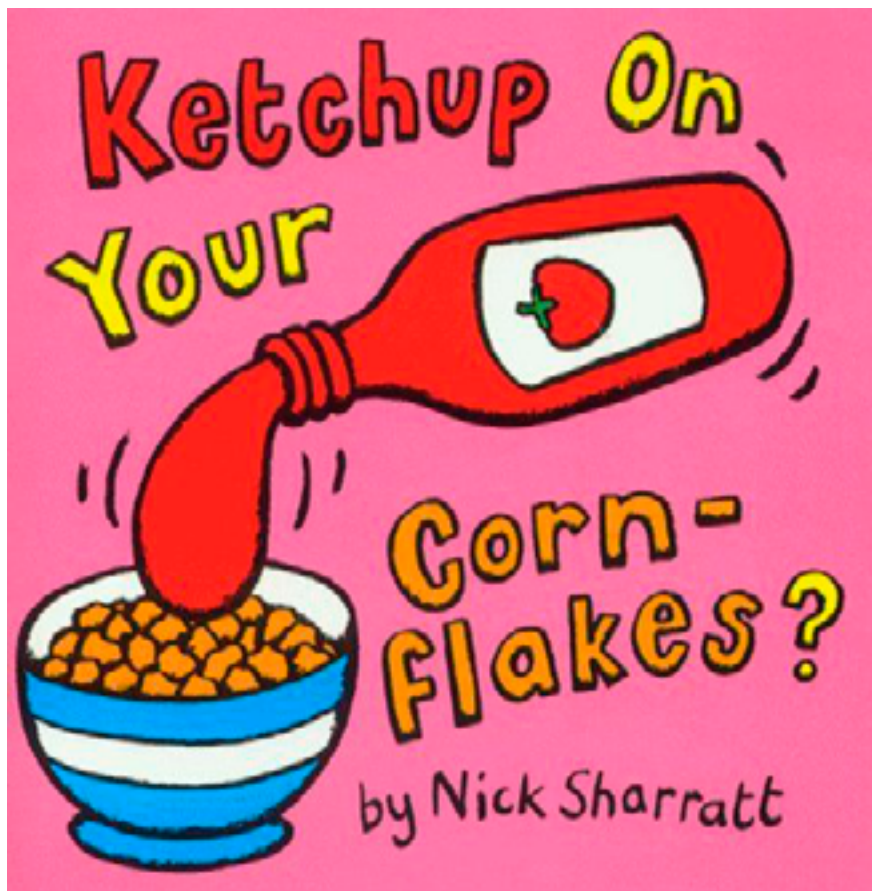


Mad Food

chargrilled

polo mints

on pizza



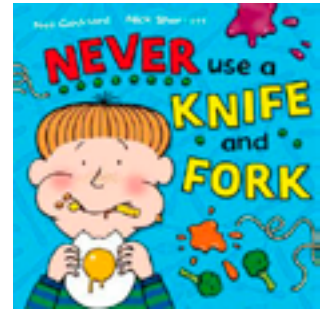
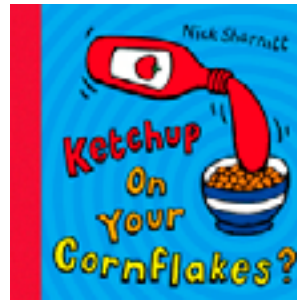
pickled

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. Please send us your ideas! We have also added a picture version suitable for a parents' workshop which we are bringing to the SATEAL conference in Edinburgh on 21st March.

Webaddress: www.collaborativelearning.org/madfood.pdf

Last updated 17th February 2020

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

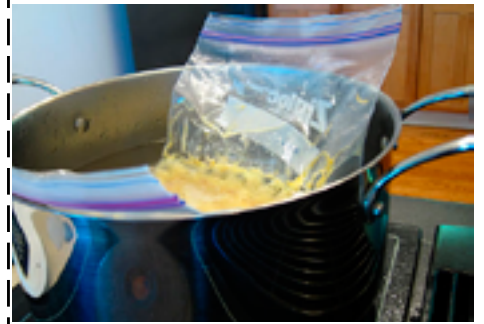
crinkly	pancakes	in a tube
deep fried	duck feathers	rolled very thin
purple dyed	fishbones	in bubble wrap
dessicated	dogfish	with fried rice
curried	bird seed	with dumplings
smoked	shoe laces	with custard
soused	pencil shavings	and chips
jellied	pig's ears	with chocolate sauce



beaten



roses



boiled in a bag



chocolate coated



electric eel



in bubble wrap



hundred year old



fishbones



in a bun



frozen



nail parings



in a pie



iced



polo mints



wrapped in a
leaf



sliced



socks



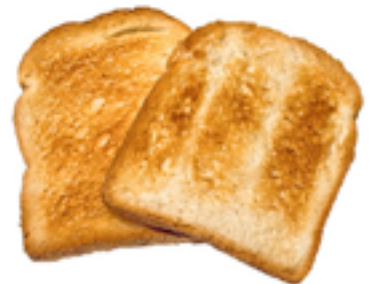
in an
umbrella



pickled



spiders



on toast



shredded



pig's ears



with
sprinkles
