# Activity 12. Introduction to Coding with Cody&Roby (Programamos)

1. **Learning outcome(s):** (list up to 3)
   * 1. Develop computational thinking skills through an unplugged activity.
     2. Encourage personal initiative.
     3. Foster creativity and collaboration.
2. **Relation of activity with the STEM, gender inclusiveness and Entrepreneurship:** (text, not bullets, explaining the relation of the activity to 3 above)

The relation with the STEM is clear, since coding and computational thinking are key abilities of it, but also because the activity has obvious links to mathematics. In terms of gender inclusiveness, the activity includes a variety of tasks that fit different personalities and interests, being some tasks more related to competition while others are closer to collaboration. Regarding entrepreneurship, the activity encourage students to create and develop a new game to satisfy potential players’ interests.

1. **Indicate the area of focus:**

**☒ STEM**

**☐ Gender inclusiveness**

**☐ Entrepreneurship**

1. **Materials:** (including ppts, videos, hands-on material)

* The board, the chips and the cards. They can be downloaded freely from http://codeweek.it/cody-roby-en/ecw-edition/
* Videos showing how to play different games:
  + The duel: https://www.youtube.com/watch?v=JiGjrOwOz6Y
  + The race: https://www.youtube.com/watch?v=izpB0Cvl0tk
  + Full Fill: https://www.youtube.com/watch?v=XqWRDab5GDw

1. **Preparation:**Print and cut the board, chips and cards.
2. **Duration:** 60 (minutes)
3. **Target group:** 12-15 (student age)

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1. **Description of the activity:**

The teacher explains the exercise and asks students to divide in 5 groups of 2 or 4 people (5’). The videos showing three types of games that can be played with the cards (the duel, the race and full fill) are displayed (5’). Then the teams have 15’ to play with the games. Teams can then imagine new games or improve the existing ones in 20’, taking into account entrepreneurship issues, such as target groups or possible market segments. Finally each group present their creations to the rest of the class (15’).



