

Curriculum objectives

- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence and repetition in programs; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Lesson objectives

- To understand how a quiz can be created using Scratch programming software.
- To evaluate existing Scratch quizzes in order to identify their favoured approach.
- To use search engines to locate appropriate material for their quiz as necessary using appropriate search terms.
- To plan a simple quiz based on the rainforest using a paper-based template.

Expected outcomes

- Can plan a simple quiz based on a given topic.
- Can search for images and content using appropriate search words and determine the trustworthiness of content.

Resources

Photocopiable page 194 'Rainforest quiz questions'; photocopiable page 195 'Rainforest quiz planning'; Scratch file 'Rainforest animals quiz'; Scratch file 'Rainforest quiz'; Scratch 1.4 installed on the class computers

Quiz planning

In this lesson, the children learn that Scratch can be used to create quizzes and evaluate examples of existing Scratch quizzes in order to determine which type of quiz they want to create. They plan their own quiz, conducting question research on the internet and planning the flow of their quiz using a template.

Introduction

- Remind the children that last week they were looking at researching information available on the internet and determining whether the information was reliable, up to date and accurate.
- Explain that today they will be using the internet to research questions for a quiz they will be creating using Scratch about the rainforest.

Whole-class work

- Show the children the Scratch file 'Rainforest animals quiz' (opened from the Quick links section on the CD-ROM) on the whiteboard and work through it.
- Using a 'think, pair, share' technique, discuss what is good about it (for example, it's simple), what's not so good (for example, answers need to be typed in carefully) and what they would like to improve (for example, adding sound, better questions).
- Talk through how the quiz is working by going through the script step by step, discussing how the children see the different costumes and how they are changing, and how the 'broadcast' and 'when I receive' messages are working.
- Show the children the Scratch file 'Rainforest quiz' (opened from the Quick links section on the CD-ROM) on the whiteboard, explain that this is a different type of quiz, and work through it as a class.
- Again, using 'think, pair, share', discuss what is good about it (for example, it's easier to click on the answers rather than typing them), what's not so good (for example, it could have some instructions) and what they would like to improve (for example, more questions, better background, sounds).
- Explain that they are going to be creating their own quiz for the rest of the class to do and that their first step is to focus on a topic and identify the questions they wish to include in their quiz.
- Depending on your class and the children, you may wish to allocate topics, quiz types and numbers of questions (five questions is fine, with less confident children focusing on fewer questions and the first, simpler type of quiz). It may also be helpful for children to work in pairs.
- As a class, discuss possible areas of focus (rainforest plants, rainforest foods, rainforest tribes, and so on).

Paired work

- The children use the internet to search for suitable questions and answers.
- Give out photocopiable page 194 'Rainforest quiz questions' and ask the children to complete this as they go.
- You may need to remind the children that they should keep the answers to their questions short if the user is going to be typing them.
- Once they have finished and you have checked their questions, give out photocopiable page 195 'Rainforest quiz planning' and, using the example as a guide, ask the children to plan the flow of their quiz.

Differentiation

- Support: Less confident learners may benefit from working in pairs and should focus on a simple quiz with a few questions.
- Challenge: More confident learners will be able to plan a more complex quiz with greater numbers of questions. They should be encouraged to add sounds and instruction screens.

Review

- Ask volunteers to share their quiz ideas with the class and ask the class how evaluating other quizzes helped them to plan their own quiz.