next to each of the two ideas that they like the most</li> <li>• List one problem that you encountered that they may need additional help with</li> </ul> <p>If desired, save each game for displaying from the teacher’s computing device during the Show and Tell section during lesson 6.</p> <p>Review Big Questions.</p> | <p><b>Slide 6</b></p>  <p><b>Slide 7</b></p>  |

### 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 of what they would like to include.



#### Tips

Managing collaborative projects requires unique skills. The teacher’s role will be more of a coach than a boss. Encourage students to solve their own problems by asking leading questions. Encourage them to learn from and share ideas with their peers. An important task for the teacher is to keep teams on track and to guide their decisions about what is doable in the time allowed for the project. Encourage students to build their projects in phases such that one phase is complete and functional before the next stage is attempted.