This is a new activity so we would welcome feedback. Ideally this activity works best with a pair of children sitting opposite with another pair with a barrier between them. The pair with the No 1 baseboard have the cards for the pair with the No 2 baseboard and vice versa. They take turns to ask for items for their stories. eg "Do you have something transparent for Cinderella?".

A more demanding activity would be to treat the activity more like happy families with all four baseboards and all the cards dealt out to players. They would then take turns to ask each other for items for their rooms. In this online version you will have to draw the pictures, but we have chosen items that you will not find too difficult to draw. We would welcome some more baseboards to cover more qualities with the same or different stories.

Curriculum information for English National Curriculum: The simpler version of this activity is planned for Year 1. The webaddress for this activity is: http://www.collaborativelearning.org/fairystoriesqualitiesbarrier.pdf

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.

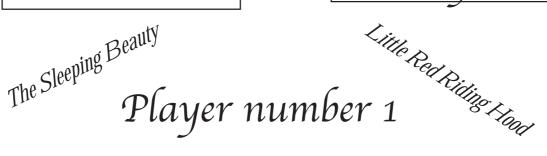
*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers 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.

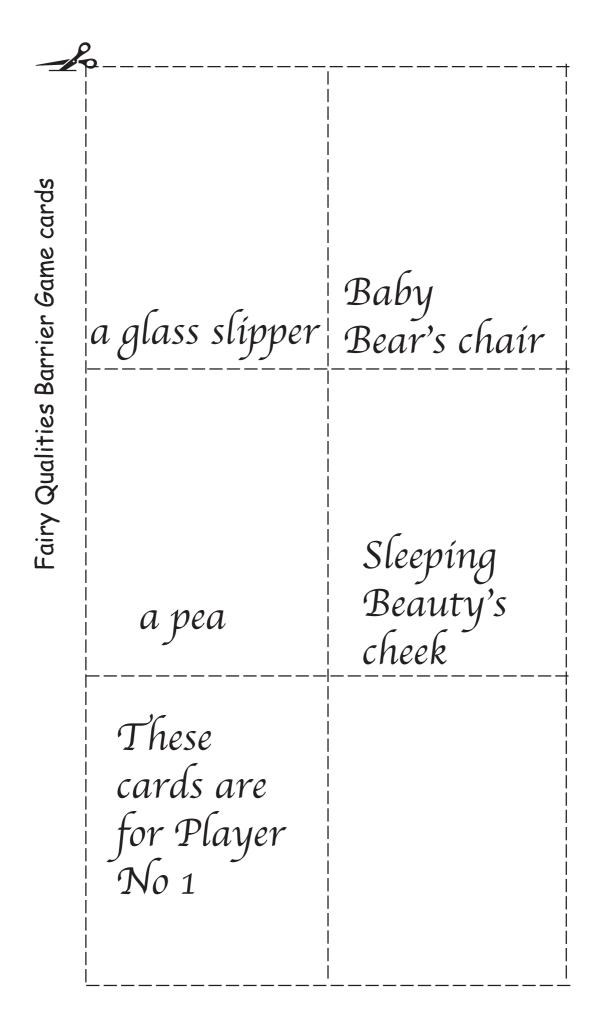
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The Enormous Turnip Three Little Pigs The Princess and the Pea The Gingerbread Man

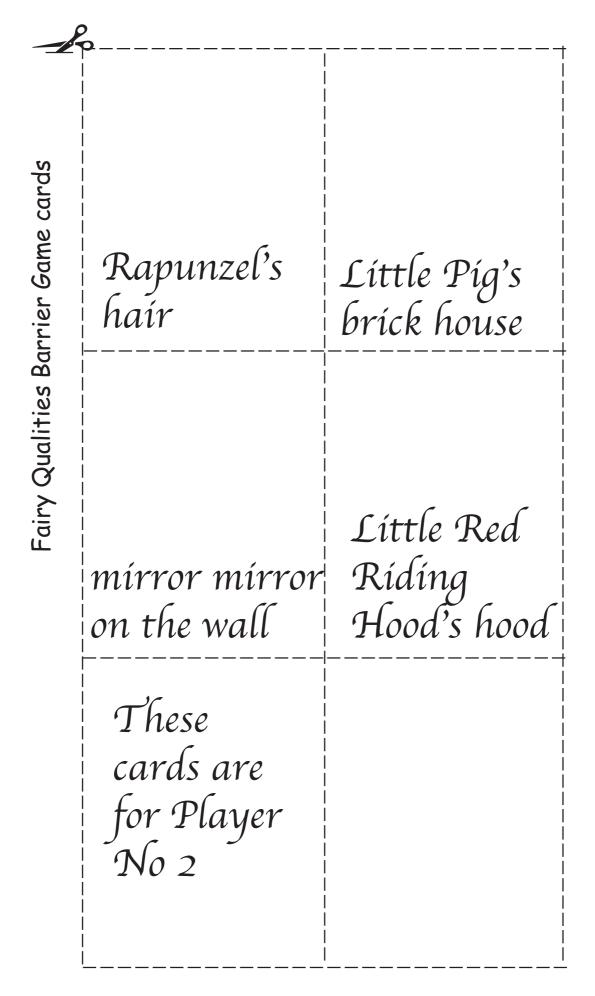
Ask for something hard from The Princess and the Pea.

Ask for something smooth from The Sleeping Beauty.

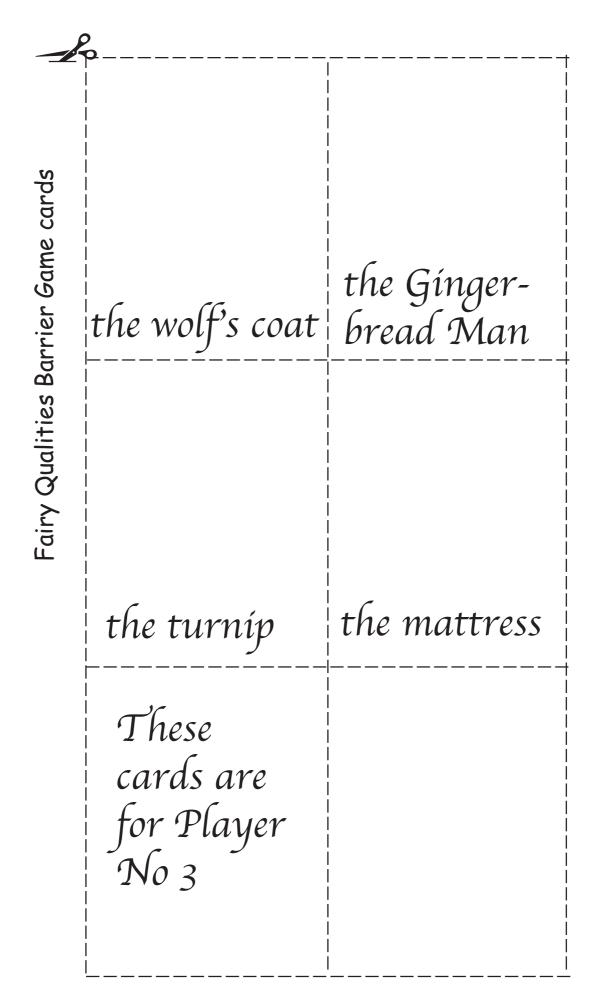




Snow White Rapunzel Ask for Ask for something something flexíble from rígíd from the Three Rapunzel. Líttle Pígs. The Enormous Turnip The Three Bears Three Little Pigs The Princess and the Pea The Gingerbread Man Ask for Ask for something something waterproof shíny from from Líttle Snow White. Red Ríding Hood. Little Red Riding Hood The Sleeping Beauty Player number 1



Snow White Rapunzel Ask for Ask for something absorbsomething rough from ent from the Líttle Red Gingerbread Rídíng Man. Hood. The Enormous Turnip The Three Bears Three Little Pigs The Princess and the Pea The Gingerbread Man Ask for Ask for somesomething thíng lumpy from The tough from The Enor-Príncess and mous Turníp. the Pea. Little Red Riding Hood The Sleeping Beauty Player number 3



Rapunzel Ask for something hard from The Three Bears.



Ask for something flexible from The Three Little Pigs.

The Enormous Turnip The Three Bears Three Little Pigs The Princess and the Pea The Gingerbread Man

Ask for something rígid from The Sleeping Beauty.

Ask for some-thíng smooth trom . Cínderella.

