# Lesson Plan 3: More than 2 choices

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| **Course:** KS3 Computing | **Session: 3** of 10 | **Date:** Jan/Feb 2018 |

**Lesson aims and outcomes**

New Python key word – elif

To understand how to write programs that involve more than two choices

To write a quiz program

**Teachers notes**

We don’t want the lessons to be all the same format as that gets a bit boring, so this lesson focuses on modify and make. There is a little bit of predict run and investigate at the beginning and then students should focus on using the skills so far to develop a quiz program that uses the program structure they have already been working with. Some peer assessment at the end – I’ve suggested a rubric but use your own favourite approach.

**Structure of session**

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| **Time** | **Activity** | **Resources** |
| 0- 5 mins | Arrival and settling  Do Now – students individually should look at the two examples on the board and decide what will be printed in each case. Then they should discuss in groups and come up with an answer between them (peer instruction style). Teacher to take answers from groups and then discuss misconceptions. | Do Now activity (Predict) |
| 5-20 mins | Students should download the program, run it and make the changes suggested. The programs should definitely work before moving to the next stage.  They can then introduce errors to the program and swap with a partner to see if they can fix their errors (like Alan O’Donohue’s Sabotage).  Go over the types of errors that could occur with students and the importance of being able to debug. | Starter program - cooking  Powerpoint presentation |
| 20 - 50 mins | Students are set the challenge of developing a quiz in pairs. | Activity Sheet 3 |
| 50-60 mins | AfL – peer assessment of quizzes made in pairs | Plenary on powerpoint |