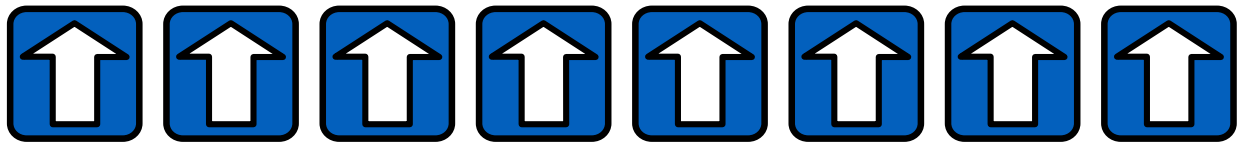
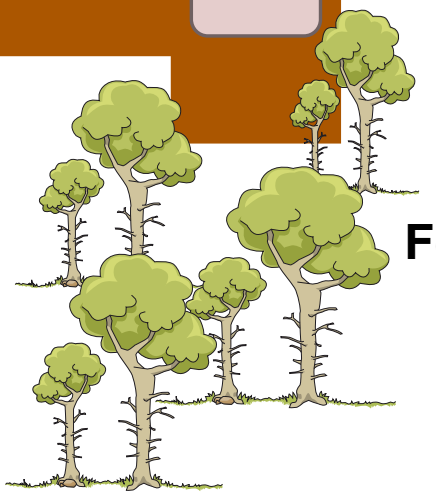
VALENTINE'S DANCE



School

Flower garden

Library



Forest

Lesson name: Valentine's Day Dance
Topic: Computational thinking (CT)
Giving instructions with arrows

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What level?

Primary school: Jr. Inf – 1st class

Where ties to curriculum?

Maths talk, problem solving
Communication, teamworking skills
Art (draw your own destination)

Learning objectives / intentions

CT - Decomposition: Learning to break problem into smaller parts, **CT - Evaluation**: is the solution correct/other possible solutions, **CT - Algorithm**: specifying a sequence of steps for someone to follow. Other: Teamwork

Resources needed

"Valentine's Dance" printout for each pair, scissors, pencils, bluetac to stick arrows on the sheet

Prior knowledge required

Do the task "Valentine's Day crossroads"
Left, right

Activity

Each pair of pupils gets a "Valentine's Dance" printout. Instruct pupils to cut out the images at the top. One pupil is to decide the location where the Valentine's Dance is and where Aoife the Beaver will start her journey. The other pupil should place the arrows so that they guide Aoife to the dance. Then swap roles.
Encourage pupils to discuss during the activity: can you find another way to get there? Can you explain verbally how Aoife walks along the route using terms: "turning left", "turning right", "continues straight", "turns back".

Differentiation

Early finishers can decide what the bottom middle destination will be (e.g. home) and can draw an image for it.
Can the arrows be arranged so that every arrow s used (or as many arrows as possible) to make a path from the start location to the finish location?

Learning outcomes / assessment / success criteria

Pupils learn: to break a problem into smaller steps, teamworking skills when working in pairs, learn orientation, and explaining verbally: turning left, turning right, continuing straight, turning back from the point of view of "Aoife the Beaver".

Reflection and feedback

Discuss with the class: e.g. what was easy and what was difficult about this activity, how was it to work in pairs, where have they given instructions in real life, discuss about arrows used to show direction.