

LESSON 3

What Happens Next? First/Then Fun!

30 minutes

The World of Logic

WHAT THIS LESSON DOES

In this lesson, you'll guide students through a series of activities designed to enhance their understanding of sequencing and following instructions. Starting with a game of Simon Says, you'll then move onto sequencing daily events, followed by interactive games. The lesson concludes with a 'First/Then' worksheet, encouraging students to consider what comes next in a sequence of events.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop skills in following and understanding instructions through interactive games.
- Understand and apply the concept of sequencing in daily activities.
- Enhance critical thinking skills by predicting subsequent events in a given scenario.
- Improve communication skills by explaining reasoning behind chosen sequences.
- Recognise the importance of sequencing and clear instructions in the context of coding.

BEFORE THE LESSON

- This is an unplugged lesson: the only screen use is the interactive sequencing activity on the IWB in step 3, so open and test it beforehand.
- Print one First/Then worksheet per pupil (step 8) and have pencils and colours ready for drawing.
- Clear enough floor space for Simon Says movements like jumping, hopping and turning around.
- Read the Simon Says command list in the step 2 notes so you have a bank ready to draw from.

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HOW THE LESSON RUNS

Introduction

Simon Says

Sequencing

Putting on your Shoes

Eating Cereal

Planting a Seed

Reading a Book

First/Then Worksheet

Wrapping Up

TEACHING MOVES

- 1. Introduction. Anchor sequencing in something they know: ask how they get ready in the morning, then flip a step out of order to show it stops working. Name that computers cannot guess the order.
- 2. Simon Says. Start with easy commands, then slip in ones without 'Simon says' to catch listeners out. Stress that the phrase is the condition that makes an instruction valid, just like a computer only acts on exact instructions.
- 3. Sequencing. Call pupils up to drag the pictures into first-to-last order. Ask each one to say why that picture comes before the next before they place it.
- 8. First/Then Worksheet. Read one example aloud together, then let them work independently. Ask them to draw a clear 'Then' picture and add a few words. Take a couple of volunteers to explain their sequence.
- 9. Wrapping Up. Tie the three activities back to coding out loud: following exactly is clear code, correct order is an algorithm, thinking what comes next is a program's flow.

WHAT TO WATCH FOR

- Pupils think any correct-looking order will do, missing that only one sequence actually works (you cannot water a seed before planting it). When ordering pictures, ask 'could this one really happen first?' and act out the wrong order so they see it fails, just as wrong-order code fails.
- In Simon Says pupils follow the action regardless of whether 'Simon says' was spoken, treating the words as decoration rather than a condition. Pause after a caught pupil and replay both versions slowly, pointing out that the instruction only counts when the exact phrase is there.

DIFFERENTIATION

- Emerging: For the picture activity, reduce to two or three cards and ask only 'which happens first?' before adding more. Let them dictate their First/Then sentence to you or a partner if writing slows them down, then draw.
- Developing: Ask them to say their reasoning aloud as they place each picture, so ordering becomes a spoken justification, not a guess.
- Proficient: Have finishers add a third step, turning First/Then into First/Then/Last on the back of the worksheet. Ask them to be caller for a round of Simon Says, choosing when to leave the phrase off.