CHECKPOINT REVISION

CHECK THE NUMBER OF PENDING PROJECTS & QUIZZES OF THE STUDENT IN THE PANEL.

IF THE STUDENT HAS MORE THAN 3 PENDING/EXPIRED PROJECTS OR QUIZZES, THEN GO AHEAD WITH THE REVISION CLASS.

IF THE STUDENT HAS COMPLETED ALL THE PROJECTS OR HAVING NO DOUBTS, THEN CONTINUE WITH THE BELOW LESSON PLAN.

Note to teachers [Only Applicable for C44]:

This class C44 is a CHECKPOINT REVISION CLASS meant for practising concepts learned so far. Teachers should guide students to complete pending/expired projects in this class post doing Teacher-Led Activity.
IF STUDENT HAS < 3 PENDING PROJECTS
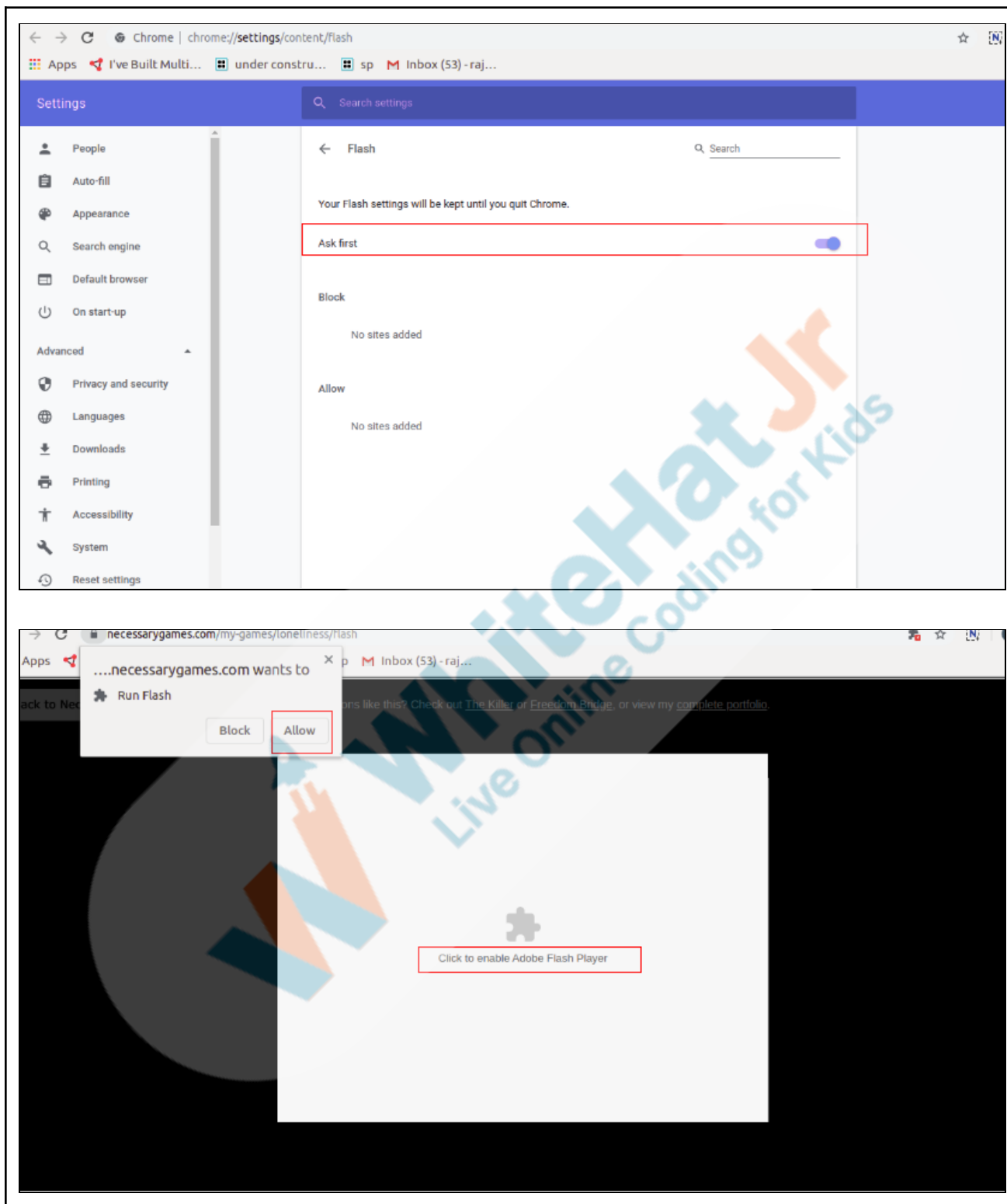**CONTINUE TO SELF-DESIGN GAME (STUDENT-LED ACTIVITY)**

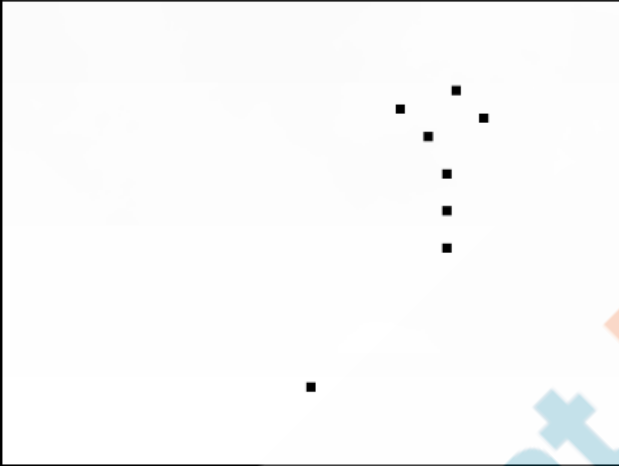| Topic	CHECKPOINT REVISION CLASS: GAME STORY AND MECHANICS	
Class Description	Students will build a story behind their games. Students will choose the characters (PC and NPC) for the game. Students will identify and choose the game play mechanics to tell the story through the game. Students will implement game design concepts like balance and feedback into the games.	
Class	C44	
Class time	45 mins	
Goal	● Build a story behind the game. ● Identify characters and gameplay mechanics for the game. ● Implement game design concepts into the game.	

Resources Required	● Teacher Resources
	  ○ VS Code Editor
	  ○ Laptop with internet connectivity
	  ○ Earphones with mic
	  ○ Notebook and pen
	
	● Student Resources
	  ○ VS Code Editor
	  ○ Laptop with internet connectivity
	  ○ Earphones with mic
	  ○ Notebook and pen	

Class structure	WARM-UP	5 mins

	Teacher-led Activity Student-led Activity WRAP-UP	15 min 15 min 5 min
WARM-UP SESSION - 5mins		
Teacher starts slideshow **from slides 1 to 17** Refer to speaker notes and follow the instructions on each slide.		
Activity details		
Hey <student's name>. How are you? It's great to see you! *Are you excited to learn something new today?* **Run the presentation from slide 1 to slide 4** **Following are the WARM-UP session deliverables:** ● **Greet the student.** ● **Revision of previous class activities.** ● **Quizzes**	
QnA Session		
Question		

Why does solving the project on the same day as your class help?
  A. I will receive points and be on the leaderboard
  B. My learning from class is fresh and clear.
  C. It's one less thing to worry about later on.
  D. All of the options
	D

John is a student learning coding just like you, who would like to finish all his projects from now on. What should he do? A. Finishing them immediately after class, it takes 30 minutes to complete.	**A**

B. Waiting for a few days and doing it when I am free. C. Ignoring them D. Taking help from school friends	
What is the major intent of having checkpoint revision classes? A. Understanding and revising the concepts of previous classes B. Completing pending project(s)/quiz(zes) submissions C. Showcasing completed project(s)/quiz(zes) to parents D. All of the options	**D**

Continue the WARM-UP session

Activity details

Run the presentation from slide 5 to slide 17 to set the problem statement. **Following are the WARM-UP session deliverables:** ● Appreciate the student. ● Explain Game Design Concepts	

● **Teacher ends slideshow**

Teacher Initiates Screen Share

CHALLENGE
● **Build a story behind your game.**

Step 2: **Teacher-led** **Activity** **(15 min)**	We have learned different aspects of game design. We can easily choose a character, a story line, give the character some	

	goals, create few rules which character has to follow, design for balance, adaptivity, feedback etc. and we will have a game ready. What do you say?	**ESR:** varied opinion
	But designing good games is an art. Just like art, games express themselves in different ways and all of these elements can be combined together in a lot of creative ways. For example, Let's play this unusual, slightly weird but beautifully designed game (Student Activity 1). You may find it weird but play till the end. We will discuss it towards the end. **Note:** Game requires a flash player. Enable the student to switch on the flash player. The student might want to give up. Get the student to play the entire game - till the final message at the end pops up.	*Student shares his/her screen, enables the flash player and plays the complete game till the end.*

	How are you feeling?	**ESR:** varied
	Let's try to decode this game and see how the different game elements are used here. Who are the characters in this game? (playing character and non playing characters) Who is the main character?	**ESR:** The square dots are the characters in the game. The other square dots in groups of two or more are the non playing characters. The lone square dot at the bottom is the main playing character.
	Great! Every good game has a powerful story behind it. The story is either explicit (clearly narrated in the	

	game) or implicit (inferred by the player). What according to you is the story of this game?	**ESR:** The story is about a lone square dot which is seeking other dots for company.
	What is the goal of the main character here?	**ESR:** To seek other square dots.
	In every game story, the main character has to overcome some obstacles. What is the main obstacle the main character is trying to overcome here?	**ESR:** Loneliness
	There are no scores here. How is the player getting feedback for his/her actions?	**ESR:** The player can see the movement of the dots when the arrow keys are pressed. This is the visual feedback in the game.
	Other game elements are somewhat weak in this game but they are still there. Is it a game of chance or skill? or a mix of both? The player is never able to connect to another dot but is asked to exercise his/her skill to do so.	**ESR:** varied
	What are the rules of the game?	**ESR:** The player presses arrow keys to move the lone square dot.

	There is very little sense of balance or adaptivity in the game. The game is at almost the same level of difficulty - except the background keeps getting darker.	-
	Now imagine the square dots as people and the lone square dot as a lonely person.

Do you see other than being fun, games can be so thought provoking?

Let's take a moment and think about what else games can do?

Can games make people think about working together, solve the menace of pollution, and global warming? Can games make people think about wars and the adverse effects of it? | *Student thinks deeply about these and talks about it to the teacher.* |

Teacher Stops Screen Share

	Now it's your turn. Please share your screen with me.	

STUDENT-LED ACTIVITY - 20 mins

- **Ask Student to press ESC key to come back to panel**
- **Guide Student to start Screen Share**
- **Teacher gets into Fullscreen**

Teacher runs slideshow :Slide 18

ACTIVITY ● **Identify characters and gameplay mechanics for the game.** ● **Implement game design concepts into the game.**		
Step 3: Student-Led Activity (15 min)	Now, let's try to think about the game that you will be building. What is the story you want to talk about? **Note:** Help the student identify a story/theme or a problem he/she connects with deeply.	*The student tries to come up with a story connected to a specific theme or a problem.*
	Who would be the main character in your story?	*The student tries to identify a main character in the story.*
	Who would be the other characters in the story?	*The student tries to identify the other playing or non-playing characters in the story.*
	What is the goal of the player/s? What are the obstacles they have to overcome?	*The student identifies the goal of the player/s.* *The student identifies the obstacles they have to overcome in order to meet the goal.*
	What will be the rules of this game? Does the game play involve chance or skill or both?	*The student builds the rules of game play.*

	How do you ensure that there is a sense of balance in the game - the game is neither too easy or difficult ? Ideally as the player is becoming more skilled in the game, the game should get difficult.	*The student thinks about how to bring balance in the game.*
	How are we giving immediate feedback to the player?	*The student thinks about how to show feedback to the player.*

Teacher Guides Student to Stop Screen Share

WRAP-UP SESSION - 5 Mins

Teacher starts slideshow from slide 19 to slide 25

Activity details	Solution/Guidelines
Run the presentation from slide 19 to slide 25 **Following are the WRAP-UP session deliverables:** ● **Appreciate the student.** ● **Revise the current class activities.** ● **Discuss the quizzes.**	Discuss with the student the current class activities and Student will ask doubts related to the activities.

Quiz time - Click on in-class quiz

Question	Answer
For a Trex-Runner game, which of the following is not a NPC? A. Clouds B. Cactus C. T-rex D. None of the above	**C**

Adaptivity is _____.
 	
   A. Decreasing the difficulty level.
   B. Defining rules for the game.
   C. Increasing the difficulty level.
   D. Designing a scoreboard.
	C

Feedback can be in the form of :
 	
   A. Sound
   B. Score
   C. Change of visual or animation
   D. All of the above
	D

End the quiz panel

FEEDBACK ● **Encourage the student to make reflection notes in markdown format.** ● **Complement the student for her/his effort in the class.** ● **Review the content of the lesson.**

Step 4: **Wrap-Up** **(5 min)**	You might want to take some time and think about this game more and add some more details - like what will the game world look like etc. One more thing - never believe anyone who tells you that your game is stupid. Designing a good game is an art. A good art is made when you allow yourself to express without any inhibitions or fear.	*Student listens.*

	You get a hats off. Next few classes, we will spend time coding this game and bringing it to life. Hope you give your best thoughts into your game idea.	*Make sure you have given at least 2 Hats Off during the class for:* Creatively Solved Activities +10 Great Question +10 Strong Concentration +10
Step 4:Project pointers and cues (5 min)	## MAKE YOUR OWN GAME - 1 **Goal of the Project:** Today you have learnt how to create different kinds of games. Now is the time to be creative, implement different coding concepts you have learnt so far and create a fantastic game! This is part 1 of the game creation project. **Story:** A Director works on a storyline and creates a mind-blowing movie. In the same way you have to create a storyline for your game and implement it to create a fantastic game!	

| | I am very excited to see your project solution and I know you both will do really well.

Bye Bye! | |

Teacher ends slideshow

Teacher Clicks	✕ End Class

ADDITIONAL ACTIVITIES

| **Additional Activities**
Encourage the student to write reflection notes in their reflection journal using Markdown.

Use these as guiding questions:
● What happened today?
   ○ Describe what happened.
   ○ The code I wrote.
● How did I feel after the class?
● What have I learned about programming and developing games?
● What aspects of the class helped me? What did I find difficult? | *The student uses the Markdown editor to write their reflections in a reflection journal.* |

Activity	Activity Name	Links
Student Activity 1	Game	https://www.necessarygames.com/my-games/loneliness/flash
Teacher Reference visual aid link	Visual aid link	https://curriculum.whitehatjr.com/Visual+Project+Asset/PRO_VD/BJFC-PRO-V3-C44-withcues.html
Teacher Reference In-class quiz	In-class quiz	https://s3-whjr-curriculum-uploads.whjr.online/dec828f4-6219-4c00-8f11-30e5fa292754.pdf
Teacher Reference	Project booster LP	https://s3-whjr-v2-prod-bucket.whjr.online/32dad903-b495-40ea-bfdd-a49ade21168d.pdf
Teacher Reference VA	Booster VA	https://curriculum.whitehatjr.com/Visual+Project+Asset/Boosterclass_withoutcues.html
Teacher Reference Video	Scaffolding Techniques	https://www.youtube.com/watch?v=0kB6pNmLoM8