

Crafty Mimes

This activity was first developed by Susan Hart and Stuart Scott at Thomas Tallis School in Greenwich in 1981.

Pairs of children received a mime card and a number and worked together as craftsman/woman (there is a lot of evidence about to support women working in most crafts in the medieval period) and apprentices for five minutes or so to prepare a brief mime of the craft activity. Pairs took turns to present their mimes and the rest of the class (in pairs too) had to try to guess the mime and mark the number next to the craft on the checklist. Beyond miming pairs could plan a mini conversation full of clues about their work. We also devised a pairs game of match the tool to the craftsman which I am happy to post if there is demand!

The webaddress for this activity is:

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

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials 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 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 assessment of speaking and listening and other formative 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, 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 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.

Crafty Mimes - Checklist for pairwork

Watch each craftsman and their apprentice doing their work, and guess what they are doing.

Example: If you think the first pair are tailors, write a 1 next to Tailor on your checklist.

CRAFT	Number	CRAFT	Number
Tailor		Dyer	
Weaver		Wheelwright	
Baker		Saddler	
Shoemaker		Tanner	
Smith		Cooper	
Mason		Goldsmith	
Butcher		Carpenter	
Glassmaker			
Cartwright			

Crafty Mimes- mime cards



You are a weaver. You and your apprentice sit at two looms. You throw the shuttle from left to right and then from right to left. You push the threads up and down with foot pedals.



You are a baker. You and your apprentice mix flour and water by hand. Then you knead each loaf in a wooden trough. Together you scrape out the hot wood ashes from the oven and then push the bread in on long wooden shovels (peels).



You are a shoemaker. Your apprentice cuts the pieces of leather with big scissors. You sew the leather together. You make holes in the leather with a sharp awl, and push a big needle through the holes to join the pieces of leather together.



You are a butcher. Your apprentice holds a pig for you while you cut its throat. You catch the blood in a bowl. You then shave off the bristles with a knife and hot water. You cut the pig up to sell pieces of meat. Your apprentice spends a lot of time brushing flies off the meat.

Crafty Mimes- mime cards



You are a tailor. You cut the cloth into the right shape and your apprentice sews the pieces of cloth together. You check the work carefully. You may try on the clothes: jerkins, hats, breeches, cloaks.



You are a goldsmith. Your apprentice hammers gold until it is thin leaf. gold leaf is used to decorate books and cakes. You bend gold into rings. You make coins in a press. Gold is a soft heavy metal. It is also very precious so you have to make sure not to lose any.



You are a wheelwright. Your apprentice carves the spokes with a two handled knife. You fix the spokes on the axle and then put on the rims. These are in three or four parts. You then have to roll the wheel to one side to wait for the smith. He or she has to fix the iron ring round the rim.



You are a glassmaker. You blow hard down a long metal tube and twist it round. Your apprentice pushes up and down on the bellows to keep the fire hot. You need to stir the melted glass with a very long spoon. It is very hot work.

Crafty Mimes- mime cards



You are a mason. Your apprentice cuts the stones into rough shapes with a hammer, chisel and wedges. You chisel them smooth and produce rounded shapes for pillars or vaults. Sometimes you carve leaves and faces on the stone. Remember the stones are heavy to move.



You are a smith. You hit the hot metal on an anvil with a hammer to bend it and shape it. You can make a plough share or a sword. Your apprentice puts wood and coal on the fire and pushes up and down on the bellows. It is hot work.



You are a dyer. You mix the expensive dyes together in a barrel. Your apprentice dips the cloth in the dye. You both take it out and dip it into a barrel of alum mordant. The mordant makes the dye fast. Then you hang up the cloth to dry.



You are a saddler. While your apprentice cuts leather and makes needle holes in it with a sharp awl, you carve the saddle tree out of wood. Then you sew the pieces of leather round the tree. Finally you stuff the saddle with horsehair. This is the long hair from horses' tails.

Crafty Mimes- mime cards



You are a cartwright. You and your apprentice saw the logs in long planks. You use a long saw with a handle at either end. You drill holes in the planks and join them together with wooden pegs to make the frame of the cart. Then you take the wheelwright's wheels and fit them on the frame.



You are a tanner. You take animal skins and scrape off the fat. Then you dip them in a smelly solution of lye in a barrel to remove the hair. You take them out of the lye and stretch them out to dry them. Some thin skins are made into parchment for writing. Others are made into clothes and shoes by other craftsmen.



You are a cooper. You make barrels, buckets and tubs. You and your apprentice split oak staves with a two handled knife. Then you fit thin wood or iron hoops around the staves.



You are a carpenter. You make chests and stools from solid oak. Your apprentice saws the planks. You make joints with a mallet and chisel. You fit the pieces together with pegs made of wood. You don't use nails or screws.