

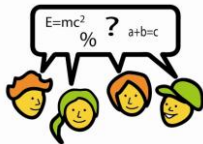



COLOURFUL CASTLE

| | | | | |
|--|--|--|--|---|
| Age group | Primary, Grades 1 - 3 | | | |
| Competency features | Common goal  | Flexible response  | Group atmosphere  | Feedback  |
| Aims | <ul style="list-style-type: none"> ▪ to gain experience while working on a challenging group task ▪ to distinguish between basic geometric shapes and colours ▪ to develop communication skills | | | |
| Timing | 30 - 45 minutes | | | |
| Location | indoors | | | |
| Resources & materials | Castle Worksheet, scissors, envelopes, sticky tape | | | |
| Description | | | | |
| <ol style="list-style-type: none"> 1. Teacher makes a sufficient number of copies of the Castle Worksheet; she cuts them as directed, inserting the pieces in envelopes. Each group shall have a full set. Teacher will have arranged the classroom so that each group has enough room for work, and cannot see what other groups are doing. Teacher displays a copy of the Castle Worksheet away from the classroom, putting it down somewhere suitable or fixing it up on the wall. 2. Teacher splits the pupils into groups of five at the most, and tells them: <i>"Surely you know from fairytales that if a prince wants to get a beautiful princess, he needs to overcome a number of obstacles and perform a number of tasks. Sometimes, he does it on his own; sometimes, he has some helpers on hand. Like, a squad of helpers – and that is what you are now, a squad to help the prince. The beautiful princess lives in a colourful castle that she will only leave and go with the prince to his country if she could live there in a very same castle. Her dad, a mighty king, is prepared to help. He will provide all the construction materials to build a copy of the castle, and here is where you come in. There is a catch, though: Several princes are after the princess, and she will only have the one who will be the first to have her colourful castle"</i> | | | | |

built."

3. Teacher explains the rules:

"Now, one by one, the person representing your group – a spy - will go out in the hallway to take a look at the castle our princess lives in. You will need to remember as much as you can about it before returning to your group and describing what the castle is like. The spy then tells his group how to construct a copy of the castle, using the building blocks you have. However, the spy is not allowed to touch anything. He can only talk about how the castle ought to be built, while the others work on it, taking the blocks and putting them in their place. Everyone in your group, except the spy, can add, move, replace, turn or remove the blocks in order to build the colourful castle for the princess.

4. *If your squad gets stuck, not knowing what next, you may send out another spy to take a look at the castle. You will be taking turns as spies. As soon as the castle is complete, you will call me for inspection. I will check that the castle is built well.*
5. *Do not forget: The prince is a chum of yours, and you – the squad – want him and nobody else to get the princess!"*
6. Teacher double-checks whether her instructions were clear and everyone understands the rules before starting the exercise. While the activity is underway, teacher makes sure that the rules are being complied with. She pays attention to what is happening and makes notes to use later in feedback.
7. When a squad calls in that it has finished, teacher makes sure all the blocks are in their right place. What the group has produced must be identical with the original castle. Should they fail to be true to the original, teacher tells them so, bidding them to return to work and make good.
8. Depending on the time available, teacher may either let everyone finish, or terminate the activity once at least one group is done with the task.
9. Teacher commends the effort of all the pupils, and announces the winning group. She rounds up with a discussion.

Risks & recommendations

While checking on adherence to the rules, teacher is advised to focus on the spies taking proper turns and whether they touch the blocks once back with their group. They must provide verbal guidance only.

| | |
|-------------------------------|--|
| Feedback | <u>Questions for discussion:</u> Are you happy with what your group has achieved? Whilst you were at it, what was easy and what was difficult, and why? Was there anything interesting you learnt while tackling the task? Were there any surprises? |
| Application in classes | math; basic learning |
| Notes | |

Worksheet

CASTLE

