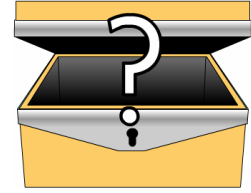




**Sample Lesson Plan**  
**The Big Bus Module: Can you Help?**



**Can you Help?**

**Title**

Using *The Big Bus Can you Help?* to develop and practise a wide range of mathematical skills within a setting which provides an ideal springboard for work on citizenship and environmental issues.

**Introduction**

This module is packed with curriculum relevant material. Sorting, shape, number sequences and materials are all interwoven in an adventure based upon the topic "People Who Help Us". Helping Aunt Dotty find her missing key, will see the children receive their reward as her mystery box is finally unlocked.

**In this lesson**

Using the module in Adventure mode, the children are introduced to Aunt Dotty and the storyline. Having been shown how to navigate their way around the village, they are free to visit the various areas and tackle the waiting challenges in any order they wish. The program ensures that they always experience the same final module and see the happy resolution to Aunt Dotty's dilemma.

**Age Range:** 3 - 5 years

**Lesson Plan**

**Learning objectives**

Having completed this module most children will have developed their ability to:

- Sort items by colour, shape and material
- Predict and complete number sequences
- Discuss issues surrounding the recycling of materials
- Consider the range of people who help us in our everyday lives

**Technical preparation**

Install the CD-ROM on to the computer. If you are presented with a choice of Worlds to visit select Bo Bear's World, Adventurers' World or Explorers' World as appropriate.

If you are in Adventurers' World or Explorers' World, open the Information Booklet index and scroll through the available modules to find the module. Select **Can you Help?**

**Additional resources**

A range of recyclable materials including plastic, clothing and coloured glass.  
A set of shapes printed out on card.

**Previous experience**

Experience of predicting number sequences on number lines, sorting colours and simple shapes and the properties of materials which are commonly recycled, will help the children gain the greatest benefit from this module.

**Introducing the module**

Gather the children around a large computer monitor or interactive whiteboard. Assuming the children have the previous experience outlined above, it may still be appropriate to allow them to handle and discuss the properties of the recyclable materials collected.

Direct the children's attention to the computer monitor or whiteboard then select Start the Adventure. Work through the introduction, showing the children how to use the arrow button to move on through the program and the ear icon to have narration repeated to them. When the navigation screen is reached, show the children how to move the character around by moving the pointer over then clicking on the area they wish to visit.

Point out to the children the four areas (The Park, The Sweet Shop, The Hairdressers and The Recycling Centre) they may wish to visit in their search for Aunt Dotty's key.

Explain that they will need to visit each of these places in their search.

At each site, they will have to help someone solve a problem in exchange for help in looking for the key.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves.

Depending on the time available, they could be allowed to work through the introduction for themselves as a reminder, or instructed to use select the ... after the introduction starting point on the main menu.

Allow the children about 20 minutes to complete the modules. These can be undertaken in any order, with the exception of the recycling centre, which is always the last one.

Once the children have found the key, gather them around the large monitor as a group, to share the delightful conclusion as Aunt Dotty receives her missing items and the mysterious contents of her box are revealed.

Discuss with the children the modules they have undertaken. Can they remember what they had to do to help each person? Ask them why they think the program is called Can you Help? Talk about the different people they met on their walk and how they help us in everyday life. What other people help us? In what way do the children help others?

### **Classroom management**

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

### **Duration**

Each group of children will require approximately 20 minutes of computer time. The teacher introduction and follow-up time will take approximately 10 minutes and 15 minutes respectively.

### **Differentiation**

This module can be differentiated to suit **all** pupils, irrespective of reading ability, as all text is fully narrated.

### **Extending the module**

Further work can be undertaken on recycling, including perhaps a visit to a collection point, or council run recycling centre.

Using the templates provided, challenge the children to colour then sort the shapes by different qualities such as number of sides and colour.

Ask the children to use the blank number tracks provided to create their own tracks to challenge their friends.

(These last two modules could be undertaken away from the computer by part of the class if there are insufficient machines for every child to use the program at the same time.)

### **Curriculum Information**

#### **Foundation Stage:**

Personal, Social and Emotional Development, Mathematical Development.

#### **The Curriculum Framework for Children 3 – 5 (Scotland):**

Knowledge and understanding of the World.

#### **Desirable Outcomes for Children's Learning before Compulsory School**

**Age (Wales):** Mathematical development, Knowledge and Understanding of the World

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