





**Scenario Card 1: Introduction to Programming**

**Activity:** Students give a "robot helper" (puppet/teacher) instructions using numbers, words, and yes/no commands, physically acting out the robot's responses.

**Think about:** What aspects of authentic learning are missing here? How could this scenario be made more engaging and relevant?

**Scenario Card 2: Our Class Storybook / Digital Art Gallery**

**Activity:** The class collaborates to create a simple "digital storybook" or "art gallery" using a basic, visual drag-and-drop tool (e.g., Google Slides). Each student contributes a "page" with their own drawing or short story, focusing on adding a title and then sharing the collective "book". (In case there are no computers available, students can collaborate on creating a large, physical “story scroll” by drawing on a large piece of paper).

**Think about:** Which authentic learning principles are present to some extent? How could this task be made even more authentic and engaging?

**Scenario Card 3: Our Toy Store Inventory**

**Activity:** Students imagine running a bookstore and are given messy book information cards. They then physically sort these cards into different "boxes" or "sections" (representing organised data) to make finding specific books easier.

**Think about:** What real-world context could be introduced to make this learning more meaningful? How could students actively use these concepts?

**Scenario Card 4: Digital Safety Superheroes**

**Activity:** Students learn about being safe online through "Mystery Messages" (scenarios of tricks like fake emails) activities. They learn simple "Superhero Rules" for online safety (e.g., "Don't Open the Mystery Box!"), and then write a short paragraph about basic rules for being safe online.

**Think about:** How could students engage more actively with this topic beyond writing a paragraph? What real-world experiences could be incorporated?