

It could have happened, but in fact it didn't.

This activity was inspired by "Careful with that Ball, Eugene " by Tohby Riddle OUP 1992 ISBN 0-19-279905-3, and produced by Judith Evans at Rushey Mead School in Leicester and Stuart Scott. We hope that it will inspire children to write copiously about disastrous scenarios that never happened. As you can see we have surfed the curriculum, but there are gaps. Please send your best sentences back to us. The address for this activity is:

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

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 across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were 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 mixed 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 spoken language and other assessment.

*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 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 mother tongue 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 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.

It could have happened, but in fact it didn't.

When Eugene kicked the ball hard,	it could have gone through the classroom window, landed in the water tray and splashed the teacher,	but in fact he missed it and his shoe fell off.
When the chef burned the potatoes,	it could have burned down the restaurant,	but in fact it just made a very bad smell.
When Bhavin dropped the map in the river,	it could have floated all the way down to the North Sea,	but in fact he used a twig to pull it out.
When Julius Caesar arrived in Britain in BCE 55,	he could have disliked the weather and gone back to Italy,	but in fact he stayed for four hundred years.
When Mrs Agar's stick insects broke free,	they could have set up home in Maggie's kitchen,	but in fact they sat quietly on the carpet and waited to be picked up.

These clauses need to be printed on card and cut up.

It could have happened, but in fact it didn't.

When the Year 6 teacher forgot the decimal point,	he could have ordered two million pencils,	but in fact the secretary checked it and changed the order.
When Aidan took a flying leap at the high jump,	he could have gone into orbit,	but in fact he got stuck in a tree.
When the 22 bus turned right instead of left,	it could have ended up in Melton Mowbray,	but in fact the passengers all complained and it turned round.

These clauses need to be printed on card and cut up.