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| **UNIT4** |  |  |

Lesson: 9: Broadcast Role Play Lesson

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| Overview  This lesson introduces the concept of broadcasting through role-play and then provides students anopportunity to complete a broadcast event in Scratch.Lesson Summary**Journal Entry:** What does it mean to broadcast something (example the radio station is broadcasting music right now)? If a radio or television station is broadcasting something, does that mean that everyone is listening to it?**Discussion of journal entry** Have a few students share their responses. Stress that even though a lot of things are being broadcast, not everyone is listening to every thing that is being broadcast.**Role Play** Solicit Volunteers to be the various characters. Give the performers a paper with ONLY their part.  Pass out the chart that shows all the parts to students that are not performing. (Scratch Broadcast Role Play Interwoven.) The students can think of it as a three-act play where the scenes change. The difference here is that there are no curtains so they will see everything change. The teacher will be the director and will make sure everything and everyone is in place during each scene. The teacher can yell action before the scene starts to signify that everything checks out. One performer will be in charge of setting the stage. They can do this by erasing and drawing pictures on the white board behind the stage. The Cat’s first two scripts end with broadcasts. The cat will tell the director (teacher) that it is time to go on to the next scene. Interesting Questions Why do The Crab and the Date have only two scripts? (Possible answer: They remain hidden during the other scene.) Instead of using broadcast, do you think you could just use “wait \_ secs” blocks? (Answer: yes.) What might be an advantage to using broadcast instead? (Possible answer: One advantage is that if your entire program is based on waits, if you edit something in scene 1, it could possibly throw the timing off for the rest of the program.)**Discussion**In Scratch, any sprite can broadcast its own event. One reason why The Cat is doing the broadcasts is because he is the last one to act in the first two scenes. Therefore he knows when the scene is over. Other sprites (including the one that broadcasts the event) can receive the event and perform a script**PROJECT**: Scratch Summer Story Show students the directions for the Summer Story Project. File to edit: summer.sb Rubric: Summer Story Project Sample Rubric Circulate the room and answer questions. CS Content In this lesson student will engage in* *Describing the problem*
* *Demonstrating possible solutions through Role Play*
* *Identify input and output*
* *Utilize basic steps in algorithm problem solving*
 |  |  | Objectives**Students will be able to:*** Broadcast events.
* Listen to and respond to events they create.
* Change the background of the stage.

Materials and Prep* Scratch Broadcast Role Play Interwoven
* Scratch Role Play Character Roles printed out and cut. (SEE end of this document)

Resources**Online resources****Student Documents*** Scratch Broadcast Role Play Interwoven
* summer.sb file
* Summer Story Project Rubric

**Student Tutorials***

**Code Studio*** N/A

**Video***

**Assessments*** N/A

NotesPlease be advised, this lesson is in a draft form until it was been taught a few times. |

**Scratch Broadcast Role Play**

Performed in front of a white board. This can also be done using more elaborate props. Each character’s parts are broken down by events that are broadcast out to everyone. Select characters and give them their parts of the scripts. There is also a script so that observers can see the flow of the entire program.

Useful props: sunglasses, a basketball, and a bag of popcorn or chips

Characters:

The Cat: our main character

The Crab:

The Opponent:

The Date:

Stage: in charge of drawing the background of the scene on the board

**Scripts for the individual actors:**

**The Cat:**

**when GREEN FLAG clicked:** **Switch To Costume**: sunglasses

**Say:** Hello!

**Say:** I’m going to tell you about my summer.

**Say:** I spent some time at the beach.

**Broadcast BASKETBALL SCENE (Tell Everyone It’s Time For The Next Scene)**

**When I Receive BASKETBALL SCENE: Switch To Costume:** basketball

**Say:** I played lots of ball.

**Broadcast MOVIE SCENE (Tell Everyone It’s Time For The Next Scene)**

**When I Receive MOVIE SCENE: Switch To Costume:** bag of popcorn or chips

**Say:** I went on a date. We went to the movies.



**The Crab**

**When GREEN FLAG Clicked: Show:** (Go up on stage. You might want to pose like a crab by making your hands into claws.)

**When I Receive BASKETBALL SCENE: Hide:** (Disappear from the stage)



**The Opponent**

**When GREEN FLAG Clicked: Hide:** (Disappear from the stage)

**When I Receive BASKETBALL SCENE: Show:** (Go up on stage. You might want to pose like a basketball player.)

**When I Receive MOVIE SCENE: Hide:** (Disappear from the stage)



**The Date**

**When GREEN FLAG Clicked: Hide:** (Disappear from the stage)

**When I Receive MOVIE SCENE: Show:** (Go up on stage.)

**Wait 2 Secs:**

**Say:** I can’t wait to see Get Smart. Would you believe I spent my entire check from work on these tickets? No? Would you believe that it cost me $15 for both using my student discount? No? How about a stick of gum and a nickel I found on the floor?



**Stage**

**When GREEN FLAG Clicked: Switch To Background BEACH:** (Draw a picture of the beach on the white board. A sun in one corner and a wavy line for sand is fine.)

**When I Receive BASKETBALL SCENE: Switch To Background BASKETBALL COURT:** (Draw a picture of a basketball court. Drawing the backboard and rim should be fine.)

**When I Receive MOVIE SCENE: Switch To Background MOVIES:** (Draw a picture of a movie theater. Drawing a sign that says movies should be ok.)