

LESSON 2

Mastering the Art of Order

40 minutes

Pattern Play Without Devices

WHAT THIS LESSON DOES

Hey there! In this lesson, you'll explore the importance of sequencing by playing fun games like Simon Says and engaging in activities that help you understand the order of events. Get ready to think logically and build key programming skills!

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the concept of sequencing as the process of arranging steps in a logical order.
- Recognise the importance of following instructions precisely in both everyday tasks and computing.
- Identify and predict logical sequences using 'first' and 'then' frameworks.
- Apply sequencing skills to solve simple problems and complete activities.
- Develop critical thinking by explaining the reasoning behind chosen sequences.

BEFORE THE LESSON

- Clear space so the class can move safely for Simon Says.
- Open and test the getting-dressed order interactive on the class display so drag-and-drop works before the lesson.
- Download and print the First/Then sheet for each pupil, with pencils or crayons ready for drawing.

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HOW THE LESSON RUNS

Introduction

Simon Says

First, Then: The Power of Order

First and Then Story

'What Comes Next' Game

The 'First/Then' Worksheet

Conclusion

TEACHING MOVES

- 1. Introduction. Open with the recipe idea: flour after baking fails. Stress that computers cannot guess or improvise; instructions must be in the right order or the job fails.
- 2. Simon Says. State the rule clearly: only move when you hear Simon says. Mix real commands with bare ones. Use your prepared list and watch who listens for the full phrase.
- 3. First, Then: The Power of Order. Read the wake-up, socks-and-shoes, and wash-hands examples. Prompt school routines such as lunch or home time, then invite pupils to share their own first/then pairs.
- 4. First and Then Story. Read Aoife's story line by line, pausing so the class hears each first/then pair. If they need more, build a shared class routine together on the board.
- 5. 'What Comes Next' Game. Before each drag, ask what must happen first and what comes next. Invite one pupil at a time. If Digi says it is wrong, reset and try another pupil.
- 6. The 'First/Then' Worksheet. Go through the instructions once. Pupils finish each Then idea and draw it clearly. When most are done, take volunteers to share one pair and why it makes sense.
- 7. Conclusion. Tie Simon Says precision and the first/then work back to computing: a program, like a recipe, only works when steps run in a perfect sequence.

WHAT TO WATCH FOR

- Pupils think any order is fine as long as every step is included somewhere. Return to the recipe or shoes-before-socks idea and ask what actually goes wrong when the order flips.
- In Simon Says, pupils act on every command and miss that the exact phrase is the rule. Freeze the game, restate the rule, then run a bare command on purpose so the class sees who should stay still.
- Pupils assume a computer will still understand if the sequence is nearly right. Remind them computers do not guess. Link back to Digi accepting only the correct order on the board game.

DIFFERENTIATION

- Emerging: Stay near and give oral first/then stems from the class day before they draw. Pair them with a partner to talk through one getting-dressed order before they try the board game.
- Developing: Prompt with a familiar school routine and ask them to say the pair aloud before writing or drawing. After a wrong order on the interactive, have them explain the fix before the next pupil tries.
- Proficient: Ask them to add a third step (first, then, and after that) for a school routine and justify the order. Have them lead one Simon Says round using precise wording so peers must listen for the full phrase.