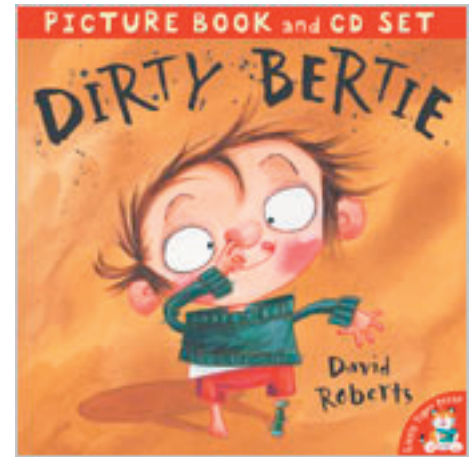


# Dirty Bertie

This activity was developed at the Leicester workshop for "Games around Stories" in May 2008 by Asha Taylor and Jo Glover from Uplands Infants. We hope it will encourage you to develop a variety of games. Please send us pictures to improve the online version. Maybe you might ask us to run a similar workshop for your authority/school cluster.

The webaddress for this activity is:  
<http://www.collaborativelearning.org/dirtybertie.pdf>

This activity was last updated 9th September 2008



Dirty Bertie by David Roberts currently published by Little Tiger Press.  
ISBN 1-85430-820-3

## 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 develop and 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 on the 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.

# Dirty Bertie

The game is for four players or fewer.

## Version 1:

This version is made up for you. Move along the track (you will need to enlarge this to A3) using standard or 1-3 dice. Players can use counters with pictures of themselves on. If they land on a germ they must collect a dirty card: these have come from our Germ Warfare activity:

([www.collaborativelearning.org/germwarfare.pdf](http://www.collaborativelearning.org/germwarfare.pdf)).

If they land on soap they must collect a soap card. If they land on a 'share your germs with a friend' square they can give a dirty card to another player (some rule making is needed here!). When they reach the end of the track they must count their cards. If they have more dirty cards than soap, they go to the doctor. If they have more soap than germs they go to school. These two pictures need improving as do many others at this stage.

## Version 2:

This is played the same way, but the track germs and dirty cards are reversed. We need your help here if we are going to put this version online since we can't use the pictures in the book for copyright reasons. Instead of germs the dirty activities are on the track, and when you land on them you get a germ card. We have provided the germs, but we need your children to make the dirty action pictures.

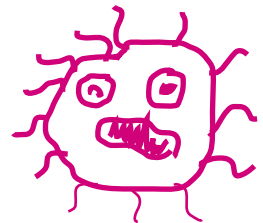
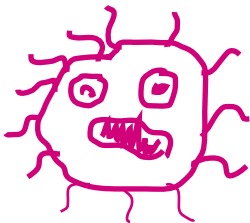
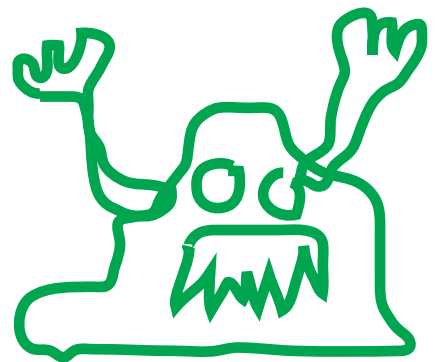
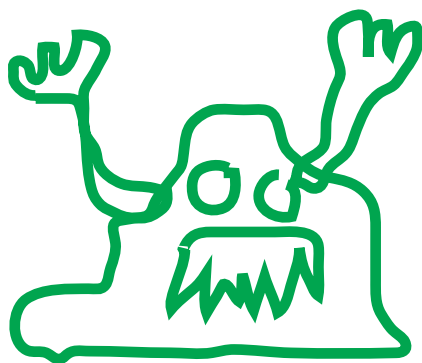
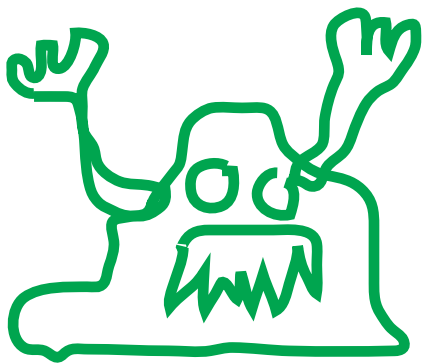
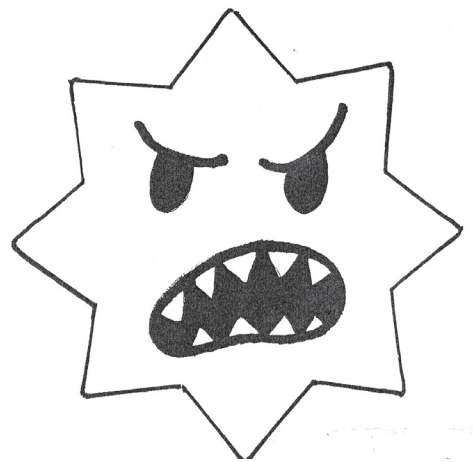
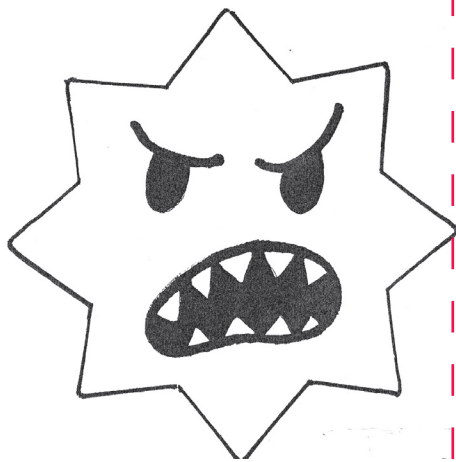
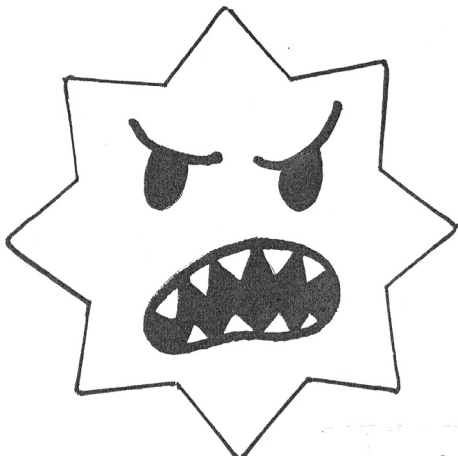
Version 3: substitutes the dirty cards on the track with "No Bertie! That's dirty, Bertie" . We have provided a track for this version.

## Variations:

You can change the rules and let players go back and forth until they have plenty of soap. Please send us more versions.









## Dirty cards

You pick up food with dirty fingers.



Your drink is in a dirty mug.



You sneeze over someone else.



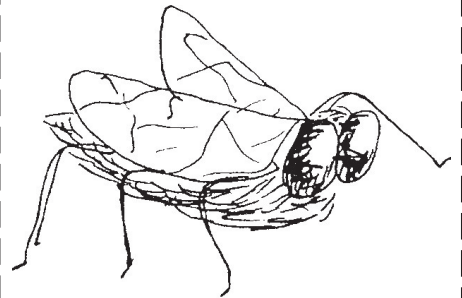
The baby is crawling on the dirty floor.



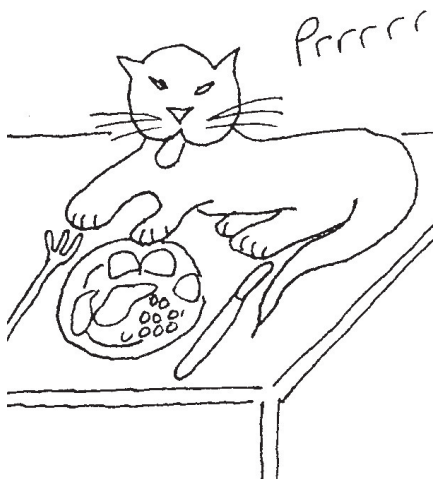
You eat a chocolate bar after stroking the dog.



There are flies in your kitchen.



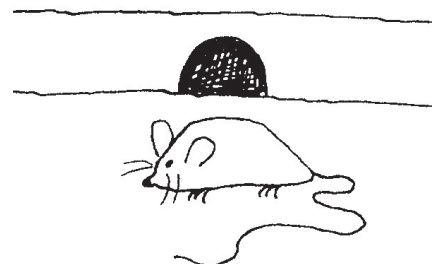
The cat likes to lick your plate.



You dry the pots with a dirty teatowel.

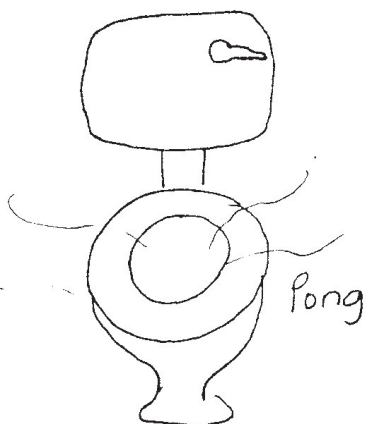


There is a mouse in the kitchen.



## Dirty cards

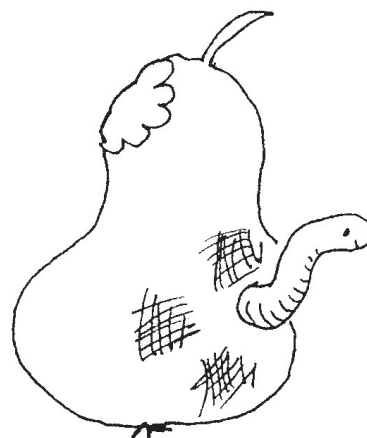
You do not flush the toilet.



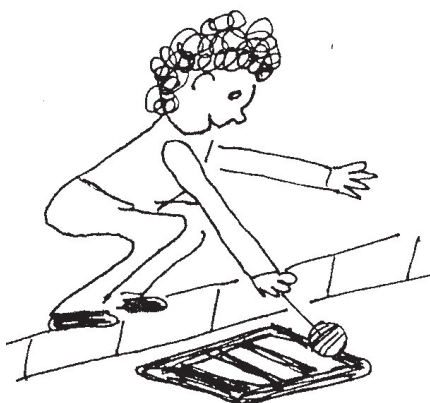
You put dirty fingers into your mouth..



You eat mouldy food.



You find a lolly and suck it.



You use somebody else's hanky.

