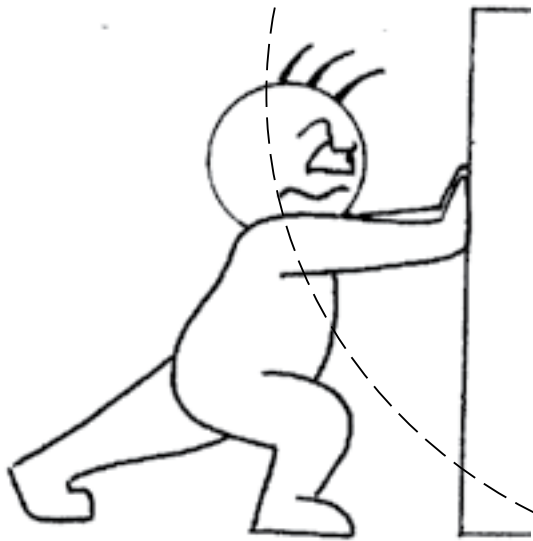


Push, Pull or Push and Pull?? Sorting Activity

Push



Push and
Pull



Pull



throw a ball to
your friend?

click the mouse on
the computer?

Push Pull or Push and Pull

The cards need to be photocopied and cut out. The Venn diagram needs to be enlarged to A3.
This activity was last updated on 23rd March 2016

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

Our talk for learning activities are designed to:

- ...build on prior knowledge.
- ...move from concrete to abstract thinking.
- ...ensure everyone works with everyone else.
- ...extend social language into curriculum language.
- ...provide motivating ways to go over the same topic more than once.

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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Website: <http://www.collaborativelearning.org>

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 and conferences worldwide but mainly in the UK. 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 speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for 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. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*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 work effectively 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 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.

Instructions

Work in groups of three or four.

Look at each instruction and decide where it fits on the Venn.

Can you think up some instructions to fit on the Venn?

Instructions

Work in groups of three or four.

Look at each instruction and decide where it fits on the Venn.

Can you think up some instructions to fit on the Venn?

Push Pull or Push and Pull?

Push

Push and
Pull

Pull

throw a ball to
your friend

click the mouse on
the computer

scrunch up a piece
of paper

hop three times

open the
classroom door

write your name
with a pencil

stretch an elastic
band

pick up the ball

lift up the CD-Rom

undo the Pritt stick

grab hold of the
water float

clap your hands

throw the beanbag
to your friend

fold a piece of paper

roll some playdough

press the stapler

rub the
whiteboard clean

kick a ball

jump up and down
three times

bang the drum

squeeze a piece of
sponge

bounce the ball

switch on the light

twist a piece of paper

tear a piece of
paper

pick up a piece of
Lego

open the cupboard
door

drag the book box

nod your head

open the blinds

put on your socks

pick up a pencil

comb your hair

open the book

take the top off the
water bottle

tie up some shoelaces