# Plan: About Me

Green Level Unit 2

## Objectives

In this activity, students will:

- plan for the creation of an interactive program in Scratch that is driven by events.
- begin to create an open-ended project in Scratch that is an interactive digital representation of their personal interests.

## Activity Description (45-60 minutes)

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| 5 min. | ⭐ **INTRODUCE**<br>Introduce the idea of creating an interactive collage in Scratch driven by **events**. Consider showing project examples from your other classes, or from the examples on the lesson webpage. Demonstrate projects that have multiple things happen when a sprite is clicked (such as the sprite playing a sound, getting larger, and then "saying" a fact). |
| *5 min.* | 💥 **MINI-LESSON** *(optional)*<br>As needed, review the concept of **events** using p. 7 (EN / SP) in the Green Level Student Workbook.<br><br>Open a new Scratch project and model how to add a new sprite to a project. Then, find the "when this sprite clicked" event block and drag it out to the scripts area. Demonstrate how to add a sequence of blocks below this event, such as the "say" or "play sound" blocks, to create a script that is triggered when the sprite is clicked. |
| 15-20 min. | 📝 **PLAN**<br>Use the About Me Planning Guide (EN / SP) to help students plan on paper for the project they want to create in Scratch. Encourage them to complete as many of the brainstorming questions as necessary, and to sketch the images of the stage and sprites they might use. Students should fill out the blank code blocks with a description of the sequence of 2 or more actions that will happen when the sprite is clicked. |
| 15-25 min. | 🚧 **BUILD**<br>Provide students with work time in Scratch to begin creating their About Me interactive collage. Remind students how to navigate to the Scratch website, log in to their account, and click "Create" to start a new project. Encourage students to name their project and share it to a class studio before they begin building. |

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| | Use p. 9 in the Green Level Student Workbook (EN / SP) to guide students as they begin building their projects in Scratch.<br><br>Encourage students to utilize "parallel programming" in which they are working together while building their own projects on their own devices. This might look like students asking each other for help and sharing their knowledge with others as they debug problems. It might also look like students identifying themselves as "experts" on Scratch-specific tasks then helping their peers who are struggling with that task (i.e. using the sound blocks, adding a backdrop, changing the color of a sprite). The teacher should use this time to provide individual and small-group targeted support to students who need extra guidance on this project. |
| 5 min. | 📓 **REFLECT**<br>Ask students to think back on their experience planning for their About Me project today by responding to these reflection prompts:<br>• How did the planning guide help you start your project in Scratch?<br>• What are you excited to add to your About Me project next class? |

## Reviewing Student Work

★ Are students able to think through the elements of their About Me project with the planning guide? Were they able to use the brainstorming section as well as the areas to sketch backdrops, sprites, and code blocks?

★ Are students using events to make things happen in their project? Are their events triggering a sequence of 2 or more actions, instead of just 1 action?

## Lesson Notes

➕ Utilize a variety of resources to help students who get "stuck" while working on their project in Scratch. Encourage them to ask peers for support, explore Scratch tutorials or Starter Cards, or utilize one of these strategies to get unstuck!

➕ This 3-lesson sequence would work well integrated with a subject students are learning about in another content area. This lesson could also be used as a template for classroom teachers to use when integrating Scratch as an option for class projects.