**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject** | **Class** | **Unit** | **Lesson** | **Duration** | **Class Size** |
|  |  | ICT | 3 | 10 | 5 | 40 minutes | 40 |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | | | | Unknown | | | |
| Unit title | Platform Game Programming | | | | | | |
| Key Unit competence | To be able to use complex expressions, operators and controls to design platforms. | | | | | | |
| Title of the lesson | **SAMPLE COMMANDS AND CONTROLS FOR SPRITE MANIPULATIONS** | | | | | | |
| Instructional objective | Learners will be able to:  • Produce more platforms using scratch facilities and different commands and controls.  • Appreciate the platforms produced. | | | | | | |
| Plan for this Class (location: in/outside) | Inside | | | | | | |
| Learning Materials (For all learners) | Computers, projector, scratch editor and digital material. | | | | | | |
| References | Information and Communication Technology (ICT)  for Rwanda Schools  Learner’s Book Senior Three | | | | | | |

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| Timing for each step | Description of teaching and learning activity  Given the activities, the learner should be able to answer the questions asked. | | Generic competences and Cross cutting issues to be addressed + a short explanation |
| Teacher activities | Learner activities |  |
| Introduction  10 minutes | * learners to add a level of a game * Learners to practice “sample commands   and controls for sprite manipulations”. | • Individual work on producing platforms, combo blocks, etc.  • Practice on using commands to add a level of a game, controls and commands. | • Critical thinking  • Creativity and innovation  • Research and problem solving |
| Development of the lesson  STEP 1:  10 minutes  STEP 2:  15 minutes | * Review of the previous lesson with short exercise. * Introduce the lesson with the lesson title “ Sample commands and controls for sprite manipulations. * Discuss with learners and also demonstrate how to use sample commands for sprite manipulations and sample controls. Most of those commands and controls have been used in our game. * Guide learners to use some control commands for sprite   manipulations such as: If, forever, repeat until, point in  direction, move steps, touching, show/hide, if else, switch to  costume, set to, etc. in a game. | . Tell students to practice what is in (Learner’s Book pages 348–349)  . Let learners do Activity 10.5 on Learner’s Book page 345.  1. Using the Hard Journey game in the previous activity, design  two more challenging backdrops (add 2 levels) to work for level  4 and level 5 of the game. Let the backdrops be placed in between backdrop 2 and 3.  2. Make a variable called Jump and use it to test how John-sprite  works with gravity while jumping. | • Communication  • Cooperation, interpersonal relations, and life skills  • Communication  • Cooperation, interpersonal relations, and life skills  • Communication  • Cooperation, interpersonal relations, and life skills |
| Conclusion  5 minutes | * Instruct learners to save their work safely. Make a summary of the lesson and unit by putting emphasis on learners practicing the sample commands for sprite manipulations and all sample controls. | * Using the designed backdrops (platform) in Activity 10.3, add levels of the game enabling a player to move from one level to another. Create a winning costume that will produce a sound and a winning message at level 3. | • Communication  • Cooperation, interpersonal relations, and life skills |
| Teacher self-evaluation | If anticipated conditions are met then students will master the content at a percentage equal to 100%. | | |