

# Create@School module 1 - RE: Year 9

## Lesson 3

DD \_\_\_\_/MM \_\_\_\_/YY \_\_\_\_

Context & Profile			
Title: Applying Create@School to RE Broadcasting and receiving messages	Timescale: 1hr	Year group/age: Yr9	No in group:
Relevant contextual information on learners:			
How does this lesson fit into the subject curriculum or the wider curriculum?		Prior learning of learners	
<b>RE:</b> Pupils can use appropriate language when discussing miracles. <b>Computing:</b> To create and plan a sequence of instructions developing coding practices. <b>Maths:</b> Algebra, use of co-ordinates.		Pupils have been introduced to the basic functions of Create@School.	
The Learning			
Groups	Intended progress (Learning Objectives)	How will this progress be demonstrated?	Assessment of progress by...
All	Understand how to use broadcast, adapting a mini-game exploring broadcasting and receiving messages. Applying your understanding of Pocket Paint.  To summarise different miracles involving food and drink	By the end of the session pupils will have adapted a RE-based mini-game exploring broadcasting which has some interactivity.  This will be shown to their peers and teacher.	Pupils answering closed question through the use of the <b>Correct or Incorrect</b> game.
Organisation			
<b>Resources:</b> PPT or Screen casting with IWB 1 tablet per pupil Work books, web research & <a href="#">axes handout</a> . Support: Vocabulary on board		Working with others:  Learners:	

Timings	Content		
To start with...		Cognitive/ Behavioural*	Learning scenario*
15 mins	<b>Quick starter: Activity: broadcasting cards</b> Pass round the <i>When I receive</i> broadcasting cards. <a href="#">See - Broadcast cards</a> Explain that broadcasting is transmitting a message that is received by other objects (include simple diagram for explanation <a href="#">see - Broadcast activity</a> ) Pupils wait until a message is broadcast to them and follow the instruction given. <i>Definition: An object transmitting a message which is received by other objects.</i>  <b>Download: Broadcast template (11863)</b>  <b>Model:</b> editing <i>look 1</i> and drawing a bottle containing water – does not have to be perfect! Then, edit <i>look 2</i> to be a drawing of a bottle containing wine – clarify which miracle this was ( <i>you may wish to choose another miracle as an example</i> ).	C/B	I/FG

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Create@School module 1 - RE: Year 9 Lesson 3 *continued*

Timings	Content		
<b>Main Learning</b>			
25 - 35 mins	<p>Pupils to create these drawings, exploring Pocket Paint and adding text where appropriate.</p> <p>Show the scripts for the objects – pointing out elements of the code. (See: <i>Broadcast: RE 5760</i> – to help with this. <a href="#">See Broadcast component RE guide</a>)</p> <p><b>Support:</b> programming vocab on board.</p>	C	I
<b>Plenary / extension</b>			
10 mins	<p><b>Extension:</b> Explain what this miracle is in as much information as possible whilst using the mini-game. Record this explanation onto the program using the <b>Start sound</b> brick.</p>	C	I/SG
	<p><b>Plenary:</b> <b>Download:</b> <i>Correct or Incorrect – Broadcasting (11992)</i> pupils to answer quick-fire questions. - Use the <b>broadcasting</b> method of answering the questions to assess their understanding of broadcasting from the lesson. (see <a href="#">starter-plenary game – correct or incorrect</a> for details)</p>	B	
	<p><b>Homework:</b> Think about the term ‘inventory’ and how this is connected to gaming. Give examples.</p>		