

Lesson 8 – Treasure Hunt



Survival

Grade Level:

Lesson Title: Treasure Hunt

Learning Objective:

- As a class/ small groups, determine 9 rights important to our survival and development
- Express ideas and opinions of children's rights to develop pupil voice
- Work as a team to succeed in a task

For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.

Some Learners: Will be able to identify the key rights important to their development and survival offering their ideas and opinion as to why.

Most Learners: Will be able to identify a right important to their development and survival

All Learners: Will further develop their understanding of children's rights based upon survival

Key Questions:

- Who can remember what we learnt about in our last rights lesson?
- Can anyone remember a right?
- What does surviving mean?
- Who can think of something we need to survive?
- Who can think of something that helps us to learn?

Materials/ Resources needed:

- Social Story – "Survival"
- Picture pack – "Survival" {link}
- Symbols Cards
- Objects of reference
- "My Rights Booklet"

Introduction:

Recap the previous lesson, highlighting the key aspects for the pupils.

Show the class the “Survival” picture pack and ask pupils to interpret them. Pupils should be asked to determine what children’s rights they feel are most important for them to survive and be provided with opportunities to explain why. Use symbols cards or objects of reference to support understanding.

As a class, read the “Survival” Social Story and ask pupils if their ideas or opinions have changed. If they have, ask why they have changed.

At the end of the introduction, the pupils should have determined their favourite/most important rights using a Diamond 9 task. It may be appropriate to support the learners by offering a selection of symbol cards to choose from.

(Diamond 9 task: choose 9 rights and place them in the shape of a diamond)

Main Activity:

Tell children that they are going to participate in a Rights Hunt (based on a treasure hunt). The pupils need to work as a team to follow clues in order to find the relevant rights.

To make this fun, make sure to add some challenges and forfeits along the way.

The idea behind the treasure hunt is to “survive” the whole game, so one of the forfeits could include losing a ball from their team box (the team with the most balls at the end are the winners), for example.

The clues should lead pupils to the correct rights along the way, with some bogus rights thrown in to test them – this will promote AFL for pupil understanding.

Depending on class size, this may be better to do in small groups. It is important that the teacher has pre-prepared the clues to promote time management.

To support PMLD learners you could hide objects of reference alongside the clues.

Extension Task:

Work as a class to create a survival toolkit for children to follow in order to have their needs met and to allow them to develop, participate, protect and survive. This activity could be done in the form of a top tips poster or even a physical toolkit, as both a class or as an individual.

On-going: Complete page 5 of the My Rights Booklet (On my treasure hunt, I found the right to)

Plenary:

Recap of lesson:

- What have we learned today?
- What was your favourite part?
- Did the class find all of the rights important to them?
- Did they work well as a team?

AFL:

Understanding can be assessed through questioning and verbal feedback. Self assessment will further AFL with the learners providing appropriate reasons and understanding for what they need in order to survive. Refer back to the lesson objectives have they been achieved?

Differentiation:

- Support hearing impaired learners with appropriate sign language
- Support ASD/ low-level learners with PECS/ pictures of reference
- PMLD learners can explore a sensory box to look for the appropriate objects of reference to create their own diamond 9.

Lessons and activities created by Jonathan Whitchurch of Heronsbridge School in collaboration with the Children's Commissioner for Wales. Tell the Children's Commissioner about your work on rights by tweeting @childcomwales or e-mail post@childcomwales.org.uk