

Lesson 1: “The Planning Process”

OVERVIEW

1. Welcome back and overview of the semester.
2. Introduction to pair programming.
3. Introduction to the game templates and student manual.
4. Begin task list and milestone planning using wikispot page and project management tools in workbook.
5. Wrap-up; students write in wikispot journal page.

CLASSROOM PREPARATION & MATERIALS

- Test laptops, video projector, presentation files and internet connection.
- copy of Student Manual for each student
- Flash drive for each student (if not working at Girlstart site)
- See Trainer Preparation section

TRAINER TECHNICAL PREPARATION

- Trainer should read the following short documents to prepare:
 - Student Manual
 - Have notes about each student game from their wikispot pages
 - Familiarity with the five game templates
- Trainer should install Python, Python xw and Pygame at home and have gone through the game design and creation process before first class.
- Trainer should bring the materials from her/his game development process to share with students as an example.

KEY CONCEPTS

- Identify prioritized tasks and goals in the programming process.
- Translate student game ideas and screen shots into a prioritized flowchart.

SUGGESTED AGENDA (1.5 hours)

10 min.	5:30—5:40	Welcome, opening business, overview of semester
20 min.	5:40—6:00	Introduction to Pair Programming.
30 min.	6:00—6:30	Introduction to resources and student manual.
20 min.	6:30—6:50	Begin task list and milestones planning
10 min.	6:50—7:00	Wrap-up and journal time

ACTIVITIES

Activity #1: Welcome back and overview of the semester

Time: 10 minutes

Program leaders introduce themselves and welcome girls back for the semester. Each girl receives a copy of the student manual; as a group look at the semester overview and discuss the breakdown of classes and milestones.

Activity # 2 Introduction to Pair Programming

Time: 20 minutes

Introduce students to the concept of pair programming. Provide handout about the roles of the Driver and Navigator and discuss choosing a partner and working together during the semester. By the end of the activity each student should have either chosen a partner or decided to work alone. Students do not yet have to decide which game they will work on.

Before students get into pairs, talk about possible ways to manage working together. The handout from Girls Creating Games outlines one possible way to work together—taking roles as either a Driver or Navigator during each work session.

Brainstorm (on white board): ask students about ideas for forming a successful partnership. What behaviors will lead to a successful project? What are the benefits of working in pairs? What are the risks of working in pairs? How can pairs maximize their resources and interpersonal skills?

Give students five minutes to choose a partner—or choose to work alone. Once the pairs have been formed they should discuss their plans for working together.

Activity #3: Introduction to the manual and resources for the semester

Time: 30 minutes

Students/pairs visit the wikispot page <http://itgirl.wikispot.org/> and click on the link for **Game Templates**. Girls read about each template and then revisit their design documents by clicking on their name in the **Games** section. Students update design documents with any changes based on the winter showcase and seeing the template descriptions again. Pairs can use this time to choose which game to work on.

As a group, look through the table on contents and “Getting Started” section of the student manual. Explain the resources that students will have for managing their projects: wikispot page with task list, milestone charts and journal. Also refer to project management resources in the student manual: flowchart, various worksheets and examples.

Activity #4: Begin Prioritized Task List and Milestones planning
Time: 20 minutes

Students use wikispot **Project Management** pages to start task list. Students should reference the templates and their game design documents to decide where to start first. Place emphasis on completing tasks that will be “on screen.” Students begin planning work based on milestones.

To help students begin this process, program leader may choose to talk about their experience creating her game and making a task list and setting milestones.

Activity #5: Wrap-Up and Journaling
Time: 10 minutes

- Students update their journal with what they accomplished today and what they should work on at the next class.
- Answer any questions about the semesters and the class materials.

SUPPLEMENT MATERIALS

Student Manual

Handout: “Jobs and Rules for Pair Programming” from Girls Creating Games

REFERENCES

Project IT Girl wikispot page: <http://itgirl.wikispot.org>

Game templates: <http://itgirl.wikispot.org/GameTemplates>

SAMPLE