

Lesson 1

This lesson is about researching your chosen sport or game so that the children are familiar enough with it to be able to write precise instructions in subsequent lessons.

n.b. always log in to your account before starting teaching to ensure you have access to the videos.

Introduction (15 mins)

Watch the **Project Introduction video** which explains to the children that they are going to be writing instructions about an historical game or sport.

Have some ideas for instructions written on paper which children can pull out of a hat (or use the ideas on the IWB) These should be instructions that the children should have some idea about but are *unlikely to be able to give very clearly*, e.g:

- A guide to changing a wheel on a car,
- How to build a house,
- Look after plants properly,
- Make your own pencil,
- How to train for a marathon

(Note the range of language here, to begin modelling that not all instructions have to start with 'How to...')

Working in groups have one child per group choose an instruction out of the hat. That child then has to tell the group how to change a wheel, build a house, etc.

Take whole-class feedback. Were any 'instructors' able to give precise instructions? Why not? Draw out that we need to know how to 'do the thing' ourselves before we can instruct someone else how to do it.

Visit <http://www.ataleunfolds.co.uk/training> for class workshops and teacher training.

Main (20 mins)

Provide children with the **Lesson 1 Infographic** sheet for your chosen historical game and, if you have any, reference books and/or internet hyperlinks (use QR codes to quickly guide children to the sites you want them to visit).

Split the class into five groups to focus their research:

Who played the game, and when?

What is needed?

How is the game played?

What is the aim of the game?

Tips / extra information

Each group completes only their section on the research sheet.

Plenary (25 mins)

Use the 'envoy' model of organising groups to efficiently share the research. Having shared their own research within their group, each group sends an 'envoy' to collect research from each of the other groups.

The envoy's job is to listen to that group's findings, then report back to their original group so that they can make notes on their research sheet to complete the sections they did not research.

The children who are not chosen as envoys will report their own findings to envoys visiting their group.

