PERFORMING SCRIPTS

◐ SUGGESTED TIME
30–45 MINUTES

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

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.

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

+ 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.

NOTES TO SELF

❑ ------------------------------------
❑ ------------------------------------
❑ ------------------------------------
❑ ------------------------------------