

LESSON 8

Frog Frenzy

45 minutes

Coding and Creative Projects

WHAT THIS LESSON DOES

In this lesson, you will create a fun game where a frog randomly appears and disappears. You will score a point each time you click on the frog. Get ready for some Frog Frenzy!

WHAT STUDENTS SHOULD BE ABLE TO DO

- Students will understand the basic concepts of coding and game design using Scratch.
- Students will learn how to create and manipulate sprites and backdrops in Scratch.
- Students will develop skills in using code to control the behavior of sprites, such as making them appear and disappear at random positions.
- Students will learn how to create and use variables to keep track of game information, such as scores.
- Students will learn how to add sound and visual effects to enhance the game experience.
- Students will develop an attitude of experimentation and creativity in coding and game design.

BEFORE THE LESSON

- Have a simple finished Scratch project ready to demonstrate, ideally an animation or game from earlier in this module, opened and tested before class.
- Check Scratch loads on the group computers and pupils can start a new project.
- Provide pens and paper for each group's brainstorming.
- Set up the interactive whiteboard or projector for the Show and Tell, and confirm you can connect a group's screen.

Frog Frenzy

HOW THE LESSON RUNS

Introduction

Create a New Project

Add the Forest Backdrop

Add the Frog Sprite

Make the Frog Disappear

Random Frog Appearance

Hide the Frog again

Create a Score Variable

Score a Point

Clear the Effect

Wrap up

TEACHING MOVES

- 1. Introduce the lesson. Play or open your example project and name out loud what it uses: a sprite, a backdrop, a few blocks. Anchor the target as simple and finishable in one lesson.
- 2. Forming Groups. Set groups of 3 to 5 yourself so device access is even. State the two teamwork rules plainly: everyone's idea gets heard, and the group decides together.
- 3. Brainstorming Session. Start the visible 10-minute timer and prompt them to name sprites, backdrops and sounds, not just a theme. At the end make each group commit to one idea.
- 4. Sharing and Feedback Session. Model the feedback shape first: one thing you liked, one suggestion, kindly put. If an idea is too big, steer it smaller using the framing in the step notes.
- 5. Project Creation. Circulate constantly. Do not fix their blocks for them; ask what they want to happen next and point them to a block they already know.
- 6. Show and Tell. Keep each presentation short. Ask each group to say what changed from their original plan, so the reflection on iteration is spoken aloud.

WHAT TO WATCH FOR

- Pupils choose a project far too ambitious to finish, like a full multi-level game. Point back to your small example and ask them to name just the first thing that should happen when the green flag is clicked. Build that one thing first.
- Pupils think a project idea is fixed once chosen and any change means they got it wrong. During Show and Tell, treat changes as the normal way projects grow. Ask them what they changed and why, and praise the reasoning.

DIFFERENTIATION

- Emerging: Give a starter prompt so the blank page is smaller: an animation of one sprite moving across the screen. Sit them with the group member who is confident opening a new Scratch project.
- Developing: Ask them to describe their plan back to you before they build, naming the sprite and the first block.
- Proficient: Once their core idea works, challenge them to add one sound or a second sprite that reacts. Ask them to explain their sequence to another group as a fresh pair of eyes.