Lesson Support for Stage 2: Planning

Duration: Approx. 2+ hrs

Learning Objectives:	▪ Make decisions about what to include in their Minecraft: Education Edition build and why? ▪ To work collaboratively to create a detailed plan of what they are going to build in Minecraft: Education Edition
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Science and Technology** - Design thinking and engineering, offer technical and creative ways to meet society's needs and wants ▪ **Health and Well-being** - Our decision-making impacts on the quality of our lives and the lives of others
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Numeracy -** Learning about geometry helps us understand, shape, space and position, and learning about measurement helps use quantify in the real world

Introduction / Starter

Inform the learners that now they have carried out their research it is time to focus on the planning aspect of the project.

Divide the class into working groups for the remainder of the project. Instruct the learner to develop a group collaboration contract. Asking them what makes successful collaboration? Use this to establish ground rules of how the group will work together.

Learner Activities	Differentiation	Achievement outcomes
Step one		
Inform the learners that they will need to watch the two video clips about two tourist information centres in England. Encourage learners to make a list of the features they see and hear about, that make the information centres successful, also consider what aspects you would like to see in your centre. ▪ Clip 3 ▪ Clip 4		▪ Learner groups will have a list of aspects they would like to include in their tourist information centre for Wales
Step two		
Using the list from Step one as a starting point for your areas/tourist attractions, consider and decide exactly what you need to include in the group plan.	Provide a list of additional facilities needed – toilets, refreshments, souvenirs, parking spaces etc.	▪ Learner groups decide exactly what rooms, areas and facilities to include in their build

Assessment Opportunities

- Reflection – have they included all required features

Step three

Based on the Steps one, two and research decisions from Stage one, design the layout of the Tourist Information Centre on graph paper where one square is the same as one block in Minecraft: Education Edition (scale in Minecraft: Education Edition, e.g. 1 block = $1m^3$) Explain that they need: ▪ To plan and design the building with specific areas for visitors to interact ▪ Consider the space needed and the desired experience for visitors using scale ▪ Evaluate the effectiveness of the design for access and hospitality Furthermore. advise learners that they should consider the area and perimeter of their build during the planning stage. Encourage learners to calculate and include the volume of their building in their plans. Also, learners should include the blocks they will use and label their plan indicating features and materials to be used.	By outcome.	▪ Learners have a detailed plan on graph paper to scale and labelled to indicate what will be in each area

Assessment Opportunities

- Accuracy of scale drawing where one square equals 1 block

Step four

Self-assessment task – Focus Questions to assess the effectiveness of the plan 1. Does the drawn plan include everything I wanted to include? 2. Have I provided enough space for access? 3. Is there enough space for a 52-seater bus? 4. Is there adequate parking space for buses and safe walking spaces? 5. Have I considered how to make a visit a positive and worthwhile experience?	Provide a checklist.	▪ Learners will have critically assessed their plan and adjusted according to their evaluation

Assessment Opportunities

- Have learners modelled empathy for others in their design?
- Have learners engaged pro-socially with the different contexts?
- Are learners able to make appropriate changes following feedback?

Step five

Encourage learners to develop a project schedule (To Do List) also learners should consider the different roles needed and assign a role to each team members, for example: ▪ Team leader (sets up the world, exports etc) ▪ Timekeeper (reminds team of benchmark times to complete the stages) ▪ Recorder (notes aspects to include with details) ▪ Encourager (helps team problem solve in a positive manner) ▪ Researcher (use digital tools to research any additional aspects for the group) Instruct learners that they should also develop a success criteria for their build in addition to the project schedule.	Teacher guidance as necessary	▪ Learners will assign roles if working collaboratively ▪ Learners develop a success criteria for their build

Assessment Opportunities

- Are learners able to compile a coherent project schedule?
- Are learners able to organise themselves into appropriate roles within a project group?
- Are learners able to compile a logical success criteria for their build?

Plenary

Ask the learners the questions below:

- What extra facilities did you need to include in your plan to ensure the health and well-being of visitors?
- What problems did you encounter and how did you overcome them?
- How will creating a scale drawing help you with your build?

Key Vocabulary:

- scale drawing
- facilities
- desired experience
- access arrangement
- refreshments
- safety and well-being

Resources / Supporting files:

- Need to draw up a checklist
- Appropriate graph paper