

Bill's New Frock - Playground Space

This and the other New Frock activities were developed by Caroline Brice. The activities which can either be used separately or in sequence since they relate to different chapters are on separate pdfs.

Activities are:

1. Awful Day Game
2. Mrs Collin's complaint.
3. Females in stories.
4. Thoughts and pictures.
5. Boys' and girls' playground space.
6. Names and their meanings.
7. No pockets.
8. Comics
9. Reflections on the author.

Webaddress for this activity:

<http://www.collaborativelearning.org/billsnewfrockplayground.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Bill's New Frock - Playground Space

Read the following passage from the book "Bill's New Frock and mark on the plan of the playground the places where the boys and girls play. Mark the boys in one colour and the girls in another.

Do boys and girls play together?
Do they play the same sort of games

Outside in the playground a few boys were already kicking a ball about. Bill Simpson was just about to charge in when he remembered what he was wearing. He'd look a bit daft if he took a tumble, he decided. Maybe just this once he'd think of something else to do during playtime.

Each boy who ran out of the school joined the football game on one side or another. What did the girls do? He looked around. Some perched on the nursery wall, chatting to one another. Others stood in the cloakroom porch, sharing secrets and giggling. There were a few more huddled in each corner of the playground. Every time the football came their way, one of them would give it a hefty boot back into the game. There were two girls trying to mark out a hopscotch frame; but every time the footballers ran over the lines they were drawing, the chalk was so badly scuffed that you could not see the squares any longer.

Now draw a plan of your school playground, then spend part of your playtime marking in the areas of the playground used by the boys and the girls.

What do you notice?

Could you design a playground which would encourage all the pupils to use the space effectively.

Plan of playground at Bill's school

