

# Kodu Makerspace

## Session 3



# Leader Guide

## Table of Contents

<b>Overview</b> .....	<b>2</b>
<b>Session Highlights and Objectives</b> .....	<b>2</b>
<b>Target Audience</b> .....	<b>2</b>
<b>Length</b> .....	<b>2</b>
<b>How to Use This Guide and Conduct the Session</b> .....	<b>2</b>
<b>Session Preparation</b> .....	<b>3</b>
<b>Session Requirements and Set-up</b> .....	<b>4</b>
<b>Outline</b> .....	<b>6</b>
<b>Session 3: In Depth</b> .....	<b>7</b>
<b>Section 1: Introduction (10 minutes)</b> .....	<b>7</b>
Welcome (3 min).....	7
<b>Review (5 min)</b> .....	<b>9</b>
Overview (2 min) .....	11
<b>Section 2: Collaborative Game Development (45 minutes)</b> .....	<b>13</b>
Setting the Stage (5 min).....	13
Coding Work (40 min).....	14
<b>Section 3: The Feedback Loop (45 minutes)</b> .....	<b>17</b>
First Draft Show and Tell (20 min) .....	17
Feedback Assessment (10 min) .....	21
Design Tweaking (15 min) .....	22
<b>Section 4: Wrap Up (10 minutes)</b> .....	<b>24</b>
Closure (5 min).....	24
Thank You (5 min).....	25

## Overview

### Session Highlights and Objectives

Session 3 is a two-hour camp in which students will begin transforming their game plans into a working game using the techniques they learned in Sessions 1 & 2. Students will work in collaborative teams to share their first game draft in the second half of the session, and gather and assess feedback for consideration in their second game draft. In addition to gathering ideas from their peers, they will be looking to gain confidence in themselves and others as “Kodu technique experts”, and develop as independent and team learners.

By the end of Session 3, students will be able to:

- Assess plan revision ideas
- Collaborate to create a game from plans
- Communicate game plans to peers
- Gather and assess feedback
- Seek peer experts
- Revise game

### Target Audience

The target audience for this session are students 8-11 years of age.

### Length

120 minutes, including a 10-minute break.

### How to Use This Guide and Conduct the Session

This Kodu Makerspace Leader Guide document will be your reference as you prepare to conduct the session and is intended to provide all the information you will need to confidently lead the session. For ease of reading, all sections within this document can be collapsed and expanded as needed. Simply place your cursor in front of any heading and click on the triangle that appears to collapse the text within the section of the document. Click the arrow again and the section re-expands. In this guide the following is provided in support of making your session as effective as possible:

- **Outline:** This guide is your resource when conducting the workshop to help you maintain the order and timing of topics to be covered.
- **Timing:** The actual amount of time required to conduct this session will vary depending on the knowledge level and learning style of the students. Use the time estimates provided in this document as a guide.
- **Script:** The Session: In Depth section offers suggested prompts and demonstrations to help you give a thorough, accurate and engaging presentation.

## Session Preparation

Preparation is a prerequisite for successful facilitation. Ample preparation time and full training support is essential to effectively prepare and deliver the session. Leaders need to accomplish the following activities prior to facilitating the session. Approximate time needed is four hours:

- Study the Camp Overview document. Complete the Prerequisite Leader Training and Preparation, as outlined.
- Study the entire set of session materials, including Leader Guide, Student Workbook, and the PowerPoint Presentation (view in Slideshow Mode to experience slide animation).
- Complete tutorials and watch videos for leader preparation.
- Dry run your PowerPoint presentation.
- Ensure devices are fully charged.
- Verify that earbuds are available to provide to students as needed.
- Download and install Kodu Game Lab from <http://www.kodugamelab.com> to each device.
- Download the specified resources to each device's desktop from the links provided. After the resources have been downloaded to each device's desktop, make sure to double-click each file to open it in Kodu Game Lab. This starts Kodu in the tutorial, but it is then safe to simply close the application—this will now make the tutorial visible under the "Load World" menu option. Repeat with each Kodu file downloaded to the desktop so that each is loaded into Kodu and ready for students:
  - Flashy Fishbots <http://aka.ms/flashyfishbots>
  - Fishbot Tutorial <http://aka.ms/fishbotstutorial>
  - Boku's Amazing Race <http://aka.ms/amazingrace>
  - Air Delivery Tutorial <http://aka.ms/airdelivery>
  - Air Delivery Complete <http://aka.ms/airdeliverycomplete>
- Download session-specified resources to the desktop of the leader's device from the links provided:
  - Introduction Video <http://aka.ms/intro2kodu>
  - Fishbots Plus <http://aka.ms/fishbotsplus>
- The accompanying PowerPoint presentation contains two placeholder slides which will need to be replaced. The CDS or session leader will replace the placeholders with slides from the local camp's Marketing Kit. Replace the Schedule of Events placeholder slide with the current Schedule of Events to promote your camp's upcoming events. Replace the Additional Marketing placeholder slide with slides from your latest Marketing Kit to promote upcoming sessions for events. The placeholder slides are located in the Closure section between the "Questions" slide and the final "Thank You" slide.
- Be prepared and available for questions before, during and after the session.
- Verify that the Student Workbooks are available to distribute when the session begins. Prepare to collect and store the Student Workbooks for the next session in the camp series.

## Session Requirements and Set-up

### Equipment

- Screen display for leader
- A device with keyboard (or laptop) for leader
- USB cable for projector
- Earbuds per student
- Laptop, PCs or devices for students

### Software & Web Resources

- Office Suite for leader's device
- Edge browser
- Kodu (environment download): <http://www.kodugamelab.com>
- Flashy Fishbots (completed working game): <http://aka.ms/flashyfishbots>
- Fishbot Tutorial: <http://aka.ms/fishbotstutorial>
- Boku's Amazing Race: <http://aka.ms/amazingrace>
- Air Delivery Tutorial: <http://aka.ms/airdelivery>
- Air Delivery Complete: <http://aka.ms/airdeliverycomplete>

### Session-specific downloads for leaders only

- Introduction Video: <http://aka.ms/intro2kodu>
- Fishbots Plus: <http://aka.ms/fishbotsplus>

### Videos for Leader Preparation

- Video 1: Navigating Kodu (1 min) <https://youtu.be/gUGXnEJwl08>
- Video 2: Create landscape world (3 min) <https://youtu.be/BdgmWcs9QdQ>
- Video 3: Add characters to world (1.5 min) <https://youtu.be/vrC6DpueYpQ>
- Video 4: Program Kodu characters (2 min) <https://youtu.be/Glw58uLvpk4>
- Video 5: Add text and speaking (2 min) <https://youtu.be/h21T7jbVDsk>

### For leaders without prior coding knowledge, complete the following additional activities

- Complete the Hour of Code tutorials (found in the Worlds list within the Kodu program)
  - Maze Tutorial 1
  - Maze Tutorial 2
  - Maze Tutorial 3
- A Maze Tutorial Intro video and 3 additional tutorials that accompany these tutorials at <http://www.kodugamelab.com/hour-of-code/>

Kodu Makerspace-Learn to Make Your Own Games! Session 3  
120 Minute Workshop

**Materials**

- Camp Overview
- Leader Guide
- PowerPoint Presentation for leader
- Student Workbooks - one for each student
- Name tag and pen/pencil for each student

## Outline

You may use the outline below as a checklist when conducting the session. Suggested times for each section are noted for guidance.

### Section 1: Introduction (10 minutes)

- Welcome (3 min)
- Review (5 min)
- Overview (2 min)

### Section 2: Collaborative Game Development (45 minutes)

- Setting the Stage (5 min)
- Coding Work (40 min)

### Break (10 minutes)

### Section 3: The Feedback Loop (45 minutes)

- First Draft Show and Tell (20 min)
- Feedback Assessment (10 min)
- Design Tweaking (15 min)

### Section 4: Wrap Up (10 minutes)

- Closure (5 min)
- Thank You (5 min)

## Session 3: In Depth

### Section 1: Introduction (10 minutes)

#### Welcome (3 min)

**Display:** Slide 1: *Welcome*



**Objective:** Greet and welcome students

**Do:** As students arrive:

- Check that all the students have checked in
- Verify that students have their earbuds or earphones with them
- Assign a device to each student
- Give each student their Student Workbook
- Provide pens/pencils

**Suggested Prompt 1:** Okay everyone, go ahead and take a seat. Welcome back to the camp and to Kodu Makerspace Session 3. You'll have a blast using the Kodu Game Lab toolkit to explore games and design a fun game of your very own.

**Suggested Prompt 2:** It's great to see you again. My name is \_\_\_\_\_ and I'm glad you're here. Thank you for joining Session 3 in the Kodu Makerspace four-session camp series. Just like last session, we'll be having fun together for the next two hours with a break halfway through the session. Before we begin, let me remind you quickly where the bathrooms are located.

**Do:** Point out the bathrooms

**Suggested Prompt 3:** Who is ready to transform your game plan into a working game using the techniques you learned in Sessions 1 & 2?

**Display:** Slide 2: *Camp Guidelines*

#### Camp guidelines:

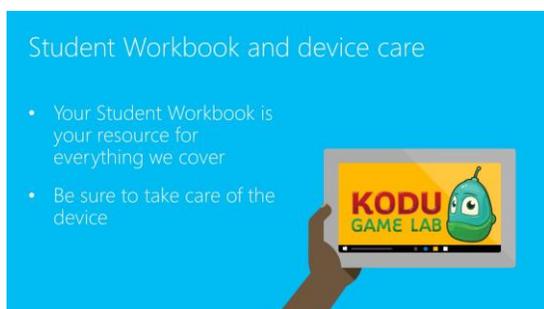
- Have fun!
- Respect the camp area and the things in it
- Respect each other and the camp leaders
- Don't leave the camp area

**Objective:** Remind students about the camp guidelines

**Suggested Prompt 1:** Let's review the camp guidelines, you should be very familiar with these now:

1. **Have fun!** –You're here to learn how to make fun games and to meet new friends. Continue to be patient and enjoy yourself. Experiment and make "mistakes" because that's how you make new discoveries.
2. **Respect the camp and the things in it** – This means to be careful with the device you are using, clean up after yourself here and in the bathrooms. Throw any garbage away. Tuck your seat in when you leave your seat. No running in the camp area.
3. **Respect each other and the camp leaders** – This means be friendly and helpful to others. When you're in the rest of the camp during breaks and someone else is looking at an item you want to look at, you need to wait for another time when that item is available.
4. **Don't leave the camp area** – During the camp, parents and/or guardians as well as students need to stay in the camp area, even on breaks.

**Display:** Slide 3: *Student Workbook and device care*



**Objective:** Review student resources Student Workbook and device

**Suggested Prompt 1:** Your Student Workbook is your resource for everything we cover in the four sessions.

**Suggested Prompt 2:** We will be collecting the devices in-between sessions and will make sure the devices are fully charged for your next session.

## Review (5 min)

**Display:** Slide 4: *Session 2 review*



**Objective:** Remind students about last session

**Suggested Prompt 1:** In Session 2 you learned to create game action with When...Do... in a tutorial to create a more complex game.

**Suggested Prompt 2:** Who would like to share one thing you learned about character menus?

**Suggested Prompt 3:** Who would like to share one thing you learned about When...Do... programming?

**Suggested Prompt 4:** Who would like to share an idea you have for redesigning one of the games you've played?

**Do:** Solicit responses from the students

**Suggested Prompt 5:** Are there any questions you have about what we covered in Session 2?

**Display:** Slide 5: *Icebreaker Tweak Your Game Design Review*



**Objective:** Lists the questions partners will revisit in the Tweak Your Game Design Review

**Suggested Prompt 1:** In Session 2, you completed the Game Changer Activity checklist. This activity helped you to design a game plan to create a more complex working game. Let's revisit how you and your partner decided to tweak your game design.

**Suggested Prompt 2:** Please turn to page 16 in your Student Workbook. Revisit how you answered the questions in step 6: Tweak your game design. This activity is your chance to look at how you responded to three questions. Is there anything you would like to change?

**Do:** Conduct Icebreaker **Tweak Your Game Design Review**

- Direct students to **page 16** in Student Workbook; step 6 Tweak your game design

**Suggested Prompt 3:** When I say “go”, you’ll have three minutes to work with your partner to decide if there is anything you would like to change.

- What is one easy thing you can do to make your game more fun or interesting?
- What is the second thing you would like to add?
- What is one more thing you could change?

**Suggested Prompt 4:** Let’s discuss your answers. Would anyone like to share one easy thing you can do to make your game more fun or interesting?

**Suggested Prompt 5:** Would anyone like to share a second thing you would like to add?

**Suggested Prompt 6:** Would anyone like to share one more thing you could change?

**Do:** Lead the students to come up with ideas such as:

- Make Kodu bigger
- Change Kodu’s color
- Make the fish all the same color
- Add more fish
- Put Kodu in a different position in the world
- Add a few rocks
- Change the rotation of a fish
- Add code to Boku to say “ouch!” when he hits a rock
- Add code to the boats to stun any fish they bump

## Overview (2 min)

**Display:** Slide 6: *Kodu Makerspace Session 3*



**Objective:** Provide an overview of the Kodu Makerspace Session 3

**Suggested Prompt 1:** In Session 3, you will begin transforming your game plan into a working game using the techniques you learned in Sessions 1 & 2. As a collaborative team, you will present the first draft of your game. You'll gather feedback, and assess the feedback for consideration toward future changes. In addition to gathering ideas from your peers, you will be looking to yourself and others as "Kodu technique experts". Expect to gain confidence in yourself and peers. You'll develop as a team and as an independent learner.

**Display:** Slide 7: *Questions we'll answer today*



**Objective:** Discuss questions that will be answered today

**Suggested Prompt 1:** We are going to answer all these questions today:

- What ideas do you have to improve the plans for your game?
- How will you work with a partner to create a game?
- How will you tell others about your game?
- How will others be able to give ideas to improve your game?
- How can you make your game better with ideas from others?

**Display:** Slide 8: *How we'll answer the questions*



**Objective:** Share the Session 3 learning objectives

**Suggested Prompt 1:** By the end of this session you'll know the answers, because you'll be able to:

- Evaluate your ideas for revising your plan
- Work with a partner to create a game
- Share your game plans
- Get ideas for your game from other campers
- Get help with your game
- Make changes to your game

**Suggested Prompt 2:** Parents and/or guardians, you are now welcome to take a look around the camp or remain in the camp area while the kids are in session. We do ask that you stay nearby in case you're needed. I'll see you back in the camp for our up session at \_\_\_\_\_. Please join us at that time.

**Suggested Prompt 3:** Let's develop our games. If you're ready to begin transforming your game plan into a working game using the techniques you learned in Sessions 1 & 2, just say the words "I'm ready".

**Do:** Solicit students to respond "I'm ready"

## Section 2: Collaborative Game Development (45 minutes)

### Setting the Stage (5 min)

**Display:** Slide 9: *Setting the Stage*



**Objective:** Describes the framework for how students will work together to build a game

**Suggested Prompt 1:** How many of you are working on Flashy Fishbots? How many of you are working on Boku's Amazing Race? How many of you are working on Air Delivery?

**Suggested Prompt 2:** What's exciting about game development is that you will be showing the other campers a first draft of your game after the break, for the purpose of getting ideas and suggestions!

**Suggested Prompt 3:** In this activity, we will look back at your game plan. You can think of your game plan as the Game Changer Activity checklist on pages 12-16 of your Student Workbook.

**Suggested Prompt 4:** As before, we're going to work with your partner for this activity. Teams of two will work on one device. We're going to take turns in our roles. One partner will start out as the Map Reader and the other partner will start out as the Driver.

**Do:** Explain the **Map Reader** and **Driver** roles

- The **Map Reader** is the partner who tells the Driver what to do to build the game in Kodu
- The **Driver** is the partner who makes the changes and writes the code in Kodu

**Suggested Prompt 5:** When I say "go", you'll have 15 seconds to decide who will start out as the Map Reader and who will start out as the Driver. Ready? Go.

**Suggested Prompt 6:** Now that we know our starting roles, your goal is to collaborate with your partner to make the changes to the game you've been working on. These are the guidelines:

- Each team will work on the same computer for this activity
- One partner is the Driver and one partner is the Map Reader
- Everyone works at different speeds

- Partners will switch roles every six minutes so that each partner gets a chance at each role

## Coding Work (40 min)

**Display:** Slide 10: *Collaborate to design a working game*



**Objective:** Provide time for students to collaborate to make changes to the game they have been working on

**Suggested Prompt 1:** It's time to make changes to your working game. Just collaborate with your partner to get it done. In the next 30 minutes, you'll use your game plan to change the game you've been working on.

**Suggested Prompt 2:** If you finish making the changes you've planned for you can look for additional game-changing ideas in the Appendix at the back of your Student Workbook. Work with your partner to decide if you want to make additional changes to your game.

**Do:** Direct students to **Appendix** in Student Workbook

**Suggested Prompt 3:** Remember to wear your earbuds during this activity. Everyone will work at a different speed. When time is up, I will call a stop to give us time to save changes to our working games.

**Suggested Prompt 4:** I'm going to come around to help anyone that needs it. Please raise your hand if you get stuck or need help. You'll have six minutes in your role before I'll remind you to switch roles. Open the game as a starting point for your new game and have fun working together for 30 minutes. Time starts now.

**Do:**

- Time six minutes, then remind students to switch roles every six minutes
- Give students a one-minute warning before the students will be asked to save changes

**Display:** Slide 11: *Saving Changes*



**Objective:** Opportunity for students to save changes

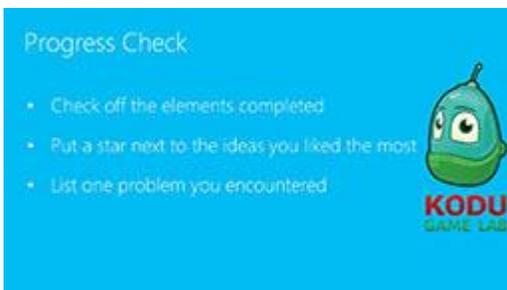
**Suggested Prompt 1:** Great job. Now that you've made changes to your game, it's time for you to save changes. Use your device and save changes your changes.

**Do:** Direct students to **page 7** in Student Workbook

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, as desired
5. Add your initials to the end of the game's name
6. Revise the Description, as desired
7. Click **Save**

**Suggested Prompt 2:** Your revised game is now listed among the games listed when you select Load World.

**Display:** Slide 12 *Progress Check*



**Objective:** Defines the Progress Check activity for students to assess game design

**Suggested Prompt 1:** Now that you've saved your changes, it's time for you to check the progress you've make in creating your game and compare it with your plans. Let's do a progress check to compare your game plan against the game you actually built.

**Suggested Prompt 2:** Work with your partner to complete the three tasks listed on page 18 of your Student Workbook. In this Progress Check activity, you will look back at your game plan as you completed the six steps

in the Game Changer Activity checklist. Then, you'll markup pages 12-16 of your Student Workbook to indicate what you completed, what you like and what you need more help with.

**Do:** Conduct Activity **Progress Check**

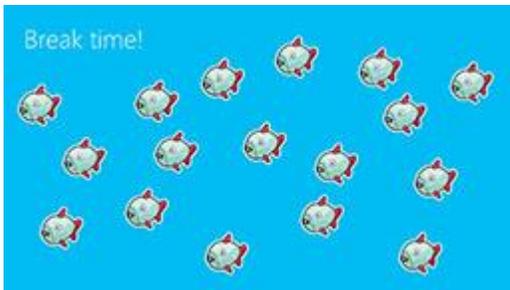
- Direct students to **page 18** in Student Workbook
- Read Progress Check **Directions** and **Activity checklist**
- Follow the directions to complete the three tasks
  - ✓ Check off the elements on the plan that were completed
  - ✓ Put a star next to each of the two ideas you like the most
  - ✓ List one problem you encountered that you may need additional help with

**Suggested Prompt 3:** You'll need your Student Workbook and a pen to mark up your game plan.

When I say "go", you'll have four minutes to work with your partner to complete the three tasks in the Activity checklist. Doing this will help you prepare the words you can use to tell other campers about your game.

Ready? Go.

**Display:** Slide 13: *Break Time*



**Objective:** Break Time guidelines

**Suggested Prompt 1:** We're going to take a 10-minute break now to stretch or use the bathroom. Please remember to:

- Push your stools or chairs in and throw any garbage away.
- Stay in the camp area during the break.
- Be respectful of items in the camp area. It's perfectly ok to handle items in the camp area but be careful with them. If someone else is looking at something you are interested in, move on and look at it later.
- Be respectful to other people by being courteous and friendly.

**Suggested Prompt 2:** I'll give you a two-minute warning when break is almost over.

## Section 3: The Feedback Loop (45 minutes)

### First Draft Show and Tell (20 min)

**Display:** Slide 14: *First Draft Show and Tell Activity checklist*



**Objective:** Shows the First Draft Show and Tell Activity checklist

**Suggested Prompt 1:** It's time to prepare for your Show and Tell presentation! The First Draft Show and Tell is exciting because it's your first chance to show your game to the other campers. You'll also have a chance to tell the other campers what you did to design your game. That's why we call it Show and Tell.

**Suggested Prompt 2:** Each team will have two minutes for Show and Tell. After your presentation, you will collect feedback from other campers and consider their ideas to tweak your game design.

**Suggested Prompt 3:** To get ready, work with your partner for four minutes to fill-in-the-blanks on the First Draft Show and Tell Activity checklist on page 19 of your Student Workbook. Each partner should fill-in-the-blanks in your own Student Workbook.

**Suggested Prompt 4:** You'll need to toggle back-and-forth between the game plan you marked up on pages 12-16, and the First Draft Show and Tell Activity checklist on page 19.

**Do:** Conduct Activity **First Draft Show and Tell**

- Direct students to **page 19** in Student Workbook
- Read First Draft Show and Tell **Directions** and **Activity checklist**
- Fill-in-the-blanks to prepare for Show and Tell. Complete the four prompts.
  - 1. The goal of our game is....
  - 2. The parts of our plan that we've finished are...
  - 3. The two ideas we liked the most are...
  - 4. One problem we encountered that we may need additional help with is...

**Suggested Prompt 5:** When I say “go” you’ll have four minutes to complete the First Draft Show and Tell Activity checklist. Remember to pay close attention to where you marked parts of your plan that are finished, what you liked and what you may need more help with.

**Suggested Prompt 6:** What’s cool, is when you complete the four prompts, you’ll have all the words you can say to tell other campers about your game. Ready? Go.

**Display:** Slide 15: *Show and Tell Demonstration*



**Objective:** Shows Show and Tell Activity checklist

**Suggested Prompt 1:** When the time comes for your team to present your game, bring your device up to the front and I will display your game for all to see!

**Suggested Prompt 2:** You will work as a team to present your game. You will need to decide who will be the Driver and who will be the Map Reader.

**Do:** Explain **Driver** and **Map Reader** roles

- The **Driver** is the partner who shows the game to the other campers
- The **Map Reader** is the partner who tell the other campers about the game

**Suggested Prompt 3:** To show you how easy it is to present a First Draft Show and Tell, let me “show and tell” you about my game, Fishbots Plus. I’m going to demonstrate the entire Show and Tell presentation so you can model it as a team when it’s your turn. Just watch how I do it.

**Suggested Prompt 4:** I’ll first show my game so everyone can see how the game works.

**Suggested Prompt 5:** Then, I’ll tell you what was changed by reading the four prompts on the First Draft Show and Tell Activity checklist on page 19 of my Student Workbook. Everything I want to tell you has already been filled in for each of the four prompts.

**Suggested Prompt 6:** I’m going to present for two minutes, because each team will have two minutes to present.

**Do:**

- Toggle to Fishbots Plus <http://aka.ms/fishbotsplus>
- Open Fishbots Plus
- Use your device to display the game
- Briefly **show** campers how the game works (30 seconds)
- Briefly **tell** campers about your game (90 seconds)
- Follow the order of the four prompts listed in the First Draft Show and Tell Activity checklist on page 19 and provide the **answers as they appear below**

1. The goal of our game is....

**to defeat the octopus before it eats Kodu.**

2. The parts of our game that we've finished are...

**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.**

3. The two ideas we like the most are...

**The fish will instantly appear as smaller fish.**

**Music plays when the octopus starts to go towards Kodu.**

4. One problem we encountered that we may need additional help with is...

**I could not get the turtles to hide in their shells if the octopus touches them.**

**Display:** Slide 16: *It's Your Turn: Show and Tell*



**Objective:** Shows presentation guidelines for Show and Tell

**Suggested Prompt 1:** You will work as a team to present your game. When I say "go" you will have 15 seconds to decide which partner will be the Driver and which partner will be the Map Reader for the First Draft Show and Tell presentation.

**Do:** Remind students about the **Driver** and **Map Reader** roles

- The **Driver** is the partner who shows the game to the other campers
- The **Map Reader** is the partner who tell the other campers about the game

**Suggested Prompt 2:** These are the guidelines for you to work together as a team to present your game as a First Draft Show and Tell:

- Open your game
- Use your device to display your game
- Briefly **show** campers how the game works
- Briefly **tell** campers 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

**Suggested Prompt 3:** Which team would like to be the first to volunteer to present their game as a First Draft Show and Tell? Awesome! Thank you.

**Suggested Prompt 4:** While you get ready to come up front to show us your game and tell us what you did to change the game, I want to share how you'll collect feedback from the other campers. Following your presentation, I will demonstrate a game called Wows, Wonders and Wants. It's a fun way to collect feedback.

**Do:**

- Either display each team's draft game for all to see or gather the campers around each device for the show and tell of the first draft games
- Emphasize that these are drafts and that the purpose of sharing is to get idea
- Time two minutes for the presentation
- Call a stop, and time one minute to collect feedback
- Lead the campers to provide feedback by following the Wows, Wonders and Wants feedback strategy

**Display:** Slide 17: *Wows, Wonders and Wants* feedback



**Objective:** Introduces the Wows, Wonders and Wants feedback strategy

**Suggested Prompt 1:** Let's thank our first team for presenting their First Draft Show and Tell.

**Suggested Prompt 2:** Everyone can help our presenters reflect on their game plan. You can also help to solve an issue or a question they raised. The presenting team should will listen to feedback and take notes.

**Suggested Prompt 3:** For each presentation, campers can offer only:

- Wows: a sincere praise of some aspect of the game
- Wonders: a suggestion for how to make the game better
- Wants: an offer to give the team help to solve a game problem

**Demo:** Activity Wows, Wonders and Wants

- Direct students to **page 20** in Student Workbook
- Read Wows, Wonders and Wants **Directions** and **Activity checklist**
- **Demonstrate** how the campers can **respond. Model your responses** similar to the example responses appearing below

Wows: a sincere praise of some aspect of the game

**“Wow! I love the effect you created when the Kodu bumped the octopus.”**

Wonders: a suggestion for how to make the game better

**“I wonder if the action would be more exciting if some of the fish disappeared after they changed to blue.”**

Wants: an offer to give the team help to solve a game problem

**“I want to give you help, by showing you how to change the appearance of the Kodu.”**

**Suggestion Prompt 4:** Would someone else like to offer a **wow**, a **wonder** or a **want**?

**Suggestion Prompt 5:** Presenters, the purpose of Wows, Wonders and Wants is to help you collect feedback. Please jot down the ideas and feedback you receive from the other campers. Space to jot down the feedback is provided on page 20 in your Student Workbook.

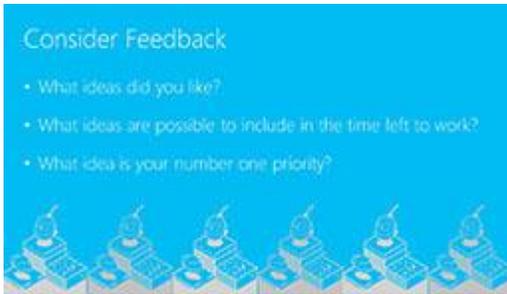
**Suggested Prompt 6:** Which team would like to be the second team to volunteer to present your game as a First Draft Show and Tell? Awesome. Thank you.

**Do:**

- Time two minutes for the presentation
- Call a stop, and time one minute for feedback
- Lead the campers to provide feedback using the Wows, Wonders and Wants feedback strategy
- Continue the feedback loop until all teams have presented their First Draft Show and Tell and have received feedback

## Feedback Assessment (10 min)

**Display:** Slide 18: *Consider feedback*



**Objective:** Displays the questions to help teams consider the feedback they received

**Suggested Prompt 1:** Now that every team has presented and has received feedback, collaborate with your partner to consider the ideas you heard.

**Suggested Prompt 2:** Take four minutes to discuss the following questions displayed here on the large screen:

- What ideas did you like?
- What ideas are possible to include in the time left to work (15 minutes)?
- What idea is your number one priority?
- What will you have to learn in order to include these ideas?

**Suggested Prompt 3:** When I say “go”, you’ll have four minutes to work with your partner to assess your feedback. Ready? Go.

## Design Tweaking (15 min)

**Display:** Slide 19: *Seeking Experts*



**Objective:** Encourage students to talk among themselves to discover “Kodu technique experts” in the group

**Suggested Prompt 1:** Design Tweaking is a free-flowing activity. During the next 10 minutes, you’ll have time to decide for yourself how you want to continue to learn.

**Suggested Prompt 2:** This is your opportunity to make changes to your game based on the feedback you heard during Wows, Wonders and Wants.

**Suggested Prompt 3:** Decide for yourselves how you want to spend your time. Do you want to **get help** or **give help**? If you want to **get help**, then find an expert who can help you solve a problem you're having with making changes to your game. If you want to **give help** find someone who is encountering a problem and help them.

**Suggested Prompt 4:** When I say "go" you'll have 10 minutes to **get help** or **give help**. Make the remaining changes to your game that you want to complete. When time is up, I'll call a stop so that I can check in to ask if there are any questions. Then, I'll give you an additional five minutes to finish up the change you're making and you'll have time to save your changes. Ready? Go.

**Display:** Slide 20: *Tweak your game design*



**Objective:** Opportunity for students to complete the change they are working on and save changes

**Suggested Prompt 1:** Okay everyone, please take your seats. Sit with your partner to tweak your game design. Make the changes you want to complete before you save changes. When you are ready to save your changes, use your device and save changes to your game. You'll have 5 minutes to complete your changes and save your revised game. Your revised game will be listed among the games listed when you select Load World.

**Do:** Direct students to **page 7** in Student Workbook

8. Click the **Home Menu** button
9. Select **Save My World**
10. Add 1 to the version number
11. Change the name of the game in the top row, as desired
12. Add your initials to the end of the game's name
13. Revise the Description, as desired
14. Click **Save**

## Section 4: Wrap Up (10 minutes)

### Closure (5 min)

**Display:** Slide 21: *Review*



**Objective:** Review Session 3

**Suggested Prompt 1:** To wrap up, I'd like to hear what you thought about Session 3.

- What was the best part of working with a partner?
- How did you feel during the First Draft Show and Tell?
- What cool ideas did you get from others that you're going to use in your game?

**Do:** Although all questions are on the slide, ask each question one at a time and solicit responses to each question before moving on to the next one.

**Suggested Prompt 2:** Here are a couple of other reminders before the next session:

- You can re-do any of today's tutorials on your own devices.
- Just use the links and instructions from your Student Workbook.

**Display:** Slide 22: *Questions*



**Objective:** Opportunity for students and parents and/or guardians to ask questions

**Suggested Prompt 1:** What questions do you have about today's session?

## Thank You (5 min)

**Display:** Slide 23: *Schedule of Events Placeholder Slide*



**Objective:** Please replace this slide with the current Schedule of Events to promote your upcoming events.

**Suggested Prompt 1:** Let's quickly review some upcoming events that may be of interest and you might like to make sure you have a spot registered.

**Display:** Slide 24: *Additional Marketing Placeholder Slide*



**Objective:** Please replace this slide with slides from your latest Marketing Kit to promote upcoming sessions or events. Choose ones that are most appropriate for this audience.

**Suggested Prompt 1:** *Personalize this prompt to align with selected marketing material.*

**Display:** Slide 25: *Thank you*



**Objective:** Wrap up and thank students and parents and/or guardians for attending.

**Suggested Prompt 1:** It's been my pleasure to work with you all today. Thank you for attending. I look forward to seeing you in Session 4, where you'll finalize your games by incorporating ideas from feedback and adding directions for the user. The session concludes with a showcase gallery walk for peers and parents and/or guardians. Expect to reflect on your experience in your Student Workbook. Please turn in your Student Workbooks and your device so we make sure you have them for the next session. I promise to keep them safe and return them to you at the beginning of Session 4. You'll get to keep your Workbook at the last session, so be sure to come to all the sessions.

**Suggested Prompt 2:** As a reminder, bring your earbuds back with you for each day of camp.

**Do:**

- Keep the collected Student Workbooks in a safe place to access for Session 4
- Follow usual procedures to clean up the workshop area

**Suggested Prompt 3:** See you next time!