



Task-Based Lesson Plan

Lesson title	Building a Lego Construction through collaboration 1
Sequence title	Building a Lego construction through collaboration
Lesson #	1 of 3
Level	L7 / L8
Task type	Two-way information gap
Task objectives	Learners will build a Lego construction through collaboration.
Task overview	One learner will be provided with the instructions, and the other learner will be provided with Lego pieces. They will need to work together to complete the Lego constructions; however, the learner with the instructions cannot show the instructions to their partner or touch the Lego pieces. Assessment is focused on collaboration and task completion.
Notes of differentiation	Research has shown that it is beneficial to pair a stronger and weaker student together - however, there is a need to provide the weaker learner with the instructions (not the stronger!).

Materials
<ul style="list-style-type: none"> Lego pieces and instructions for: Tree, Frog, Bird, Fort and Present.

Stage and Time	Procedure	Materials
Success criteria and familiarisation with Lego pieces 10 minutes	<ul style="list-style-type: none"> Inform learners of the success criteria: <i>Learners will build a Lego model collaboratively.</i> You may like to show learners of the completed models. Split learners into pairs and have them look at the dismantled construction pieces (do not provide learners with a completed construction). An alternative here is to provide all the pieces in a bag and then ask them to guess what it might be once constructed, and then move on to describing the pieces. Provide learners with about two to three minutes to discuss what they can see. The purpose here is to allow them time to get familiar with the Lego pieces, the descriptions that they might use, etc. in the task. Move around and provide correct feedback on piece names, descriptions, etc. After two to three minutes, have learners stand up and move to the next set of pieces and do the same. Only provide one minute this time. Complete this process until learners have had time to familiarise themselves with all the Lego pieces. 	All Lego pieces (except Present)



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Model 10 minutes	<ul style="list-style-type: none"> Provide learners with the Present instructions. Tell the class that they will work together to provide you, the teacher, with instructions to build the Present construction. As they provide instructions, you should model two-way interaction through clarification requests (e.g., Do you mean place the pink block in the middle) and paraphrasing (e.g., Oh so you mean X...). This is important as we want to model how learners should not only work, but 'how' they will work in a successful manner. Once the model is complete, feel free to provide feedback to the class on how they gave instructions. 	Present Lego set
Task 1 5 minutes	<ul style="list-style-type: none"> Put learners back into pairs and then provide one learner from each pair with the correct set of instructions. Check instructions for the activity, and then tell them to start. As learners are working, it is extremely important that you monitor and provide feedback WHILE they are working together. Do not provide them with the answer, but provide correct feedback and upgrading of language where possible. 	Lego and instruction sets
Post-task feedback 1 5 minutes	<ul style="list-style-type: none"> Once learners have finished (be prepared for some learners to finish quicker than others), ask learners to show the instructions to their partner and check if they got everything correct. Ask learners if they have any questions about the task and/or language that they felt necessary. Provide delayed feedback on language use. 	
Task 2 - 4 25 - 30 minutes	<ul style="list-style-type: none"> Have pairs change Lego sets. Repeat the task and post-task feedback stages again until learners have worked with all Lego sets. 	Lego and instruction sets
End of lesson reflection 5 minutes	<ul style="list-style-type: none"> Write on the board the following: <ul style="list-style-type: none"> Today we... Two words I learnt are... Three things I did well are... One thing I need to improve is... Have learners complete the sentence stems, and feel free to expand on their comments. 	
End of class game 5 minutes	<ul style="list-style-type: none"> Remember to finish on a high. Choose a game that learners enjoy and that enables the recycling of lexis, etc. Ensure that you take notes on who struggled with the tasks, and what Lego sets learners used. If you have feedback on the lesson / suggestions on how it might be improved, please provide it here. 	



Lesson title	Building a Lego Construction through collaboration 2
Sequence title	Building a Lego construction through collaboration
Lesson #	2 of 3
Level	L7 / L8
Task objectives	Learners will build a Lego construction collaboratively whilst being restricted in how they see each other.
Task overview	This task is the same as the first, although the complexity is increased. Learners will collaboratively build the Lego constructions; however, the learner with the instructions will be behind the learner who is building. That is, the learner giving the instructions will be able to see everything, but the learner who is building can only see the Lego pieces. The instruction giver cannot show the instructions, point to any pieces, etc.
Notes on differentiation	For those pairs that may struggle with this, repeat the lesson sequence from Sequence 1.

Materials
<ul style="list-style-type: none">Lego pieces and instructions for: Tree, Frog, Bird, Fort and Present.

Stage and Time	Procedure	Materials
Success criteria and review 5 minutes	<ul style="list-style-type: none">Provide learners with the success criteria for the lesson: <i>Learners will collaboratively build a Lego construction, although with certain vision restrictions.</i>Split the class into pairs (ideally different pairs to the last lesson). Provide each pair with a dismantled construction and provide them with two minutes to review their descriptions of the pieces.	Lego pieces
Model 5 minutes	<ul style="list-style-type: none">Call out one learner from the class (ideally a stronger learner). Tell them to stand behind you (you should be sitting down). Provide the learner with the instructions for the Present constructions and tell them that you need to work together to complete the model, but that you, the teacher, cannot see the learner.Carry out the task, modelling the task.Following the task, ask the class for feedback (e.g., How did we do? Was there anything we could have done differently).	Present Lego set
Task 1	<ul style="list-style-type: none">Put learners back into their pairs and provide one learner with the relevant instruction set. Have	Lego sets



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5 minutes	learners carry out the task. As they are doing this, it is essential that you provide focus-on-form and ensure that learners do not 'cheat'.	
Post-task feedback 1 5 minutes	<ul style="list-style-type: none"> Once learners have completed the task, ask learners to check their constructions against the instructions to double check they have everything correct. Ask learners to reflect on how they did. You might like to use questions such as: <ul style="list-style-type: none"> What language did you struggle with? Could you have said anything differently? Did you ask enough clarification check questions? Provide delayed corrective feedback. 	
Task 2 - 4 25 - 30 minutes	<ul style="list-style-type: none"> Have pairs change Lego sets. Repeat the task and post-task feedback stages again until learners have worked with all Lego sets. 	Lego and instruction sets
End of lesson reflection 5 minutes	<ul style="list-style-type: none"> Write on the board the following: <ul style="list-style-type: none"> Today we... Two words I learnt are... One thing I did better than last time was... One thing I still need to improve is... Have learners complete the sentence stems, and feel free to expand on their comments. 	
End of class game 5 minutes	<ul style="list-style-type: none"> Remember to finish on a high. Choose a game that learners enjoy and that enables the recycling of lexis, etc. Ensure that you take notes on who struggled with the tasks, and what Lego sets learners used. If you have feedback on the lesson / suggestions on how it might be improved, please provide it here. 	



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Lesson title	Building a Lego Construction through collaboration 3
Sequence title	Building a Lego construction through collaboration
Lesson #	3 of 3
Level	L7 / L8
Task objectives	Learners will collaboratively build a complex Lego construction under timed conditions.
Task overview	This is the final lesson in the task sequence, and involves assessment from the teacher. Learners will be split into pairs and given a complex Lego construction to build. The teacher will monitor and assess, whilst NOT providing feedback during the task. After, learners will self assess, and then the teacher will provide their final grade and feedback.
Notes on differentiation	There are four constructions; however, the camel is the simplest, and as such this might be used for those learners or pairs who may struggle with the task.
Assessment	Dual assessment.

Materials
<ul style="list-style-type: none"> Lego pieces and instructions for: Camel, Camera, Bear and Tractor

Stage and Time	Procedure	Materials
Success criteria and review 5 minutes	<ul style="list-style-type: none"> Provide learners with the success criteria of the lesson: <i>Learners will complete an assessment in which they will be assessed on their ability to collaboratively complete a Lego construction under timed conditions.</i> Pair learners and provide them with a few minutes to think of the previous two lessons and what they learnt, remember, etc. 	
Intro to criteria 5 minutes	<ul style="list-style-type: none"> Tell learners that their assessment will be completed as a pair; that is, they will both receive the same mark. Show learners the assessment criteria, and ask if they have any questions. 	Assessment criteria
Planning time 5 minutes	<ul style="list-style-type: none"> Ask one person from each pair to move to one side of the class, and provide these learners with a Lego construction set. Inform them that they have 5 minutes to look at what their Lego construction is and plan what they are going to say. They may work collaboratively. 	



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	<ul style="list-style-type: none"> At the same time, the 'builders' will be working together to revise any language that they think they might encounter. 	
Building and Assessing 12 minutes	<ul style="list-style-type: none"> Pair learners once more and inform them that they have 10 minutes to complete their Lego construction. The instruction giver must stay one metre away from the builder and cannot use hands to indicate, but can provide verbal instructions. The builder can, of course, ask questions. While learners are completing the task, monitor and if assistance is necessary, provide it (although be sure to take note of this in the assessment). Also take notes for feedback. If learners have not finished in the ten-minute timeframe, inform them that they have five more minutes (make note of this for the assessment). If after 15 minutes, learners have not finished, they stop the task. 	Lego instruction and pieces for Camel, Camera, Tractor and Bear
Self-assessment 8 minutes	<ul style="list-style-type: none"> Sit learners down and then provide them with the assessment criteria. Ask them to self-assess and answer the following questions: <ul style="list-style-type: none"> Why did you give yourself that mark? What are you happy with from your attempt? Would you do anything differently? If so, what? 	
Marks and feedback 15 minutes	<ul style="list-style-type: none"> Provide learners with their marks alongside relevant feedback. If necessary, identify parts of the task that learners found difficult and go over them as a class. 	
End of class game 10 minutes	<ul style="list-style-type: none"> Remember to finish on a high. Choose a game that learners enjoy and that enables the recycling of lexis, etc. If you have feedback on the lesson / suggestions on how it might be improved, please provide it here. 	



Assessment criteria: Building a Lego construction through collaboration

This is a collaborative assessment score, meaning learners are scored as a pair (i.e., they both receive the same mark).

	Task completion	Interactive communication
3	Learners completed the Lego construction within the 10-minute time limit.	Learners are able to collaborate through simple exchanges and require minimal external support
2	Learners completed the Lego construction, although outside the 10-minute time limit.	Learners are able to collaborate through simple exchanges but require external support
1	Learners failed to complete the Lego construction.	Learners have considerable difficulty collaborating, even with external support.

Class		
Learner	Task completion	Interactive communication

Photocopy this page for the assessment class.