

PERFORMING SCRIPTS



SUGGESTED TIME
30–45 MINUTES

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.

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.

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

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

PERFORMING SCRIPTS REFLECTIONS

NAME: _____

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

+ 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

