

# Lesson 2: Make Characters Dance



## By the end of the lesson, students will be able to

- ✓ Use the coding blocks in Scratch
- ✓ Make simple dance animations
- ✓ Share their projects and explore peers' projects

## Things to do before the class

- ✓ Create a [Scratch teacher account](#). Create your own class in Scratch and create student accounts. Two students will share one account. (for example, you'll need 10 accounts for 20 students.) Follow [this video](#) for detailed instructions.
- ✓ Activate the student accounts before the class. To activate an account, simply sign in to Scratch using its username and password and enter some information that Scratch requests.
- ✓ Make a list of usernames and passwords for each Scratch account.
- ✓ Read the lesson plan and watch the videos linked inside. These videos are meant for teachers to help them learn Scratch as they run these lessons for their students.
- ✓ Read the student guide and engage with the given activities.

Note: Students often face difficulty in activating the accounts and it can be a time consuming process if done in the class. We recommend you take the help of some colleagues or older students and activate these accounts before the class.



## 0. Access the student guide (5 mins)

Ask students to do the following tasks:

- ✓ Turn on the computers. If they are working on desktop computers, ask them to switch on the monitors too.
- ✓ Open any web browser on the computer (for example, Chrome, Edge, Firefox etc.)
- ✓ Access the student guide pdf
  - ✎ Ask students to type this URL in the address bar: [cd8.notion.site](https://cd8.notion.site)

Please note that students will often make mistakes while typing the link, such as adding spaces and typing in google search bar instead of the address bar.

Note: The students might struggle to type the URL correctly. Ask some of your colleagues and students familiar with web browsing to help you with this part of the lesson.



## 1. Getting ready for the lesson (15 mins)

### Sign in to Scratch accounts

Ask students to go to the second lesson. Ask them to read the **Getting Ready** section in the guide and follow the instructions.

Some common challenges students face while signing in are:

- ✓ Mistakes while typing the passwords
- ✓ Difficulty with CAPTCHA

Note: *Students often make mistakes while typing their usernames and passwords. They also struggle with the CAPTCHA test. Ask some of your colleagues or older students to be present for the first 20 mins of the lesson to help students with those stuff.*

### Change color mode to high contrast blocks

Most monitors used in the computer labs of schools aren't of good quality. Reading the default Scratch blocks(white text) on such monitors is stressful to the eyes. High contrast blocks are much easier to read.

### Ask students to explore the blocks

There are images of some blocks at the end of the **Getting Ready** section. Ask students to follow instructions in the guide and play with these blocks. Watch these video to learn more about blocks in Scratch:

- ✓ [Scratch 3.0 - Blocks](#)
- ✓ [04. Scratch - Block Shapes](#)

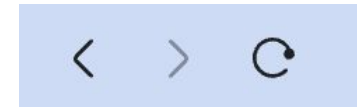


## 2. Exploring projects (15 mins)

Ask students to read the **Let's explore some projects** section in the student guide. Students can explore any one of the two starter projects and [remix](#) them. Ask them to change things in the projects and see what happens. Encourage them to modify the project and create something different in it.

Some students might not know how to get back to the student guide after opening one of these projects. Inform them that they need to click on the **back button** at the top left part of the browser.

Watch these videos to learn about the coding concepts in this lesson:



- ✓ [Coding](#)
- ✓ [Sequencing](#)
- ✓ [Looping](#)

Note: If any students finish exploring one of the projects, ask them to explore the other one too. Some students might not finish exploring even one project in the given 15 mins. It's okay. You can move to the next section. Students can come back to exploring these starter projects while working on their dance animations.



### 3. Making Sprites Dance (45 mins)

Ask students to go through the **Let's make sprites dance** section in the student guide. Let them follow the instructions and try the suggestions given in this section. Some students might not read the guide properly and ask you for help. Suggest them where to look in the guide. Briefly explain if the suggestions in the guide aren't clear, but avoid giving direct solutions.

Allow students to create the dance animations of their choice. Encourage them to get creative and select dance moves they want their characters to perform. This tutorial will explain the process of creating dance animations: [dance party tutorial](#)

If the computers have speakers, students can also use sound in their dance animations. Follow this video to learn more: [Using sound in Scratch](#)

Changing costumes is the key to animations. Watch these videos to understand how costumes work: [Understanding costumes](#) and [next costume block](#)

Note: Remind students to save their projects frequently. Sudden power outage can cause their unsaved progress to be lost.

Some students will complete their work before their peers. Engage those students with **More things to explore** section.



#### 4. **More things to explore** (optional)

Ask students to go through the **More things to explore** section. Let them follow the instructions to share their projects, and explore their peers' projects.

Encourage students to comment on each others' projects. Remind them to be kind and helpful through their comments.

#### 5. **Reflection** (10 mins)

Ask students to go through the **Let's Reflect** section in the student guide. There are 2 questions given for them to reflect on. Ask students to think on these questions and discuss with their group member. It's helpful if you can provide them with pen and paper to note down their reflections.

Before students leave, ask them to exchange their reflections with two students other than their partner.