



# Lesson Activity Sheet

School: .....

Date: .....

Class size: .....

Year group: .....

Application used: Scratch Jr

Resources: 15 ipad minis,  
interactive whiteboard



## Topic: CODING - You are the character

### Overview:

The focus this week is sending 'trigger' messages from one character to another. The receiving character will take action when it gets the message. As a bit of fun the students will also learn how to make themselves one of the characters in their animation.

### Week 2

### Learning Objective/s:

1. To be able to use 'selfies' as coding characters.
2. To be able to use messages (triggers) to initiate operations.

### Learning Outcome:

Students will have coded a more complex animation using customised characters and 'action triggers'.



## LESSON OUTLINE

### Starter input/activity (10 mins)

With the teachers iPad playing through the interactive whiteboard, the teacher is to recap briefly on the basics learned last week and to explain how to customise characters using 'selfies'!

### Activity (10 mins)

Working in pairs, students to create a character each using their selfies.

## **Input - Sending Messages (triggers) (5 mins)**

Teacher to show the children how to send messages from one character to an other and how to get characters to 'take action' when they receive messages.

## **Activity - Create a short coded animation using triggers (20 - 30mins)**

Children to code a new animation using 'selfie' characters and get them to act and speak to one another using message triggers.

## **Plenary/Reinforcement (5-10 mins at the end)**

Were there any problems using message triggers etc?... Do any of the children have specific questions about what they have done. Teacher to go over what has been learned. If possible it would be a good idea at this stage to show a couple of good projects from the class and talk about how they were done.

It is important to gauge the level of learning that has taken place across the whole class and so to that end it is often appropriate to have a show of hands for each learning objective. Pupils can show 1 to 5 fingers indicating how well they feel they grasped each concept or learning objective. Alternatively, you can use a simple sketch app to turn the iPad into a mini whiteboard that they can hold up with a number drawn on.

## **Differentiation and Extension**

Differentiation is usually by outcome here... More able students will have explored the capabilities of Scratch in greater depth and perhaps even added loops or more characters or scenes.

It might be a good idea to pair a bright child with a not so able child for this exercise so that the slower children are brought along and kept on track. The slower children will be able to adopt a more 'physical' role, moving the characters etc under instruction from their partner.

## **National Curriculum:**

1. **Coding/ICT**
2. **Problem solving**
3. **Literacy/Numeracy**

The Scratch logo is displayed in a large, stylized, orange font with a white outline and a slight drop shadow. The letters are rounded and have a playful, bubbly appearance.