

Goodnight Children Everywhere

This activity was first developed by Susan Hart and Stuart Scott in 1982. We based an initial video watching activity on one of the Yorkshire TV programmes *How We Used To Live* which has now reappeared on YouTube. Here we have revised the how does it feel to be away from home activity, the billeting activity and the Not Her She's Too Ugly cloze activity.

Webaddress

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

Last updated 24th October 2012

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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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 throughout the European Union. The project posts online many activities in all subject areas. An 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 oracy. They provide teachers opportunities for assessment of talk.

*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.

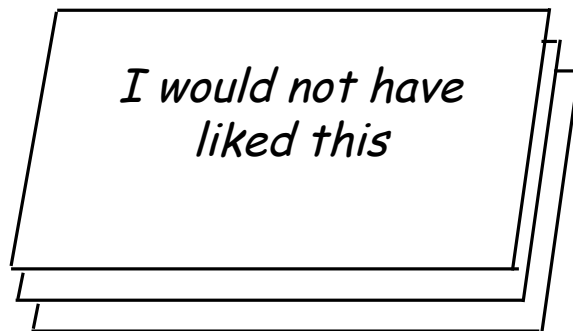
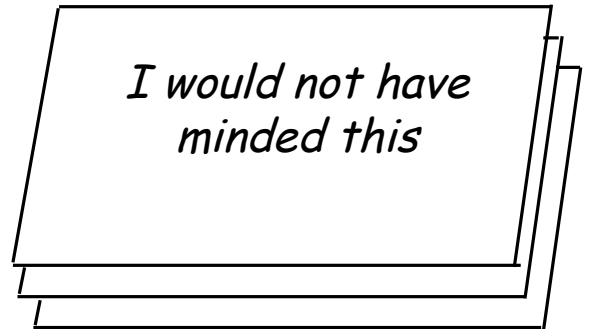
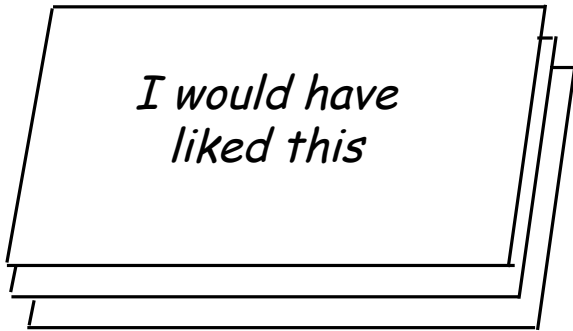
*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*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.

Away from Home

★ How would you have felt about being evacuated? Read the cards and sort them into three piles



★ Now choose three things that you think you would have found hardest to get used to.

In your book, write a sentence explaining your three cards:

"If I had been evacuated, I would have found it hardest to get used to

Away from Home

Work with a partner.

List on the grids below all the times that each of you have spent a week or more away from home.

★ Name

Reason for going	Time away	Were you homesick?

★ Name

Reason for going	Time away	Were you homesick?

★ Suggested reasons: hospital - mother ill - mother having baby staying with gran - school trip - camping - holiday with friends staying with relative - visiting other planet

living with strange people	being away from family and friends	not having your own books and games
living in the country	going to a new school	eating different food
not seeing a lot of cars and people in the streets	being teased by local children	being blamed for things you did not do because you are a stranger
having to do jobs around the house	talking to people who speak differently from you	doing as you are told by people not your family
playing in the fields and woods and not in the street	sleeping in a strange bed in strange surroundings	not having mum/dad to comfort you when you are ill or upset

Finding a Billet in the Country

A billet was a place in a family in the country for a city child to stay.

★ Read the six billet cards. Say which one you would prefer and why.

★ Now throw a die to discover which billet you actually got. Would you have liked it or not?



What was it like in London? Air Raids Every Night.

'At the start, I couldn't sleep at all, waiting for the next one: but now, well, the most I do, I might dream that the windows have been blown out, and when I wake up next morning, they have!' (Young woman).

Sleep ~ or the lack of it - almost replaced the weather as a topic of conversation; strangers in the street would greet each other: 'Tired this morning?' 'Dreadful, isn't it?'

Sleep? I don't think I could sleep now, even if the bombing stopped tomorrow. I'm all - you know - I haven't slept for five nights. It's gone from me, I wouldn't know how to lay me head in peace any more . . .' (Labourer's wife).

'The wife and I, we were blown clean out of our beds on to the floor. We slept through most of it, and next thing we knew, we found ourselves the other side of the room on our hands and knees.' (Grocer's delivery man).

'It's not the bombs I'm scared of any more, it's the weariness ... trying to work and concentrate with your eyes sticking out of your head like hat-pins, after being up all night. I'd die in my sleep, happily, if only I could sleep.' (Civil servant, female).

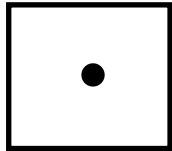
Woman of 60: 'If we ever live through this night, we have the good God above to thank for it.'
Friend: 'I don't know if there is one, or he shouldn't let us suffer like this.'

You know what, I woke up this morning to find glass all over my bed, and all my books on the floor, and I hadn't heard a thing!' (Young woman).

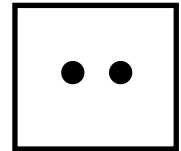
Billet Cards

The village policeman and his wife take you in. They have a baby son who is two years old and you share his room. They have a small house with a little garden.

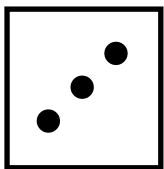
There is a toilet at the end of the garden.



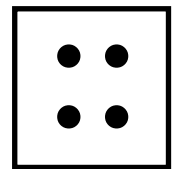
You go to stay with a fisherman and his wife in a huge rambling house near Penzance. There are fifteen other evacuees staying there. You all sleep in a big dormitory and go about together.



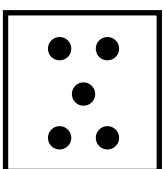
There is no family to take you, so you are put into a hostel run by a middle aged lady. She looks strict. She wears glasses and has her hair in a tight bun. She is quite kind to you and there are other children living there to play with.



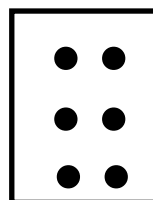
A well-off middle aged couple take you in. They have no children of their own. They live in a big house with large rooms and lots of old furniture. There is an orchard and a fishpond in the garden. They have a maid, but you are expected to help in the house too.



You go to live with a farmer and his wife. They have four children and make you one of the family. You help out on the farm and play with the dogs. You go for walks and picnics in the countryside and fishing in the river nearby.



The billeting officer has persuaded an old couple to take you. They did not want a child, but they did not like to say no. They don't really know how to cope with young people. They expect you to be very well behaved, go to bed early and eat up all the food you are given.



Not Her! She's too Ugly.

Work in pairs. Read the passage together and decide the best words to fit in the spaces

I was nine when I was evacuated the war. We were all scared; we were all You can't explain it. Your mums dads weren't even allowed to the You were left in a church the coach came and got you, then you were straight into trains. I don't know about evacuees, you like refugees. You didn't know you were going or who was going to have you. It was



Before we were taken there we were our gas masks and a big label on our to say our name, address, where we'd come and where we were going to. we got there, we were put into a hall, and people came up and you out. I was with two sisters and one brother. My dad told us we weren't to be - we should go with one another. A church lady came, and the WVS lady said, "There you are, there's a little family." The woman said, "I don't want her - she's too ugly." That was me. I The voluntary worker said, "Well look, let your brother and sisters go with this lady, and you go with this other one." Well, I went with this very religious woman.

It was really You had to get up in the morning, do your housework, and to the church. The people in Dunstable didn't Londoners at all. Nobody liked Londoners. soon as you got there you were called 'dirty'. Anything that went down there was blamed on the Londoners, yet some of those country kids were thieves in their own way. But to their mothers, these never did any wrong. But us, we were the that did it all.

I was nine when I was evacuated during the war. We were evacuated from St Luke's School in Old Street and we were taken to Dunstable. We were all scared; we were all crying. You can't explain it. Your mums and dads weren't even allowed to the station. You were left in St Luke's Church until the coach came and got you, then you were packed straight into trains. I don't know about evacuees, you felt like refugees. You didn't know where you were going or who was going to have you. It was terrible. Before we were taken there we were given our gas masks and a big label on our collar to say our name, address, where we'd come from and where we were going to. When we got to Dunstable, we were put into a big school hall, and people came up and sorted you out. I was with two sisters and one brother. My dad told us we weren't to be parted - we should go with one another. A church lady came, and the WVS lady said, "There you are, there's a nice little family." The woman said, "I don't want her - she's too ugly." That was me. I cried. The voluntary worker said, "Well look, let your brother and sisters go with this lady, and you go with this other one." Well, I went with this very religious woman. I'm going to call her 'Mrs Brown', and it was really terrible. You had to get up early in the morning, do your housework, and go to Church, because the husband was a Church Warden. The people in Dunstable didn't like Londoners at all. Nobody liked Londoners. As soon as you got there you were called 'dirty'. Anything that went wrong down there was blamed on the Londoners, and yet some of those country kids were little thieves in their own way. But to their mothers, who, remember, were all Church people, these kids never did any wrong. But us, we were the ones that did it all.