Lesson Support for Stage 3: Plan & Building item 2 – Place

Lesson Duration: Approx. 3+ hours[1]

Learning Objectives:	▪ To produce an information document ▪ To create a success criteria ▪ To create a plan and build schedule ▪ 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: ▪ **Humanities** - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future ▪ **Language, Literacy and Communication -** Expressing ourselves through languages is key to communication
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Literacy –** developing oracy through discussion, listening to and debating different viewpoints ▪ **Numeracy** – Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world ▪ **DCF** – o **Interacting and collaborating:** Collaborating o **Producing:** Creating digital content / Evaluating and improving digital content
Guiding Ideas / Possible questions to ask:	How will you represent your item in Minecraft: Education Edition? How will you share information about your item? What tools or programs will you use? Remind groups to refer to their success criteria and plans throughout the lesson.

[1] **Depending on the age and ability of your learners, the steps detailed in this lesson plan could be split over a number of lessons, rather than one long lesson e.g. 1) Creation of information document 2) Plan, schedule and success criteria 3) Build**

Introduction / Starter

Recap on the final objective and success criteria established last stage.

This stage will focus on the '**place'** learners have chosen to represent their topic.

Learner Activities	Differentiation	Achievement outcomes
Step one (Information document)		
Ask the learners to access their research notes about their '**place'**. Encourage them to use this information to create an information document explaining what the item is and why it is representative of the topic. Office 365 tools such as Word or Sway could be used for this information document. Encourage the learners to begin to compile two success criteria's 1) for their build 2) the information document	Show examples of information texts to focus ideas. Support to construct success criteria if necessary.	▪ To create an information document about chosen item ▪ Learners begin to create **Success Criteria** to support their information document and build

Assessment Opportunities

- Can learners choose an appropriate program to share information?

Step two (Plan & Success Criteria)

Inform the learners that they are going to use their research to design a plan for how they will build their item in Minecraft: Education Edition. Advise learners that they should consider the area and perimeter of their build during the planning stage. Encourage learners to consider how they will represent the area on the squared paper, e.g. one square represents $1m^2$. Inform learners that most blocks in Minecraft have a volume of $1m^3$. Instruct learners to use squared paper to plan their designs. Plans should include: ▪ Size, area and perimeter of the build ▪ The blocks that will be used to create specific features Encourage the learners to use coloured pencils to identify the various Blocks they intend to use. Also, to label their plan indicating features and materials to be used. Ask the learners to review their plans and ensure that all relevant features are included from their draft S**uccess Criteria**.	Teacher and peer support when needed.	▪ Learners create detailed plans ▪ Learners review plans and complete **Success Criteria**

Assessment Opportunities

- Can learners create an achievable plan?
- Self-assessment – ensure features from **Success Criteria** are included in plans

Step three (Build Schedule)

Ask the learners to think about their strengths within Minecraft. Encourage the learners review their plan and consider the process of the build to plan what they will do, when to do it, what blocks they will use. Reinforce to the learners that they should consider the build process step by step. Now ask the learners to challenge themselves and think carefully about how they will structure their work and create a schedule (ordered list of tasks) for their build.		▪ To create a **Build Schedule** for building

Assessment Opportunities

- Are the learners able to work in stages, ensuring the whole plan is built?

Step four (Build)

Instruct the learners to create a new world, titled 'Time capsule' Ask the learners to implement the build of their **item** by beginning to work through the steps in their **Build Schedule** and follow their plan.	Teacher and peer support when needed.	▪ Implement their build following their plan and **Build Schedule**

Assessment Opportunities

- Can learners follow their plans and **Build Schedule** to build an accurate representation?

Step five (Evaluation)

Guide learners to check their plans and **Build Schedule**, to evaluate their progress so far against their S**uccess Criteria**. Learners could complete some peer assessment at this point.	Teacher and peer support when needed.	▪ To evaluate progress against the **Build Schedule** ▪ To evaluate their work against their **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:

- Did you include relevant information in your document?
- Does your build accurately represent the item?
- Did you achieve your target for this stage?
- What are your priorities for next stage?

Key Vocabulary:

- Plan
- Schedule
- Success Criteria
- Tasks

Resources / Supporting files:

- Work from previous lesson (research notes)
- Devices with Minecraft: Education Edition installed