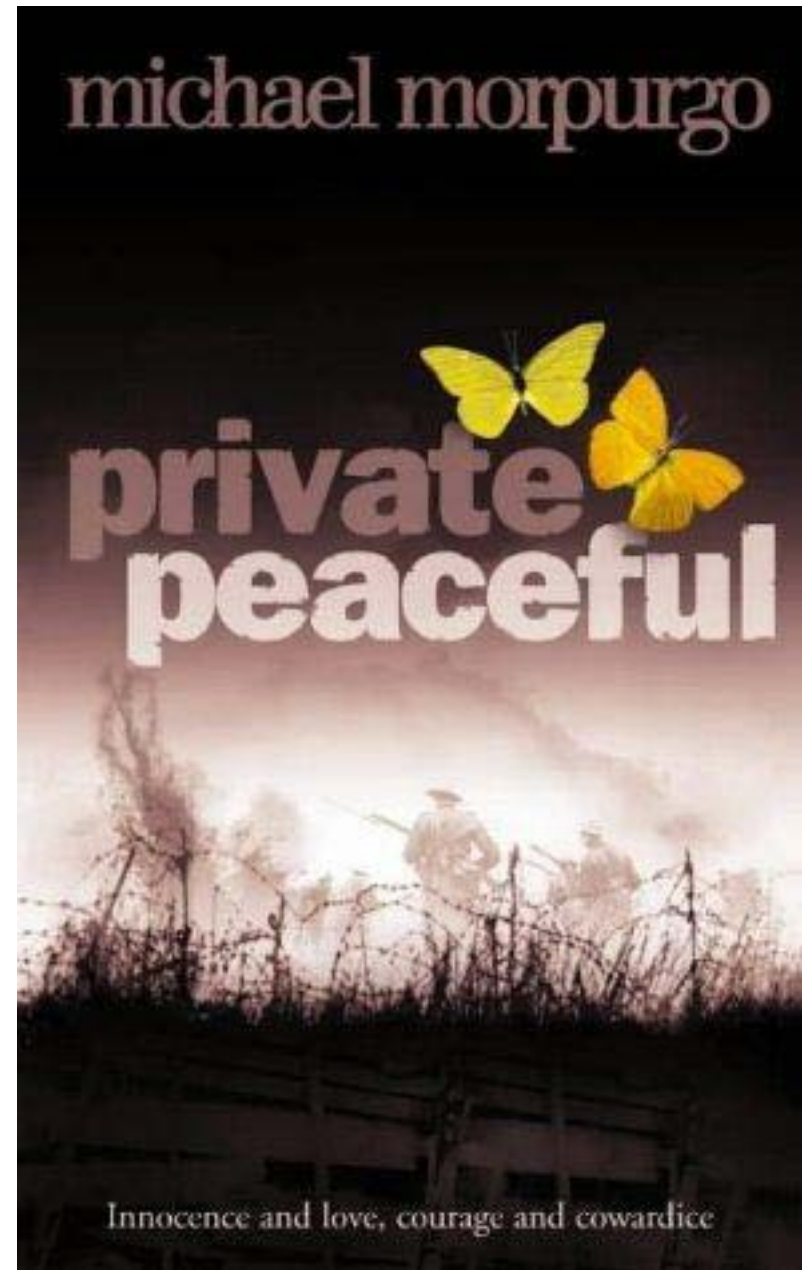


# Private Peaceful Character Cards for Role Play

## Tommo

I am starting school and my collar is choking me. My boots are strange and heavy on my feet and I cannot do my bootlaces up. I have heard about Mr Munnings and his raging tempers and the long whipping cane he hangs on the wall above his desk. I have a terrible secret that I can never share with anyone.



# Private Peaceful Character Cards

Developed by Valerie Coultas, Principal Lecturer in Education at the University of Kingston and author of "Constructive Talk in Challenging Classrooms: How to Manage Behaviour and Engage Pupils Using Talk-based Lessons: Strategies for Behaviour Management and Talk-based Tasks" Routledge 2006

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

Last updated 7th September 2010



## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities 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 that promote talk 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. An online newsletter is also updated regularly.

\*These activities are 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 oracy. They provide teachers opportunities for assessment of talk.

\*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 pupils' first languages 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 more 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.

# Private Peaceful Character Cards

Everyone in the class takes or is given a character card. Everyone should read the information on the card two or three times. You do not have to remember the card word for word, but have a good idea about the information on it.

Find someone else in the room with the same coloured card as you and then put the card in your pocket or out of sight. Pretend to be the character and introduce yourself to your new partner:

eg. "Hello! My name is Tommo and I am just starting school.....".

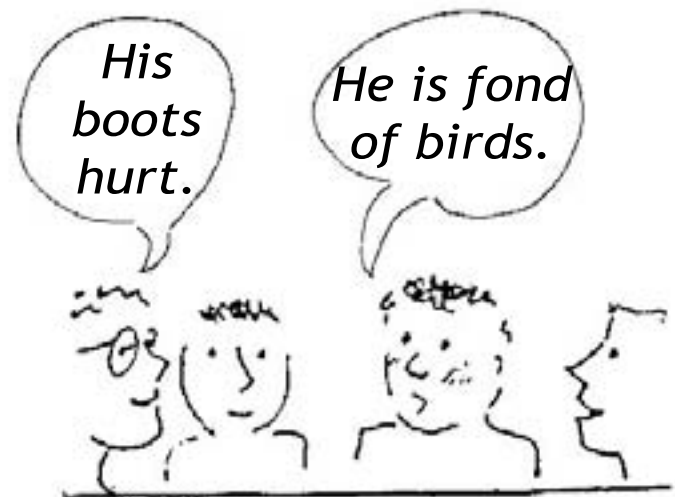
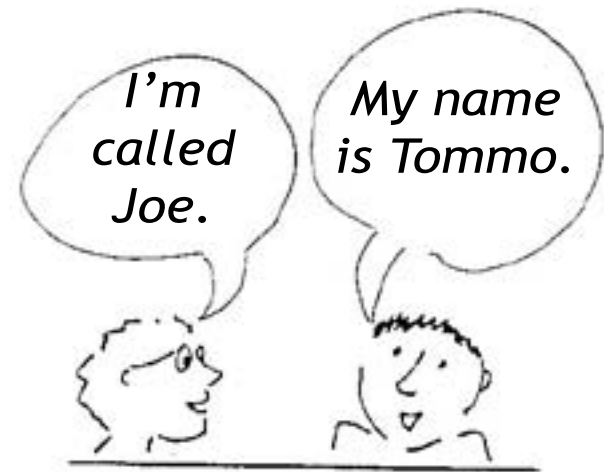
Your partner should do the same to you. Remember! if either of you get stuck, you can take out your card and look at it. But only if you are stuck. Listen carefully to each other.

Now go to find another two people with the same colour card as you. Now you are four, you have to introduce your partner to the others and they have to introduce each other to you.

eg: "Hello! Can I introduce you to my partner Her name is Mrs Peaceful..."

## Extension Activity

Choose a moment in the first part of the story and discuss this incident in role as a group of four.



**Tommo**

I am starting school and my collar is choking me. My boots are strange and heavy on my feet and I cannot do my bootlaces up. I have heard about Mr Munnings and his raging tempers and the long whipping cane he hangs on the wall above his desk. I have a terrible secret that I can never share with anyone.

**Joe**

While my brothers go to school, I stay at home with Mother. I like it at home with my family and I am very happy. I love my mother very much. I am also fond of birds, animals, flowers and food. I collect lots of creatures and keep them in my woodshed at home. Sometimes I go up to the school to see Tommo and Charlie.

**Mr Munnings**

When they first arrive here they quickly learn who is in charge. I am the Lord and Master of these little devils. I have several commandments that must be obeyed. You do as I say, when I say it. You do not cheat. You do not lie. You do not blaspheme and you do not come to school in bare feet. Your hands will be clean.

**Charlie**

I am the second oldest in the family. I look out for my brothers. I have lots of mates and we have a lot of fun together. I enjoy having a laugh and sometimes I get into trouble...

**Molly**

I like all the Peaceful family. I have such good fun with Charlie, Joe and Tommo. Charlie is such a comedian. I love it when Charlie's mum brushes my hair. She treats me so kindly. They all do.

**Miss McAllister**

I have a new boy in my class and his name is Tommo. He is the brother of Charlie. When he arrived I sat him next to Molly who will look after him. He was a little ashamed of not being able to tie his laces but Molly helped him. I knew she would.

**Mrs Peaceful**

I live on the Colonel's estate near Hatherleigh. My husband worked here as a forester and many of his family worked here before him. I have three sons who get up to all sorts of mischief but I love them all dearly. Most of all I love Big Joe who needs my extra care.

**The Colonel**

You do not need to know my name. All you need to know is that Hatherleigh is mine. I own the village and everyone in it works for me. I expect them to behave well and respect me. If they behave badly they are not welcome on my estate.