## Lesson Support for Stage 3: Building

**Approx. Duration: 1-2 hours**

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| **Learning Objectives:** | ▪ To work collaboratively to build within Minecraft: Education Edition<br>▪ To follow a plan to build accurately within Minecraft: Education Edition |
| **Areas of Learning and Experience:** | The steps within this stage offers opportunities to develop:<br>▪ **Science and Technology**: Design thinking, and engineering offer technical and creative ways to meet society's needs and wants |
| **Cross-curricular skills:** | The steps within this stage offers opportunities to develop:<br>▪ **DCF**<br>o **Interacting and collaborating**: Collaborating<br>o **Producing**: Creating digital content<br>▪ **Numeracy**: explore concepts related to geometry and measurement such as size, shape, symmetry, scale, length, dimension, distance, position, viewpoint and time |
| **Guiding Ideas / Possible questions to ask:** | Remind groups to refer to their success criteria and plans throughout the lesson<br>Use the most appropriate blocks for the required materials |

## Introduction / Starter

Recap on success criteria and plans, reminding learners to refer to these and monitor progress to ensure their build is on track.

Discuss expectations of behaviour during the build, e.g. staying in your group's area. Ensure groups have allocated tasks and that each learner is aware of their role.

| Learner Activities | Differentiation | Achievement outcomes |
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| **Step one** | | |
| Groups connect to a shared Museum of Wales world on Minecraft: Education Edition and decide where to build their scaled down exhibits of Wales. | Mixed ability groups to support each other, with teacher guidance when necessary | ▪ To successfully communicate within the group to plan the development of a shared world |

**Assessment Opportunities**

- Can learners communicate effectively with the other groups and take responsibility for their roles?
- Do learners appreciate that they have individual accountability and group accountability too for the build?

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| **Step two** | | |
| Groups begin to work on their plan and build the chosen features, considering what materials will best represent their research findings. | Mixed ability groups to support each other. | ▪ To follow a shared plan<br>▪ Supporting and communicating with others in a group |

**Assessment Opportunities**

- Can learners work together to create a shared build, following a planned procedure?
- Can learners communicate the outcomes of their research findings and decisions effectively?

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| **Step three** | | |
| Periodically check on progress and reset actions with respect to the timeframe. (Teacher can achieve this through close monitoring or whole group intervention.) | Teacher input<br>Outcomes | ▪ To evaluate progress against the success criteria |

**Assessment Opportunities**

- Can learners evaluate their progress, recognise if they are on track, revise their work based on feedback and identify next steps?

## Plenary

Ask the learners the questions below:

- What progress have you made today?
- What do you still need to complete?
- Are you on track according to your plan?
- Have you needed to adapt the plan? Why?
- Does everyone know their role?
- Did you achieve your target for this lesson?
- Do you need to reassess the timeframe or adapt the build?

## Key Vocabulary:

- Plan
- Tasks
- Collaboration
- Responsibility
- Progress
- Timeframe
- Materials

## Resources / Supporting files:

- 'The Museum of Wales' Minecraft world
- Work from previous lesson (plan and success criteria)
- Devices with Minecraft: Education Edition installed