UNIT 5 ACTIVITY

ACTIVITY DESIGN

SUGGESTED TIME
30–45 MINUTES

OBJECTIVES

By completing this activity, students will:

+ design an activity or resource for supporting others in learning more about Scratch and computational creativity

ACTIVITY DESCRIPTION

- ❑ Let students experience what it's like to be in your teaching shoes! Challenge students to create, remix, or reimagine an activity or resource designed to support others' explorations of creative computing. Optionally, have the Activity Design handout available for additional support.
- ❑ Help students brainstorm and imagine different kinds of creative learning experiences. Optionally, review example project ideas and activities from this guide, or encourage students to explore the Scratch Cards resource and Scratch Design Studio list for inspiration. Then, give students time to design their own learning activity or resource.
- ❑ Give students opportunities to test out their activity or resource with learners. Encourage them to share their activity or resource with family or friends, or invite students to be peer mentors for other classes, clubs, or events.
- ❑ Ask students to think back on the design process by responding to the reflection prompts in their design journals or in a group discussion.

RESOURCES

- ❑ Activity Design handout
- ❑ Scratch Cards
  http://scratch.mit.edu/info/cards
- ❑ Scratch Design Studio list
  http://scratch.mit.edu/users/ScratchDesignStudio/

REFLECTION PROMPTS

+ Who do you envision using your activity or resource?
+ What do you hope people will learn from using your activity or resource?
+ What challenges might learners experience in doing the activity or using the resource? How might you further support them in dealing with these challenges?

REVIEWING STUDENT WORK

+ Does the activity or resource facilitate an introduction or exploration into creative computing? What feedback can you offer the student?

NOTES

+ Students particularly interested in supporting others' learning can be great candidates for becoming peer mentors during class or at an afterschool or lunchtime Scratch Club.

NOTES TO SELF

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

ACTIVITY DESIGN

NAME: _____

How can you help others learn more about Scratch and creative computing? Design an activity that helps other people learn Scratch. It can be an off-computer activity (like Creature Construction), project idea (like Build-a-Band), or challenge activity (like Debug It!). You could even develop a new type of activity or handout! Brainstorm using the questions below, and then use the activity and handout planners to give more detail.

WHO IS THIS FOR?

Who is your audience? Who do you want to help learn more about Scratch and creative computing?

WHAT WILL THEY LEARN?

What are the learning goals? What new things do you hope people will learn from using your activity?

WHAT DO THEY NEED?

What supplies will people need? What other types of support will help people successfully engage in your activity?

MY ACTIVITY

(TITLE)

SUGGESTED TIME
__-__ MINUTES

OBJECTIVES (2 LEARNING GOALS)

By completing this activity, learners will:

+

+

ACTIVITY DESCRIPTION

(PROJECT INSTRUCTIONS)

❑ What will learners create? How will they do this?

❑ How will learners share their work with others?

❑ How will learners reflect on their designs?

RESOURCES

(2 PROJECT RESOURCES - studios, handouts, etc.)

❑

❑

REFLECTION PROMPTS

(3 REFLECTION QUESTIONS)

+

+

+

REVIEWING STUDENT WORK

(2 WAYS TO CHECK IF A LEARNER COMPLETED THE ACTIVITY)

+

+

NOTES

(TIPS AND TRICKS)

+

+

+

NOTES TO SELF

❑ _____

❑ _____

❑ _____

❑ _____

(TITLE)

(PROJECT PICTURE)

(PROJECT OVERVIEW)

(PROJECT DESCRIPTION)

START HERE

(PROJECT INSTRUCTIONS)

- ❑
- ❑
- ❑
- ❑

(ILLUSTRATED PROJECT INSTRUCTIONS)

THINGS TO TRY

(3 THINGS TO DO IF THEY GET STUCK)

- ❑
- ❑
- ❑

FINISHED?

(3 THINGS TO DO IF THEY HAVE EXTRA TIME)

- +
- +
- +

UNIT 5 REFLECTION

ACTIVITY DESIGN REFLECTIONS

NAME: _____

RESPOND TO THE FOLLOWING REFLECTION PROMPTS USING THE SPACE PROVIDED BELOW OR IN YOUR DESIGN JOURNAL.

+ Who do you envision using your activity or resource?

+ What do you hope people will learn from using your activity or resource?

+ What challenges might learners experience in doing the activity or using the resource? How might you further support them in dealing with these challenges?