

NALDIC North London Regional Interest Group  
2nd February 2022

# Collaborative Learning in Early Years & Foundation Stage or The Multilingual Runaway Pea

Part of Collaborative  
Learning's "Work in  
Progress" Resource  
Development.



Big Thank You to Erica Field and  
the Rochdale team who are working  
with us on this project.

Link to Powerpoint in pdf:  
[www.collaborativelearning.org/naldicnorthlondonrigppt.pdf](http://www.collaborativelearning.org/naldicnorthlondonrigppt.pdf)

Link to this illustrated transcript of presentation in pdf:  
[www.collaborativelearning.org/naldicnorthlondonrig0222.pdf](http://www.collaborativelearning.org/naldicnorthlondonrig0222.pdf)  
Links to all the activities mentioned are embedded in the document!

Just before lockdown, in Autumn 2020, Booktrust gave at least one copy of the Runaway Pea to every reception class in England and Northern Ireland. If you are in Wales or Scotland, you might want to find out from your Booktrust why they could not extend this offer to you? Booktrust aims to encourage parents and children to read books to each other. This is a good aim, but our aims go a wee bit further in a variety of different directions. We thought it was a good idea to develop some games that would entice children to spend longer around the book and develop ownership. We wanted them to tell their own versions/stories in their own words and languages, add the bits they wanted to add, take out the bits that did not want, become characters in the story, invent new characters or create a version in a different place or time.

We have been encouraging this kind of story making using storyprops and games based on popular books at CLP since the 1980s; running workshops in school to develop games which parents, even if they cannot speak English, can play with their children. We also decided to provide these games in as many languages/scripts as we could manage. We had the help of the Rochdale Ethnic Minority Achievement team led by Erica Field and the constant invisible support of Robene at Mantra Lingua.

Just in case you have not found the free copy in your school, the story describes the journey of a bold adventure seeking pea that pings off the plate and travels very noisily until arriving under the fridge where other sad fruit and vegetables have ended up. To find out whether this is the end of the story or not, you are going to have to track down your copy or failing that go on line to YouTube to hear the author, Kjartan, reading it.

We have so far developed storyprop peas in a variety of sizes and states: some that will fit on a finger or a headband, some that can be stuck on lolly sticks; some that need faces. Renata in Plymouth has kindly crocheted us peas and a comfy pod.



[www.collaborativelearning.org/runawaypea.pdf](http://www.collaborativelearning.org/runawaypea.pdf)



<https://www.mantralingua.com>



Link below to Kjartan reading the story.

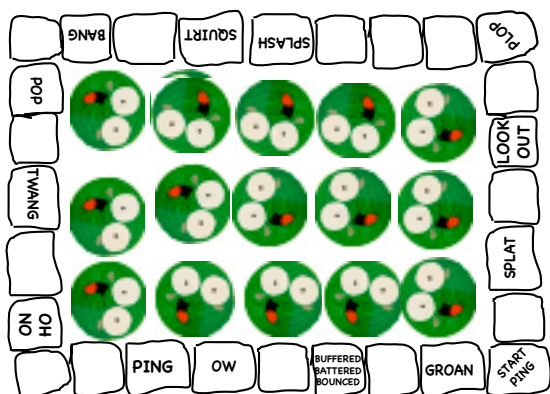
<https://www.youtube.com/watch?v=o-SUwW4WBGw>



We are basing our activities around the first part of the book, where there is a lot of scope for changing and adding to the story.

Ping off the plate  
 Splat in a puddle of sauce  
 Plop into the dog bowl  
 Splash into the fish tank  
 Squirt out of the fish tank  
 Bang on a mousetrap  
 Twang off a cobweb  
 Oh No into the toaster  
 Pop out of the toaster  
 Oww my bottom's on fire into the dryer  
 Buffered, battered, bounced onto a shirt  
 Look out here comes the hot iron  
 Groan under the fridge

We have made cards for matching, sorting, pairs and triplets: cards for pictures, noises and text. We have come up with alternative noises to generate more interaction and we invite children and parents (and teachers) to think up more noises. We have placed our crocheted peas in a variety of situations to prompt questions or suggestions or simply to match and sort. We have invented a tinned (canned) and untinned (uncanned) pairs game to encourage more versions of matching, sorting and explaining. We have made track games, bingo games and provided examples and templates for mini books.



# SPLAT

into a  
sauce  
puddle



# BOING

# SQUELCH

# WHOOSH



Guide to making minibooks.  
<http://www.collaborativelearning.org/minibooks.pdf>



Tinned  
pea pairs  
anyone?

If you look at our resources for Early Years on the CLP website you will find lots of similar activities. We use pictures from the books and although publishers don't complain (it actually is a good advertisement for them and sells more books) we usually ask you to register with us as a user. During the pandemic, we have relaxed this rule, but may reimpose it in the future to keep publishers on our side. Just before the Runaway Pea, we developed Ten in a Bed with storyprops, games and a fine collection of falling out of bed noises. We started out with storyprops in the 1970s: Rosie's Walk for example, developed in a teacher workshop in Islington and improved in a parents' workshop in Tameside, involved tracing paper, cutting out and colouring in. We have run workshops for parents to make up and colour in the games. We have encouraged parents to bring their knitting and sewing skills into school. These workshops provided ideal ways of building parent confidence, celebrating their skills and making them feel they have a strong role in educating their children. We have provided online guidelines for selecting and exploiting what we call core texts: i.e. ones best suited to dismemberment and reconstruction. We have a guide to making track games. These are very popular with children and practice many mathematical skills.

We have been doing this a long time because the basic reasons for doing it have not changed. The research still supports our work and in fact the evidence is even stronger. Our research pages:

<http://www.collaborativelearning.org/research.html>

which we are currently updating, will take you to a wealth of reading. Collaborative learning first evolved to provide empowering classroom resources for mixed attainment classes in London. It was not specifically designed for EAL pupils, but our classrooms contained many children for whom English was another new language to be learned. Some schools



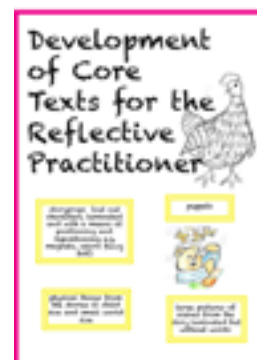
<http://www.collaborativelearning.org/earlyyears.html>



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



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



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



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

celebrated sixty languages and most could find thirty.

Mixed attainment had to be, has to be and will always have to be addressed and it is not ever going away. We were well aware of the Matthew Effect, and that affirmative action is constantly necessary. We wanted all the languages in our classrooms to be a resource for our children and are always looking for new ways to do this.

Our work on the Runaway Pea reflects this aim as well as keeping in mind the principles these two key visuals clearly illustrate.

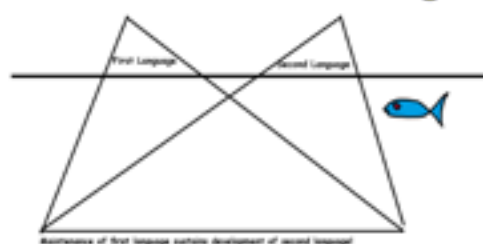
We want our pea games to be available in as many scripts and languages that we can achieve. It has now become much easier to access computer versions of different language scripts. Currently we are working on Albanian, Arabic, Bengali, Czech, Farsi, French, Kurdish, Polish, Romanian and Spanish. We have more languages lined up and there are many more that will reflect the languages spoken in our schools.

We need your help. If you speak or can read the scripts for these languages could you please look at the texts so far produced and help us with corrections, if necessary, or tell us we are doing fine. If you are a confident writer of any of our languages could you help to translate the instructions and explanations. At the moment we only have the text of the games translated. If the language you speak, read or write has not appeared here so far, would you help us make it appear?

Thank you for listening. We hope you will be inspired to help us and you might be interested in visiting the Work In Progress pages and helping us on other activities. We believe that joint construction is more creative and empowering for both teachers and the children they teach.



Common Underlying Proficiency Iceberg



Podrzucany  
Poturbowany  
Bujany

Na koszulę



Lev Vygotsky



The joint construction of new knowledge is a social process