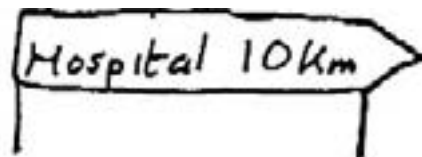


# The Holiday



I trod on a broken bottle and cut my foot. I hopped to the nearest hospital.



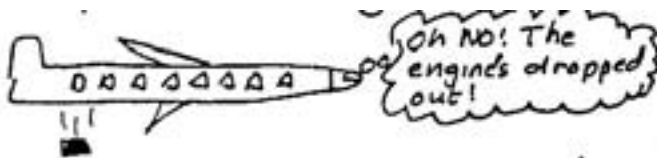
Sorting

Sequencing

The food in the hotel was delicious and my bedroom was luxurious.



The plane had engine trouble and I was very sick.



Adapting

Retelling

Next day I went down to the beach. I met an interesting person.



# The Holiday

This activity was developed by Melanie Hart and Stuart Scott at Morpeth School in 1988 and has been sitting in a file for a while. However, George Layton stories still sit in English stock cupboards and the new technology allow Melanie's inimitable illustrations to be reproduced. The activity was always a great success and is of course easily adaptable to other exciting events. We hope children move from sorting and sequencing to producing their own illustrated stories. Please send us any brilliant variations.

The webaddress for this activity is:

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

This activity was last updated 21st April 2006

## Basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

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.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

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 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/theholiday.pdf>

# The Holiday

You have some cards about events that happen on holiday.



Sort the event cards into two piles.



Now try to put the disastrous and dream events in the best order to make a story. You can do it like this:

## DISASTER

1. The car to the airport broke down.
2. The plane was late.

## DREAM

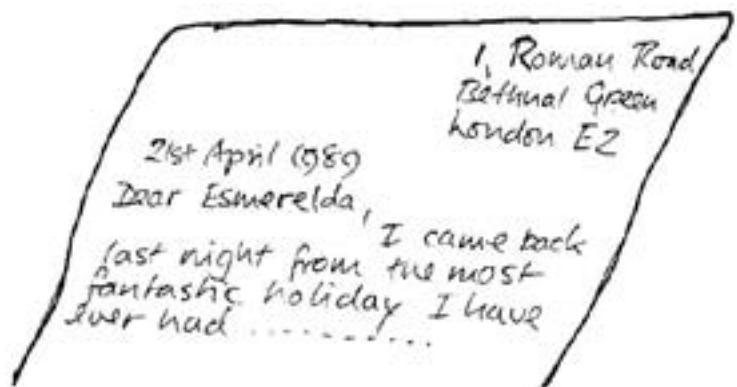
1. I got to the airport on time.
2. ?



Now you have two holiday stories. Can you write a diary of your own disastrous/dream holiday.



Now try to write a letter to a friend about your holiday. If you chose a disaster holiday for your diary, write your letter about a dream holiday or vice versa.



Disaster



The car to the airport broke down.



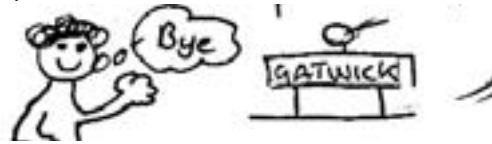
When I got to the airport, the plane was delayed. I had to sleep on a hard bench.



Dream



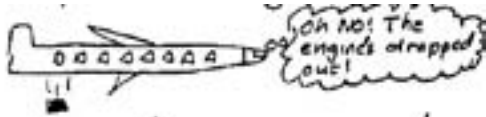
There was no traffic on the roads. I got to the airport in plenty of time. The plane left on time.



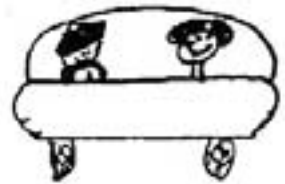
On the plane I had a wonderful sleep. I woke up and ate delicious food and drank champagne.



The plane had engine trouble and I was very sick.



The plane arrived on time. A driver met me and she took me to my hotel.



The hotel forgot to meet me at the airport.



The hotel was on a beautiful beach. The view from my window was of the sea and the mountains.



The hotel was five kilometres from the beach. The view from my window was of the dustbins.



The food in the hotel was delicious and my bedroom was luxurious.



My bed was hard and lumpy. The breakfast was cold and greasy.



Next day I went down to the beach. I met an interesting person.



I walked to the beach. Half way there it started to snow.



The sun shone beautifully all day. I sunbathed on the sandy beach.



I went back to the hotel. The heat and electricity went off. I went to bed to keep warm. The bed collapsed!



The interesting person took me to look at some beautiful ruins.



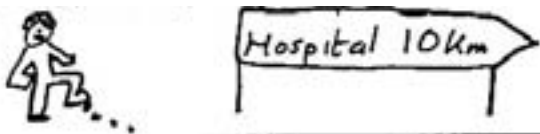
Next day when I woke up the sun was shining. I went to the beach. It was covered in oil and rubbish.



In the evening we danced together in the moonlight.



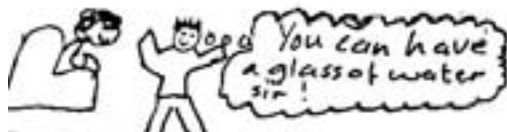
I trod on a broken bottle and cut my foot. I hopped to the nearest hospital.



The next day we climbed to the top of a mountain.



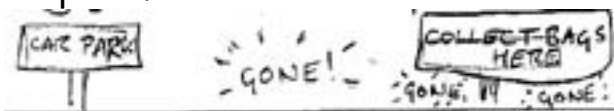
I bought a ticket home with the last of my money. There was no food on the plane.



In the evening we went to a beautiful restaurant beside the sea.



When I arrived at Gatwick, my car had gone and my luggage was not on the plane.



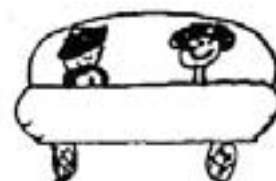
We danced in the moonlight again.



When I got home there were 15 bottles of milk on my doorstep.



My new friend drove me to the airport.



# The Holiday Cruise

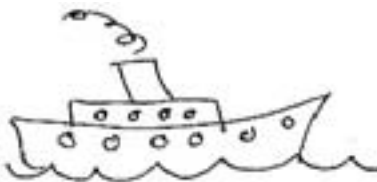


The cards tell a story about a holiday. The writer had some good luck and some bad luck.



Put the cards in an order that makes the best sense and then decide as a group how to finish the story in the same way.

I went on a cruise in a boat.



Fortunately, I was able to hold on to the palm tree.



Unfortunately, the boat hit a rock and sank.



Unfortunately, the palm tree broke, and I was swept into the sea.



Unfortunately, in the night a storm rose up with a high wind.



Fortunately, I grabbed a raft and climbed onto it.



Unfortunately, a whale came along and ate the raft.



Fortunately, this happened near a desert island.



Fortunately, .....

Unfortunately .....