

Tackling the Technology Gender Gap Together:

Parlez Vous Francais

Level - First Level

Subject area/s – Computing Science and Modern Languages



Parlez vous français!

Level - First level

Subject area/s - Technologies - Computing Science and Modern Languages

Experiences and Outcomes –

Understanding and analysing computing technology:

- I understand the instructions of a visual programming language and can predict the outcome of a program written using the language TCH 1-14a

Understanding the world through computational thinking:

- I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way TCH 1-13a

Modern languages, organising and using information:

- With support, I am beginning to experiment with writing in the language I am learning MLAN 1-13a

Benchmarks –

Understanding and analysing computing technology:

Explains and predicts what a program in an visual programming language will do when it runs for example, what audio, visual or movement effect will result

Demonstrates an understanding of the meaning of individual instructions when using an visual programming language (including sequences, fixed repetition and selection)

Understanding the world through computational thinking:

Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those that include selection and repetition

Modern languages,organising and using information:

Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames

Duration of time – 3 x 2 hours (dependant on previous knowledge of Scratch)

Computing Science Concepts and Approaches –

- Algorithms
- Debugging

Resources required

Computers

Scratch.mit.edu

Holiday conversation prompt sheet

Video presentation available on Glow or on [You Tube](#)

Overview of learning

Pupils will use Scratch to make an animated scene around two characters who meet on holiday, speaking together in French. The spoken language can also be recorded and added to add further challenge.

Prior Knowledge

Experiences and Outcomes –

Understanding and analysing computing technology:

- I understand that sequences of instructions are used to control computing technology TCH 0-14a

Understanding the world through computational thinking:

- I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information TCH 0-13a

Understanding and analysing computing technology:

Predicts what a device or person will do when presented with a sequence of instructions, for example, arrows drawn on paper

Understanding the world through computational thinking:

Identifies and sequences the main steps in an everyday task to create instructions/an algorithm for example, washing hands

Please note, this resource is written especially for teachers with no or very limited experience of using Scratch.

Basic knowledge of greetings in French would be a help.

Pupil Objectives

- I can change what the sprites say?
- I can change when the sprites talk?
- I can add extra dialogue (talking) between the sprites?
- I can change how and when the sprites move?

Introduction

Depending on previous experience of using Scratch, allow time to **tinker**. Use the following link to introduce Scratch if using for the first time (registration is free and easy):

<http://barefootcas.org.uk/using-barefoot-scratch-resources/>

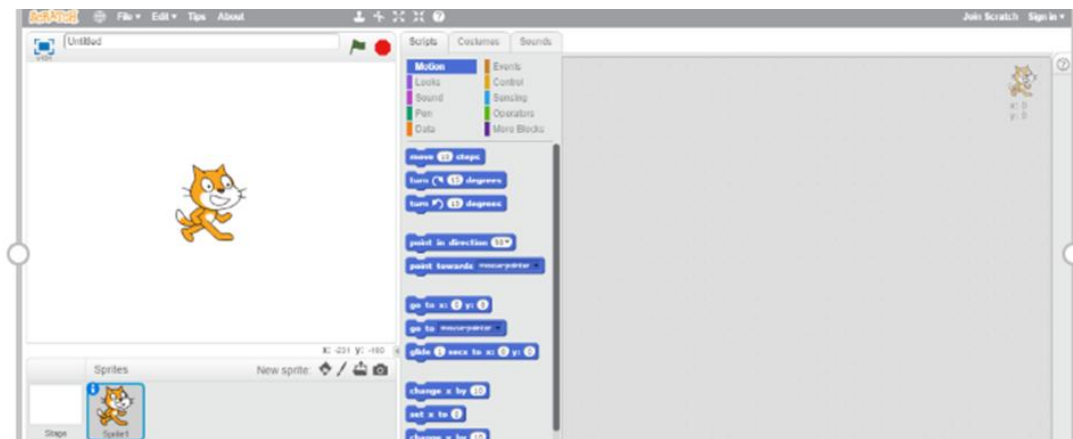
Main Activity

Refer to **holiday conversation sheet** and practise in pairs the language given. Is there anything else that could be added or changed?

Pupils should then stay in their pairs to work collaboratively to create an animated project where two sprites, pretend they are on holiday meeting each other for the first time, engaging in a conversation in French.

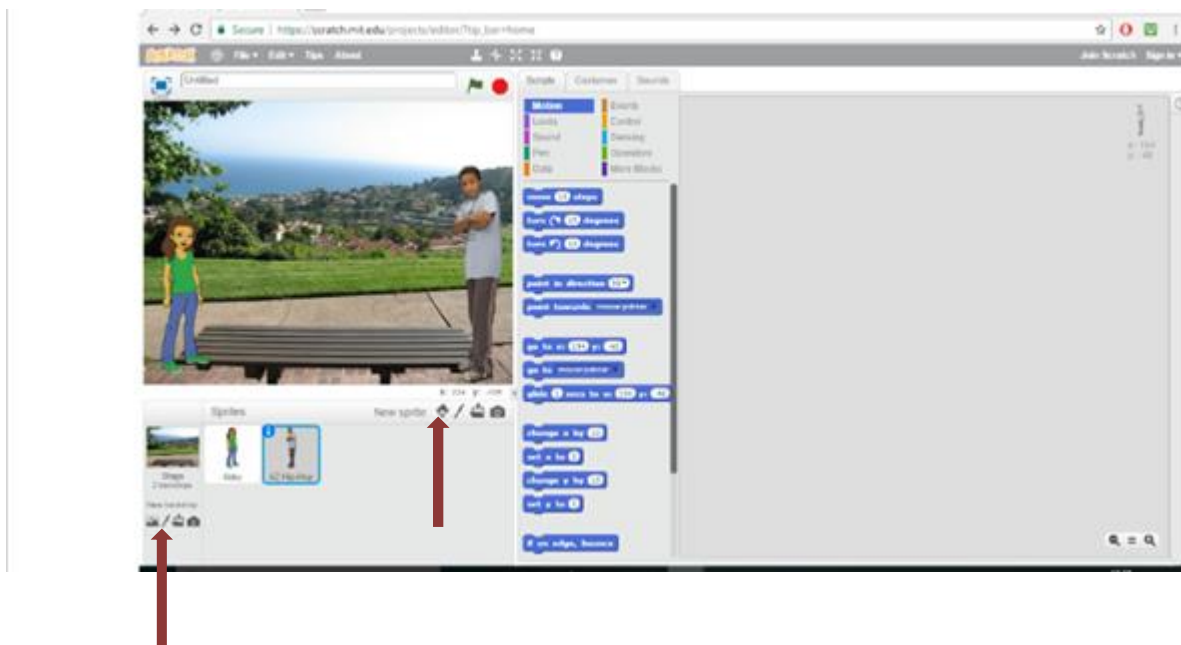
Now follows step by step instructions:

- Make sure you are using Scratch.mit.edu



- Go to bottom left hand corner and change backdrop - 'choose backdrop from library'
- Choose a holiday themed background of your choice and remember to click 'ok'

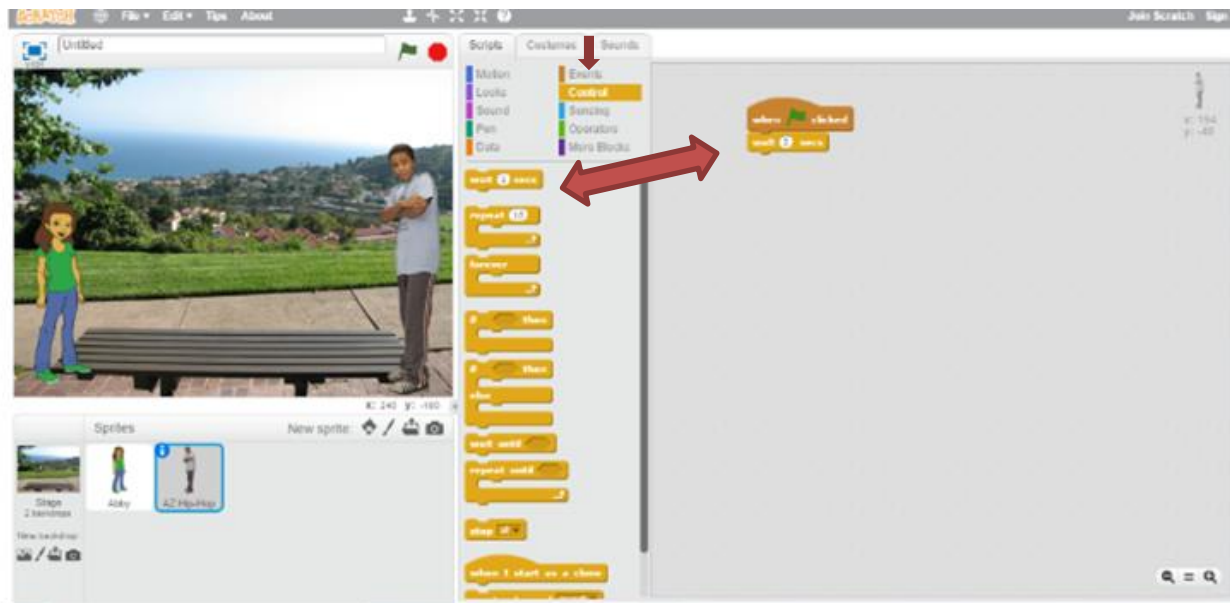
Once you have selected your backdrop, right click on the box that says 'Sprite 1' and delete it. Go to 'New Sprite' and choose a new person, click 'ok' and repeat the same to add another person.



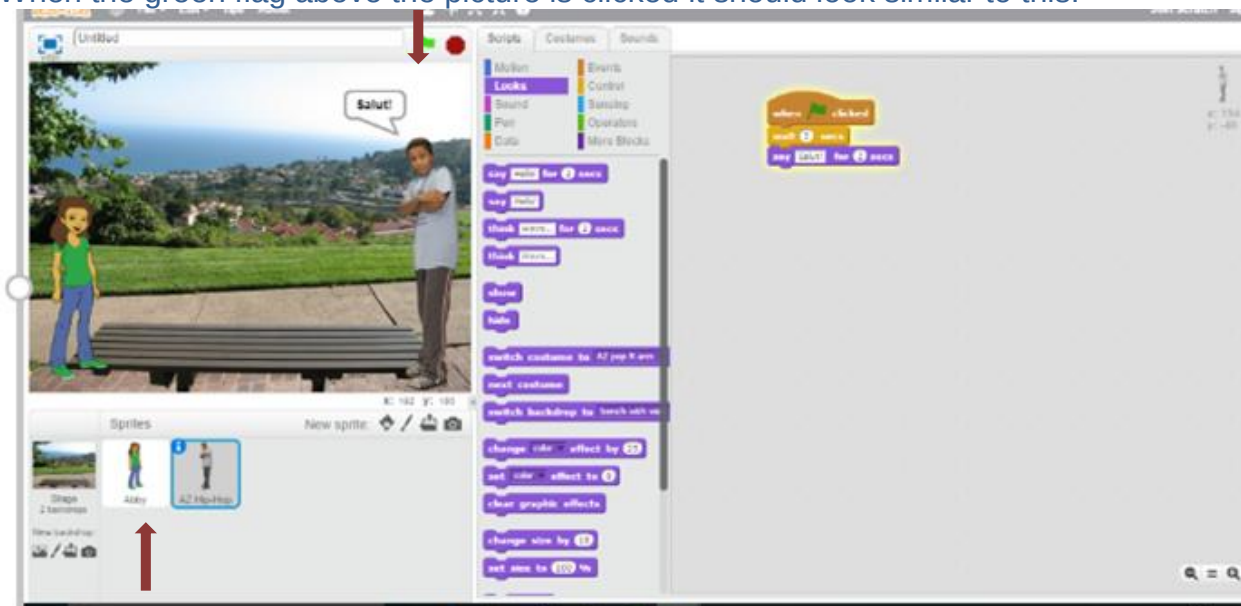
Now go to the top command and click 'Events'. Drag 'When Clicked' over to your workspace.

You are about to add speech to that sprite – you will know which one because you will see a faint image of them on the top right hand side of the workspace.

Go to Control, pick 'wait one second', drag to workspace and join on to first block (see below) clicking on the '1' and changing it to '2'.

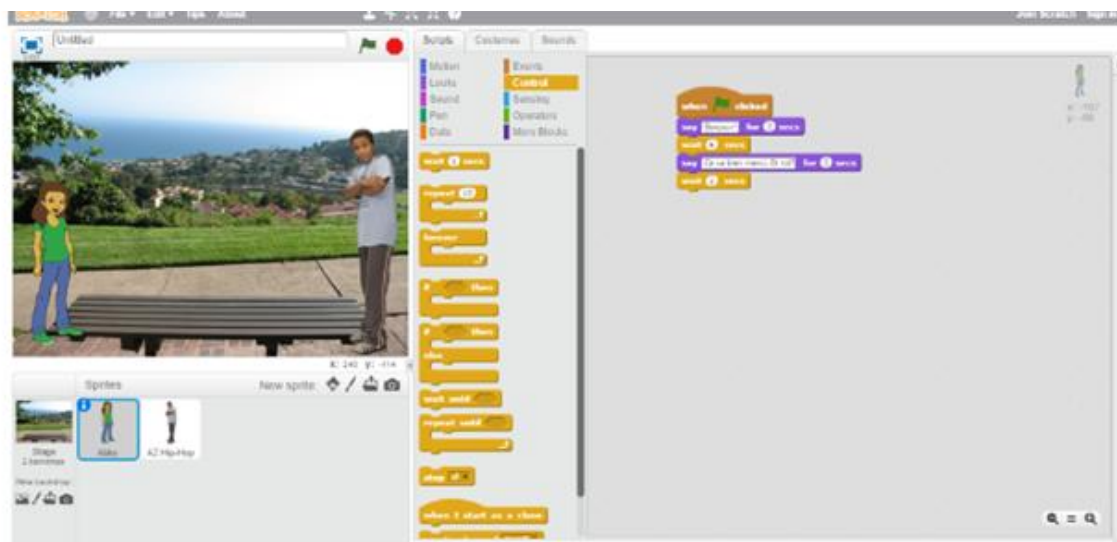


Go to 'Looks' and change 'say hello for two seconds' to 'say salut for two seconds'. When the green flag above the picture is clicked it should look similar to this:



Now to get the other person to speak you need to click on the picture of them at the left hand side under the title 'Sprites'

Her conversation will need to consider the timing of his conversation. Therefore, her blocks could begin looking like this:



Click the green flag above the picture to let the animation run. If timings are not what you want, then simply change timings by clicking on the number in the block, or drag and drop blocks into the middle area to get rid of. Remember, any mistake that is made can be fixed or ideas improved upon. Allow time to play around and develop the conversation using the conversation help sheet.

Plenary

Each pair to share their animations with their peers. Allow discussion around problems they came across and how they managed to debug them. What could now be added to improve on the animation? How could they improve on this next time?

Differentiation

Challenge – make the sprites move/make the sprites speak! - see video presentation

Assessment Opportunities

Benchmarks	Assessment strategies
Understanding and analysing computing technology: Explains and predicts what a program in an visual programming language will do when it runs for example, what audio, visual or movement effect will result	Evidence will be collected through discussion of the project, screenshots as well as pupils abilities to solve problems and suggest improvements.
Demonstrates an understanding of the meaning of individual instructions when using an visual programming language (including sequences, fixed repetition and selection)	Observe and discuss with learners the sticking points in their sequences and how they overcame problems
Understanding the world through computational thinking:	Learners to demonstrate their understanding by explaining their

Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those that include selection and repetition	sequences to others
Modern languages, organising and using information: Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames	Learners to role play their simple texts to others Review and discuss improvements to language Screenshots of Scratch project with French language speech bubbles

Teaching Notes

Tinkering: trying things out, playing with the technology

Debugging: to find and fix errors in an algorithm.

Algorithms: sets of instructions or steps in the right order that tell you how to do something or how something works.