

Lesson Plan – Private or Public?

<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • identify private and public spaces. <p>These learning objectives are related to the following Orbit key concepts:</p> <ul style="list-style-type: none"> • Public and private spaces. 	<p>Sections of Orbit related to this lesson:</p> <p>Chapter 1: Sammy has locked himself/herself in his/her room. Epsilon gives the player character a blueprint to make a door forcer robot in the robot factory.</p> <p>Students should have independently completed chapter 1 of the Orbit game prior to this lesson.</p>
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What's on for today?

In this lesson students will have the opportunity to investigate public and private spaces. They will draw a floor plan of their house and identify the private spaces.

Lesson at a Glance

Time Required	Activity	Materials
45 mins	1. Public and Private Spaces	<ul style="list-style-type: none"> • 1 computer + speakers + projection device (eg. data projector / big screen) to revisit elements of the game-play with the entire class • print the placemat template onto A3 (1 for each group of 4 children) . • print 1 copy of each of the game images in the Public and Private spaces activity (provided at the end of this document). • pencil for writing
25 mins	2. Map it	<ul style="list-style-type: none"> • blank paper to draw on • drawing implements (coloured pencils, crayons, etc.)
10 mins	3. Reflect	<ul style="list-style-type: none"> • personal journal or blog
80 mins		

Links

Placemat Template - <http://www.orbit.org.au/downloads/ch-1-lesson-public-private-A3-placemat-template.pdf>

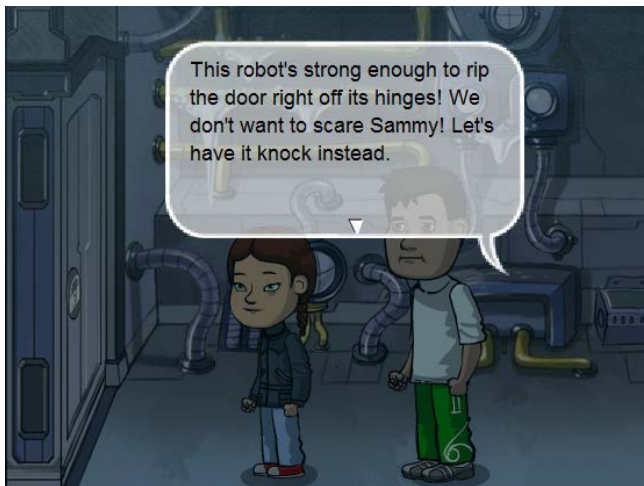
Lesson Activities

1. Public and Private Spaces (45 mins)



REPLAY (15 mins)

Replay game on the big screen from **Play Robot Factory Level 1** of chapter 1 until Sammy's door has been opened. (If you're not sure how to do this, see [Administering Orbit](#) for instructions <http://orbit.org.au/resource/administering-orbit/>)



TEACHER'S NOTE

In this replay the player creates a 'door forcer robot' to attempt to force open the door to Sammy's room. The player later determines that they need to knock on the door so that Sammy could open it.



ASK (10 mins)

1. Was creating a door forcer robot a good idea? Why or Why not?

- The teacher should direct the student responses to focus on **privacy** and **Sammy's emotions**.

2. What were public and what were private spaces in the game?

- Show the class pictures of some of the spaces in the game (provided on the last page of this document) and get the class to classify these as public and private.
- Keep a record of these to refer to later when discussing private spaces in students' homes.
- Examples of Private spaces: player's bedroom, bathroom, Sammy's room
- Examples of Public spaces: dining room, kitchen, lounge room, hallways.



The ship's bathroom is a private space.



CREATE (10 mins)

Students work in groups of 4 using the placemat strategy to determine "What is a private space?".



TEACHER'S NOTE

The placemat is a large sheet of paper, divided so that each group member has a section to firstly write on with a circle in the middle to secondly record the collective group response.



SHARE (10 mins)

The teacher asks each group to share their group response and determines a whole class response that can be displayed in the classroom.

Types of responses to draw out:

1. the door is closed
2. a sign indicates entry by permission only. When the door is closed you should knock if you want to go in
3. it is a place where people may need to uncover their private body parts to get changed, go the toilet or wash
4. the items or furniture in the room are particularly personal

2. Map it out (25 mins)



CREATE (25 mins)



Students draw a map of their house and shade in and label the spaces that are private.

3. Reflect (10 mins)



REFLECT (10 mins)



Students reflect on their personal understanding of the term 'private and public spaces' in a personal journal entry in their notebook or personal blog. It is not intended that these will be read by anyone else.

How did it go?

Did students understand the difference between public and private spaces?



Public Spaces

Private Spaces

