

## Lesson Plan 15 | Form 1 | Discussion of Project Ideas

### Objective

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Students will group themselves in preparation for long-term projects in Scratch.

### Warm-up

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Review the last few weeks, emphasizing that students now know how to use the sprites, sounds, and scripts functionality of MIT Scratch.

### Presentation

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In lecture, ask students to organize themselves into groups. They can be by themselves if they wish; if they choose to be in a group, they are limited to 5 people maximum. Explain that these groups will be working together over the next few weeks to create long-term projects in Scratch, and that each group can make either: 1) a movie, or 2) a game.

For each group, note the names of each group member along with the group's choice of project. After recording this for each group, explain the approach for both project types to the class as a whole.

For movies, each group member should create one or more scenes of the movie, and they should work together to organize their scenes. At the end of the term, the scenes will be put together to form one single movie that will then be shared with other students, their parents at exhibition day, etc.

For games, each group should design a game that other students can play. The game should show how many points the user has, and there should be a way to win or lose. Explain that this will require advanced features of Scratch, which they will be encouraged to figure out on their own with limited guidance from the teacher, at least initially.

It would also be good to mention the Scratch reference book available on the computers in lab.

Emphasize the importance of saving their work at the end of each class. If they don't save, they won't be able to use what they created in the succeeding class.

### Guided Practice

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None.

### Independent Practice

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In lab, allow students to begin work on their projects.

### Closing

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None.

## **In Hindsight**

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03/10/2017: Both streams were enthusiastic about working on projects rather than continuing with traditional lesson plans. Some students need more guidance than others, so it's important not to give them that direction lest they become unmotivated or lost. But quite a few of the students embraced the freedom and began working on complicated scripts completely on their own. The Scratch by Example ebook was helpful in this regard, as it gave them examples to type into their own computer. From what I've seen, the trade-off is worth it, and hopefully the end results of their projects will serve as justification.