

THE SCREEN THIEF!

Lesson Plans

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Introduction to The Screen Thief

Computers, tablets and mobile phones have been extremely useful for so many families during lockdown, enabling schools, parents and pupils to link up and learn through online lessons and communication. These lessons give the opportunity for some non-digital activities, which reflect the fun and usefulness of screens whilst providing physical exercise, creativity, a 'hands-on' experience and teamwork that screens often do not provide.



THE SCREEN THIEF!

Lesson Plans: Year One

Snaffle Games

Objectives

- To develop agility, balance and coordination skills
- To engage in competitive and co-operative physical activities

Outcomes

- Children will practise a variety of physical skills such as throwing, aiming, running, skipping, jumping and balancing
- Children will work as a team, demonstrating encouragement and praise to others

Resources

- *The Screen Thief!* by Helen Docherty and Thomas Docherty
- P.E. equipment including beanbags, cones, small balls, sacks, skipping ropes, stepping-stones and benches (for balancing)
- Paper, card, pencils, pens and paints
- Resource Sheet 1: A Certificate of Participation
- Resource Sheet 2: A Snapshot of the Snaffle Games

Lead In

Share *The Screen Thief!* story with your class and ask the children to think about what they'd miss doing if the Snaffle came to their town and 'snaffled' all of the screens. Would this be a bad thing? What activities might they do more of if screens were no longer there? Talk about the importance of playing outside and getting lots of fresh air and exercise.



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Lesson Plans: Year One

Main Activity

Explain to the class that they are all going to be Snaffles and they are going to be developing their physical and teamwork skills in The Snaffle Games. Take the children to a large space, preferably outside and allocate a space for each team to assemble. Each team should be mixed ability and could have a name to reflect the message in the story. Here are a few ideas for team names:

Screen Snatchers Computer Catchers Mobile Munchers Console Crunchers

Each event can have a level just like in many computer games that the children may be familiar with. Each level may increase with the skills needed or speed, depending on your class. The layout for your Snaffle Games can be bold and eye-catching, just like a real computer-game style, with Snaffles drawn or painted by the children and displayed on some of the equipment. Each team can also design a computer game style logo that can be displayed on their assembly point.

For all activities, 4 points can be awarded for the team that comes first, 3 points for the team that comes second, 2 points for the team that comes third and 1 point for the team that comes fourth.

It is important to remind your class to be encouraging and to praise each other, this should include children in other teams. Discuss what they might say to a child who is finding a particular activity difficult or how they can help them during practice time. Talk about the importance of praising others for their hard work and determination, and explain that this is more important than winning a race.



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Lesson Plans: Year One

Warm-up Game: Snaffle Grab

Remind the children that Snaffles are quick movers who can grab in a flash. Beanbags can be pre-scattered around the area for a fun warm-up activity. Each beanbag can represent a screen, in fact they can be called screen-bags. Explain that only one screen-bag can be carried at once and has to be taken to the team's drop off point before another one can be grabbed. Each team can be allocated a set amount of time in order to grab as many beanbags as possible. The team that grabs the most will be awarded 4 points and so on. It is important to remind the children about using their eyes so that collisions don't happen when they stop to pick up a beanbag.

Level 1: Awesome Aiming

This 'aiming' activity can be as simple as beanbags being thrown into a container or as skilled as small hoops being thrown onto cones. Team members can take turns in a relay, a timer can be set and then the total number can be calculated.

Level 2: Super Sack Racing

This can be done as a relay event, with first place given to the first team to complete the race. This activity may be new to your children and therefore some time may be needed to demonstrate how to move in the sacks and for children to practise their skills.

Level 3: Sensational Skipping

This can be done as a relay event, with first place given to the first team to complete the race. This activity may be new to your children, therefore some time may be needed to demonstrate how to skip forwards and for children to practise this skill.

Level 4: Remarkable Running

This can be done as a relay event, with 4 points given to the first team to complete the race and so on. Ask the children to talk about ways in which their team can complete this event faster such as having good concentration and being ready to start running.



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Lesson Plans: Year One

Level 5: Beautiful Balancing

To complete the Snaffle Games, each child can have the opportunity to complete a balancing course. This can be done individually, in a non-competitive way, to increase calm and concentration before the results are announced. In addition to this, a cooling-down activity to music can be in place for when each child finishes the balancing course.

These activities and races are simply suggestions. You may decide to plan each game with your class based on their ideas inspired by the story and their favourite computer games. To celebrate this lesson, all children can be rewarded with a certificate of participation (Resource Sheet 1) which informs children's families about their screen-free, increased physical activity focus at school.

Extension

Special occasions and exciting events at school are easily filmed and photographed and put onto school websites for families to see. However, as the aim of this lesson is to encourage less screen time, why not try recording the events through creative artwork instead?

Back in the classroom or still outside, give your children paper, pencils and clipboards and ask them to imagine a photograph being taken of the Snaffle Games. Ask the children to think about their favourite event; what would they be able to see in the photograph in terms of equipment, people and the scenery all around? Encourage the children to draw a snapshot of the Snaffle Games (using Resource Sheet 2), adding captions that explain what is happening.

Instead of being put on the school website, photocopies of the snapshots could be displayed in a prominent place such as the classroom window for parents to see, and the originals could be taken home by the children.



THE SCREEN THIEF!



Certificate of Participation

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has successfully completed all levels of the Snaffle Games

on

For completing the following activities:

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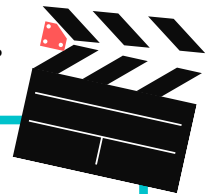
You have been a Snaffle and swapped screen time for physical, creative and teamwork time. Keep up the good work!



THE SCREEN THIEF!

Lesson Plans: Year One

A Snapshot of the Snaffle Games on



A large, empty rectangular box with a thick teal border, intended for writing a snapshot of the Snaffle Games.



THE SCREEN THIEF!

Lesson Plans: Year One

Curriculum Links

Physical education

In Key Stage 1, pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Art and design

- In Key Stage 1, pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.



THE SCREEN THIEF!

Lesson Plans: Year Two

Pigeon Post

Objectives

- To communicate a message through writing
- To follow instructions in a calm and careful manner

Outcomes

- Children will write messages to their partner, including questions and answers to questions in full sentences, using the correct punctuation
- Children will follow instructions and calmly and carefully deliver messages

Resources

- The Screen Thief by Helen Docherty and Thomas Docherty
- Resource Sheet 1: Postal Pigeon
- Resource Sheet 2: Pigeon Post
- Clipboards and pencils

Lead In

Share the story with your class and discuss its message. Explain the importance of digital technology, especially throughout the lockdown, for online learning and communication. What would happen to our bodies if we didn't exercise and play? What would happen to our brains if we didn't draw, read, build, dance, play sports, make music and play, but instead simply spent all of our spare time using a screen?

Talk about the importance of spending time outside, especially around nature. Explain that the children are going to take their learning outside today. They are going to get lots of fresh air, exercise and develop their writing skills too, they are going to play a game called Pigeon Post.



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Lesson Plans: Year Two

Pigeon Post

Explain that before our digital days of text messages and emails, people often wrote letters to their friends to keep in touch. Whilst most letters were delivered by a postal worker as they are today, your class will be fascinated to learn that pigeons have also been used as message carriers for thousands of years.

Main Activity

This activity will require careful planning so that each child has the opportunity to write questions to their partner, answer questions from their partner and deliver messages to other children. Some children may need to work in a mixed ability pair or have adult support. A short recap on key vocabulary and punctuation (for example question marks and exclamation marks) may be useful.

Children will choose or be allocated a partner before the activity starts. The children who are writing messages will choose a spot within the allocated space outside to sit with their clipboard and pencil. Each child needs to be aware of where their partner is situated so that they can give the postal pigeon clear instructions. The children who are postal pigeons will be wearing their pigeon hats (Resource Sheet 1: Postal Pigeon) and waiting for a signal. When children require a pigeon to deliver their message, they must roll their paper and hold it up.

For example, Child A and Child B are going to be exchanging messages, Child C is going to be a 'pigeon' and will be delivering them. Child A will write a question on Resource Sheet 2: Pigeon Post. This may be a simple greeting, followed by a question. For example, "Hello Tom, how are you today?". Child A will then roll the paper so that it's easier to carry without getting damaged and hand it to Child C, the pigeon, giving clear instructions of who to deliver the message to and where they are situated. When Child B receives the message, they will carefully read it, answer the question and write a message back, signalling for another pigeon by holding up the rolled-up paper.



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Lesson Plans: Year Two

Pigeon Post

It will be important that adults are available to support children when necessary with reading or writing their messages and to ensure that pigeons are flying in the right direction. After the allocated time, children will swap roles so that everyone has had a turn of being a message writer and a postal pigeon. The number of swaps will depend on how many children are in your class.

Extension

This game of Pigeon Post may have sparked an awareness of the abundance of pigeons that you may have in your school grounds. It may be that seagulls or magpies visit your playground the most: why not find out? Your class may decide to make a feeding station to attract more birds to the school grounds and keep daily records of how many pigeons and other types of birds have visited each day.

As a class, you could find out (using books and magazines) about the different types of foods that different birds like to eat. As the children spend more time outside or looking out of the window instead of at a screen, they will become more aware of the nature that surrounds them at school and at home and which is beneficial to their wellbeing in so many ways.

Let this lesson be the start of many outdoor learning sessions to come. Whilst screens play an important part in learning, let's switch off the whiteboard, roll up the blinds and enjoy the sunlight and the seasons whenever we can.

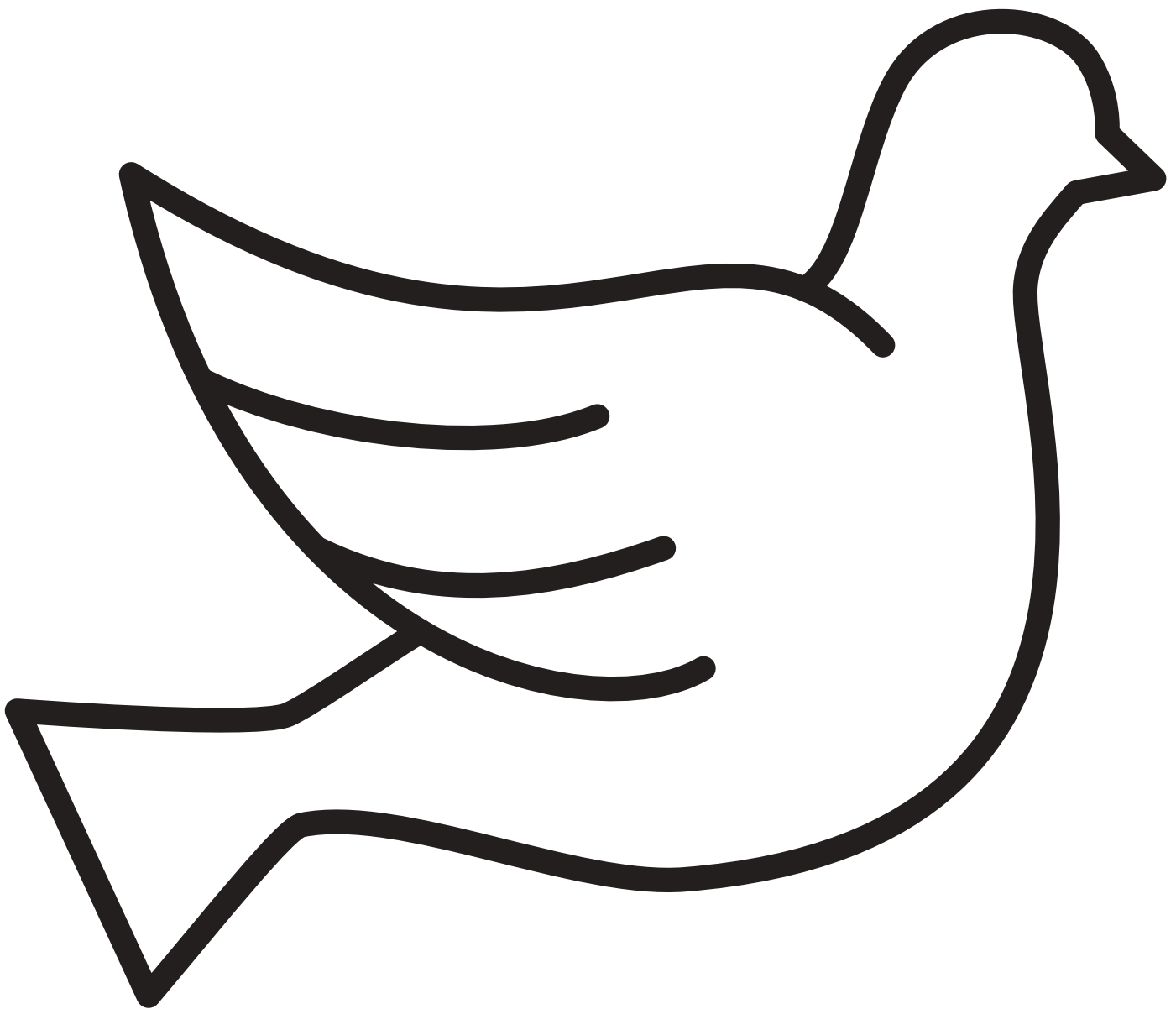


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Lesson Plans: Year Two

Pigeon Post: Resource Sheet One

Colour in the pigeon, cut it out and attach it to a strip of card to make a postal pigeon hat.



THE SCREEN THIEF!

Lesson Plans: Year Two

Pigeon Post: Resource Sheet Two

Write a message to your partner. When you receive a message, write a message back.
Roll up your paper, hold it up and a postal pigeon will deliver it for you.
Don't forget to tell the pigeon where your partner is.

To:

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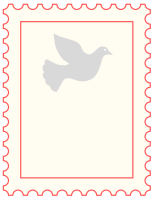
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Lesson Plans: Year Two

Curriculum Links

English

Reading comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Science

Living things and their habitats

Pupils should be taught to:

- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

