



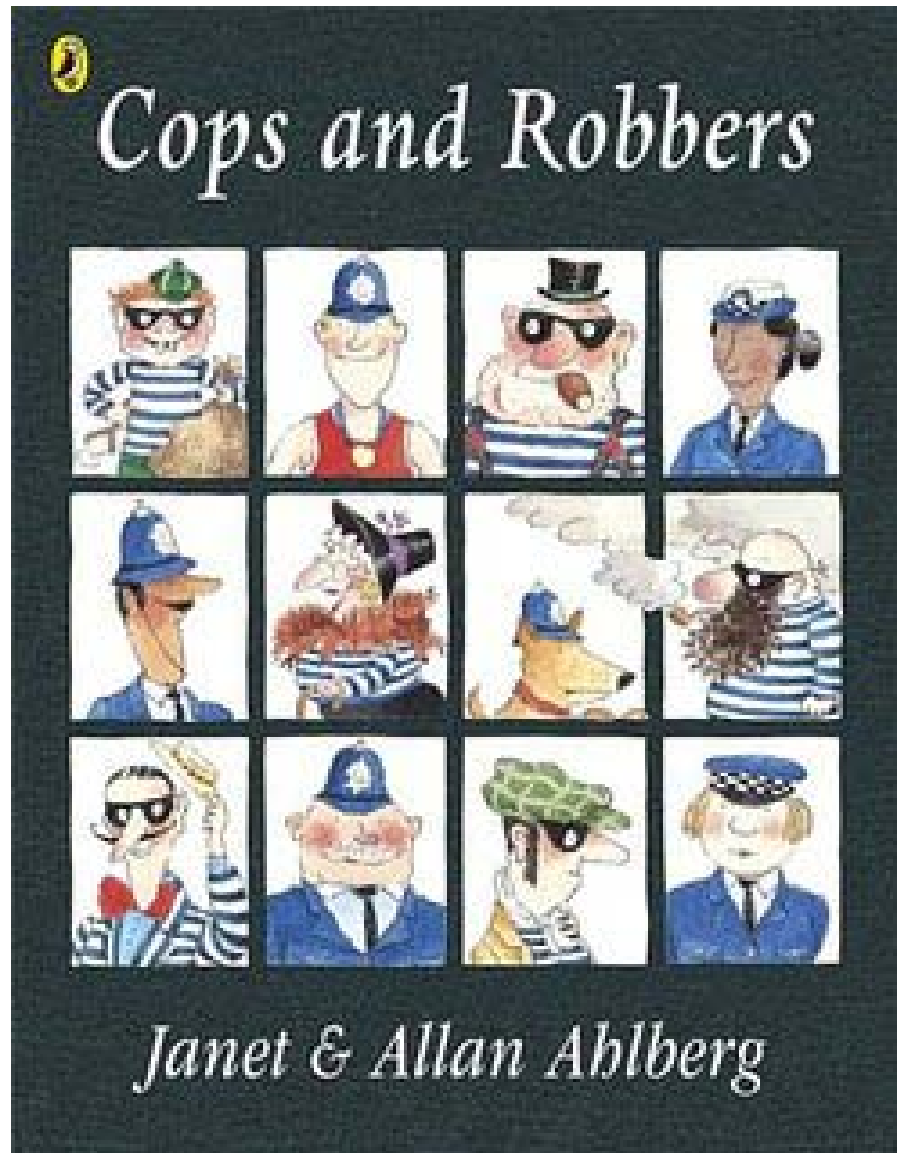
# Cops and Robbers



*Janet & Allan Ahlberg*

Matching Sorting Pairs  
and Track Game back on  
line

Developed at  
our Stories  
and Games  
workshop in  
Loughborough  
on 24th June  
2010



1. Six Before and After Matching and Sorting Cards.

2. Items for Sorting: what belongs to whom?

A selection of items and a variety of hats to sort into belonging to cops and 'belonging' to robbers. We have borrowed items from our Macavity activity which has detective/thief/stealable items sorting. If you make two sets you can play pairs.

3. Cops and Robbers: Who Am I?

Print off two sets of mugshots. Cut one set up into cards. Children work in pairs. One child picks up card and describes robber/cop. Partner has all mugshots and has to decide which person is being described. Only P.C. Pugh is named in the book so I have given the names of the education ministers in 2010 to the other cops.

## 4. Cops and Robbers Track Game

One Way to Play but you will think of many other ways!

Start where you choose on the track. You can either enlarge this track or make your own. Every player has a policeperson or robber basecard (or if you prefer one of each.) Roll the die and move clockwise. If you land on a question mark take a question card. If you are correct take a cop or robber helmet or hat. If you land on a helmet or a robber hat you can take one. You can swap three hats/helmets for an article of clothing to dress your robber and/or police person. First player to complete their outline figure(s) is the winner

Webaddress: <http://www.collaborativelearning.org/copsandrobbers.pdf>

Last updated 25th June 2018

**Collaborative Learning:**  
**makes challenging**  
**curriculum accessible.**  
**improves social relations in**  
**the classroom.**  
**provides scaffolding for**  
**exploratory talk.**

### 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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Website: <http://www.collaborativelearning.org>

### 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 worldwide. The project posts online many activities in all subject areas. Our 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 speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*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.

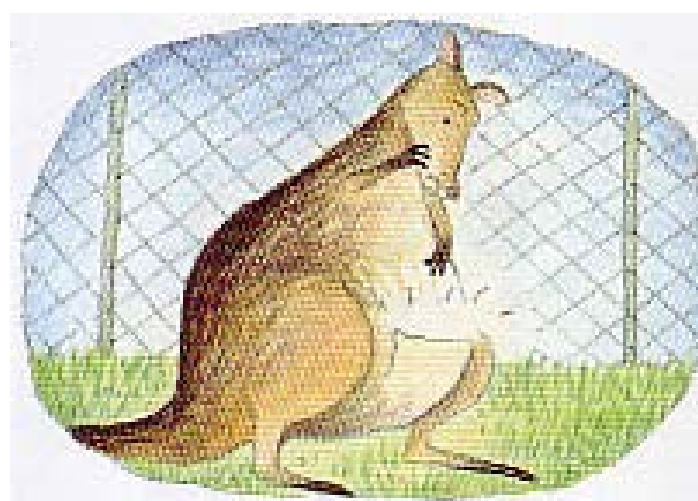
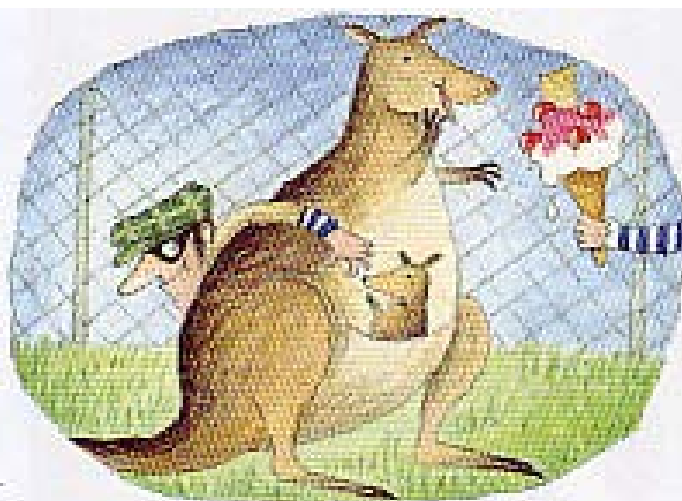
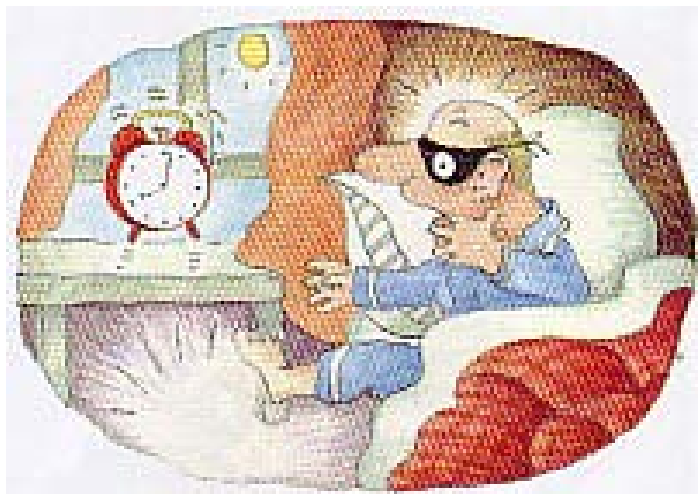
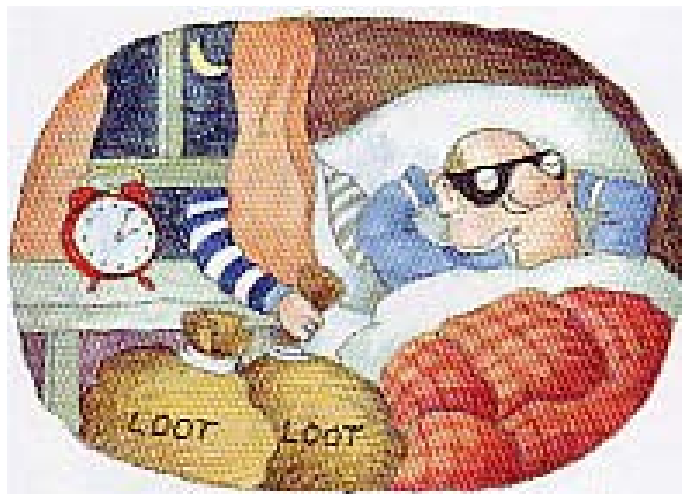
\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed,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

Cops and Robbers: Before and After Cards for Matching and Sorting



Items for Sorting: what belongs to whom?



big black boots



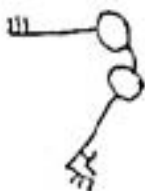
hand cuffs



crowbar



skeleton keys



swag bag



wanted poster



notebook



flat cap



rope



torch



identity card



truncheon



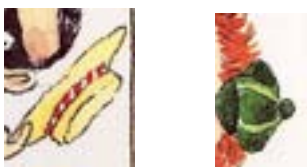
mask



ladder



stripsey sweater

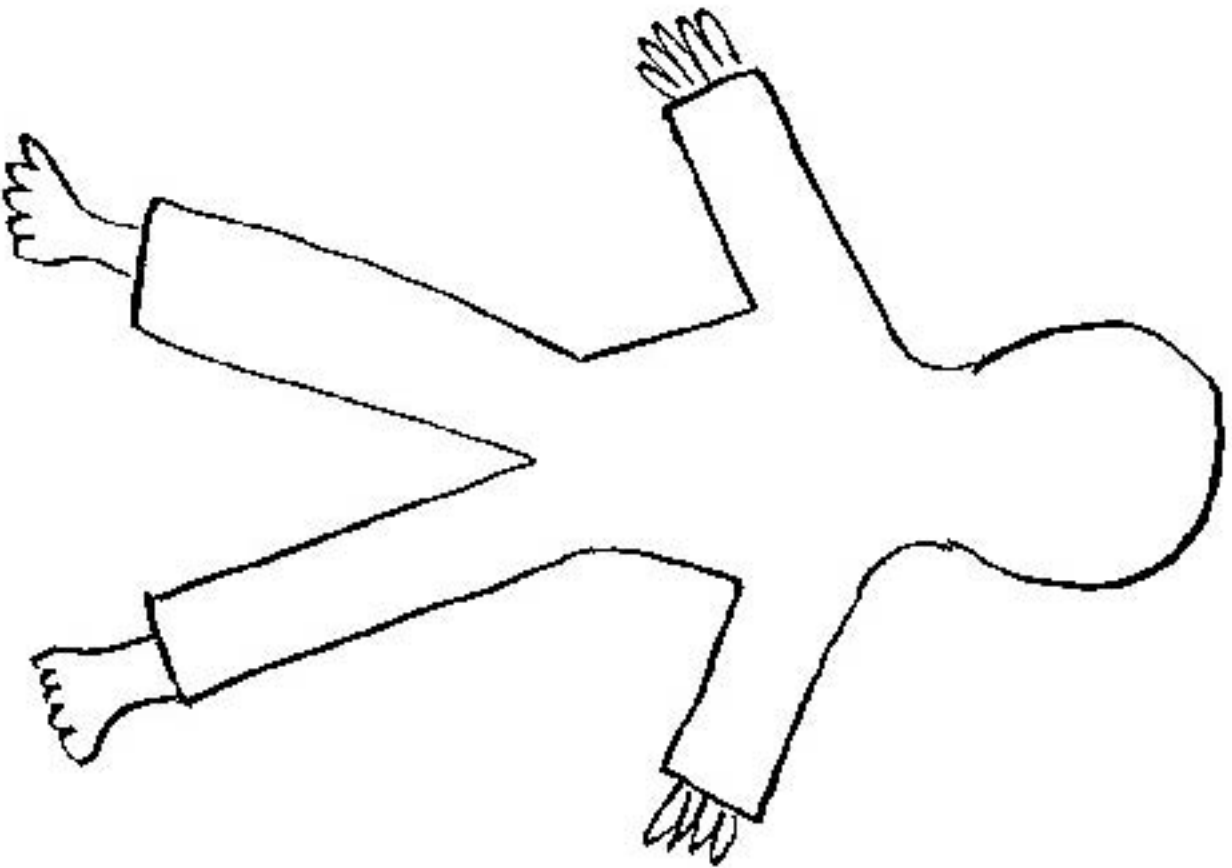
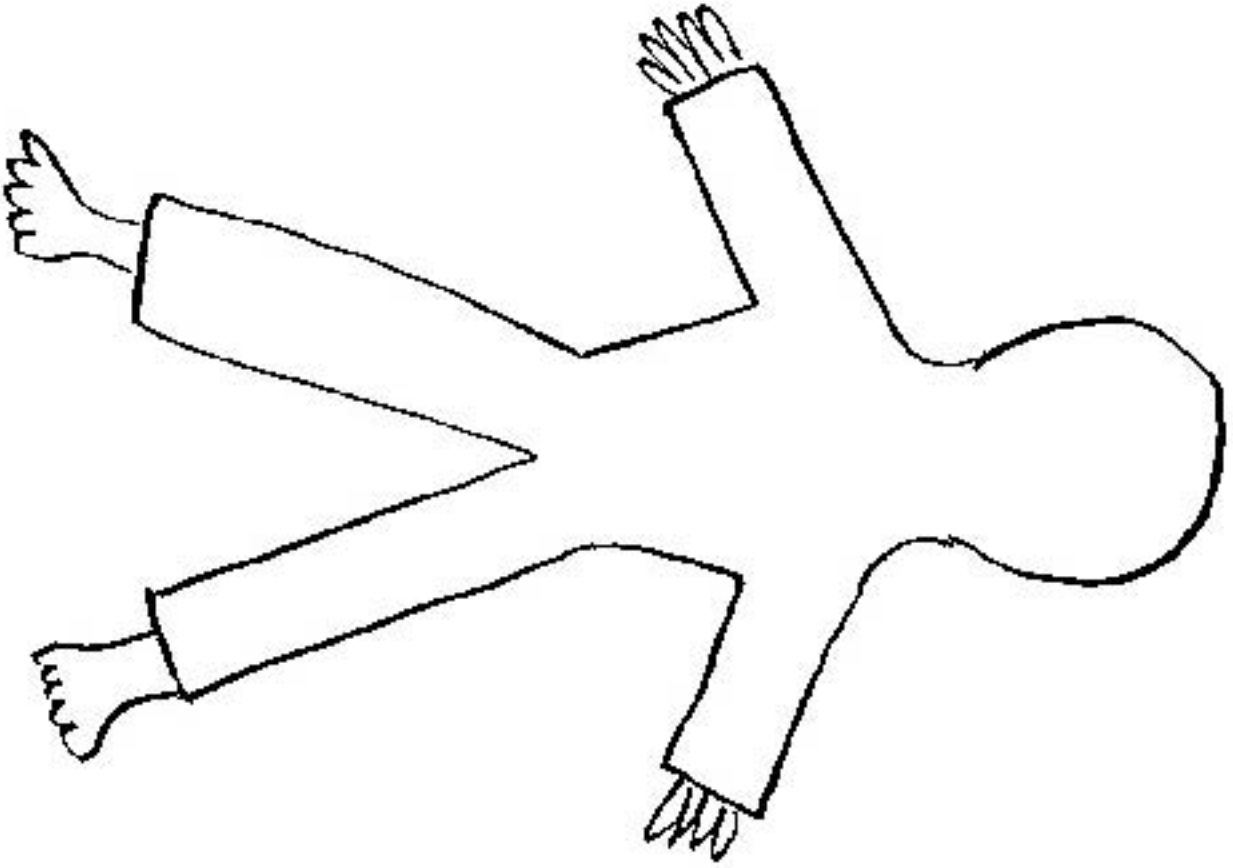




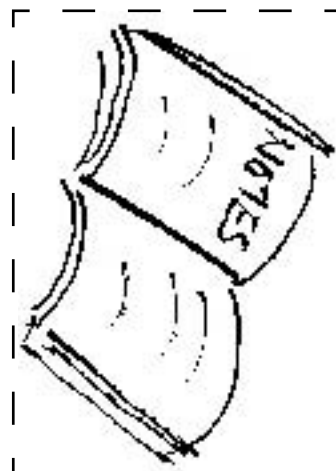
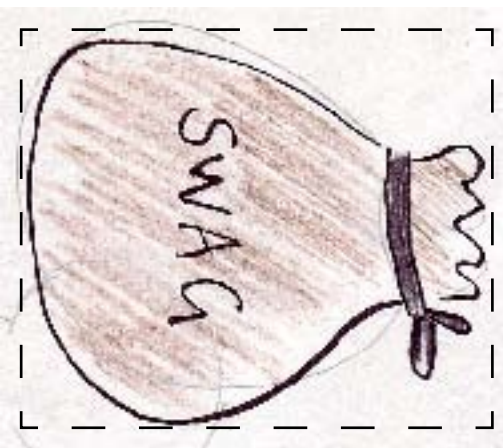
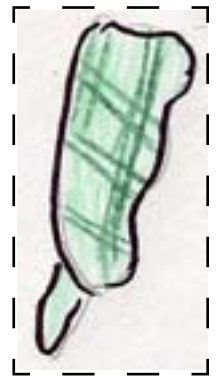
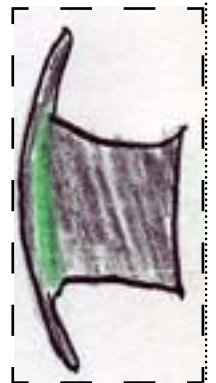
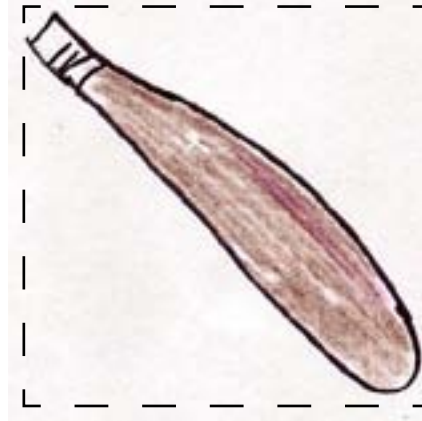
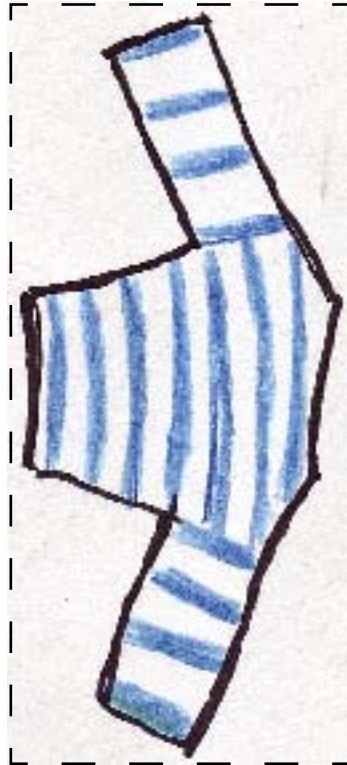
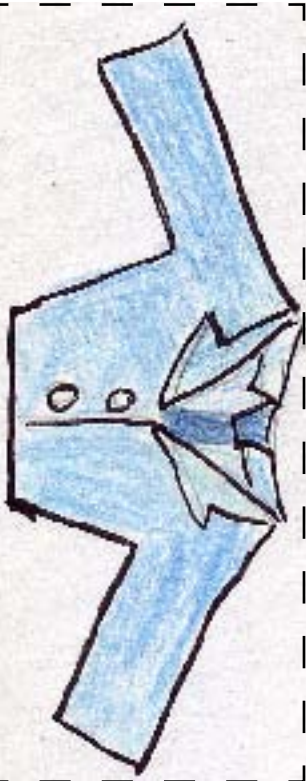
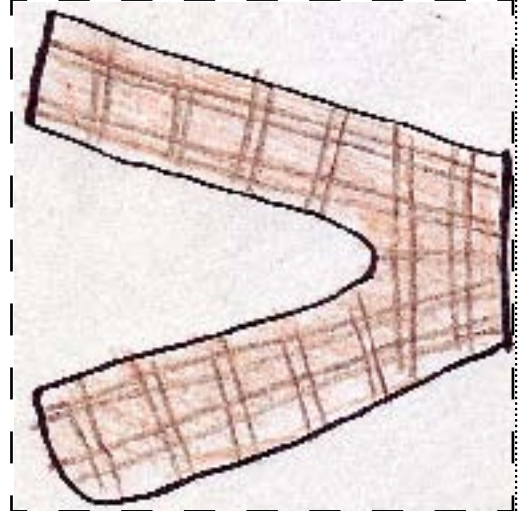
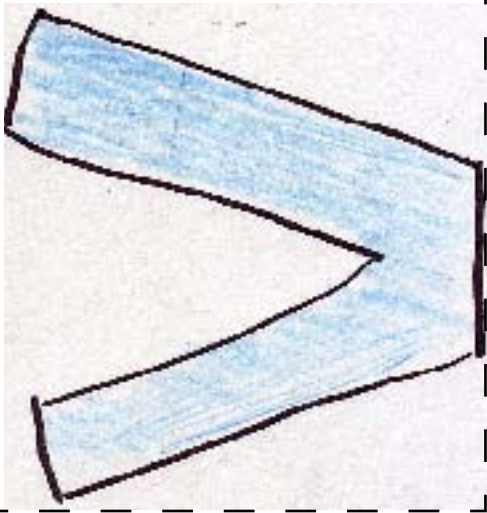
# Cops and Robbers: Track Game



A track game board with several streets and illustrations. The streets are labeled: PEPPER STREET, GOLDEN LANE, BALTIC STREET, and SWAN STREET. There are also vertical labels: POND CRESCENT and GOLDEN LANE. The board features various illustrations: a policeman running, a robber in a striped shirt, a robber in a top hat, a robber in a red shirt, and a robber in a blue coat. There are also several question marks and small icons of hats and shoes scattered throughout the track.



Cops and Robbers: Clothing for dressing figures





Question cards for you to add to

Which team of people are hardworking, brave and true?

Billy the Bag is a cop.  
True or false?

Which team of people take good care of you?

Who has skeleton keys?

What do the robbers snatch from the baby?

Who is the best of the cops?

What do the robbers snatch from the kangaroo?

What was Grandma Swagg pushing up the road?