**Week 1 Introducing Scratch** | **Lesson** 1.1 Engage (30 min)

*Dive into a discussion about Computers and Games.*

Links to Resources | [Overview - GBC Week 1](http://localhost/)| [Slideshow](http://localhost)

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| Introduce Scratch Editor 3.0 | |
| 5 min | **Activate Prior Knowledge** byengaging the class in a discussion about computers.   1. What is a computer? What are the examples of computers?    * Possible answers: cell phones, calculators, tablets, laptops, refrigerators, cars, etc. 2. How do these computers know what to do?    * Key idea: We give computers “instructions” and they do them    * Ex: We can tell calculators to add numbers or our cell phones to make phone calls. |
| 2 min | **Summarize** students’ discussions and thoughts on computers.  *“Computers are machines we give instructions. We could give computer instructions in different programming languages. Scratch is a programing language we will be learning.”* |
| 5 min | **Connection to the real world:** Discuss the games students play.   1. Is Tic Tac Toe fun? 2. Do you play any board games? 3. Did you lose interest in some of the games? |
| 5 min | **Unplugged Game:** Divide students into groups of two and have them play Tic-Tac-Toe. After a few rounds, stop the game to see how many students won/ lost the rounds.  Materials: Blank paper and pencils.  *“Now, I would share a secret with you.”* |
| 3 min | **Watch** a video from movie WarGames (Link: <https://youtu.be/F7qOV8xonfY>) Reiterate the strategy of always bringing a match to the draw. |
| 5 min | **Unplugged Game:** Divide students into groups of two and have them play Tic-Tac-Toe. After a few rounds, stop the game to see how many students won, lost or draw the round |
| 2 min | **Engage**.  *“Why are some games fun and other games boring? Why do some games start getting boring after a while, and other games stay fun for a long time?”* |