

## Extension Activity: Using Scratch to support Language and History

### BACKGROUND

The children have some experience using the visual programming language Scratch. This activity involved the children working collaboratively in groups and using Scratch to create a quiz. The quiz was intended to reinforce what the children had already learned in the class setting based on a recent World War 1 (WW1) project.

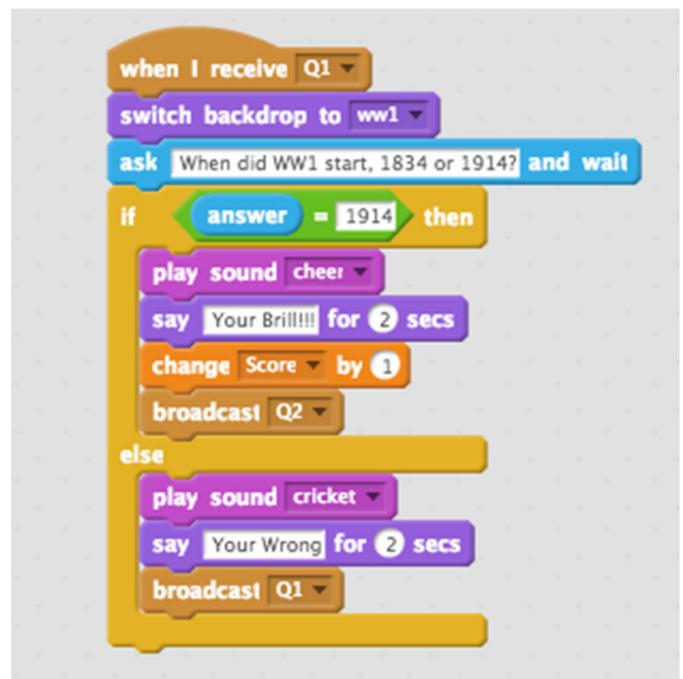
The children had already discussed and written questions for their quiz (English learning) in their class. The teacher had already led a discussion on sequencing events (related to procedural writing in English) to enable an outcome, e.g., asking a question in a quiz, if the answer is right or wrong and what the result will be.

### TASK

*What do we need to tell the computer to do to get the desired outcome?* The children discuss how to achieve this and present their ideas to the whole class.

Children create questions based on WW1 and design a quiz that will ask a question, the participant will answer and, if they answer correctly, there will be a response and they will move on to the next question. If they answer incorrectly they will receive a response and be brought back to the same question.

Children are encouraged and given regular opportunity to collaborate to encourage problem-solving and creativity to improve their programming skills. The code is tested and debugged along the way.



Sample of Scratch code for WW1 questions

### CHILDREN'S WORK

Children discussed their experiences. They noticed that it was annoying to keep writing the exact same code for each question. The teacher then discussed the duplicate function in Scratch to enable improvement of programming skills.

The children suggested they would like to add a score to their quizzes. The teacher introduced 'variables' and discussed what the word meant, where it could be used (e.g. time, scores). There was also a discussion on data in relation to maths learning. The children then created a variable to add to their code.

The children also thought that it would be a nice idea to add 'looks' and 'sound' to their quiz. They tinkered with looks and sounds to improve their programme.

The children presented their completed work to the whole class for discussion and peer evaluation.

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