Mysterious words

55-60 minutes | 6-8 years old | Difficulty: intermediate

Description

This activity consists of two parts. In the first part, we search the classroom for the words previously hidden by the teacher, and once we have found them, we use the image translator to discover their meaning. After this, we enter a Scratch project that has an incomplete story, and we draw the different elements that are missing to finish it.

Preparation

- Groups: small groups (3-5 people).
- Prepare the material needed for the activity.
- Charge the tablets before carrying out the activity.
- Install the *Google Translate* application on all tablets from ***Google Play Store.***
- Install the *Barcode Scanner* application on all tablets from ***Google Play Store.***
- Have the downloadable document printed for each group, to take notes.
- Have the downloadable document with the words to be translated printed and cut out and hide them before pupils enter the classroom.
- Have the ***Scratch*** project open before starting the activity.

Materials

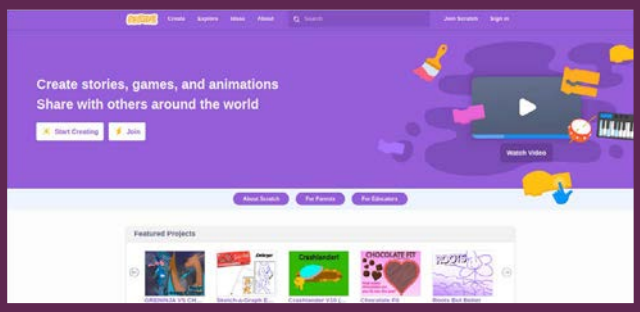
Pencils	Stationery.
Sheets of A4 paper	Stationery.
Tablet	Android.
Teacher download	Downloadable with the words to search for in the classroom. One document per teacher.
Pupil download	Downloadable with rows for pupils to write down the words found and the QR to access the project. One document per group.

Follow these steps

Introduction 10 minutes

We scan the QR code available in the pupils' downloadable document on a tablet and show the class the ***Scratch*** project that appears on the screen. We tell them that we can see a story, but that it is not finished, so if we click on the green flag, we will only be able to see the dialogues and some images, but some important items are missing.

In order to draw the missing items, we first have to find out which they are, so we are going to use the *GoogleTranslate* application.



Scratch is a programming language in which we can create stories, games and animations by dragging blocks.

Play 15 minutes

We explain that we have hidden some words around the classroom, and that they must find them to figure out how to finish the *Scratch* story.

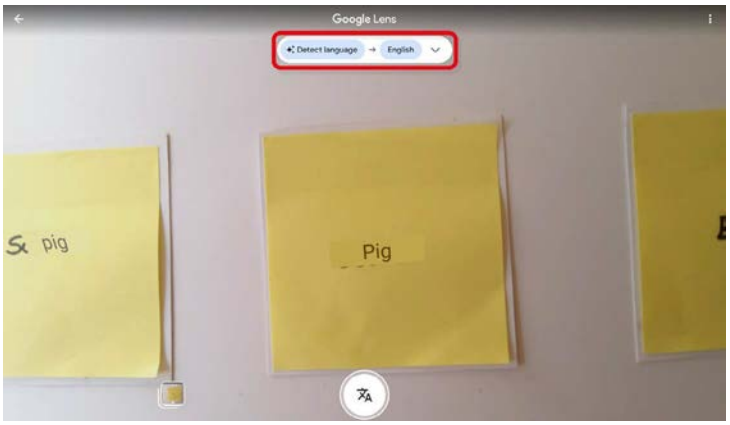
However, these words are not in English... To discover their meaning we will use the image translator.

We hand out the tablets, as well as sheets of paper and pencils for them to write down their findings.

To open the application that will allow us to know the meaning of these words, they have to click on Translate.

Once the app is open, we ask them to follow these steps to find out the meaning of each word in English:

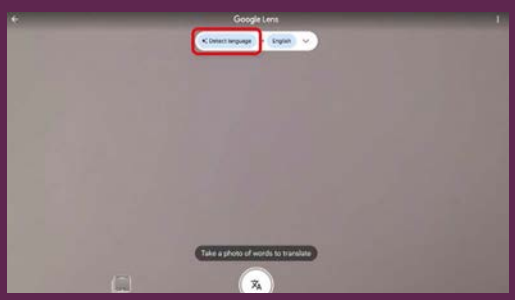
1. Press on the camera icon.
2. Check that the language selected on the right is English.
3. Focus on the word to discover its meaning.



The words are these:

- Schwein: pig (German)
- Maiale: pig (Italian)
- Cochon: pig (French)
- Вук: wolf (Serbian)

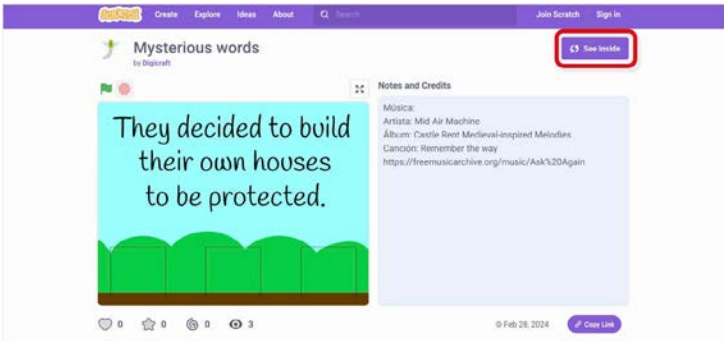
At the top of the *Google Translate* interface can be found the language options. On the left is the language in which the text is written, and on the right is the language into which it will be translated. As we are going to work with several languages, it is very important that the option Detect language is selected on the left-hand side.

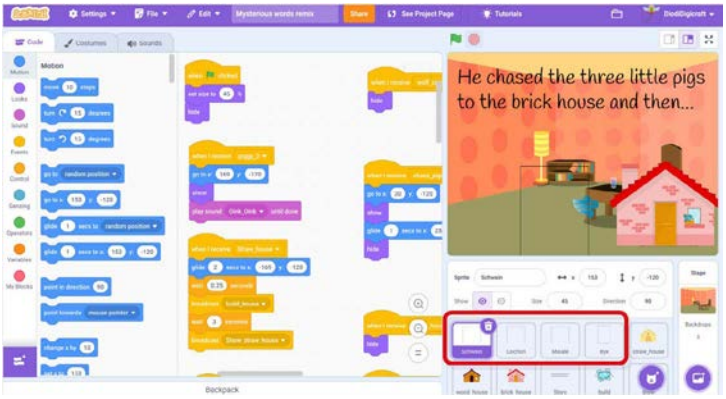


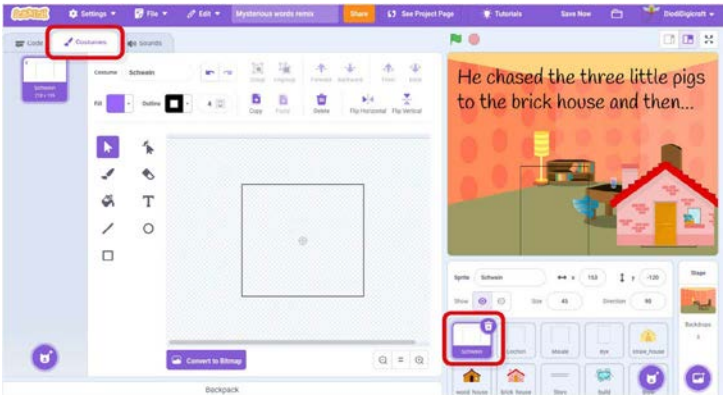
Steps 35 minutes

Once we know the meaning of each word, we ask pupils to scan the QR code from the downloadable document using the Barcode Scanner application to access the **project.**

Once inside the *Scratch* project, we ask them to click on *See* inside to access the programming.





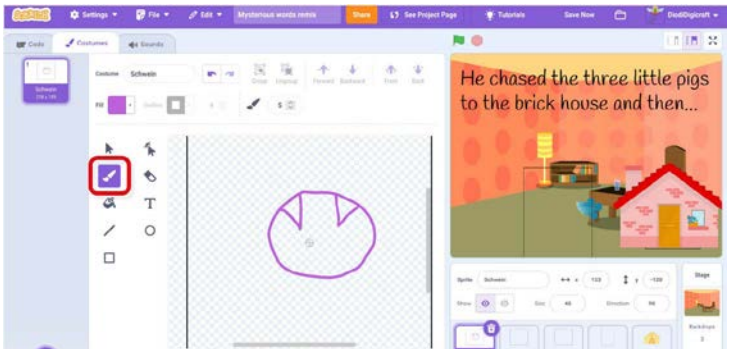


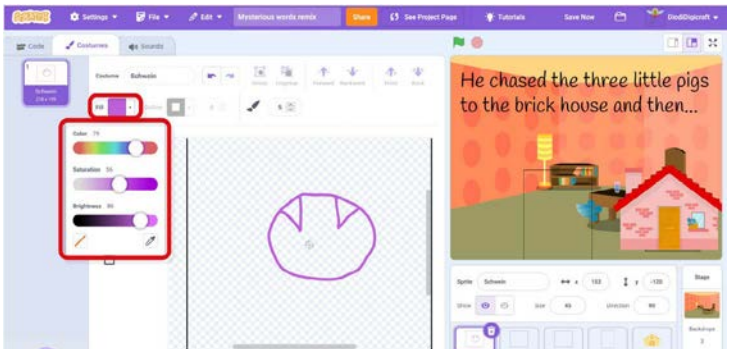
We point out that there are four blank elements, each named after one of the words we have found. As we already know their meaning, we can know what to draw in each of them.

To make the drawings in *Scratch*, click on one of the blank objects and then on the *Costumes* tab.

It is important to make the drawings inside the white box so that they can be seen properly.

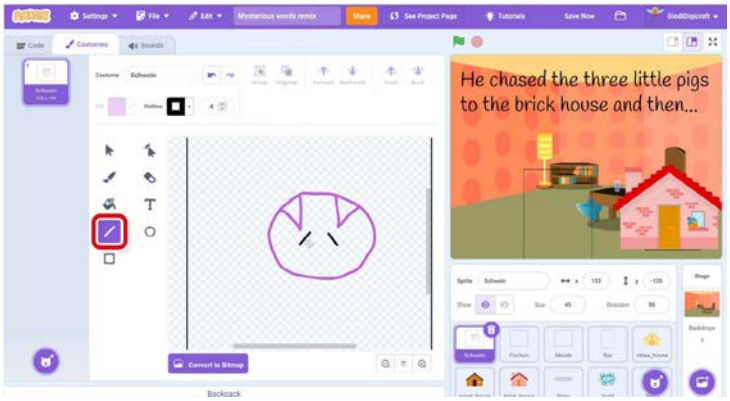
The tools we can use to draw the characters are:



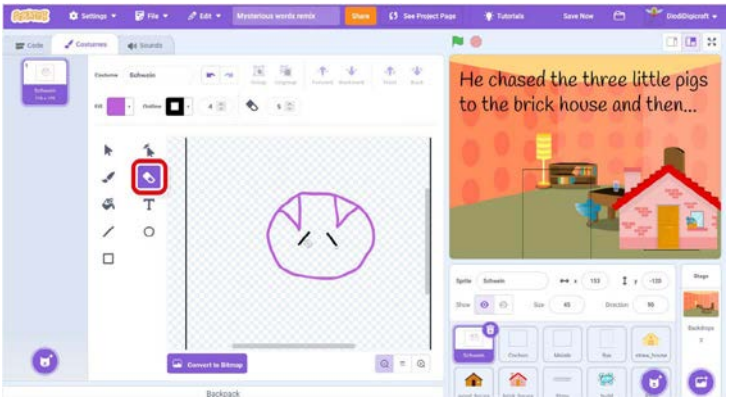


- *Brush:* to draw, we click on this icon and slide our finger over the gridded space.

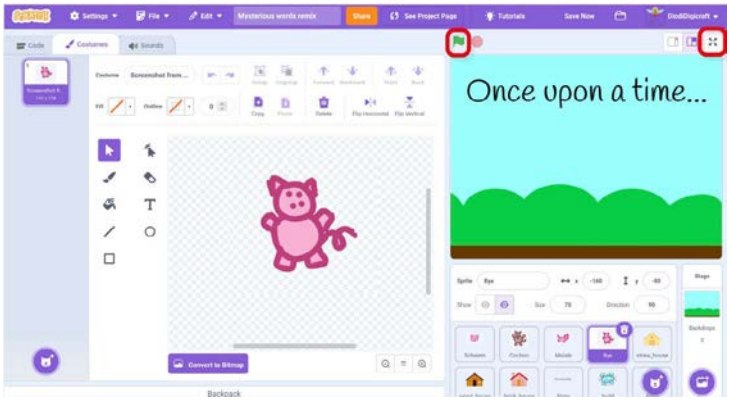
- To choose a colour, press *Fill* and move the bars to the right or left until you get the colour you like.



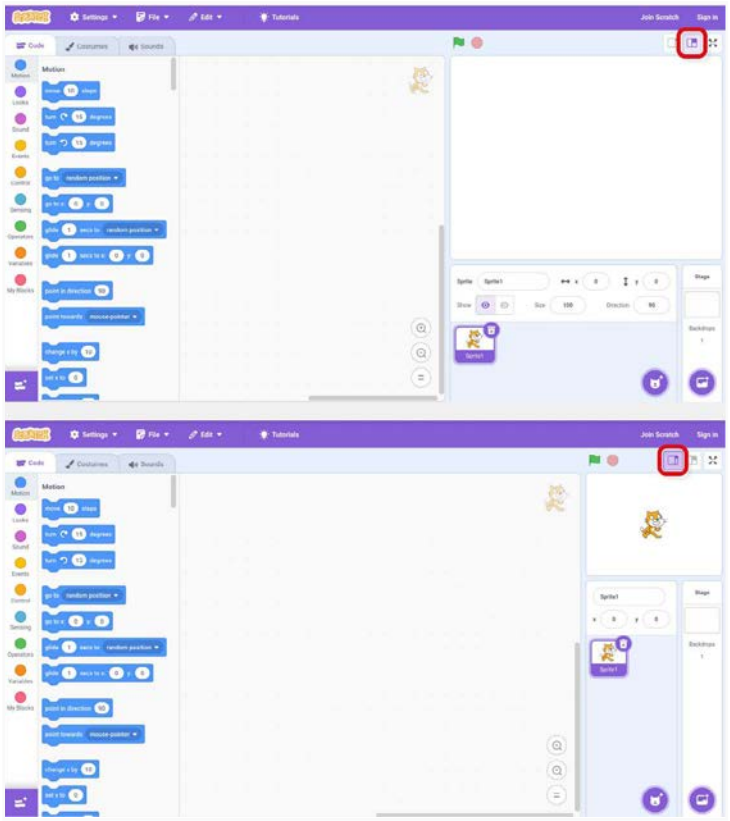
- *Line:* with this we can make straight lines. We can use them to make the mouth, arms, legs, hair, etc.



- *Eraser:* used to remove what we want to delete.



We repeat the previous steps to draw the four characters. We can suggest that each pupil in the team draw one, or that they create all the characters together. Once they have created them, to watch the story with their characters, we ask them to turn up the volume on their devices, press the full screen icon and then the green flag.



At the top right we find the preview of the scene and the options to change its size.

This way we can also make the programming, drawing or sound canvas bigger or smaller depending on our needs.

Objectives and competences

Objectives

- Demonstrate a positive attitude towards the use of technology in order to create digital content.
- Know how to make simple changes in content made by other people.
- Learn some basics aspects of programming.
- Know the basic characteristics of the devices and applications they use.
- Be able to choose and use digital tools that help in completing daily activities (for play, learning, etc.).
- Know of digital resources that allow them to develop their creativity.
- Use technology to develop their imagination (tell stories, create images, draw pictures, solve challenges, etc.).

Digital competences

Creating digital content

- Developing digital content.
- Integrating and re-working digital content.
- Programming.

Problem solving

- Solving technical problems.
- Identifying needs and technological responses.
- Innovation and creative use of technology.

Other competences

- Ability to organise and plan.
- Oral and written communication.
- Problem resolution.
- Decision making..
- Working in a team.
- Interpersonal skills.
- Creativity.

Recommendations

- You can establish groups or allow the pupils to choose their team members.
- If there is more time available, or pupils progress more quickly than expected, they can spend more time on the making of the characters or add more detail to them.
- If there is less time available, you can shorten the time allocated to search for words.