

Day 1 Outline

Objectives:

- Students become acquainted with the Alice IDE.
- Students add objects to a scene.
- Students call built-in methods, some with parameters, to animate Story 1.
- Students are introduced to the *ego-centric* nature of *Alice* objects.
- Students use a world function to get input from the user.
- Students add a sound to the animation.
- Students use a marker (dummy) to mark the initial camera position.
- Students explore the Gallery.
- Students are exposed to (object-oriented) programming terms e.g. object, method, parameter, if/else.

Talking points:

1. Hand out thumb drives and have them put their names on them. (Our camp provided a 512 MB thumb drive for each student. This is where they saved their work. We kept the thumb drives overnight. Students took them home with them on the last day.)
2. Tell students that they could team up in groups of 2 or 3, or they may work alone. (All chose to work at their own computer, but there was a lot of interaction as they worked.)
3. Show students how to log into the system and bring up Alice.
4. Begin by dropping a dummy at the camera. (Note that the usefulness of doing this will become apparent later.)
5. Add our main character using he-builder or she-builder. (Limit student time to ~10 minutes)
6. Save the file, giving it a good name.
7. Talk about built-in methods (the ones available for all objects, and then the ones that are associated with our particular character) and demonstrate a few.
8. Follow the storyline in Story 1.
 - a. Demonstrate *stand* and *turn to face*.
 - b. Demonstrate *do together* with *hello* and *say*, and then *walk* and *move*.
 - c. Demonstrate asking the user a yes/no question.
 - i. Discuss variables and use a Boolean variable to hold the answer
 - d. Demonstrate the *if/else*
 - i. If the user said no, then the character gets *angry*, *thinks* that we are “no fun,” *turns*, and with another *do together* of *walk* and *move*, walks away.
 - ii. If yes, ...

----- Day 1 ended here -----

9. Add the cow to the scene (out of the initial camera view), demonstrating camera movement and the return of the camera to the original position via the dummy (*move to* and *orient to*). [NOTE:

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The cow is floating!!! Demonstrate the use of the vertical movement button.] (Since we were into day 2 at this point, I demonstrated *quad view*.)

10. Renaming objects – the cow and the dummy
11. Have the cow move into the scene and then say “Moo.” both with *say* and *play sound*.
12. Students work on their own, selecting a second animal to add to the scene. (One class had time for this; the other came back to this part during free time if they wanted to.)
13. If time remains, students can add scenery and/or add more to the storyline. (Since we were into day 2 at this point, we skipped this – but the students did have some time at the end of day 2 to come back to add things to story 1.)