and the story
THE PLANET OF FIRE

- Didactic unit 1: The red (first steps)
- **Didactic unit 2: The blue (deepening)**
- Didactic unit 3: The planet of fire (3D design and printing)

Contents

DIDACTIC UNIT 2:
THE BLUE PLANET

Introduction

All the proposed activities are born from the magic of the story **The Planet of Fire** written by Martí Olivella. A book full of reality and metaphors that, although it seems to be written for children, makes both the youngest and the oldest reflect.

Reading **The Planet of Fire** challenges us and invites us to ask ourselves in depth. "What are we doing?" and above all: "Can we do it differently?"

The union of conscious reading, the inclusive approach, computational thinking and the SDGs (UN Sustainable Development Goals) that are proposed with **Scratch Jr. Tactile**, is a multidisciplinary proposal that can be easily incorporated into the educational practice of schools, institutes and other environments and that is aligned with the vectors proposed in the new educational curriculum.

This proposal will allow students not only to develop academic skills necessary to move in today's world, but will also help to generate a culture of peace, solidarity, empathy and respect for others and the environment.

In this Didactic Unit the SDGs are worked on:

- Global alliance and peace:
  - SDG 16: Peace, justice and solid institutions
  - SDG 17: Alliance for the objectives

Recommended ages

From 7 years.

Objectives

This unit opens up numerous topics for debate that will allow students to reflect on the consequences of war and violence, the migration of people and refugees, the importance of dialogue and respect for resolving conflicts and the wonderful work for the peace that multiple organizations and millions of anonymous people large and small all over the world do.

On the other hand, the first concepts of computational thinking such as algorithms, patterns, sequence, etc. are introduced, and creativity is encouraged by proposing the creation of activities with recyclable material.

Methodology

All the sessions follow the following steps or phases as a didactic sequence:

0. Before you start

1. **Explore and arouse interest**
2. **Imagine, create and play**
3. **Share and reflect**

Vectors of the new curriculum

1 COMPETENT LEARNING

2 GENDER PERSPECTIVE

5 DEMOCRATIC CITIZENSHIP AND GLOBAL AWARENESS

3 UNIVERSALITY OF THE CURRICULUM

Activities linked to the SDGs

Accessibility of the design Different levels of difficulty

Scratch Jr tactile

The Planet of Fire + Debate / reflection Communicate / share

ACCESSIBILITY of the design Different levels of difficulty + social / cooperative work

6 EMOTIONAL WELLBEINGL

4 QUALITY OF LANGUAGE EDUCATION

Scratch Jr tactile

ACTIVITY 1: FLEEING FROM WAR

90 - 120 min

Objectives

- Reflect on what consequences wars and violence have (how wars can be prevented, how to combat violence at school, how to welcome refugees...)
- Carry out complex algorithms incorporating the "Speak" or "Play a Sound" blog.
- Create accessible activities from natural or tactile materials (optional).

In this activity the SDGs are worked on:

- Global alliance and peace:
  - SDG 16: Peace, justice and solid institutions
  - SDG 17: Alliance for the objectives

Materials

- **Scratch Jr. Tactile**
  - 1 / 2 boards
  - 2 characters (from the box, or created by the students using the supports for characters)
  - Blocks: green flag, movement arrows, counter blocks, turn block, repeat forever block, speak and play a sound
  - Obstacles (optional)
- Play dough (optional)
- Recycled material, eva rubber... tactile elements (optional)
- Elements of the yard such as leaves, bark, stones, etc., to recreate a path or a house in ruins (optional)

Before you start (0)

- Reinforce the vocabulary terms that you think your students have not mastered yet, such as refugees, war, violence , peace.
- Explain to your students what the function of "Speak" "Play a sound" and "Repeat "x" number of times" consists of.
- Take into account the previous skills and knowledge of all your students.
- Use other lesson options to make the lesson accessible to everyone.

Explore and arouse interest (1)

- Read the pages of Planet Blau
- Ask questions types: What is war? what happens to people if their country is at war? Is war good? What countries are at war right now? What consequences do wars have?

Imagine, create and play (2)

- Ask the students to choose or create a character that will be the protagonist of the story.
- **Initial proposition:**
  - The country of (choose a name for the character and its origin) is at war, his house has been destroyed and he must flee. He is no longer safe there. We must guide him to find a safe haven.
  - Divide students into groups and try to get all groups to do the activity or a similar activity.
  - Place on the board an object that simulates a house in ruins and another that simulates a shelter at another point on the board.
- **Objective:**
  - The students will have to carry out a program that allows the main character to escape from his house in ruins and reach the shelter. When the character arrives, they must say a phrase to be welcomed (if they use the talk blog); o Everyone must sing a song (if they use the blog to play a sound). The phrase or song must be repeated "x" number of times.
  - Program example:
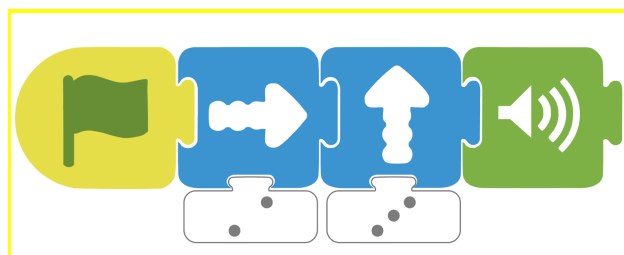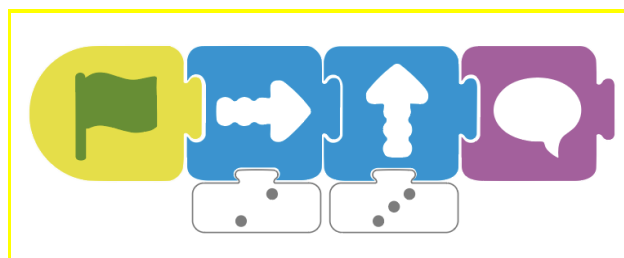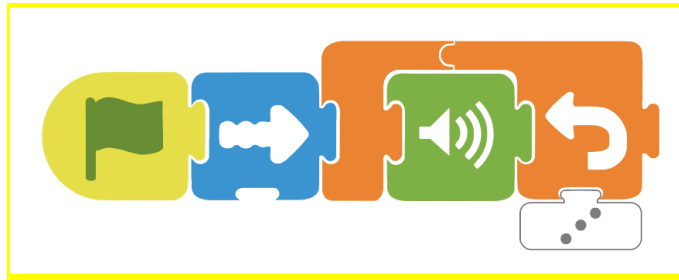
- To increase the difficulty of the activity, you can put obstacles in the way, or add a new board to enlarge it.
- You can also draw or print new backgrounds.
- Students can create a more complex and creative program by incorporating the blogs they already know from previous activities.

Share and Reflect (3)

- Bring all the students together to share the challenges they have completed.
- Reflect with them again on the consequences of wars, the importance of welcoming refugees and preventing all violence.
- Then reflect on the programming activity:
  - Ask typical questions: what would you do to improve the program? Is there a shorter way for the character to get there faster? What did you find most complicated?
  - Ask the students to debate and reflect on the process carried out.
  - Reinforce vocabulary: algorithm, sequence, pattern, loop.
- Ask your students to collect the material from the work areas.

ACTIVITY 2: A SPACE OF PEACE

90 - 120 min

Objectives

- Reflect on how to make the school a place of welcome and peace (how to combat violence at school, how to respect and welcome all people, without exception...)
- Create algorithms more advanced blogs incorporating "send and receive message".
- Create accessible activities from natural or tactile materials (optional).

This activity works on the SDGs:

- Global alliances and peace:
  - SDG 16: Peace, justice and strong institutions
  - SDG 17: Alliance for the objectives

Materials

- **Scratch Jr. Tactile**
  - 1 or 2 boards
  - 3 characters (For this activity you can use two characters from the box and create one using the character stands, or create 3 new characters)
  - Blocks: green flag, movement arrows, counters, spin, blog repeat forever, talk, play a sound, send message and receive message.
  - Obstacles (optional)
- Play dough (optional)
- Recycled material, eva rubber... tactile elements (optional)
- Patio elements such as leaves, bark, stones, etc. (optional)

Before you start (0)

- Reinforce the vocabulary terms that you think your students have not yet mastered.
- Explain to your students what the function .receive message
- into account the previous skills and knowledge of all your students.
- Consider other options for carrying out the lesson so that it is accessible to everyone.

Explore and spark interest (1)

- If necessary, reread the blue pages of Planet of Fire (the blue planet).
- Ask questions like: What happens if there is violence at school? Is war good? How to avoid violence at school? Do you think that if we all prevent

violence at school, in the city, in neighborhoods, in all countries... wars would be avoided?

Imagine, create and play (2)

- Ask the students to choose or make three characters that will be the protagonists of the story. They have to assign a name to each of the characters.
- **Proposal initial:**
  - Place the three characters at any point on the board, one of the characters will be the violent one, another the victim and another the peacemaker.
  - The violent character goes to find the victim character and starts to bother him. It bothers him every day even though he knows that this is not right. The victim character doesn't know what to do, never says anything, never complains, and is always sad. You know that if you do nothing the situation will not improve. He decides to send a message to the peacekeeping team to help resolve the conflict.
  - Create three groups with the students who have not participated in the previous activity and assign each group the role of "violent", "victims" and "peacemakers".
- **Objective:**
  - The students of the "violent" group must create a program with the programming blogs, which makes the violent character reach the victim character to annoy him.
  - The students in the victim group must create a program that makes the victim character move away from the violent character and send a message to the peacemaker character using the "send message" blog.
  - The students of the pacifying group must create a program that makes the character, upon receiving the message, arrive at the place of the conflict to help him resolve and achieve peace. You will need to use the blog "on receipt of message" at the start of the program.
  - Motivate students to simplify the program using counter blocks (which are used to repeat "X" times the number of actions in a blog)
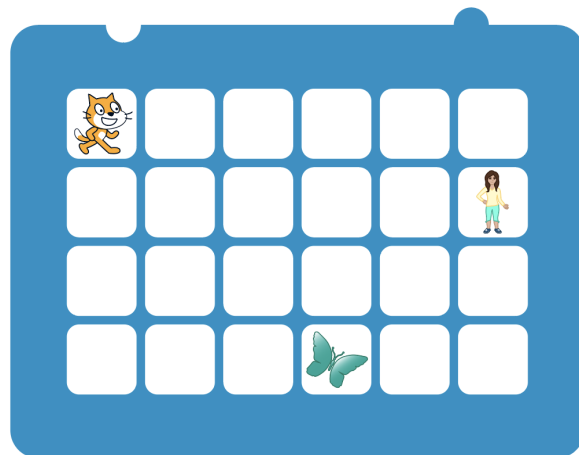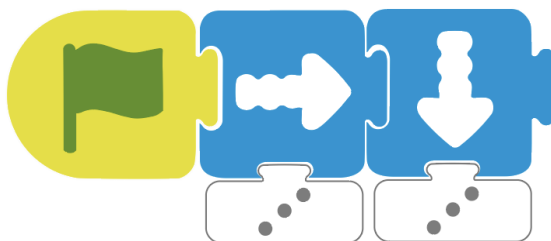
○ Program example:

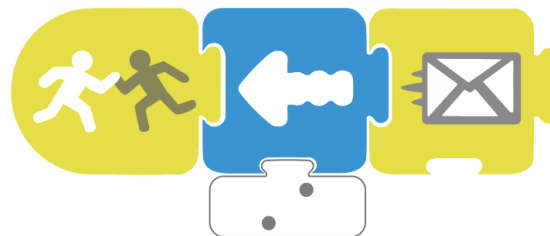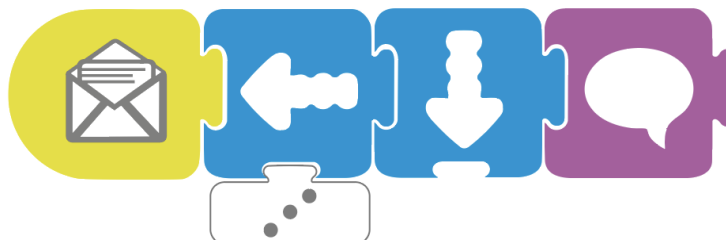Personatge
violent

Personatge
víctima

Personatge
pacificador

Personatge violent

Personatge víctima

Personatge pacificador

- To increase the difficulty of the activity, you can put obstacles in the way, or add a new board to make a bigger board.
- You can also draw or print new backgrounds.
- Students can create a more complex and creative program by incorporating the blogs they already know from previous activities.

Scratch Jr
tactile

Share and reflect (3)

- Gather all the students to share the challenges they have completed.
- Reflect with them again on the consequences of violence at school, the importance of welcoming and respecting all people and preventing all violence.
- Then reflect on the programming activity:
    - Ask typical questions: What would you do to improve the program? What did you find most complicated?
    - Ask students to discuss and reflect on the process.
    - Reinforce vocabulary: algorithm, sequence, pattern, loop.
- Ask your students to collect the material from the work areas.

ACTIVITY 3: CREATE YOUR STORY

90 - 120 min

Objectives

- Develop the creativity of the students
- Carry out more advanced algorithms incorporating all the blogs that have been worked
- on Create accessible activities from natural or tactile materials (optional).

This activity works on the SDGs:

- Planet:

  - SDG 13: Climate action
  - SDG 15: Life on Earth

- Global alliances and peace:

  - SDG 16: Peace, justice and strong institutions
  - SDG 17: Alliance for the objectives

Materials

- **Scratch Jr. Tactile**
  - 1 or 2 boards
  - Characters (In this activity you can use two characters from the box and create one using the supports for characters, or create 3 new characters)
  - All Programming Blogs
  - Obstacles (optional)
- Play dough (optional)
- Recycled material, eva rubber... tactile elements (optional)
- Patio elements such as leaves, bark, stones, etc. (optional)

Before you start (0)

- Reinforce the vocabulary terms that you think your students have not yet mastered.
- Take into account the previous skills and knowledge of all your students.
- Consider other options for carrying out the lesson so that it is accessible to everyone.

Explore and spark interest (1)

- If necessary, reread the story *Planet of Fire*

Imagine, Create and Play (2)

- Divide students into teams. Try to make the teams as diverse as possible.
- Ask your students to create their own story that represents the red planet or the blue planet
- Ask the students to choose or make characters that will be the protagonists of the story. They should also create a fund for the activity.
- **Objective:** Each group must write or draw their own story and represent it on the **Scratch Jr. Tactile** using as many blocks as possible.

Share and Reflect (3)

- Get all the students together to share the stories they have created and the challenges they have completed.
- Create a reflective environment around each of the stories and ask meaningful questions.
- Then reflect on the programming activity:
  - Ask students to discuss and reflect on the process.
  - Reinforces the vocabulary
  - Ask the students to collect the material from the work areas.

TO GO FURTHER… OPEN A WINDOW ON THE WORLD!

To achieve transversal and meaningful learning for students, it is vitally important to make them interact with the world around them and connect classroom learning with the real world. With **Scratch Jr. Tactile** you can open a small window to the world: once the story activities are finished, consolidate and connect learning by leaving the classroom and interacting with the world.

For example, you can organize one of the following activities:
- **March for peace.** Togetherwith the students, he organizes a march for peace. You can involve the entire educational community, parents and even the neighbors. Encourage your students to explain what they have learned during the activities of the didactic unit "The Blue Planet".
- **We visited an organization that works for peace.** Organize a video call or a visit to an organization that works for peace. Motivate your students to ask questions and resolve doubts about the work for peace and promote an atmosphere of reflection on how we can contribute to the work for peace from our schools, neighborhoods or cities.