Memories Shared by Members of the Global Scratch Community
Introduction .................................................. 4

Imagine ......................................................... 7

Program ......................................................... 15

Share ........................................................... 35
Scratch Tales is a celebration of Scratch and the Scratch community which offers a platform to Scratchers around the globe to share their stories on the 10th Birthday of Scratch. These tales are told in a variety of languages reflecting the diversity of the Scratch community.

While our book represents only a tiny fraction of what Scratch has meant to the world, we feel it worthwhile to present these tales to you in print. We hope you enjoy reading this collection as much as the editors did. You can find more tales and add your own on the companion website at scratchtales.org.

We begin by looking back. Several members of the Scratch development team shared their key ideas in the article *Scratch: Programming for All*.¹ On the 10th Birthday of Scratch it’s worthwhile considering some of these guiding principles.

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**guiding principles for Scratch**

"We wanted to develop an approach to programming that would appeal to people who hadn’t previously imagined themselves as programmers."

"We know that people learn best, and enjoy most, when working on personally meaningful projects. So in developing Scratch, we put a high priority on two design criteria: Diversity and Personalization."  

""Digital fluency" should mean designing, creating, and remixing, not just browsing, chatting, and interacting."

"For Scratch to succeed, the language needs to be linked to a community where people can support, collaborate, and critique one another and build on one another’s work."
"The site’s collection of projects is wildly diverse, including video games, interactive newsletters, science simulations, virtual tours, birthday cards, animated dance contests, and interactive tutorials, all programmed in Scratch."

"To encourage international sharing and collaboration, we’ve placed a high priority on translating Scratch into multiple languages...a global network of volunteers has provided translations for more than 40 languages."

"As Scratchers program and share interactive projects, they learn important mathematical and computational concepts, as well as how to think creatively, reason systematically, and work collaboratively: all essential skills for the 21st century. Indeed, our primary goal is not to prepare people for careers as professional programmers but to nurture a new generation of creative, systematic thinkers comfortable using programming to express their ideas."

"... there needs to be a shift in how people think about programming, and about computers in general. We need to expand the notion of “digital fluency” to include designing and creating, not just browsing and interacting. Only then will initiatives like Scratch have a chance to live up to their full potential."

C’era una volta un piccolo topolino, di nome Federico, che viveva in una biblioteca, in mezzo a libri antichissimi e di grande valore. Ogni giorno vedeva tanti giovani che studiavano intensamente e mai nessuno voleva giocare con lui. Un giorno arrivò un gattino bizzarro, tutto arancione e soridente e fu così che iniziò a giocare a nascondino col topolino, pian pianino a quel gioco si aggiunsero tutti, grandi e piccini, e tutti ridevano nella stessa lingua.

(Omaggio a Leo Lionni e Giani Rodari)

Bernat Romagosa, Spain

My first contact with Scratch happened while I was working at the Citilab-Cornellà (Barcelona). Thanks to being all Smalltalk programmers, my research group had been able to build a fork of Scratch 1.4 called S4A, which interacts with Arduino boards, and it was having quite a lot of impact in the educational world, especially where we are from, but also all around the world.

In 2013 we hosted the first European Scratch Conference at the Citilab, and there I had the privilege of helping organize the event as part of the staff while meeting all sorts of amazing people. I got to hang out with Jens, Brian, John and Dan, and I got to show Jens my very first explorations of interfacing Amber Smalltalk with a very early version of Snap!. We got along right away, and I
started developing Snap4Arduino and contributing to the Snap! project right after the conference.

Looking back, Scratch and Scratch Conferences have changed my life in so many ways. I’m now working full time developing Snap4Arduino, and it was at the last Scratch Conference at the MIT Media Lab where Dan asked me to join the Beauty and Joy of Computing team and work on Snap! part time. Also in another Scratch Conference at the MIT Media Lab I got to meet Eric and Duks and see their Beetle Blocks prototype, and shortly after that I became its lead developer. So, let there be Scratch and Scratch conferences for many more years, and may they also change your lives for the better, as they keep changing mine!

Kelly Tagalan, Australia

RobertBobert is a friend of Code Club, he’s a great kid. His dad works in the same office space as Code Club and he worked on this project as a part of Moonhack. Moonhack was simply the most fun we’ve ever had at Code Club Australia. We decided to set a world record. We got 10,207 kids to participate, and we used this project to inspire everyone. In the backdrop is Uluru, a megalith in the middle of the Australian outback. We feature open source sounds of the outback and sound bites from the Apollo 11 space mission. We were really proud of the interest in coding this project helped inspire.

scratch.mit.edu/projects/116680513

En abordant les questions de traduction vers le français, nous avons parlé des spécificités du créole haïtien, dont j’essayais d’apprendre quelques rudiments. A l’occasion d’un débat sur un point de traduction, j’ai proposé à l’équipe de vérifier dans la Wikipédia en créole haïtien : tous ont ri en me disant que, bien sûr, une telle wikipédia n’existait pas... j’ai tapé ht.wikipedia.org en croisant les doigts, et tous étaient bluffés.

C’est donc grâce à Scratch que cette équipe haïtienne a découvert la Wikipédia locale.

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Andrea Mayr-Stalder, Austria

I have fallen in love with digital embroidery, with the combination of software and textile, and found people, some of them supporters and partners from JUX, who share my fascination. It didn’t take long to be able to generate our designs without proprietary software and we implemented a server-based approach.
Initially, we did it just out of curiosity, but coming from Free Software, it was obvious that sharing code was the right thing to do and coming from education there was an interest in exploring the potential of this unusual set-up for teaching kids how to be creative, both logically and physically. Could we make programming the patterns easy enough for all those who were not experienced in coding so far? Could that even be a entry point into the world of coding?

It was absolutely clear that it would be great to combine the Scratch concept with the embroidery production environment we worked with so far. After technical research we decided against Flash and chose Scratch’s sister program Snap! to combine our embroidery routines with. Happily this decision did not block our acceptance within the Scratch community.

Scratch is the most brilliant tool today to bring children in contact with coding, presenting, virtual making, finding out about computational thinking and participating in a global community. But above and beyond that, there are the members of the Scratch community who make the tool really fun, both for user as well as for us as developers. It is wonderful to experience this welcoming culture of the international scratch community. Its collaborative, interested and supportive mindset is fundamental for projects like ours to exist. Thank you!
Steve Holmes, Ireland

The journey started in 2009. One night while watching my son do his homework I noticed he was doing a whole page of math problems. As he went from problem to problem I saw that he was patiently repeating the same method over and over again. I said to him, “You can write a computer program to do that… and you’d have fun doing it.”

That idea was the spark that got me teaching kids how to program computers. Most kids are expert computer users, why not let them have some fun building software? It would be a way to enhance their understanding of maths by applying what they’ve learned in school towards meaningful projects.

Thank you Mitch, the Scratch Team, and the Scratch Community for an interesting and inspirational experience at Scratch Conferences.

Wolfgang Slany, Austria

I started with eToys, then discovered Scratch in 2008 and immediately loved it. I taught Scratch to hundreds of kids in our local “Children’s University” outreach program, then became more involved by starting a “little sister” project of Scratch called Catrobat in 2010. Catrobat is a visual programming language
and environment for smartphones that has been strongly inspired by Scratch. Catrobat since has become an international free open source non-profit project developed by more than 500 pro-bono volunteers from all over the world. I am using Scratch and Catrobat to teach programming every year to kids up to our university freshmen.

Tyson Spraul, spraulclass, United States

In 2012, I was invited to the Scratch@MIT conference to participate on a panel to discuss the newly released Scratch curriculum. It was an amazing experience both personally and professionally. It was also my first time meeting anyone in person who had even heard of Scratch. Meeting so many like-minded individuals really made it feel like home.

I had several satisfying conversation at The Thirsty Ear with a particularly interesting, kind, and inspiring guy who not only impressed me with his stage skills during a memorable rendition of Golden Earring’s Radar Love, but also proposed this far-fetched idea of having a Scratch conference in every odd-numbered year somewhere other than Boston. “Well, nice idea,” I thought, “But you would need an especially driven, visionary individual to see that to fruition...” Cheers, Joek. And thank you.

Joek van Montfort, xota, Netherlands

I love Scratch because it invites to explore. While playing and tinkering with it I’m challenged to solve some problems. Way more interesting is how Scratch inspires me to define problems I might want to solve. I’m so grateful to the Scratch team for bringing the sandbox to the screen.
I started programming with Logo in primary school in the 80’s and ended up working in Computer Science. When I discovered Scratch a few years ago, I was impressed to find how easy it was to start using. In French we say “c’est un jeu d’enfant” (it’s a kid game), and it was indeed. I then wondered how appropriate it would be for “slightly” older beginners in programming and organised a coding club for kids from 65 to 77 years old. It was impressive how well they dived into this new world, creating animated stories, drawing cycloids (yes there was a former engineer in the group) or their own bowling game. It proved to me how broad the audience for Scratch could be, and how many people could enjoy hard fun with it.

But my best memory was the last session, when the golden agers met the 7 to 11 years old kids that had also discovered Scratch in their own coding club that year. It was really impressive how the age difference faded away when facing a common interest in programming. The kids could hardly believe that a “granny” could have coded such a nice program herself, and seeing a 70-ish girl, in control of mouse and keyboard, explaining her own program to a group of stunned 10-ish boys is priceless. Thanks a lot for making these moments a reality. I wouldn’t have imagined that possible before Scratch.

Samson Goddy, Nigeria

Scratch is a fun tool to play with and the perfect way to get started with programming. In 2011, I had the opportunity to go to a workshop where Claudia
Urrea was teaching how to make the cat produce sound. Someone accidently chose the “forever” block and the cat started making a loud “meow,” It was so funny that I almost broke my laptop screen. I went back to school after a long week workshop, shared what happened to my classmates and they were all laughing.

Using Scratch didn’t just make me a better person in my community, it also transformed me into becoming a teacher. Speaking from the African side, Scratch has made a lot of impact to kids around Africa. Kids can now create their own cartoons and games.

Neil Rickus, Great Britain

Having taught children programming with Scratch since my first few years in the classroom, the combination of a “forever” loop and a single “play sound meow” block is still enough to drive me insane! Now I spend most of my time working with trainee teachers, I try to ensure they experience it at some point in their learning.

Susan Ettenheim, United States

Summer of 2012, I took a class at the Interactive Telecommunications Program (fondly known as ITP) at New York University. I had worked professionally with the program for years but was starved to be an insider and live the ITP program as a student. I had a wonderful time that summer and asked to take another course in fall. I received an email from ITP saying that I could not just “take another class” but why didn’t I apply to the program… so I did!

Later, summer 2012, I was at MIT with my students to attend Scratch@MIT2012 when an email arrived asking for my portfolio. I had never converted my work to a digital format. What greater vehicle can there be than Scratch?? I quickly made a portfolio in Scratch and submitted the URL. I was accepted to the program. Thank you Scratch! Happy Birthday!
ILOVEDRAGONSSS, United States

I started with Code.org, then to CSFirst to improve, and eventually to Scratch. When I first started Scratch, all the new blocks I saw to start and make a program, everything I could possibly do, including draw my own sprites and characters as well as draw them! It was jaw-dropping, mind-blowing, and truly marvelous. In other words, it was AWESOMEEE!!!!!

Alessandro Bogliolo, Italy

This the tale of remix tree with about 5,000 leaves... Once upon a time there was a seed project created by Mitchel Resnick during a webinar to illustrate how easy it was to create with Scratch. Thousands of Italian school teachers attended the webinar and were inspired by the shining eyes of the men who was Scratch from beyond the ocean. Right after the webinar they shyly opened the project and tried to remix it. It was so easy and amusing, indeed, that soon a flourishing remix tree sprouted from the seed. Teachers engaged their pupils and the tree began to bear fruit. Then Scratch was introduced in schools with Ministry’s consent and the tree grew happily ever after.

scratch.mit.edu/projects/104198676
Tiernan Mangan, Ireland

I’m Tiernan and I’m 6 years old. My favourite thing about Scratch is that it’s awesome and you can make anything on it! My favourite things so far was I made a ninja slayer game - I got to fight lots of people with pretend lightsabers because I used a Makey Makey with the game. Some people were easy to beat but some found it too hard to defeat me! I even got to play fight Sean Kelly the MEP and my mum was afraid I would hurt him - that was pretty fun! I can’t wait to make ninja slayer 2!

Wilfried Elmenreich, Austria

I ventured into using Scratch to make a game for the Ludum Dare game jam. Ludum Dare is an event where thousands of game developers make computer games “from scratch” in one weekend. In the stricter LDjam Compo event, you have to deliver a self-made game with self-made graphics and music in just 48 hours. Alone. I thought this sounds like a job for Scratch, so I went for the Compo in my very first attempt at Ludum Dare.

I wasn’t the first one to ever use Scratch for this, but considering that the majority uses more professional systems I had some doubts if Scratch would be up this. But while Scratch is missing some advanced features for game development, it provides a decent platform for making prototypes quickly. This way, I could think about further ideas for my game while conveniently implementing the things I already had.
The given topic was “small world” and I made a game about a mouse surviving on a small planet. Scratch’s graphic editor was very helpful to make and animate the sprites, only for the music I decided to use an external tool, Autotracker, from which I imported the result into my game. During the whole event Scratch never let me down. At the end of the event I was happy to submit a decent game which was also positively received by the LDjam community. Thanks Scratch for going with me through Ludum Dare!

Moti Ben-Ari, Israel

One day I received a message from an instructor of education at a college with a Scratch project developed by two students who had no programming experience whatsoever. The project is a very clever combination of a game requiring manual dexterity and a quiz on arithmetic. This emphasized that Scratch is a wonderful context for learning programming that is accessible to all.

Augustine Garcia, United States

I’ve been a Scratcher for 4 years and a teacher for 21. From the moment I first used Scratch with my students, it became evident to me that this programming language would capture their interest. Over the past 4 years, my students and I have experienced elation, frustration, success, failure, curiosity, joy, wonder,
and grit while using this marvelous program. All the time, learning, collaborating, problem-solving, communicating more clearly, and most importantly, thinking critically about their game.

One student, in particular, a Special Education student who struggled in every area of her education, found success and joy in learning how to make a sprite jump, move and open doors. Her success in Scratch, though not easy, transferred into other areas of her education. She promoted and attended high school with more confidence knowing that she could work through problems she faced. Much of this due to the fact that she found she could program in Scratch!

Claire Griffiths, Great Britain

A recent Scratch memory is from the Piping Championships in Forres yesterday. The Event had a Science tent where, putting on my STEM Ambassador hat, I set up a Computer Coding / computational thinking table. During the afternoon a young person had coded an Attacker and Prey Scratch game using a shark and multiple fish. It basically worked but the fish were easy to catch. This was because they went around in small circles instead of randomly turning left and right over the whole stage and when caught they did not disappear and appear in a random location after a few seconds. As the next young person sat down to try the game I pointed out the flaws in the game to check they still wanted to play it, not telling them how to sort it etc. They proceeded to fix the code without any help. I looked again at the child and realised it was one of my primary 5/6 pupils from nearby Kinloss Primary, well-versed in random operators and x and y coordinates. I just stood in the reflected glory of my own teaching! It was wonderful.
Amil Janajreh, United Arab Emirates

I see Scratch as a fun game development platform with no limits, I began my journey into scratch at the age of 12 when my teacher first introduced it to me. Although now at the age of 15 I have moved on to more difficult game development platforms, I still use Scratch every now and then because of the nostalgia and fun it grants me with.

I can undoubtedly say that Scratch opened the doors of game development for me, if I hadn’t been introduced to it I probably would find myself headed towards a completely different path that I wouldn’t be as passionate about. Thank you Scratch Team for the opportunity you have granted me.

Joachim Wedekind, Germany

Right at the beginning of my professional career I had the opportunity to get to know the language Logo as well as Papert’s approach to constructionism. The involvement with his theory as well as the application of the language Logo in projects of teacher training had quite some influence on my further activities. After my retirement I rediscovered my love for art and programming. And with Scratch (and its descendants) I’ve found the tools, which allowed me
the unproblematic re-entry, then even taking up my previous experiences in the
development of learning environments. For my own application fields (computer
art, visualizations, simulations) I see in any case no compelling need to use other
tools. Scratch is not only suitable for children, but also for addressees at the
other end of the age pyramid! I’m curious what the development of Scratch et al.
will offer us in this regard in the next 10 years.

Anna Warzocha, Poland

The children participating in #SuperCoders were delighted with the possibility
of composing their own music thanks to the #Scratch programming language.
The classes took place every Thursday, but already on Monday they would start
asking what we were going to do on the next lesson. If they were sick and did
not attend the school, they would be absent only until Wednesday, so they would
not miss the upcoming lesson. I remember one pupil who after the end of the
semester course came to me and said: “I have created a ringtone for my phone,
would you like to hear it?”

The real fun for the young Digital DJs were also the live performances. The
concert was remarkable. The musicians surprised the audience by the fact that
by learning how to code it is possible to produce piano sounds on a bunch of
bananas, and the drum sounds on metal tips of shoelaces! All thanks to Scratch
and the mysterious Makey Makey board.
La prima volta che ho conosciuto Scratch è stato grazie ai miei amici di CoderDojo Bologna, gruppo di volontari che organizza club di programmazione gratuiti per i bambini, di cui immediatamente ho iniziato a far parte come mentor! Io sono un’insegnante di matematica nella scuola primaria, ho sempre fatto usare le tecnologie ai miei alunni e avendo qualche conoscenza di linguaggi di programmazione ho da subito capito lo straordinario potenziale di questo programma.

Il mio sprite preferito è Giga. Il mio primo progetto è stato un “Anima il tuo nome” in cui ho potuto inserire la mia musica preferita e far danzare le lettere del mio nome così come avrei voluto, ricordo di essermi divertita un sacco e di aver coinvolto tante mie colleghe vicine col mio entusiasmo.

Appena tornata in classe il lunedì successivo, ho subito voluto far conoscere Scratch ai miei alunni e con un percorso fatto di prove ed errori sono riusciti anche loro a creare i loro primi progetti, mettendosi in gioco come protagonisti, utilizzando ognuno le proprie capacità e sfruttando innumerevoli competenze che ne mettevano in luce la propensione personale ai diversi tipi di apprendimento. Scratch è uno strumento universale che dà a tutti l’opportunità di esprimersi!

Mark Dorling, Great Britain

I’m dyslexic and was taught to code (very badly) during my undergraduate degree. This experience left me feeling unmotivated towards coding and unable to harness the creativity within me. Only two years after graduating I left industry to retrain as a primary school teacher.

Fast forward a few years, on a Wednesday at a particularly busy time of the school year I travelled from London to Newbury after a long school day for a demonstration and training course in using Scratch. The course was delivered by an Advanced Skills Teacher who use an instructional approach to teaching the novice programmers in the room. In 90 minutes we made a Pac Man style game. I hadn’t had as much fun in years!

I could immediately see the pedagogical opportunities to teach children to code and unlock and develop their problem solving and creativity. I spent the car
journey home dreaming about all the programs I could make with my learners. Thank you Mitch Resnick and the whole MIT Media Lab team for your vision and dedication to making our wonderful subject accessible for all children both in and out of schools... you are an inspiration to all of us wannabe researchers and teachers around the world!

Helen Fermate, Netherlands

For ScratchDay 2013, just after the release of Scratch 2.0, I created the ScratchDay Bugs remix project which invited scratchers to remix and add their own flying or crawling bug. The project was remixed 76 times and got more than 10,000 views. I added all the 76 bugs to the original project. It was lots of fun and I believe my best Scratch Memory.  

scratch.mit.edu/projects/10272982

Erik Woning, Netherlands

Inspired by the Scratch Conference in Amsterdam I wanted to create a cool project combining MakeyMakey with the power of Scratch. So, when the opportunity came to create a workshop for teachers who are interested in learning to code I got really excited! Together with my colleague Onno Sidler we developed a Makey Makey-powered shooting carnaval duck hunt-style game!
Onno worked on the ‘sensor’ and mechanics of the game and created the code in Scratch. Together with about 20 teachers we tested the game and had them finish the code. We’ve had a lot of fun but most rewarding was the teachers wanted to learn more about Scratch after having experienced the power and fun of it. Learning to code should get more attention in Dutch schools and Scratch is a great tool for it!

Ian JT Gove, Great Britain

I started Scratch in the 3rd grade, during Hour of Code. I didn’t have any experience with coding, so I tried using the bitmap drawing tools (of course, back then I didn’t even know about vector). A couple months later my class had our second (and final, for the year) Hour of Code, and I tried to get the hang of it this time. I paid closer attention and made sure I knew what I was assigned. We had to make a story (via animation, game, simulation, etc.). I made a Minecraft game about this guy trying to dodge the middle of the screen to avoid the earthquakes. Then I got bored of it.

Three years later I wanted to download Scratch 2 onto my Mac that I had recently got, but then I found scratch.mit.edu! I was bewildered, stunned, in fascination! I asked my dad if I could join and he agreed. I joined Scratch and have been doing it ever since. I now love doing coding and animating, especially on Scratch. In fact, I probably would have never advanced in my stop-motion skills without all the other Scratchers that have helped me along my Scratch Journey. And I also found something that interests me above almost all things on Scratch: being able to code games and animations and simulations and then get to share those ideas for others to see! Thank you for making Scratch, Scratch Team!
Aoibheann Mangan, Ireland

My favourite Scratch memory is the first time I hooked up a doll with the Makey Makey to my scratch project Hospital Holly and Henry and I got to bring the doll to life. When I showed it to my mum’s friends whose little girl goes to hospital a lot they hugged me so hard. They gave me the courage to show it at the Coder Dojo coolest projects and I won a prize for it. Thanks to my Coder Dojo club in Cloghans Hill NS in county Mayo, Ireland for introducing me to Scratch. Now I can see how I can do something to help other children who might need to go to hospital and be scared.

Andrew Csizmadia, Great Britain

My journey with Scratch began just over nine years ago when I was attempting to motivate and teach a group of pre-service ICT teachers the fundamentals of programming. My challenge was to find a programming language to engage them as a vehicle for enthusing them about coding. I had almost given up, and then I encountered a wonderful sprite and programming language called Scratch. Nervously, I introduced Scratch to my students and waited to see their reaction. They began by snapping blocks together, clicking the green flag and their programs worked. For some it was their programming eureka moment. It was amazing; sessions were transformed from being drudgery debugging tests in which they hoped that code would correct itself to ones in which they exclaimed to others, “Look what I have done, I created a story!” and “Show me.”

It was searching through the foliage of the Scratch forum forests that I discovered the rare Makey Makey, which brought together the virtual world and the physical.
The greatest challenge for the session was how many students could hold hands and maintain a Makey Makey circuit? At one stage we created a human circuit consisting of 30 students! Try it and see how many you have in your human circuit! Physical computing with Makey Makey released the creativity in students as they accepted their Makey Makey mission and produced ingenious inventions from household objects.

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Matthieu Brandt, Belgium

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Tout commence fin 2012, quand je découvre au hasard Scratch dans ma revue favorite, dans un article parlant de créer soi-même un jeu vidéo facilement. Fort intéressé et intrigué, je ne me suis pas lancé tout de suite, j’étais réticent à l’idée de m’inscrire sur un site pour créer du contenu. Peu après, j’ai quand même franchi le pas et depuis ce jour, je n’ai jamais été déçu.

Mi-2015, après avoir lancé des projets qui ont marqué le début ma renommée, tout a commencé à s’enchaîner pour moi. J’ai commencé à m’investir dans la traduction de Scratch en français, étant trilingue Français, Néerlandais et Anglais, pour les parties pas encore traduites. Je suis devenu coach chez CoderDojo à Bruxelles car là aussi, Scratch était utilisé. Et pour finir, j’ai entamé la construction d’une oeuvre immense, un Wikipédia sur Scratch en français.

Je n’en reviens toujours pas, comment le temps est passé aussi vite, comment les choses on changé sans que je m’en aperçoive. Merci Scratch de m’avoir
fait découvrir des gens formidables, de m’avoir pu m’exprimer en libérant ma créativité, en m’ayant laissé la possibilité de montrer mon expertise. Merci d’avoir rendu tout ça possible.

Miles Berry, Great Britain

I started playing with Scratch when I was a head teacher, back in 2009. We did the fish tank animation thing (I take some credit for popularising this in the UK via the big BETT TeachMeet the following year), wrote a maze game and duck shoot game, and then wanted to try a driving game, with the idea of the player racing against the computer. This, for me, back then, was harder than it sounds.

The trouble was getting the car sprite to detect which direction it had left the track - after some tinkering, I settled on using coloured ‘sensors’ as part of the car’s costume and then using the Colour () is Touching () sensing block to take control. It’s still a program I talk about when presenting. These days, I mention it when talking about the insights coding offers to the other subjects we teach; we segue neatly on from simple turn-left / turn-right rules to the rules of the road, and the ethical rules we’d want self-driving cars to follow. It’s one of my more popular Scratch programs, with close on 25,000 views and some 690 variants in its remix tree - one of the many, many things I love about Scratch! There are some really creative solutions to the challenge, as well as some fun variations in the tree.

scratch.mit.edu/projects/11932304
My favourite Scratch moment was making a Star Wars maths quiz and playing it with my friends and helping them (and myself) learn maths. My teacher even let us play it for homework once, that was pretty cool. It’s great Scratch can be offline too as I don’t have any internet at home so I don’t feel left out of playing and making games.

John Rendall, Great Britain

I came across Scratch at a Teachers Conference being run by Coventry Branch of the British Computer Society - a local school teacher (Jean) and a Teaching Fellow (Margaret) at the University of Warwick were running it. I built my first aquarium… Margaret then got some PicoBoards and asked me how we could use them to sense the world. Well, we came up with some ideas, implemented them and wrote them up. Margaret’s daughter did a brilliant job of turning what we had written into useful resources and Margaret submitted them to MIT.

My memory is therefore of attending the Scratch2012 conference where we gave a workshop on what we had done “Sensing our World,” and were asked to re-run it as an open session. I’ve always wanted to go to Boston as my paternal grandfather was born in Melrose (just outside Boston in Rendall Street, named for his Father, my great-grandfather!) so I returned to my roots - so to speak. The best bit? The BCS sponsored me to go!
Johan ‘t Hart, Netherlands

Joek van Montfort vertelde mij dat hij met scratch elk programma binnen een uur kon maken. Ik ben muziekdocent en beschreef een door mij gedroomd programma. Ook verzamelde ik afbeeldingen die een rol spelen in dat programma. Joek kwam en in aanwezigheid van mijzelf en een natuurkunde docent maakte hij inderdaad binnen een uur het programma waarmee je ritmes kan tonen op een beeldscherm.

Daarna zocht ik verder naar mogelijkheden om leerlingen via de computer hun niveau op het gebied van ritme te laten testen. Tomaz Kaye maakte een programma voor de iPad. Dit programma is nu gratis beschikbaar in de app store. Dit programma gebruikt dezelfde afbeeldingen als het oorspronkelijke scratchprogramma’s.

scratch.mit.edu/projects/22822376

Oliver Watkins, Great Britain

My most favourite memory of scratch was the Tiles for Tales activity at Mozfest 2016. I loved it because it wasn’t just Scratch, it was electronics too! That’s what makes Scratch so great. It’s really simple but can more complex if you need too. Thanks Warwick Volunteers and thanks Scratch!
A couple of months back, I came back to Scratch new and fresh, it was good to be back and my best memory is seeing great Scratchers taking the head. To this day, I feel as if I could have inspired them if I didn’t go away for 3 years. “An old mind can teach the younger minds what not to do...” And I would have been an older mind if I stuck around... But I couldn’t back then. I treated people like I was the boss. But since then I am more calm and collective. I changed to the point of not caring what other people think. I am a genius. I will take what people think as constructive criticism and use it to enhance my projects.

Richard Smith, @amazingict, Great Britain

We were raising money in the UK for a charity called Comic Relief. I was asked to design a game to show children based on the idea of ‘comical red noses.’ I was delighted that the students loved the idea of making noses move around the screen and came up with lots of original and humorous games. Here is a link to the original game It was remixed by students to add sound and points.

scratch.mit.edu/projects/50760092
Eduard Muntaner Perich, Spain

When I was a child I was lucky that in my school I was taught LOGO and BASIC. Many years later, in 2005, I was volunteering at a rural school in South India. When I first taught a Computer Science lesson to a class I began to think about what experiences were significant for my learning during my childhood days. LOGO was the first thing that came to my mind, so I started to teach LOGO. My transformation from engineer to educator had begun.

In 2009, in the same school in India, I started working with Scratch. I have not stopped since that moment. Thanks to Scratch I have traveled to many places, met incredible people, and even started a global education project (Inventors4Change) where underprivileged children from different countries create mixed virtual teams that use Scratch to program collaborative digital stories about social issues.

Sarah Lacaze, France

Je suis une littéraire. J’ai découvert la programmation grâce à Scratch lorsque j’avais 36 ans. J’ai maintenant 40 ans, j’enseigne la programmation et j’écris des livres sur la programmation! Pourquoi Scratch n’existait pas quand j’avais 8 ans?
Natalia Monjelat, Argentina

Scratch me mostró un mundo de posibilidades, de sueños creativos hechos realidad, de encuentro entre personas de distintos lugares en diferentes idiomas, culturas, contextos. Esto lo vemos en los números, en las estadísticas de la página, he hablado sobre ello a otros docentes en cursos, lo sé, pero he podido vivirlo, experimentarlo. La comunidad de Scratch es abierta, horizontal, activa.

Una vez realizando un proyecto encontré dificultades manejando los tiempos de reproducción de sonidos. Busqué información en línea, pero terminé posteando mi inquietud en los foros de la comunidad de Scratch. Las respuestas no tardaron en llegar y abrieron un sinfín de opciones, sugerencias, ejemplos... fue la primera vez que aprendí de otros que no conocía, con otros que no me conocían, que no sabían nada de mí ni yo de ellos. Nuestros diálogos e intercambios fluyeron, se enriquecieron, sus palabras desplegaron caminos para construir nuevos conocimientos. Pocas veces me sentí tan agradecida. Fue un precioso momento de aprendizaje que por suerte, ha vuelto a repetirse muchas más veces. Gracias por ofrecernos un espacio para este tipo encuentros colaborativos que ayudan a perder el miedo a preguntar, a dudar, a no saberlo todo. Por muchos años más de colaboración creativa!

Clive Beale, Great Britain

I’d always been a huge fan of Scratch, but when I watched Karen Brennan make music with a PicoBoard and a puddle of water at the 2011 Computing at School Conference, I was hooked. Two years later I joined the Raspberry Pi Foundation as Director of Education. In my three and a half years there, I went to hundreds of conferences, events and workshops. Without reservation, the two European
Scratch conferences in Barcelona and Amsterdam were the most fun, engaging, thought-provoking and friendly conferences I have ever been to.

In Barcelona I ran a physical computing workshop, using Scratch on Raspberry Pis to emulate traffic lights with LEDs. Half way through, Mitch Resnick popped in to have a look, which made my day. While in Amsterdam I ran a workshop showing how to use Scratch to make things happen in the outside world. My son Stan, who was nine at the time, helped me to run the workshop, and he eventually took over teaching it while I sat back!

It's been a pleasure and a privilege to have been involved in the Scratch conferences. They continue to represent the best of what is happening in computing education and, more importantly, the people and the communities that surround it. Cheers!

Fleur-Eve Le Foll, Angola

The first time I had “a coding experience” was with JavaScript in summer 2014. I was on holiday in my home in Casablanca, Morocco, and thought it would be fun to learn something new. When I used the Scratch software, met the Scratch community and the team behind it, I realized how extremely creative this could be. I decided to quit my job and moved with family to Luanda, Angola. Being a big fan of Scratch and living in a very poor country, I use it with kids to code, but above all to create, because it echoes our philosophy “This is your world. Shape it. Or someone else will.” (Gary Lew)
Mags Amond, Ireland

My first Scratch hero is Stephen Howell. I was using Scratch with my teenage students in Cavan, Ireland, back in the early days of 2011 offline no-vector Scratch. They were enjoying it, but as I wasn’t a qualified programmer I felt I didn’t have the ideas I needed to really challenge them. Stephen came to our school to visit; he delivered a masterclass in computational thinking, and a riveting hands-on demonstration of the Kinect2Scratch interface he was developing. The students were mesmerised, as was I; and watching Stephen in action changed the way I engaged with Scratch in the classroom from then on.

My second Scratch hero is Bianca Ní Ghrógáin (RIP). She was the first person I knew who got to grips with Makey Makey making Scratch come alive, and many classrooms in Ireland are doing Scratch-Makey Makey projects because of Bianca’s teaching, help, and encouragement at the workshops she hosted as part of her work with CESI. She came to visit our Coder Dojo in Cavan in the early days, and within minutes she had ‘flipped’ the room into a centre of creative activity using Scratch, Makey Makeys, and a random collection of conductive objects, including of course us humans. The way I approached the use of Scratch as a creative force was enhanced by observing and working with Bianca.

My third Scratch hero is James Crook. James introduced Scratch to Coderdojo in Dublin in the very early days, recognizing the affordance that the block-based visual interface gives young ninjas. Although he works in programming at a very sophisticated level, James can talk clearly about Scratch with those who may struggle to make progress. He really gets that wrangling the pedagogy is as important as understanding the technology. I recently worked with James on a paired programming project, remotely, using the remix method. Our multimedia ‘work of art’ won’t make a fortune at any art auction, but the learning experience for me is beyond priceless.

Perhaps I’ll share another three heroes for Scratch 20!
Shortly after I joined Scratch, I became obsessed with the Curator tab on the homepage. I wanted to be a curator, and I repeatedly suggested my brother’s and my own projects to be curated.

On the forums to apply for curator, I met several others who would earn this job, and some who I befriended, including one who I actually argued with for quite a while. Eventually we became friends and I invited him to enter a contest which I started as a way to set me apart from other Scratchers.

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Cobie van de Ven, Netherlands

Ik startte heel lang geleden met coderen in Forth, HTML, en Flash Actionscript. Met de kinderen programmeerden we in Drape (voorloper van game maker) en werkten we met Frontpage aan de kids corner van de school website. Ik werd heel blij toen ik Scratch ontdekte. Geen typo’s meer, duidelijk schematisch werken en evengoed zo creatief en speels. Vanaf dat moment leerde ik pas echt programmeren!
Χρόνια Πολλά, μαμά!

I love you mummy.

Σ’ αγαπώ μαμά!

Μανούλα μου, χρόνια πολλά!

Dimitris Nikolos, Greece

Η ιστορία μου δεν είναι πρωτότυπη. Η ιδέα προήρθε από μια ομιλία του Mitchel Resnick για την ημέρα της μητέρας. Οι μαθητές μου δημιούργησαν τις δικές τους διαδραστικές κάρτες για την ημέρα της μητέρας και τις αναρτήσαμε στο ιστολόγιο του σχολείου. Την επόμενη μέρα, ένα κορίτσι μου περιέγραψε πως η μητέρα της είπε “Έλα εδώ άσε με να σε πάρω μια αγκαλιά και να σου δώσω ένα φιλί!”. Όταν ρώτησε γιατί, της είπε ότι είδε την εργασία της στο ιστολόγιο του σχολείου.

Dave Ames, Great Britain

As a member of the Computers At School (CAS) Manchester Regional Centre, I was lucky enough to accompany a number of students from the University of Manchester to Malawi for 3 weeks. The trip was a first of its kind both for the School of Computer Science at the University and the CAS Regional Centre. The purpose of the trip was to allow the students and accompanying staff to do volunteer work for the charity Ripple Africa (rippleafrica.org) in Secondary and Primary schools, introducing students to computer science.

It took very little effort to get the schoolchildren interested and engaged with Scratch, even though some had virtually no experience using a computer.
Within an hour most were modifying the code to make various things whiz round the screen, while more confident students were already experimenting with blocks we hadn’t used to see what the effects would be.

The fact that the University students felt confident enough to lead sessions based on a tool they’d never seen before also helps to show the power of Scratch. But none of these things come as a surprise after using Scratch for many years and knowing how quickly children can go from a standing start to sprinting ahead of their teachers.

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Jennifer Fenton, Switzerland

A group of technology teachers met to create a project that would celebrate Scratch during CodeWeek. We decided upon a ‘Flat Cat’ project, like the ‘Flat Stanley’ projects that had been going on for some time. Flat Scratch Cat would travel to different schools around the world with his passport and at each stop the school would create a Scratch project with the cat. Students would get to know each other through the projects and each visit would chronicled in a Scratch Studio.

Students loved the project and it brought everyone together to collaborate on what we would include in our chapter. The students took the cat home and took photos - all of which found a place in our contribution. Things went really well until Scratch Cat travelled to China. He was detained at the border and never heard of again. My students still talk about the project and our coding club has grown leaps and bounds because of this adventurous cat.

[scratch.mit.edu/studios/535223](http://scratch.mit.edu/studios/535223)
Here’s me, and my mom’s just given me: FREE TIME.
Yes!
So straightaway, I’m on the computer, on the web, and into Scratch.
I look at my notifications: 15 of them!
Wonderful.
And then I start reading through them all, and see that there are quite a few more users loving, favouriting, learning about me and following me!
Eventually, the number of users I was friendly with rose, until I had what I liked to call a “Scratch Friends Circle.”
Eventually, me and my Scratch Friends ended up working together to create awesome studios!

Barbara Tennyson, United States

As a Scratch using educator for a decade now, my favorite moments are watching my students joyfully engage with the Scratch platform. They have loved working together to solve both artistic and programming challenges. We have been lucky enough to incorporate both Lego WeDo and Makey Makeys and the projects those products allow for truly engage my students and naturally push them to learn more about programming to get their projects to do what they have imagined.

Engaging with other Scratch using educators at the Scratch conferences and Meetups is another joy. No other program that I teach with has such a strong committed and engaged following.

Love, love, love Scratch!
Genevieve Smith-Nunes, Great Britain

I have been using Scratch in my classroom since 2009 from little simple beginnings to now controlling LEDs and more. I am a huge advocate of physical computing or “the touchable universe” as Alex Shaw calls it. The ability to use graphical block to control lights, motors and other sensors really enables students to see the code in action. Not only working but where they need to fix or debug something. The project Connecting Worlds highlights all the amazing learning journeys that Scratch can take you on both as a learner and as a teacher.

From Reception through to grade 6 classes using Design & Technology with computing to develop a new or a deeper understanding of the subject. Laser cut bugs to light up world maps to Fairground rides, all developed with the rigour of D&T and accomplished through the use of computing. Apart from all the learning this was such a fun module to teach. Showing the Primary ITT (initial teacher training) Students the pitfalls and challenges of computing in the classroom with the added bonus of electronics. The joy and genuine surprise at getting the LED to change colour shows Scratch is not just for kids.

Sue Miles-Pearson, Great Britain

This year was the first time I have tried bringing coding into the teaching of Design & Technology within a cross-curricular program which was being taught by my third year trainees in a local primary school. Even though some of the trainees were dubious as to whether they would be able to teach coding, it was a resounding success; the schools where my trainees were working are now buying the IT coding equipment they need to move computing forward.

By using coding alongside designing and making in D&T, I feel that we are really advancing the subject with the technology of the present day. I was surprised that even by using simple coding it really brought the designs to life, incorporating either movement, sound or lights. The trainees that were teaching the grade 6 pupils were particularly successful, as they got the children making fairground rides.
Edurne Martínez, Spain

I wouldn’t believe that programming could be fun, even less for youngsters, but when I came into play for Fundación Orange, I realized how much we can do with Scratch. Beside my group of students, I got into a virtual experience that helped me to think, try, make mistakes and learn. Fiddling with sprites and learning by doing, the most creative side of myself came out. Honestly, getting started with Scratch is an experience that I’d always recommend.

Giulia Olivares, Italy

Dopo un laboratorio sul backstage di Lola Slug con Scratch, una bambina mi ha detto: “Ma lo sai che quando ho visto la tua app volevo comprarla, ma poi ho scoperto che posso farmene una tutta mia!?!?”

Rosie Corderoy Conway, Great Britain

My favourite moment of using Scratch was when I started to discover how many different things you could accomplish, rather than just making games, thanks to the online community!
Matt Earl, Great Britain

In my first year of teaching Scratch with Technology Volunteers, one child, who had learning difficulties, was struggling in one of our workshops. I decided to spend the majority of my focus on her and in the end she successfully completed the task. She was so excited and extremely thankful, stating she wouldn’t have been able to do it without my help. This made me very happy and inspired me to continue volunteering the following year. I am now a Project Leader of Technology Volunteers.

Barbara Jane Ericson, United States

I have been using Scratch since 2006. It was a hit in our first computing summer camp for middle school students, even though they all killed the cat. They ran it over and had it fall off a cliff. I was also introducing teachers to programming and had tried many things: Java, Python, and Alice. Text languages were too hard and frustrating for them and Alice had a steep learning curve. With Scratch they could create things right away and see how fun programming could be. Thanks for creating such a great tool!

Cynthia Solomon, United States

I was teaching seventh graders in 2007-8 and introduced them to Scratch and the Scratch website. One day two of the boys heard me discuss sharing projects with other Scratchers. They piped up and said they tried but their project got rejected. I thought “How interesting?” and asked “Well what was your project and can you show it to me?” “Sure,” they said.

What they showed me was a donkey humping an elephant. I burst out laughing as I do every time I think of this interaction. Internally I congratulated the Scratch team for maintaining a safe place for kids of all ages.
Back in 2013, little was said about Scratch in Brazil. I wanted to spread the word to share what I had just learned. I did not have a school or formal space to host a Scratch Day, so I did it at home. I invited my nine-year-old niece’s classmates. I contacted the mothers to explain what their children would be doing. It was quite difficult to explain: it would be like a birthday party, where the children would learn how to code. I asked them to bring their laptops, but many of them didn’t have one. So I borrowed computers from my family and friends.

My favorite thing about Scratch Day is the party atmosphere, this happy commemoration connecting children, students, teachers, and parents. It is a spirit of cooperation, sharing, learning, creativity, and happiness that goes beyond the boundaries of countries and cultures. It is just wonderful to participate in an event like this.

Alain McCullagh, France

Je suis très fier d’avoir en ma possession un bulletin scolaire de 1985 (agé de 6 ans à Dublin, Irlande) qui raconte mon “vif intérêt pour l’informatique” (“a keen interest in computer work”). Certaines choses ne changent jamais. “Go raibh mile maith agaibh” (“merci” en gaélique) & “breithla shona daoibh” (“bon annif !”) Logo + Turtle, de la part de ce petit garçon irlandais qui a pas mal grandit depuis ! Quelques 3 décennies plus tard et j’habite Orange dans le Sud de la France, et je suis également désormais fièrement français. J’ai eu le plaisir de découvrir notre écosystème français autour de Scratch, avec tant d’acteurs impliqués, ainsi que tout un maillage inspirant d’individus, initiatives et idées qui ne cessent jamais d’innover ici, en Europe, et partout autour de notre planète Scratch!
Et pourtant, ça reste près de chez moi en même temps : il n’y a pas une plus grande joie que d’aider à l’école de mes enfants (eux-mêmes de 8 et 5 ans maintenant), dans nos Code Clubs aux alentours, ou parfois plus lointain. Ayant peut-être d’abord refusé de donner la réponse “simple” face à une question des enfants devant un écran avec Scratch, il n’y a pas d’autre instant comparable ou aussi touchant que ce moment où on entend les mots “J’ai compris!” et de voir des visages s’illuminer avec la joie de la compréhension, un apprentissage auto-dirigé. Merci beaucoup et bon anniversaire Scratch!

Clare McInerney, Ireland

We started a Scratch competition in Ireland and held the first national finals in IT Tallaght in 2010 on Scratch Day. For this competition we received 69 projects from 12 different schools and organisations. The Scratch competition evolved and grew in popularity over the years with the Irish Computer Society managing the competition from 2013. We introduced an outside school category to cater for entries received from Coder Dojo, After School Coding Clubs etc. We have built lasting friendships with judges that volunteer their time for preliminary rounds and national finals judging. In 2017 we received 544 entries from 103 schools and organisations. We added a special needs category to the competition for 2016-2017. We’ve seen some amazing Scratch projects from students and continue to be entertained and surprised by what we see each year. Long may the Scratch-ing continue!
Sam Edwards, Great Britain

My favourite Scratch memory was meeting the two brothers, Andrew, 7 and Peter, 9 at the BBC Open Centre in February 2011. The photo shows the first time we met. I loved how passionate they were about creating new things, and thought it was really amazing that afterwards they set up an after school club to share their enthusiasm with other children. From a personal perspective - getting the opportunity to teach in a high school in New York and going to the European Scratch Conference in Barcelona during my final year of Warwick University were both incredible experiences. These visits taught me so much about education and how we can help the next generation of children get more passionate about technology! Thank you Scratch team!

Philip Bagge, Great Britain

Before the Easter holiday my class of 7-8 year old pupils at Calmore Junior School had enjoyed a couple of lessons making their own music machine. After the holiday was over two pupils came up to me and told me they had downloaded Scratch and created their own version of the music machine. In quick succession two more came up and told me they had done the same. After the fifth pupil had come up and said the same I asked the class how many children had made their own music machine. Eighteen hands out of a class of twenty four pupils went up. I wasn’t surprised that some had wanted to use Scratch, it is a wonderful creative tool. I was surprised that so many had downloaded Scratch 1.4 without my prompting or letting them know where to find it and persuaded their parents to install it.
Since then I have seen so many times how the power of creating digital artifacts through the logic of programming has grabbed children’s interests but I still remember that day when I first realized how powerfully Scratch could motivate pupils.

Alberto Barbero, Italy

It was a few years I was using Scratch at school with my students and Barcelona was my first Scratch Conference. It was really great for the people I met and the energy I got from them. A big community devoted to the education of the kids of the future. Since that, every conference is a “rendezvous” not to miss, when possible. Keep on Scratching!

Russell Harkin, Great Britain

We have used Scratch in Grades 2 to 5 for several years. Through its use, children have been introduced to many programming concepts, with projects including creating a music machine incorporating sounds imported from other applications, an animation with dialogue of a fairy tale and a two-player interactive game.

Scratch has certainly helped in developing their creativity and problem-solving skills. However, most importantly, they have learnt while having fun. If they come into the ICT suite and realise they are going to “do Scratch,” the almost universal response is “yes, Scratch!” with an obligatory fist pump.
What I have loved most about Scratch is the community itself, and how the community is an integral part of Scratch. It’s wonderful that the community has grown and developed simultaneously with the Scratch language on the Scratch website. The structures in the community site promote sharing and collaboration of projects amongst Scratchers. Remixing projects is actively encouraged, and highlights the importance of recognising and respecting other people’s work.

Scratch is truly a creative learning community where participants choose the direction of their learning. It enables Scratchers to give support to and receive it from their peers, gain recognition from their peers, build confidence in their own abilities, develop their communication skills, learn to collaborate with others, and - it’s important not to forget - have lots and lots of fun.

Happy 10th Birthday to Scratch, and a very happy 10th Birthday to the Scratch Community, and its friends and family all around the world.
My 8th grade English students each wrote a novel during NaNoWriMo (National Novel Writing Month), which occurs in November each year. They finished just in time to join the Hour of Code in December, but we extended the “hour” to a full three weeks. Using their own novels as the inspiration, each student used Scratch to design and code a computer game based on the main character and storyline of their novel. They learned a lot about coding while also reinforcing literary elements like protagonist, antagonist, conflict, plot, and resolution. They also discovered that proofreading is important in coding, just like in writing! Some students participated in our district’s Innovation Showcase, where they shared their novels and Scratch games with the public.

Scott Crowther, Great Britain

I have 3 sons ages 10, 8 and 5. As a family we love rocking up to the CoderDojo events in Coventry, UK to be Scratch creatives. Scratch on Chromebooks and ScratchJr on an iPad are used to build games, mazes and animated movies. One particular week they got ultra motivated and all chose to submit their projects as school homework. They each won additional recognition from their teachers, and they got the chance to demonstrate their games to their classmates. Brilliant for initiative, creativity and self-esteem. Go Scratch, you’re building positive futures here.
Rebecca Ferguson, Great Britain

Here is a picture of my favourite memory from the Scratch conference in 2013. My son, Jacob, celebrated his 13th birthday at the conference, got to be a session presenter and met Mitch Resnick.

Melissa Nordmann, United States

I had a student that was a truant. He rarely came to school and was constantly in trouble with the authorities. He started my class and found programming. He not only started coming to school on a regular basis but would skip physical education to come to my room. I asked him why had he started coming to school. His reply - “I come to school to program.”

I had another student that was autistic. He had funny tics and mannerisms. The other students found him annoying. We started programming and this kid found something that he was really good at for the first time. The other students began asking for his help with their programming. He felt that he fit in for the first time in his life.

A third student was angry. He felt, as a black teenager, the cards were stacked against him. One of his first programming projects was an animation showing that he was killed by a bullet. Programming opened a whole new world for him. He had hope that there were possibilities for him after high school. Five years later, he is enrolled in community college and doing well.
It may seem melodramatic say that Scratch saves lives but, for many students, programming makes a huge difference in their lives and opens a world of possibilities. Scratch is the language that makes it happen.

Margarida Romero, Canada

I fell in love at first sight with Scratch programming just as I had done when I first used Adobe Flash: a powerful tool for creating interactive programs “from Scratch” ;-) As a professor having the privilege to introduce future teachers to Technology Enhanced Learning, I was eager to introduce Scratch programming. I assumed that everyone would love at the first sight to play with the orange cat. While some future teachers were excited from the first click, other students who were not familiar with programming were reluctant to engage learning to code at school level.

I decided to write a children’s book for these teachers and parents who were unfamiliar with computer programming and use a more conventional support, a paper book, to introduce the main concepts through a family-oriented tale. Vibot the Robot has been used for introducing in-service and future teachers to programming and is included in story2code activities where participants develop creative programming activities based on narrative situations.

Last summer, I had the opportunity to introduce Vibot during the Scratch conference at MIT. Vibot was so happy to meet Mitchel Resnick, the famous orange cat and the Scratch team!
Derek Breen, United States

Shortly after arriving at the Cape Town Science Centre I met an older gentleman who was pushing a broom. He asked if I was the fellow who wrote a book about Scratch. I said I was and he told me he thought that’s the program his granddaughter used to make her own animated stories. I asked him to invite her, along with her family to the Africa Code Week launch event happening the next day.

Taryn told me about her latest project, an animated series based on a role-playing game she co-developed with Scratchers across several countries, then showed me the first episode of Colour Divide. Here was the American 40-something (so-called) expert suddenly confronted by a South African teen who was already a more accomplished animator than he hardly thought were possible within Scratch!

Now, whenever anybody asks the inevitable question, “What’s so great about Scratch?” I can tell them Scratch is SO GREAT because it enables children in Africa to compete with over-privileged white guys in America, and they don’t even have to wait until they grow up to find an audience for their wonderfully creative works. Now I hope, for all our sakes, that Taryn will write the next Scratch book!

Sue Gray, Great Britain

I joined the the newly formed Norfolk CAS Hub and was heartened to find there were others like me and that the first thing the Hub wanted to do was to organize a Scratch competition. Great! This was what I wanted. I found just three students
who wanted to create entries to the competition and we worked away during lunch breaks and after school on their games. This was really the first time that I’d explored Scratch and I found it fun, engaging, stimulating and easy to work with. We didn’t win at the competition but the students thoroughly enjoyed the afternoon at UEA and were immediately asking about the next event!

Suddenly, I discovered lots of ways to incorporate Scratch into my teaching. Prospective students from our feeder schools were invited in to spend two days working on projects in Scratch. We held a Scratch Day where all the grade 7 students spent a day working on a single project. We took part in the Hour of Code and I began working on my own Scratch project to make controller gloves.

I’ve learned to code with Scratch, taught with Scratch, discussed and promoted Scratch, made ‘physical’ projects with Scratch and continue to find new ways to use Scratch, inspired by the wonderful Scratch community. It’s been quite a journey, one that is not over yet, and one that I hope will continue for some time to come.
Rokhaya Soloange Mbengue, Senegal

Lorsque des jeunes filles arrivent pour un premier atelier d’initiation à Scratch, elles sont souvent assez sceptiques: ces petites figurines et décors à animer. Bon. Lorsqu’au bout de 30 mn des brouah brouah commencent à monter dans les petits groupes, on sent qu’il se passe quelque chose... Effervescence, finalement ce truc qu’on appelle scratch n’est pas si mal et voir même passionnant. A la fin des ateliers les questions fusent de partout… Initiation réussie et on espère avoir révélé des vocations de supercodeuses.

Notre plus belle surprise a été de voir dans l’équipe qui a gagné le 1er prix du concours national de robotique quelques unes des jeunes filles qui ont suivi une initiation au codage ! De la vraie graine de développeuses et ingénieures!

#womenempowerment

Sooxious Kim, South Korea

박사 공부를 시작할 때 알게된 ‘Scratch’는 제 인생에 많은 변화를 이끈 도구입니다.
저는 컴퓨터 교육학을 전공했고, 스크래치를 통해서 학생들이 자신의 아이디어를 표현하고, 문제를 해결하는 역량을 가질 수 있도록 가르치고 있습니다. 최근에는 대학생 비전공자를 대상으로 교양강좌에서 스크래치를 가르치고 있습니다.
학생들이 처음에는 힘들어 하지만 마지막 과제를 만들고 난 후, 엄청난 성취감과 스스로에 대한 자신감을 느끼는 모습을 보면서 저도 보람을 느낍니다.
Papert와 Resenick 교수님의 이상과 가치가 반영된 ‘Scratch’가 너무나 소중하다고 느낍니다.
앞으로도 스크래치로 학생들과 놀고, 창작하고, 표현하는 활동을 지속하라고 합니다.
특히, 빈부의 격차나 지역의 격차에 상관없이 모든 아이들에게 교육의 기회가 공평하게 주어질 수 있으면 좋겠습니다.
두 분 교수님께서 노력하셨던 것처럼 저도 제가 속한 대한민국에서 열심히 교육하겠습니다.
스크래치 10주년을 축하합니다! 전세계 모든 Scratcher 분들을 응원합니다!
Happy birthday Scratch!

Orange is grateful to the Scratch community for supporting us in spreading the digital culture.
On the occasion of the 10th birthday of Scratch, the organizing committee of Scratch2017BDX asked the Scratch community to submit favorite memories to be shared in book form at the 10th international Scratch conference in Bordeaux, France in July 2017. The Scratch Tales project was born: scratchtales.org

Editors: Genevieve Smith-Nunes, Mags Amond, Margaret Low, Derek Breen and Joek van Montfort

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Scratch is a project of the Lifelong Kindergarten group at the MIT Media Lab. It is available for free at scratch.mit.edu.

A collection like this is never complete, and not all stories submitted could make it to the book. Read on and contribute your own story at scratchtales.org to share in the remix spirit of Scratch. Forever!