

## Lesson Support for Stage 3: Building

**Duration:**  
**Approx. 2 hours**

### Learning Objectives:

- To set rules for a collaborative build
- To work collaboratively to build the zoo

### Areas of Learning and Experience:

The steps within this stage offers opportunities to develop:

- **Expressive Arts:** Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

### Cross-curricular skills:

The steps within this stage offers opportunities to develop:

- **LCF –**
  - **Speaking:** Collaborative talk / Questioning
- **DCF -**
  - **Interacting and Collaborating:** Collaboration
  - **Producing:** Creating, evaluating and improving

### Guiding Ideas / Possible questions to ask:

Remember to follow your plan.  
Remember to stick to the rules.  
Can you work collaboratively to solve any problems?

## Introduction / Starter

Teacher will set up a world.

Teacher will use border blocks on perimeter of zoo:



## Student Activities

## Differentiation

## Achievement outcomes

### Step one

Class discussion (via conversations in Teams if running as a Distance Learning project) about rules for the building session.

For younger learners this could be done in a poll e.g.

*Which of these rules do you think are important? (select as many as you want)*

*-don't break other people's work*

*-be kind*

*-don't spawn lots of animals everywhere*

*-have fun*

Format used to decide on rules  
e.g. learners to write individual  
list of rules/poll/discussion.

- To decide on rules for the build session

## Assessment Opportunities

- Are learners able to re-call important aspects of the citizenship strand of the DCF framework?

### Step two

Join code to be shared via Teams.

Learners will be given a time when to join the world.

Learners to build their enclosure following their plan.

Learners to help each other out and work collaboratively to solve problems.

Teacher guidance as required.

- To build the zoo

### Assessment Opportunities

- Teacher to overlook the building work, monitor chat and give guidance and support to learners that need it.
- Encourage learners to work collaboratively to solve problems.

### Step three

Learners will use boards or signs to write information about their animal and place them by their enclosure.

- To present information about an animal using boards and signs

### Assessment Opportunities

- Are the learners able to re-call the knowledge gathered in the research session?
- Are they able to summarise key points?



## Examples

