



# Where's the Magic Elephant?

## Activity Structure – 45min

Activity	Timing
Warm up Game	5 mins
Introduce Story and Project	10 mins
Main Activity	25 mins
Final test & debug	throughout
Share with group	5 mins

### Overview

Where's the magic Elephant? Play our fun game and see if you can find the magic elephant hidden amongst the grey elephants.

### Learning Objectives

- To use different start blocks: 'start on tap' and 'start on message'
- To use the 'Hide' and 'Show' blocks.

### EYFS Curriculum Links

- Making Relationships: forming good relationships with peers and familiar adults.
- Listening: Listens and responds to ideas expressed by others in a discussion or conversation.

### Warm up game: Simon/Simone Says...

- *Have you ever played Simon Says? What happens? Are there any rules?*
- Explain that in some ways coding is a bit like Simon Says. When we play Simon says we must use the phrase 'Simon says...' to make the other players do what we ask, e.g. rub their tummy or touch their feet. Similarly, when we code in Scratchjr we use a 'start' block to make a character do an action.
- Show the children a character with some simple code (but don't include a start block). *What will happen when I run this? Why? How could I debug/fix it?*
- Play a couple of round or Simon says (a child could be 'Simon' or 'Simone').
- Let the tutor or TA take on the role of Simon/Simone. Instead of saying 'Simon says...' say a start block, followed by the action, e.g. 'start on green flag' + 'clap your hands', 'start on tap' + 'turn around'.

### Introduction (discuss the project together, share ideas and create excitement)

- Show the children the project. *There is a magic elephant hidden in this group of elephants. Can you find her?*
- Now we're going to make our own version of this game.
- We are going to use two different start blocks. Show the children the different start block flashcards. *Which ones do you think I'm going to use?*
- Hold up 'start on tap' *What do you think this block does?*
- Hold up 'Start on orange message'. *How might this start block work?* Explain and demonstrate on your tablet how the message blocks work (with just one message: orange).

# Where's the Magic Elephant?

## Main Activity Key questions and teaching

1. Let's start by creating the magic elephant character.
  2. Select and edit the elephant character from the library.
  3. *My favourite colour is green so I'm going to make a green elephant with a yellow triangle on its tummy. What's your favourite colour? What colour will your magic elephant be?* Allow the children to spend a reasonable amount of time playing and tinkering with the Paint Editor.
  4. Now select four further grey elephants from the library.
  5. Use the [grow] and [shrink] blocks to adjust the elephants to a suitable size. Make sure that one of the grey elephants is the same size as the magic elephant (we'll call this character Grey Magic Elephant).
  6. Place 'Grey Magic Elephant' directly on top of 'Magic Elephant'.
  7. Position the remaining three elephants so that they cover the magic Elephant.
  8. Use the 'Hide' block to make the Magic Elephant disappear.
  9. Now let's code the three other elephants. Record the introduction: "Can you tap on the elephants to find the magic Elephant?" and trigger it with a green flag.
  10. When they are tapped, code the other three elephants to say "I'm not Magic" and move out of the way.
  11. Now let's code 'Grey Magic Elephant'. *What do we want to happen when we tap Grey Magic Elephant?* We want it to disappear [Hide] and trigger the magic Elephant to appear by sending an orange message.
  12. Now let's code the magic Elephant. *How will we make her 'appear'? Which start block should I use?* Use the [On Orange Message] + [Show].
1. *What might the magic Elephant say when she appears?*
  2. *What might the Magic Elephant do once she's been discovered?* Let the children create their own movements for the Magic Elephant.
  3. Early finishers could continue to edit and embellish their elephant character, or they could create a more complicated movement for her once she is discovered.

## Teaching points

- The children may need support positioning and arranging the elephants on top of each other.
- Encourage children to test and debug throughout.
- The children could code the first elephant with support. The second elephant with minimal support and the third elephant independently.

## Possible Extensions

- Have lots and lots of grey elephants with the grey magic elephant hidden underneath.
- Add a second page and use [Go to page 2] to create a further animation with the magic elephant character.

## To Simplify

- Only use two characters: a grey elephant and a magic elephant.
- Position a slightly larger grey elephant on top of the magic elephant.
- Avoid using message blocks by simply having the grey elephant hide when it is tapped.
- Code the magic elephant character to do a movement and say something when she is tapped.