

# Shape Explorers

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME  
10



### WARM UP: THE QUEEN/DRAacula SAYS

<b>This will happen:</b>	Students only obey the commands of Dracula by selecting and showing the correct 2D shape in the right position.
<b>Materials needed:</b>	Golden Chest. Each student's pocket/envelope contains a set of geometric shapes.
<b>Preparations in advance:</b>	New more complex geometric shapes can be added into the students' pockets/envelopes.
<b>Preparations in the space:</b>	Put the pockets/envelopes in the Golden Chest along with the items needed for the main activity.
<b>The space looks like this:</b>	Students are in a circle or standing behind desks.

#### GUIDANCE:

1. All the students find a space as in Session 1 (this can be in a circle or standing behind a desk). The Golden Chest is opened again and each student is given their pocket/envelope with the set of geometric shapes and the adult also has a set.
2. The students are told that today they must follow the commands of the Dracula but when the command does not come from him the students must not follow it
3. So, if the adult says, "Dracula commands you to find a circle," which the adult holds up, they should follow the command. Try this out.
4. The adult also explains that there also are extra commands that they must obey this time but only if "Dracula commands them". They say, "Dracula commands you to find a circle and put it above your head". Try this out. If Dracula does not command it, they should resist.
5. The adult continues using commands from Dracula (or from no one) using a range of prepositions (above, below, between, under, around, on, in, beside, near, far, on top of, beneath, inside, outside, next to) and the students must decide the correct ones to follow.
6. When the warm-up is finished, the students should place all their shapes back in their own envelope and the adult should place them back into the Golden Chest.

### REFLECTION: SHAPE FEELINGS

<b>This will happen:</b>	The students share a shape which reflects how they feel, they draw the shape on a partner's back. Students guess their partner's shape.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Students are in a circle or standing behind desks.

#### GUIDANCE:

1. All the students come together and stand in a close circle or at tables depending on the space.
2. Ask them to close their eyes and to think about how they are feeling right now and to imagine a shape that describes their feelings.
3. The students are asked to open their eyes. Tell them to find a partner quickly – it should be someone next to them or very close. They should decide who will be A and who will be B.
4. Say that A will go first and demonstrate how they will draw the shape they have chosen on their partner's back with one finger. Student A must not reveal the name of the shape and Student B must not reveal what they think the shape is. When all the As have finished, invite the students to swap and remind them that the shape must not be revealed and no guessing should be shared.
5. Once all the Bs have finished their shapes, the students are invited to face each other and the adult invites Student B to guess the shape of Student A – they must not say if the guess is right or wrong. The students swap and Student A guesses the shape of Student B. Only then does the adult tell the students that they can share if the guesses were right or wrong.
6. Ask the students:
  - How well did they do with their guessing?
  - What helped them to guess the shape?
  - What were they thinking when the finger was drawing on their back?
  - Which shapes did they choose and why?

### NOTES

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### MAIN ACTIVITY: SHAPE EXPLORERS OUTSIDE

<b>This will happen:</b>	The class receives another letter. Students use Shape Finders to explore shapes outside, they record them in their shape discovery books. They compare their findings with those from the previous day and they create a map of their findings.
<b>Materials needed:</b>	2D shape finders – each group will need a full set of the selected shapes (include any new ones to offer challenge). Flipchart/whiteboard/smartboard and writing utensils. Shape discovery books and pen/pencil (one for each student). Golden Chest. A letter for the class. Group numbers to go into the playground. Large sheets of paper (A1 or A2) – 1 sheet per group. A ruler for each student. Lots of coloured pens or pencils.
<b>Preparations in advance:</b>	<p>Create a letter for the class in a large envelope with the name/number of the class written on it and write the letter below and place it inside.</p> <p><i>Dear Class, You have made a brilliant start as Shape Explorers and we have more work for you to do. In this envelope you will find some numbers - there is one for each group. Your first challenge is to find your group number in the playground [or another space]. This is where you will begin. Using your Shape Finders we need you to work together as a group to discover more shapes. All the shapes you find must be recorded in your shape discovery book – you can write down what they are and their shape names or you can draw them. Your group should try to find at least 10 shapes but there should be as many different types of shapes as possible – all of one shape just won't do! But so that we know where to find them again you need to record where you found them – you might want to use some of the words from the warm up if that helps! [this task can be removed if it is really too difficult] Are you up for the challenge?</i></p> <p>Group numbers to go into the envelope with the letter. Place the envelope in the Golden Chest. Group numbers to go into the playground – they can be printed on paper or drawn in chalk on the playground. Prepare the large sheets of paper for the map (A1 or A2) – 1 sheet per group with an X marked on to which illustrate the starting point for each of the groups. (A small number of other physical features might also be marked/written on the paper if necessary.)</p>
<b>Preparations in the space:</b>	Place the group number in different places in the playground.
<b>The space looks like this:</b>	Classroom and outdoor space.

#### GUIDANCE:

- The adult opens the Golden Chest once again and says that another letter for the class has arrived. The letter is opened and read out slowly and seriously to the class. Ask them:
  - What do they think about this challenge?
  - What is it that they have to do?
  - How will they record the shapes in their shape discovery books?
  - How might they record where they found the shapes? [only if this task is included in the letter].The adult can remind the students of the warm-up and the words that were used. They can share an example and/or ask the students for an example. For example, the window is a rectangle and it is IN our class. The sun is a circle and it is ABOVE us in the sky. The main instructions in the letter are shared again as a reminder.
- Ask the students to get into the same groups as yesterday. The adult again opens the Golden Chest and hands out the shape discovery books and a set of 2D Shape Finders for each group (new shapes may be introduced for this session). Each group then selects a number from the envelope. Ask the groups to discuss the task and to plan how they might work together to complete it. The adults offer support to groups if necessary.
- The students are invited to go outside to begin the task. They should be given time to work on it and to solve problems for themselves but the adults should check in and offer support where needed.
- After 25 minutes, the groups are told that they have 5 minutes left and then when the time is up, everyone goes back inside. Each group is asked to count how many of each shape they have found. The totals for each shape are recorded on the flip chart/white board/smartboard which should have the following heading: 'Shapes we explored outside'. The shapes can be recorded in a number of ways: either as numbers; in the format of a bar chart, the shape itself can be drawn and replicated as many times as is necessary depending on how many they discovered, or draw the actual shape and write the number they discovered inside it (the adults choose the approach which will work best for the class and they also decide whether they or the students do the writing up/recording).
- Ask the students to look at their information on the flip chart/whiteboard/smartboard. What do they notice? It may be that as explorers they found lots of one type of shape and not very many of another – why is that? Which shapes were the easiest to find and the hardest – why is that? Were any shapes impossible to find – where else might they have found these shapes?
- The adult then shows the findings from Session 1 'Shapes we explored in the Classroom/School' and asks:
  - What do they notice when they see the findings side by side?
  - Did they find the same shapes inside and outside?
  - Which shapes did they find the most of? Why?
- Next, say that each group is going to work together to create a map of the shapes they explored outside and all the maps will be displayed to help other shape explorers. Show the large sheets of paper and ask the students what the X means. This is the place where their group began [a small number of other physical features might also be marked/written on the paper if necessary]. State that each group should try to remember their expedition and record on the map where they found each of their shapes and then draw them on the paper. Offer the students a choice as to how they draw their shapes – free hand, with a ruler or they can use their Shape Finders as a template (this should take around 20 minutes).
- The class comes back together. Invite each group to show their map. Each group is thanked for their work and the maps are later put on display (the maps may be further developed/improved during Sessions 3 and 4). If time is short, each adult can work with half of the groups in the final part.