

STARTER GAMES

 SUGGESTED TIME
45-60 MINUTES

OBJECTIVES

By completing this activity, students will:

- + develop greater fluency with computational concepts (conditionals, operators, data) and practices (experimenting and iterating, testing and debugging, reusing and remixing, abstracting and modularizing) by working on a self-directed game project

ACTIVITY DESCRIPTION

- In this activity, students will create a starter game project that can be revisited and extended during the Score, Extensions, and Interactions activities. Optionally, show the Maze, Pong, and Scrolling example starter projects, and have the Maze, Pong, and Scrolling handouts available to guide students.
- Choose one game project to facilitate as a class or let students choose which game they want to create: maze, pong, or scrolling. Give students time to start building their games or let them remix one of the starter projects.
- Encourage students to get feedback on their games-in-progress. We suggest the feedback fair activity: half of the students stay in their seats with their projects open while the other half walks around exploring projects, asking questions, and giving feedback, then switch sides. Optionally, have students add their final game projects to the Games studio or a class studio.
- Ask students to respond to the reflection prompts in their design journals or in a group discussion.

RESOURCES

- Maze handout
- Maze example starter project
<http://scratch.mit.edu/projects/11414041>
- Pong handout
- Pong example starter project
<http://scratch.mit.edu/projects/10128515>
- Scrolling handout
- Scrolling example starter project
<http://scratch.mit.edu/projects/22162012>
- Games studio
<http://scratch.mit.edu/studios/487504>

REFLECTION PROMPTS

- + What was challenging about designing your game?
- + What are you proud of?

REVIEWING STUDENT WORK

- + Do games include conditionals, operators, and data?

NOTES

- + To celebrate and share final game creations, we recommend hosting an Arcade Day. Final game projects are placed in presentation mode; students walk around and play each other's games.
- + The Scrolling game option introduces cloning. Help students learn more about the cloning blocks with the Cloning handout from Unit 5 Advanced Features.

NOTES TO SELF

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