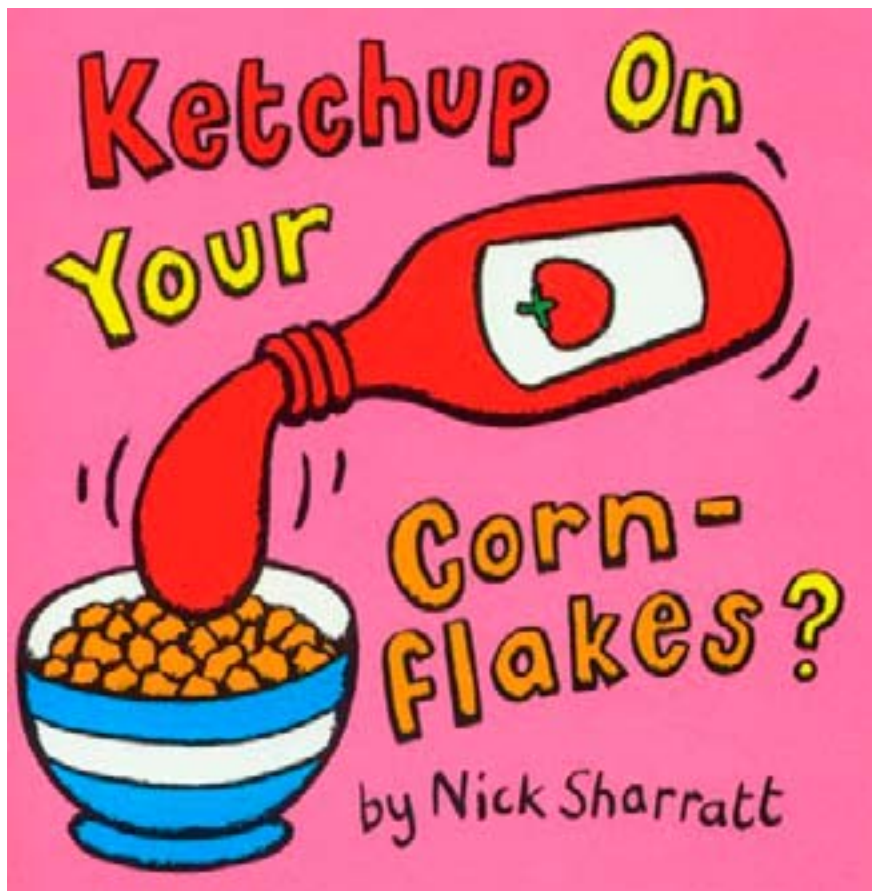


Mad Food

chargrilled

polo mints

on pizza



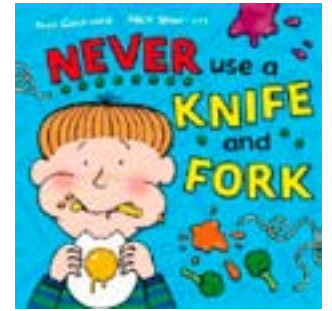
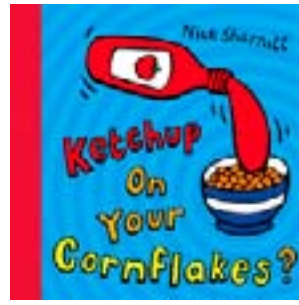
pickled

grass clippings

with cream

Game to make your own mad dishes!

Mad Food



This activity was developed by Angela Coade and Stuart Scott for Year Two's at Burlington Infants School in Kingston upon Thames. We have updated it while working on the Rascally Cake. It was inspired by a book illustrated by Nick Sharratt where the pages were divided horizontally in three so different "foods" could be combined into different menus. Photocopy each vertical column on different coloured card. Then shuffle each coloured set, pile them up and take turns to pick one of each colour. You have enough cards here to split between groups. You can decide how many cards to allocate to a group depending on the children you are working with. You just need to make sure you have the same number in each colour.

The resulting menus can be shared orally round the class, illustrated, and then could be made up into a class book. Children could make their own illustrated (with drawings or photos stuck in) version of the activity to try out on other classes.

The blank grid at the end is for any new foods to be added.

Webaddress: www.collaborativelearning.org/madfood.pdf

Last updated 26th November 2018

Collaborative Learning = Oracy in Context
makes challenging curriculum accessible.
improves social relations in the classroom.
provides scaffolding for exploratory talk.

Collaborative Learning Project, 17 Barford Street, LONDON N1 0QB

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 spoken language and other 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 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/madfood.pdf>

diced

CD roms

in olive oil

tickled

polo mints

on pizza

fresh
picked

telephone
directory

in a sandwich

photocopied

electric eel

on a pillow

bright blue

roses

with grated
cheese

chargrilled

bar of soap

wrapped in a
leaf

wild

mobile phone

in a pie

stretched

trainers

with
sprinkles

pickled

candles

in a bun

sliced

mouse

with cream

beaten

spiders

boiled in a
bag

chocolate
coated

cotton wool
balls

in a glove

iced

nail parings

on toast

hundred
year old

grass
clippings

in an
umbrella

frozen

cucumbers

covered in
mayonnaise

shredded

socks

with ketchup

crinkly

pancakes

in a tube

deep fried

duck
feathers

rolled very
thin

purple dyed

fishbones

in bubble
wrap

dessicated

dogfish

with fried
rice

curried

bird seed

with
dumplings

smoked

shoe laces

with custard

soused

pencil
shavings

and chips

jellied

pig's ears

with
chocolate
sauce
