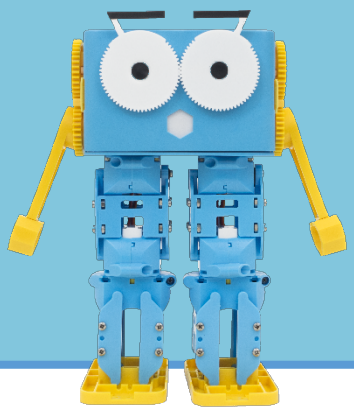
Lesson 2.1 – Scratch Revision



Education Level: Second/Third Level (Age 9-13)
Lesson Duration: 45 minutes

Prerequisite Knowledge: Programming Marty with Scratch
Device Compatibility: Laptop, PC or Tablet

Lesson Overview
At this stage, students will have spent a lot of time programming Marty with Scratch and in this lesson, we will revise what has been covered. Students will get the chance to put into practice what they have learned through creating a small project with the only restriction being that they have to feature one specific Scratch block.

Learning Objectives

- Describe the functionality of some Scratch blocks, particularly from the *Control* menu
- Create a small personal project of their choice, featuring a specific Scratch block

Key Vocabulary

- Control
- Repeat/Loop
- If Statement
- User Input
- Decision Making

Resources & Equipment

- Marty the Robot
- Marty Workbook (Lesson 1)
- Laptop/Computer/Tablet
- Access to the Robotical Scratch editor

Additional Reading

- Educator's Guide
- Introduction to Programming Marty with Scratch

Learning Plan & Activities

1. Start off by asking students what programming *concepts* they have learned about whilst using Scratch with Marty, can they name any? (Hint: it might help students to look at the blocks editor whilst answering this question)
2. Students should complete the revision activity in their workbooks that will allow them to go over the concepts that we have covered and revise what they mean and do
3. Break students up into small groups where each group has access to a Marty to program. Randomly assign one of the following concepts to each student groups – if statements, repeat statements (loops), user input, variables and functions. Student groups are free to make any program they would like for Marty, but it has to incorporate the concept that got assigned to their group somehow
4. Set some time aside near the end of the lesson and give each student groups a few minutes to talk about the program they have made/are making and what the concept is that they had to include and what it does in their program

Additional Challenges

- Set additional constraints for the group project, for example, it has to cover a certain theme like games programming or maths
- Ask students to create small programs featuring each of the concepts listed above in step 3

Curriculum Benchmarks

Curriculum for Excellence – Technologies Benchmark Guide

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 2.1
Digital Literacy	TCH 0-01a	●
	TCH 0-02a	●
Technological Developments in Society & Business	TCH 0-05a	●
Craft, Design, Engineering and Graphics	TCH 0-09a	○
	TCH 1-09a	○
	TCH 0-11a	●
	TCH 1-12a	●
	TCH 3-12a	○
Computing Science	TCH 0-13a	●
	TCH 1-13a	●
	TCH 2-13a	●
	TCH 3-13a	●
	TCH 3-13b	●
	TCH 4-13a	○
	TCH 0-14a	●
	TCH 0-14b	●
	TCH 1-14a	●
	TCH 1-14b	●
	TCH 2-14a	●
	TCH 3-14a	●
	TCH 3-14b	○
	TCH 0-15a	●
	TCH 1-15a	●
	TCH 2-15a	●
	TCH 3-15a	●
	TCH 4-15a	○

National Curriculum – Computing, Design & Technology

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 2.1
Computing	1-a	●
	1-b	●
	1-c	●
	1-e	○
	2-a	●
	2-b	●
	2-c	●

	2-f	○
	3-a	●
	3-b	○
	3-d	○
	4-a	●
	4-b	●
Design & Technology	1.1-a	●
	1.1-b	●
	1.3-b	●
	2.1-a	○
	2.1-b	○
	2.3-b	●

Australian F-10 Curriculum – Digital Technologies, Design & Technologies

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 2.1
Digital Technologies	ACTDIK001	●
	ACTDIK002	●
	ACTDIP003	○
	ACTDIP004	●
	ACTDIK008	●
	ACTDIP009	○
	ACTDIP010	●
	ACTDIP011	●
	ACTDIP012	●
	ACTDIP013	●
	ACTDIP017	○
	ACTDIP019	●
	ACTDIP020	●
	ACTDIP027	●
	ACTDIP028	●
	ACTDIP029	○
	ACTDIP030	○
	ACTDIP031	○
	ACTDIP040	●
	ACTDIP041	○
Design & Technologies	ACTDEK002	○
	ACTDEP005	●
	ACTDEP006	●
	ACTDEP008	○
	ACTDEP009	●
	ACTDEP015	●
	ACTDEP018	●