PERFORMING SCRIPTS

OBJECTIVES
By completing this activity, students will:
+ be introduced to the concepts of events (one thing causing another thing to happen) and parallelism (things happening at the same time) through performance
+ be able to explain what events are and how they work in Scratch
+ be able to explain what parallelism is and how it works in Scratch

RESOURCES
- projector (optional)
- physical Scratch blocks (optional)

REFLECTION PROMPTS
+ What are the different ways that actions were triggered?
+ What are the mechanisms for events in Scratch?
+ What were the different ways in which things were happening at the same time?
+ What are the mechanisms that enable parallelism in Scratch?

REVIEWING STUDENT WORK
+ Can students explain what events and parallelism are and how they work in Scratch?

NOTES TO SELF
- _________________
- _________________
- _________________
- _________________

NOTES
+ This activity highlights the notion of “reset”, which is something Scratchers often struggle with as they get started. If they want things to start in a particular location, with a particular look, etc., students need to understand that they are completely responsible for programming those setup steps.
+ This activity can be useful for demonstrating the broadcast and when I receive block pair.

ACTIVITY DESCRIPTION
- Optionally, have a projector connected to a computer with Scratch open to display which blocks and scripts will be performed.
- Ask for two volunteers.
- Prompt the two volunteers to act out a series of instructions (either by “programming” the volunteers through the Scratch interface or through printed-out physical versions of the Scratch blocks).
  - Have one person do one thing (like walk across the room).
  - Have that person “reset”.
  - Have that person do two things simultaneously (like walk across the room and talk).
  - Add the second person, by having the second person simultaneously (but independently) do a task, like talking.
  - Have the second person do a dependent task, like responding to the first person instead of talking over.
- Reflect on the experience as a group to discuss the concepts of events and parallelism using the reflection prompts to the right.

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What are the different ways that actions were triggered?

What are the mechanisms for events in Scratch?

What were the different ways in which things were happening at the same time?

What are the mechanisms that enable parallelism in Scratch?
SCRATCH'S
CENTRAL
THEATRICAL
METAPHOR

SPRITE

COSTUME

STAGE

SCRIBA