**Sample lesson plan for generating complex ideas about your Framework: play**

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| **Lesson objective:** To explore the ways in which the idea of play can act as a metaphor for freedom, rule-breaking, and social cohesion |
| **Lesson starter** (up to 5 minutes) | Put the following prompt on the board / screen for students. *Think of a game, sport, or activity you loved as a child. What made it enjoyable or meaningful for you?* |
| **Teacher-led instruction / group responses**(up to 30 minutes)**Sharing ideas**(up to 5 minutes) | **Introduction to the concept of play:*** Briefly discuss the roles play can serve in different cultures and societies, as a way to learn, express freedom, or work through social structures.
* Why do we use the same word ‘play’ to describe imaginative games, sport and activities with rules?

**Resources:**The following websites offer a range of ideas about play:<https://theeducationhub.org.nz/what-is-play-and-why-is-it-important-for-learning/><https://www.child-encyclopedia.com/play><https://www.english-heritage.org.uk/learn/histories/board-games/><https://www.thoughtco.com/history-of-sports-1992447><https://images.scholastic.co.uk/assets/a/a6/a5/je1208a2i-inp-121895.pdf> * Prompt questions for discussion and notes:

(recommend that students use the resources above as a starting point to their discussions and ideas)* Can play be as serious as real life?
* Does the instinct to break rules reveal something about human nature?
* Is play practice for real-life roles, or is it an escape from reality?
* How does performance (theatre, TV, film) tell us about the human capacity to play?

**Broadening out these ideas:*** Offer students the following questions and ask them to relate this to the ideas from their previous discussions. It is recommended that students should be asked to make notes from all of the lesson in journals that they can return to.
* Students should be reminded that at this stage, they could and should draw upon all of the definitions of play, rather than a single focus or interpretation of the concept.
* How free is play, and how much is it influenced by rules, expectations or conventions?
* What might rule-breaking in play say about society?
* Does the digital shift in play and the huge popularity in online games change the way that we understand how to play?
* Do we lose the ability to play imaginatively as we age?

Groups or individual students should be invited to share one key idea from this task  |
| **Individual student task** (15 minutes) | Students write for 15 minutes engaging with the purpose of ‘reflect,’ using one of the big ideas discussed. They can consider employing or experimenting with some of the text structures and language features they have identified and discussed in their study of mentor texts.*It would be good to remind students of the need to consider the range of aspects of play and also to consider play over time. The resources listed in this lesson offer a range of examples of this* |
| **Lesson re-cap**(up to 5 minutes) | Remind students about the opening prompt for the lesson. Ask them to consider if they think that their initial responses were influenced by a particular aspect of play that is important to them now? Has their relationship to childhood play changed and why / why not? |
| **Individual student work outside the classroom** | Students are offered the choice to:1. Re-work their individual writing task and edit it for errors and to improve it
2. Do further research into the ideas from class and write them up to use in further tasks
3. To write on one of the prompt questions from the lesson in greater details

It is suggested that student work is completed in a journal or workbook that is brought to class each lesson. This forms a progressive record of their ideas and writing that can be re-worked and re-visited throughout the unit. |
| *Note: teachers can offer formative commentary or feedback on student work whilst students are completing their individual student task. Verbal feedback or simple annotation would offer adequate guidance and support as students draft and refine their ideas at this early stage.* |