

Brainstorming Blast

60 minutes (2 periods)

Exploring Coding

WHAT THIS LESSON DOES

This lesson is designed to encourage creativity and teamwork among students. They will brainstorm ideas for a simple Scratch project, receive feedback, and start working on their projects in groups.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Students will understand the process of brainstorming and how it can be used to generate creative ideas for projects.
- Students will develop teamwork skills, including active listening, respectful communication, and collaborative decision-making.
- Students will apply their knowledge of Scratch programming to conceptualize and plan a simple project.
- Students will gain experience in presenting their ideas to a group and giving and receiving constructive feedback.
- Students will develop problem-solving skills as they implement their project ideas in Scratch.
- Students will reflect on their learning process, recognizing how their original ideas evolved through implementation and feedback.

BEFORE THE LESSON

- Check that Scratch opens on the computers pupils will use and that they can start a new project.
- Have pens and paper ready for groups of 3 to 5.
- Open one simple Scratch project from earlier in the module to demo on a large screen.
- Have an IWB, projector or large monitor ready if you plan Show and Tell.

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HOW THE LESSON RUNS

Introduce the lesson

Forming Groups

Brainstorming Session

Sharing and Feedback Session

Project Creation

Show and Tell

TEACHING MOVES

- 1. Introduce the lesson. Tell pupils they will invent a simple Scratch project in groups. Demo one short animation or game from this module so they see what is realistic with the blocks they know.
- 2. Forming Groups. Split into groups of 3 to 5 and hand out pens and paper. Stress listening to every idea and deciding together, not racing ahead alone.
- 3. Brainstorming Session. Set a 10-minute timer. Push for short animations, simple games or stories only. Ask them to note sprites, backdrops and sounds, then choose one idea.
- 4. Sharing and Feedback Session. One speaker per group presents the idea and any sketches. Coach kind, useful feedback. Steer ambitious plans back to a version they can finish today.
- 5. Project Creation. One computer per group is fine; solo work is allowed. Circulate, answer questions, and get pupils sharing discoveries aloud. Aim to explore, not polish.
- 6. Show and Tell. If time allows, connect each group's computer to the big screen. Have a speaker say the original idea, what changed, and what they built.

WHAT TO WATCH FOR

- Students may think: Pupils plan a large game or app that needs far more time and blocks than they have. What to do: Praise the ambition, then ask them to strip it to one sprite and one clear action they can finish in this lesson.
- Students may think: Pupils treat feedback as a verdict on whether the idea is good or bad. What to do: Model two likes and one concrete suggestion, and insist comments stay kind and specific.
- Students may think: One pupil takes over the mouse while others watch. What to do: Rotate who drives Scratch and ask quieter members to explain the next step before it is built.

DIFFERENTIATION

- Emerging: Sit with the group at the start and help them name one sprite and one thing it will do before they open Scratch. Let them draw the sequence on paper first, then match each drawing to a block.
- Developing: Prompt them with questions such as which block starts the action and what should happen next. Pair them to check each other's sequence before they add sounds or backdrops.
- Proficient: Once the core idea works, ask them to add one backdrop change or sound that supports the story. Invite them to coach another group that is stuck, without taking over the mouse.