



Erasmus+

## Report of educational activity

<b>Title of activity</b>	Introduction to programming - Scratch
<b>School and level</b>	Primary school in Czech Republic Learners' age 11 years old and 14 years old
<b>Date</b>	March 2019
<b>Country</b>	Czech Republic
<b>Teaching subject</b>	ICT
<b>Number and age-range of students</b>	Group 1, 11 years old, 11 learners in the group Group 2, 11 years old, 12 learners in the group Group 3, 14 years old, 14 learners in the group
<b>Working language</b>	Czech
<b>Type of activity</b>	In-school or classroom activity
<b>Level of difficulty</b>	Medium
<b>Learning objectives</b>	Understanding the basic principles of programming. Understanding the basic principles of algorithmization. Development of problem solving skills. Understanding of work in blocks (consequences of activities)

<p><b>General description of activity</b></p>	<p><i>Provide here a concise description of the educational activity with the students. If the activity is composed by multiple phases then describe each phase in more detail, mentioning what students planned, what they did, what they achieved etc. Mention also any difficulties or challenges</i></p> <p>Introduction: brief information about scratch, what's the main purpose, what is it suitable for.</p> <p>Registration – login: special attention that all learners remember their login details.</p> <p>Workshop assignment: planning the activity, specification of steps needed to achieve the expected results.</p> <p>Learners work in groups, some need more help, some might be only slightly supported in effort to find the solution.</p> <p>Presentation of results, fine tuning. Some learners are coming with modification, ideas for further developments.</p> <p>Assessment.</p> <p>The important thing was to have the SW prepared on computer (available in Czech language). They needed help with registration/login.</p>
<p><b>Learning outcomes</b></p>	<p><i>Short description of what students learned and achieved</i></p> <p>Understanding of how the algorithm works.</p> <p>Starting point for programming.</p> <p>Understanding of work in blocks (consequences of activities)</p>
<p><b>Materials or equipment that are required</b></p>	<p><i>List of materials or equipment that are needed for this activity</i></p> <p>PC / laptop / tablet</p> <p>SW</p> <p>Headphones (when using the sounds the work is more interesting for learners but they can't disturb each other)</p>
<p><b>Photos or other relevant material</b></p>	





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## Report of educational activity

<b>Title of activity</b>	Introduction to programming - Scratch
<b>School level</b>	Secondary education
<b>Date</b>	March 2019
<b>Country</b>	Sweden
<b>Teaching subject</b>	Mathematics
<b>Number and age-range of students</b>	17 students, age 15-16 years.
<b>Working language</b>	Swedish
<b>Type of activity</b>	In-school activity, classroom activity
<b>Level of difficulty</b>	Low
<b>Learning objectives</b>	Basics of block-programming. First time ever programming in this class.
<b>General description of activity</b>	<p><i>Provide here a concise description of the educational activity with the students. If the activity is composed by multiple phases then describe each phase in more detail, mentioning what students planned, what they did, what they achieved etc. Mention also any difficulties or challenges</i></p> <p>The teacher started with an introduction asking the students to show their</p>

	<p>favourite game in their mobile phones. They looked at the games and the teacher then told them that they now were supposed to learn how to create a game all by themselves following the instructions for the workshop. The students then followed the instructions for the workshop. Some of the students managed to go through the instructions before the end of the workshop that lasted for 2 hours. These students either helped other or started to develop their own ideas of how to change the game.</p>
<p><b>Learning outcomes</b></p>	<p><i>Short description of what students learned and achieved</i></p> <p>The basic of block programming  Logical thinking  Problem-solving. How to find mistakes and correct them  Creativity, developing the game</p>
<p><b>Materials or equipment that are required</b></p>	<p><i>List of materials or equipment that are needed for this activity</i></p> <p>Computer and instruction  Internet to connect to the website to be able to program in Scratch</p>
<p><b>Photos or other relevant material</b></p>	<p><a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></p> 