6. My Superpowers

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

We're all superheroes! Let's make a project which tells our friends all about our different superpowers. Powers such as…

1) Smiling and being friendly.
2) Helping a friend.
3) Holding the door open for a grown-up.
4) Being polite.
5) Sharing.

*This week's project requires the children to dress up as a superhero. Tutors will need to provide props or ask the children to remember to bring their own.

Learning Objectives
- With support, to take a photo and use it to make a background.
- To start to use my own ideas to personalise a project.

National Curriculum / EYFS Curriculum Links

Speaking
- Children express themselves effectively, showing awareness of listeners' needs

Personal, social and emotional development
- develop a positive sense of themselves and others

Warm up game: Beat the Teacher

- Put the flashcards for the blocks that you will use today in a pile. Play Beat the Teacher. *If you can correctly tell me what a block is for you get a point but if you get it wrong, I get a point. Let's see who can get the most points.* Run through each of the blocks to check children know what they are used for.
- You could target your questioning to make sure that younger/less experienced coders understand the bocks they will be using today.

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

- Children discuss '*What is a superhero?*' Move the conversation towards *superheroes are people who selflessly help other people, sometimes even risking their lives for them. You could talk about firefighters, lifeguards, paramedics, doctors or made-up superheroes.*
- *Do you know anyone who has helped someone else? Can you think of a time when you behaved like a superhero and helped someone?*
- Show children the project. *How did the person in the project behave like a superhero? Can you remember what things they did?*
- In what ways can we help our friends and family? Be friendly, share, smile, cheer people up, be helpful, listen well, caring (look after younger sibling/ friends), generous (give toys away to charity).
- Point out the 'Go to page…' block. *Does anyone know what this does?* Discuss how this block works and how we use it in the project.
- *Does anyone know how to take a photo of themselves and use it in Scratchjr?* Show the children how to take a picture of themselves and use it as a background.

6. My Superpowers

Main Activity Key questions and teaching

1. Open a new project. Add three pages to it so that there are four pages on total.
2. Use the Paint Editor to create a coloured background for each of the pages.
3. *Let's become superheroes!* Ask the children to put on their costumes. Use the Scratchjr Paint Editor to create a character which is a photo of the child in their superhero outfit.
4. Support each child to take a photo of themselves doing a superhero pose.
5. Now select a person character from the character library. Some children may want to edit the character so that they can insert a photo of their face or to make it look more like a superhero by adding a mask, cape, etc.
6. Encourage the children to independently position the photo character and person character on page 1. They can also use the 'shrink' and 'grow' blocks to adjust the size.
7. Let's code the person character: record your superpower, "My superpower is being kind and helpful". Use a green flag block for the start/trigger.
8. *Now we need to switch to page 2*. Show the children where to find the [Go to page…] block. [Green Flag, Play Recorded Sound, Go to page 2] *Should we use some 'Wait' blocks here? Why?*
9. Repeat steps 4-9 for pages 2 and 3.
10. Early finishers could add a simple animation to one or two of the pages, e.g. in page 2 of the project two people characters pass a ball back and forth.

Teaching points

- Be very positive and encourage the children to use their own or other children's ideas for their superpowers (and the accompanying animation for early finishers).
- Support the children to record sounds and take photos by helping them to locate the microphone and camera on their tablet.
- Most children will probably need some help to take the photos. If their parents and carers are on hand ask them to help. If there isn't, structure the lesson so that the TA and tutor take photos of the children at the same time (one after the other).
- Newer or younger coders could copy-code page 2, code page 3 with limited support and attempt to code page 4 independently.
- When they are recording, remind the children that they are talking to an audience. Try to keep recordings short, clear and to the point.

Possible Extensions

- Include an animation for each of the pages.
- Advanced coders could code one of the person characters to move seamlessly between the different pages.
- One of the animations could be interactive, e.g. the 'player' might have to tap on a character to trigger it to do something, such as tidying up some toys.

To Simplify

- Have just two pages.
- Don't use 'wait' blocks.
- Don't add a person character. Instead code the photo of the child dressed up as a superhero: [Start on Green Flag, Play Recorded Sound, Go to Page 2]

Finishing up

- Children share their projects. *What are your superpowers?*