**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 activityGiven 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 minutesSTEP 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 indirection, move steps, touching, show/hide, if else, switch tocostume, 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, designtwo more challenging backdrops (add 2 levels) to work for level4 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-spriteworks 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%. |