

# Planet Talk

This activity is designed to improve cooperation, and encourage speaking and listening. It can easily be adapted to many other topics. Planet labels (or planet pictures) are spread round the room either on the walls or on nine tables. Each child receives a card with information. They have to decide which planet the information belongs to and go to that planet. In some cases there is only one place to go, in other cases they may have a choice. They have to make sure that only one child has for instance has "I am bigger than the Earth" in one place. If there are two the second child has to find another planet to visit. You may want to hand out the cards randomly or deal them to particular children depending on their knowledge and cooperative skills. When everyone has found their place they take turns to read out their information to the rest of the class. This could then be entered on a wall sized grid like the one provided here. I have added a blank template to enter your own statements.

This activity was last updated 10th May 2004

The webaddress for this activity is: <http://www.collaborativelearning.org/planettalk.pdf>

## COLLABORATIVE LEARNING PROJECT

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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.

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## 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 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 on the 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 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/planettalk.pdf>

	Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune	Pluto
Bigger than the Earth.					Yes	Yes	Yes	Yes	
Smaller than the Earth.	Yes	Yes		Yes					Yes
Covered with cloud of gas.		Yes							
Nearest to the Sun.	Yes								
Furthest from the Sun.									Yes
Is a hot planet.	Yes	Yes							
Is a cold planet.								Yes	Yes
Has one moon.			Yes						
Has more than one moon.		Yes		Yes	Yes	Yes			
Has rings of dust.						Yes	Yes		
Covered with water.			Yes						

My name is  
Mercury.

My name is  
Venus.

My name is  
Earth.

My name is  
Mars.

My name is  
Jupiter.

My name is  
Saturn.

My name is  
Uranus.

My name is  
Neptune.

My name is  
Pluto.

I am nearest to  
the Sun.

I am covered  
with cloud of  
gas.

There is a lot  
of water on me.

I am covered  
with red sand.

I am the  
biggest planet.

I have rings of  
dust around me.

I have rings of  
dust around me.

I change orbits  
with Pluto.

I am usually  
furthest from  
the Sun.

I am smaller  
than the Earth.

I am bigger  
than the Earth.

I have one  
moon.

I have a lot of  
moons.



I am a hot  
planet.

I am a cold  
planet.

I am a hot  
planet.

I am a cold  
planet.

