

Curriculum objectives

- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Lesson objectives

- To give and receive constructive feedback.
- To refine their game after receiving feedback from players and document the changes made.
- To discuss how they would change their approach if undertaking a similar task in the future.

Expected outcomes

- Can refine their game based on others' feedback.
- Can evaluate their own work and approach to the task.

Resources

Photocopiable page 182 'Game testing'; prior to the lesson load up the games on computers and create a 'testing list' to assign children to the game they will test; photocopiable page 183 'Evaluating my game'

Sharing and evaluating games

In this lesson, the children will play each others' games in order to act as game testers and give and receive constructive feedback. They will then improve their games according to the feedback and evaluate both their game and their own approach to the task.

Introduction

- Explain to the children that they are working for a game company and have been asked to test the latest games that have been delivered. Their task is to give independent feedback on the game to the creators so they can improve it.
- Discuss briefly why getting a game tested and receiving feedback on it is an important part of the design process.
- Distribute photocopiable page 182 'Game testing' to the children and assign them to a game as per the testing list you have created.
- Go through the photocopiable sheet and ensure that all children understand the requirements of the task.

Paired work

- Ask the children to play the game to which they have been assigned and complete their photocopiable sheet.

Whole-class work

- Prior to giving out the correct sheets to the game creators, discuss how, as game creators, they can use the feedback to help them to improve their game. Ask: *Why is it important to improve the game after feedback? What if you don't agree with the feedback? And so on.*

Paired work

- The children should read through the feedback given and spend some time making amendments to their game as per the recommendations given.
- They can then complete photocopiable page 183 'Evaluating my game'.

Differentiation

- Support: Encourage less confident learners to give simple, clear and helpful feedback. They may need support in making the changes suggested by their testers. They may also need additional adult help in completing the evaluation sheet, particularly the questions regarding their approach.
- Challenge: Challenge more confident learners to give highly detailed, specific feedback in their testing to improve the quality of the game for the player. They should be encouraged to write thoughtful evaluations of their work and their approach.

Review

- Bring the children together and select some of the games to show and play (saving their work in a shared area will be helpful for this as will be noting which children have created games that will be interesting to show). Ask the children to talk through their games as they are played, discussing how feedback helped them to improve their game further, and what they would do differently if they had to do the task on another occasion.
- Try to find time to show all the games, or at least discuss their game with each child, which will help with assessment of the chapter's work.
- Undertake assessment of children's understanding from their game, their game testing, evaluations and their review discussion with you.