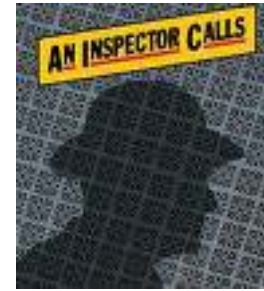


An Inspector Calls Revision Game



Characteristics

Actions

Showed photos, but didn't let everybody see them at the same time.

Felt very bad about what she did to Eva.

unsophisticated

Quotes

"She was giving herself ridiculous airs. She was claiming fine feeling and scruples that were simply absurd in a girl in her position." p.46

"A nice little promising life there, I thought, and a nasty mess somebody's made of it."
p.21

not at ease/
awkward

"If he refused to marry herthen he must at least support her." p.46

Card and dice game to memorise information

An Inspector Calls - Revision Game

Devised by Deborah Owen from the Ethnic Minority Pupil Service in East Sussex.

The webaddress for this activity is:

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

Last updated 3rd April 2016

Our 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.

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.

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 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. A newsletter "PAPERCLIP" is also updated regularly.

*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 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 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.

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

An Inspector Calls - Revision Game

How to make up the activity.

Deb used a large blank die (popular for games in KS1) onto which she stuck two smiley faces (to go first and to put any card on the board), coloured blobs (for characteristics, quotes and actions) and an arrow (for giving a card to another player). You can either use the shapes below or make your own or use a standard die and decide in advance what the numbers represent.

2. Enlarge the game board to A3 and laminate.

3. Laminate characteristics, actions and quotes cards and cut up. If the page numbers on the quotes cards don't correspond to your edition of the book either delete or change them.

4. Stick the shapes etc below onto a blank die.



1



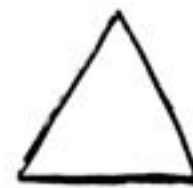
2



3




4



5



6

There is no answer sheet provided in the activity. You might want to persuade your  pupils to make one up for you!

An Inspector Calls - The Game

The Game Pack includes: an A3 blank grid board, 36 characteristics cards, 16 quotes cards, 16 actions cards, a special die and answer sheets.

How to play

1. Place all the cards face down on the table. Decide how many are playing.
2. Four players pick 8 cards each. Five players pick 7 cards each. Six players pick 6 cards each.
3. First player to throw a smiley face goes first.
4. Throw a triangle to lay a Quotes card in a correct place on the board.
Throw a star to lay an Actions card in the correct place.
Throw a crescent to lay a Characteristics in the correct place.
Throw an arrow to give one of your cards to another player.
Throw a smiley face to lay any of your cards in the correct place.
5. If anyone thinks a card may be in the wrong place, check answers. If player is wrong he/she takes the card back.
6. The winner is the first player to place all their cards on the board.

Inspector Calls Revision Game Board

	Characteristics	Quotes	Actions
Birling			
Mrs Birling			
Sheila			
Eric			
Gerald			
Inspector Goole			

Actions cards

Shown photos, but didn't let everybody see them at the same time.

Sacked Eva for leading a strike.

Got angry because she thought Eva laughed at her.

Found somewhere for Daisy to live and gave her some money.

Slept with Daisy and she became pregnant.

Stole money from Birling's office to give to Daisy.

Felt very bad about what she did to Eva.

Refused to give the girl any money from the charity.

Refused to admit any responsibility for Eva's death.

Questioned each of the family in turn.

Helped Daisy to get away from Alderman Meggarty.

Saw the engagement of Sheila to Gerald as good business.

Thought the father of the girl's baby should be responsible.

Tried to make everyone realise that they had contributed to the girl's death.

Telephoned the hospital - there was no girl who had committed suicide.

Drank a lot throughout the evening.

Quotes cards

"She was giving herself ridiculous airs. She was claiming fine feeling and scruples that were simply absurd in a girl in her position." p.46

"Your engagement to Sheila means a tremendous amount to me." p.4

"I caught sight of this girl smiling at Miss Francis - as if to say: Doesn't she look awful? - and I was absolutely furious." p.24

"She was a good-looking girl - country-bred I fancy....A good worker." p.14

"A nice little promising life there, I thought, and a nasty mess somebody's made of it." p.21

"The girl saw me looking at her and then gave me a glance that was nothing less than a cry for help." p.35

"I was sorry for her, and didn't like the fact of her going back to the Palace bar. I didn't ask for anything else in return." p.37

"She'd impertinently made use of our name, though she pretended afterwards that it was the first name she thought of." p.44

"If he refused to marry herthen he must at least support her." p.46

"Could I have a drink first?" p.51

"She told me she thought she was going to have a baby." p.53

"You'll be able to divide the responsibility between you when I'm gone." p.54

"One Eva Smith has gone, but there are millions of Eva Smiths and John Smiths still left with us." p.56

"I behaved badly too. I know I did. I'm ashamed of it." p.57

"She'd had a lot to say - far too much - so she'd had to go." p.57

"A girl died tonight. A pretty, lively sort of girl who never did anyone any harm." p.28

Characteristics cards

prosperous/rich

heavy

mid 50s

pompous

about 50

pretty

early 20s

early 20s

unsophisticated

pleased with
life

attractive

around 30

not at ease/
awkward

a bully

half shy/
half assertive

cold/unfeeling

socially correct

self-important

out of touch
with real life

lively

a bad
tempered
shopper

later repentant
and caring

immature

thoughtless

selfish

Characteristics cards

has problems
with drink

a thief

self-assured

imposing

sombre

well-mannered

a businessman

chivalrous but
morally weak

determined

calm

mysterious