

# Greek Farming through the Year Game

Rain stops beans from drying.  
Lose 1 pot

## SPRING CHANCES

Go on raid.  
Bring back 2 pots wine

This is your checklist of the goods you have in your store at the beginning of Autumn. If you were an Ancient Greek you would write this on a bit of pottery. The winner is the person who has most in their store at the end of the year.

GOODS	NUMBER IN STORE	Began with	Ended with
Barley	UUUUUU	6	
Leeks	UUUUU	5	
Oil	UUUUU	5	
Figs	UUUUUU	6	

Spring is late. Bad bean crop.  
Lose 1 pot of beans



### Spring

Weed barley, plough soil not being used, look after bees, stop swarms, harvest leeks and beans. Goat produces kids. Find food growing wild.

In to stores	Out of stores
<ul style="list-style-type: none"> <li>* add six pots of beans</li> <li>* add 6 pots of leeks</li> </ul>	<ul style="list-style-type: none"> <li>* use up one pot/item of everything for food</li> </ul>



# Quicklook at "Greek Farming through the Year"

## Game Rules

We played the game like this, but if you can think of different ways to play it please let us know.

Four players can play. Each player has a stores checklist, and an information card about a season.

Start with Autumn. The player with the Autumn information reads out the card, and tells all the players what to add and what to take out of their stores. Cross off pots and draw new pots in. (We've provided rather boring looking pots made from the letter U, but you can draw more beautiful ones).

Then every player takes an Autumn chance. We wanted a change from using cards, so we have put the chances on a "folded thing that you tweak with your fingers", which children often put rather personal information on. These chances mean that some things might be added or taken away from your personal store.

Then do the same for Winter, then for Spring, then for Summer. When you have arrived back at Autumn, count up your stores and discover whether you had a good year or a bad one. Players will find that if they barter goods they may live better lives!

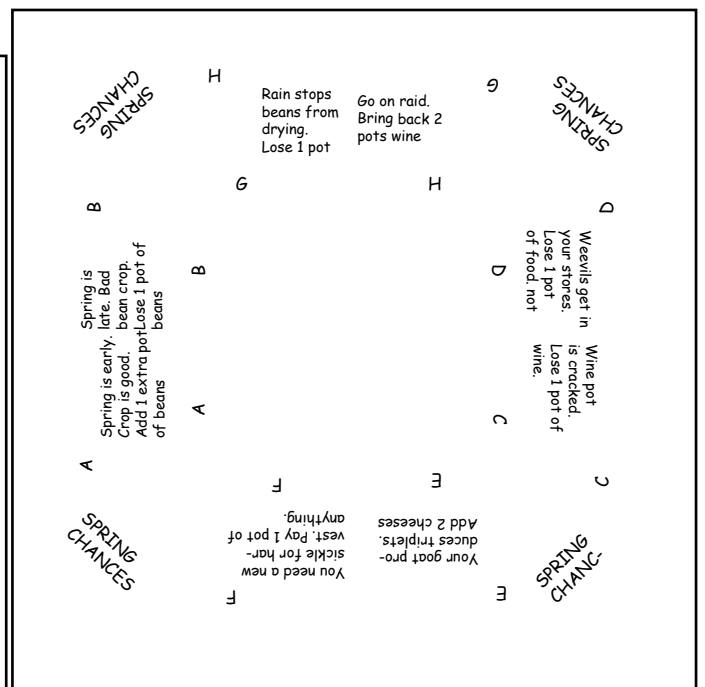
Note: re "the folded thing that you tweak with your fingers". We'd be interested to hear what, if you use them, you call them, since we think they have different names in different places.

**FARMER OF THE YEAR GAME** Name \_\_\_\_\_

This is your checklist of the goods you have in your store at the beginning of Autumn. If you were an Ancient Greek you would write this on a bit of pottery. The winner is the person who has most in their store at the end of the year.

GOODS	NUMBER IN STORE	Began with	Ended with
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Leeks	UUUUU	5	
Oil	UUUUU	5	
Figs	UUUUUU	6	
Wine	U	1	
Raisins	U	1	
Honey	U	1	
Cheese	UU	2	
Nuts	U	1	
Beans	UUUUU	5	
from hunting		0	
<b>TOTALS</b>			

- \* As you go through the year, cross off the pots you use.
- \* Add pots for things you have grown or caught.
- \* If you run out of something you need, you must try to swop a pot with one of the other players  
\*\*\*\*\*
- \* At the end of the year count up how many pots you now have.
- \* This is your store cupboard for the next year. Draw it in your book.
- \* Have you got enough of everything? What do you need that you haven't got enough of? Could you swop with anyone else to make up your stores?



● ● ● ● ●  
● Spring ● ● ● ● ●

Weed barley, plough soil not being used, look after bees, stop swarms, harvest leeks and beans. Goat produces kids. Find food growing wild.

In to stores	Out of stores
<ul style="list-style-type: none"> <li>* add six pots of beans</li> <li>* add 6 pots of leeks</li> </ul>	<ul style="list-style-type: none"> <li>* use up one pot/item of everything for food</li> </ul>

All the information in the activity comes from Hesiod's book on how to be a good farmer. You can find more detail there if you want to write better chance cards.

# Greek Farming through the Year

This activity has been in active use since 1981, so it is high time for it to go on the web. Susan Hart and Stuart Scott developed it as part of an integrated humanities course (do you remember them?) at Thomas Tallis School in Greenwich. We tried at the time to integrate maths work too. Our source of information was Hesiod.

The address for this activity is:

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

Last update: May 2017

Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

For more details go to: [www.collaborativelearning.org](http://www.collaborativelearning.org)

## 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.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

## 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 and conferences worldwide but mainly in the UK. 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 speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

\*They provide scaffolding for 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 work effectively 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 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.

# Greek Farming through the Year

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Start with Autumn. The player with the Autumn information reads out the card, and tells all the players what to add and what to take out of their stores. Cross off pots and draw new pots in. (We've provided rather boring looking pots made from the letter U, but you can draw more beautiful ones).

Then every player takes an Autumn chance. We wanted a change from using cards so we have put the chances on a "folded thing that you tweak with your fingers", which children often put rather personal information on. These chances mean that some things might be added or taken away from your personal store.

Then do the same for Winter, then for Spring, then for Summer. When you have arrived back at Autumn, count up your stores and discover whether you had a good year or a bad one.

Note: re "the folded thing that you tweak with your fingers" . We'd be interested to hear what, if you use them, you call them, since we think they have different names in different places. Chatterboxes? Fortune Tellers?

# FARMER OF THE YEAR GAME

Name \_\_\_\_\_

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Raisins	U	1	
Honey	U	1	
Cheese	U U	2	
Nuts	U	1	
Beans	U U U U U	5	
from hunting		0	
TOTALS			

- \* As you go through the year, cross off the pots you use.
- \* Add pots for things you have grown or caught.
- \* If you run out of something you need, you can try to swop a pot with one of the other players who have been more fortunate.



\*\*\*\*\*

- \* At the end of the year count up how many pots you now have.
- \* This is your store cupboard for the next year. Draw it in your book.
- \* Have you got enough of everything? What do you need that you haven't got enough of? Could you swop with anyone else to make up your stores?

## Spring

### Your work!

Weed barley, plough soil not being used, look after bees, stop swarms, harvest leeks and beans. Goat produces kids. Find food growing wild: green leaves.

In to stores	Out of stores
Add six pots of beans Add 6 pots of leeks  	You use up one pot/item of everything for food  

## Summer

### Your work!

Harvest olives, barley and figs. Thresh barley, dry figs and squash olives to make oil. Goat now produces extra milk. Pick wild leaves: dandelions and nettles.


In to stores	Out of stores
Add 5 pots olive oil Add 6 pots barley Add 5 pots figs Add two cheeses  	Use up one pot/item of everything for food  

## Autumn



### Your work!


Plough and hoe soil ready for sowing crops. Sow seed, pick nuts, empty hive of honeycombs, pick grapes, squash grapes to make wine, dry grapes to make raisins.

In to stores	Out of stores
Add 5 honeycombs Add 5 pots of nuts Add 1 cheese Add 5 pots of wine Add 5 pots of raisins	Use up 1 pot/item of everything for food Sow 1 pot of barley Sow 1 pot of leeks Sow 1 pot of beans  

## Winter

### Your work!

Prune vines and trees, mend tools, repair house, clear fields, go hunting. Goat is not producing milk, because it is going to have kids soon. You cannot make cheese.

In to stores	Out of stores
Nothing  	Use up 1 pot/item of everything for food

**SPRING CHANCES**

**A**  
Spring is early. Crop is good. Add 1 extra pot of beans  
Spring is late. Bad bean crop. Lose 1 pot of beans

**B**  
Spring is early. Crop is good. Add 1 extra pot of beans  
Spring is late. Bad bean crop. Lose 1 pot of beans

**C**  
Your goat produces triplets. Add 2 cheeses  
Wine pot is cracked. Lose 1 pot of wine.

**D**  
Weevils get in your stores. Lose 1 pot of food. not liquid

**E**  
You need a new sickle for harvest. Pay 1 pot of anything.

**F**  
Rain stops beans from drying. Lose 1 pot

**G**  
Go on raid. Bring back 2 pots wine

**H**  
Weevils get in your stores. Lose 1 pot of food. not liquid

**SPRING CHANCES**

Print these chances on paper, cut out square and fold. If you can't do this ask a child or contact us for a template. The different seasons are best printed on different colours and you may want to do the same with the season information cards. [www.collaborativelearning.org](http://www.collaborativelearning.org)

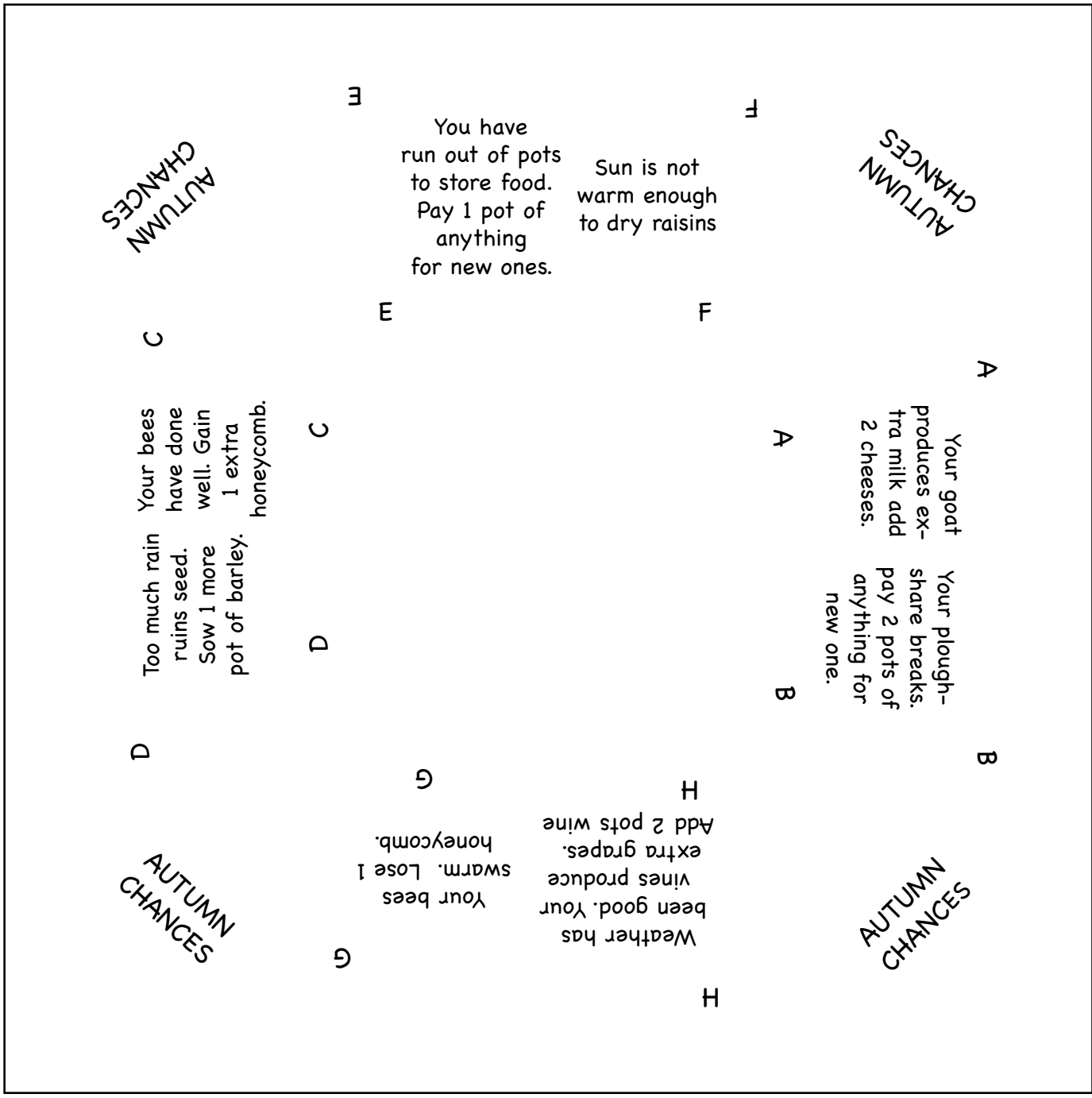
<p>WINTER CHANCES</p>	<p>G</p>	<p>Another village raid is fine. Go fishing. Catch yours. Lose 2 pots oil.</p>	<p>H</p>	<p>WINTER CHANCES</p>
<p>D</p>	<p>C</p>	<p>H</p>	<p>G</p>	<p>B</p>
<p>Heavy rain spoils your barley seed. Plant 1 pot again.</p>	<p>You go hunting &amp; catch a wild goat. Add 2 pots meat to store.</p>	<p>You go hunting &amp; catch some birds. Store them in oil. Add 1 pot birds.</p>	<p>You need a new grindstone. Pay 1 pot of anything.</p>	<p>B</p>
<p>C</p>	<p>D</p>	<p>E</p>	<p>F</p>	<p>A</p>
<p>WINTER CHANCES</p>	<p>E</p>	<p>Snow in mountains washes away one barley field. Plant 1 pot again.</p>	<p>Rain comes late. Your barley seed does not come up. Plant 1 pot again.</p>	<p>WINTER CHANCES</p>
<p>A</p>	<p>F</p>	<p>A</p>	<p>A</p>	

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<p>SUMMER CHANCES</p>	B	<p>You did not weed barley well. Lose 2 pots.</p>	B	H	<p>The sun has made your olives plump. Gain 1 extra pot of olives.</p>	<p>A plague of insects gets your olive crop lose 2 pots oil</p>	G	<p>SUMMER CHANCES</p>
A	<p>Your olive press breaks. Lose 1 pot of oil.</p>	A	<p>You pruned your figs well. Get 1 extra pot of figs.</p>	F	<p>Good weather. You get big barley crop. Add 2 extra pots.</p>	E	D	<p>You catch an octopus and sell it for 2 pots of barley.</p>
<p>SUMMER CHANCES</p>	F	E	<p>SUMMER CHANCES</p>	C	<p>Your ox drops dead. You can't thresh barley.</p>	C	D	<p>SUMMER CHANCES</p>

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