**Lesson 7** Final Project: Emoji Brainstorm

**How can we use emojis for communication and representation?**

| **Overview** | |
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| In this lesson, students will begin brainstorming for this unit’s final project--designing their own emojis. First, they will think more about the ways in which they use emoji to communicate and how they can make new emoji that are more representative of themselves and their communities. | |
| **Lesson Objectives** | |
| Students will be able to   * Identify ways in which emojis can affect communication. * Discuss to what extent modern technology represents the people who use it. * Invent new ways to visually represent themselves and their communities. | |
| **Suggested Duration** | |
| One period (45 minutes) | |
| **Blueprint Foundations Student Outcomes (**https://blueprint.cs4all.nyc/outcomes/) | |
| Abstraction  Analyze | **Explain patterns** and characteristics of technology I use every day. |
| Abstraction  Communicate | **Explain how** patterns and characteristics guide how people use technology. |
| Abstraction  Communicate | **Discuss how** technology developed by a community represents its characteristics. |
| **Vocabulary** | |
| * **Linguistics**: The scientific study of language and its structure. * **Emoji**: Although it sounds like the word “emotion” it actually comes from the Japanese words for picture (“e”) and character (“moji”). Emoji are small images used in electronic communication to express a person’s emotions, convey information succinctly, or communicate a message playfully without words. | |
| **Planning Notes** | |
| * Create a rubric for the final project based on what you’ve covered in class so far (you will cover this rubric in the next lesson). * Today students will work on pages 1 and 2 of the [final project packet](https://docs.google.com/document/d/1-9U2eTUzr5GXC7rDdp3gALNFa0FeTFdl7v8Z-j1oCU8/edit?usp=sharing). You may choose to print out and distribute the complete packet to your students today, or distribute worksheet pages as they are needed.   + Make sure students have a system to store these worksheets! * In the **discussion**, adjust answers for page 1 based on your rubric. | |
| **Resources** | |
| * [Video on Emoji Research](https://www.youtube.com/watch?v=Ca8t9JMxLwc) in the United Kingdom | |
| **Assessments** | |
| * Assess the **Do Now**. Check for the ability to:   + Summarize arguments about what makes effective communication * Assess the **Group Discussion**. Check for the ability to:   + Identify gaps in representation in the technology students use   + Identify ways to bridge gaps in representation | |

| **Do Now:** |
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| * Students should watch [this video](https://www.youtube.com/watch?v=Ca8t9JMxLwc) and answer the following prompts:   + Based on what you saw in the video, what is easier about speaking face-to-face? How can using emojis lead to better communication?   + What emojis do you use most often? When and how do you use them? * Discuss responses with the whole class. In whole group discussion, ask students what are some disadvantages to using emojis to communicate as well. |
| **Discussion** |
| History and Background:   * Tell students that for their final projects, they will be making their own emojis using p5. The following is some information on emoji history and usage that you may choose to share with students for context:   + Emojis were first invented by Shigetaka Kurita in 1999, who created a set of 176 symbols that could be used on certain Japanese phones. These symbols were used to represent emotions, the weather, and common activities.   + 5 billion emojis are sent on Facebook messenger each day.   + The English Oxford dictionaries made the “crying laughing” emoji 😂 their word of the year in 2015, and in 2018 it was the most popular emoji on Twitter and Facebook.   + In 2017, the first professional “emoji translator” job was posted, along with a [translation quiz](https://news.vice.com/en_us/article/a3jm5a/quiz-to-become-a-professional-emoji-translator) for job candidates. Here are some of the actual quiz questions:     The answers to C, D, and E are “Red Bull”, “My phone is dead, do you have a charger?” and “The New York Jets”  Representation:   * Tell students that emojis with different skin tones weren’t officially released until 2015. Ask them to discuss the following in groups, and assign one notetaker to write down their group’s ideas:   + Are there other ways to make emojis more diverse and representative of the people who use them?   + What are some emojis you wish existed?   + List ideas for emojis (emotions, places, symbols) that could represent yourself, your community, or an issue within your community. * Have notetakers share their group’s ideas with the class.   Final Project Worksheet:   * Distribute the first sheet (or full packet) of the [final project packet](https://docs.google.com/document/d/1-9U2eTUzr5GXC7rDdp3gALNFa0FeTFdl7v8Z-j1oCU8/edit?usp=sharing). Answer the following questions as a class (answers may be adjusted according to your rubric):   + **What is the goal of the project?** Start with the main goal, for example: “The goal is to make an emoji that represents myself/my community/an issue in my community.” Then ask students what other goals they’d like to accomplish. Emphasize *personal* goals over p5 goals.   + **How will you know if it’s successful?** Ask students ways to determine success.     - Ex. “My emoji is different from the ones that already exist”     - Ex. “I can use my emoji to express an emotion to my friends and family”     - Ex. “My emoji is recognizable at a small scale”   + **What concepts that we covered in this unit should be included in your code?** Ask students about the different functions and topics they’ve used so far.     - Ex. “I will use shape functions like ellipses, rectangles, and lines”     - Ex. “I will use color functions like fill(), stroke(), and strokeWeight()”     - Ex. “I will use comments to make my code readable”   + **Which optional concepts can you try to use as an extra challenge?** Give students suggestions of challenges they can try:     - Ex. “I will center my emoji using width and height variables”     - Ex. “I will make a custom shape by using beginShape() and endShape()     - Ex. “I will change the transparency of shapes by using a fourth parameter for fill() and stroke()” |
| **Student Activity: Inspiration and Initial sketches** |
| * Students should finish filling out page 1 of the worksheet by drawing a few of their favorite emojis. * Have students turn to page 2 of the worksheet. Students should sketch at least **3 initial ideas** for their own emojis using their group discussions about representation for inspiration.   + The emoji can be a face or a self-portrait, an activity, a place, or symbol that represents an important issue.   + These sketches should reflect what students imagine a real emoji on someone’s phone could look like, and not worry about specific shapes in p5. |
| **Wrap Up** |
| * Students should show a partner their initial ideas and give each other feedback. They should discuss:   + Which idea is your favorite, and why?   + Is it a new emoji that doesn’t already exist?   + Could it be recognizable at a small scale?   + What are some potential challenges of drawing this in p5? * Make sure students have a system for holding onto their worksheets or packets so they don’t lose them! |
| **Extensions** |
| N/A |