

The Park

Developed by Barbara Pope, Kathy McNabe and Jayne Cooper at Thorpe Acre Infants School in Loughborough. The picture version is available by post from the Leicester Collaborative Learning Network. There is a link to their website and mail order catalogue on the online workshops mainpage.

This activity aims to familiarise children in Years 1 or 2 with features that appear in town parks and introduce mapping skills and the use of grids and coordinates. It provides opportunities for children to follow instructions with an element of choice. The online version is not complete and you will need to add pictures. However, this will provide you with the opportunity to change the activity to suit the kind of environment with which your children are familiar.

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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 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 by post or 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 spoken language and other 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 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

The Park

This is a group activity involving discussion, lateral thinking and decision making.

To prepare:

Each group of four need: a copy of Sheet A, Sheet B pictures printed on paper and cut up and sheets C and D printed on coloured paper and cut up. C and D can be placed in a pile upside down.

The activity:

Give each group pictures B to discuss. Children then take it in turns to pick up instructions C and D and draw the extra picture required on the pictures. They can use the clue sheet.

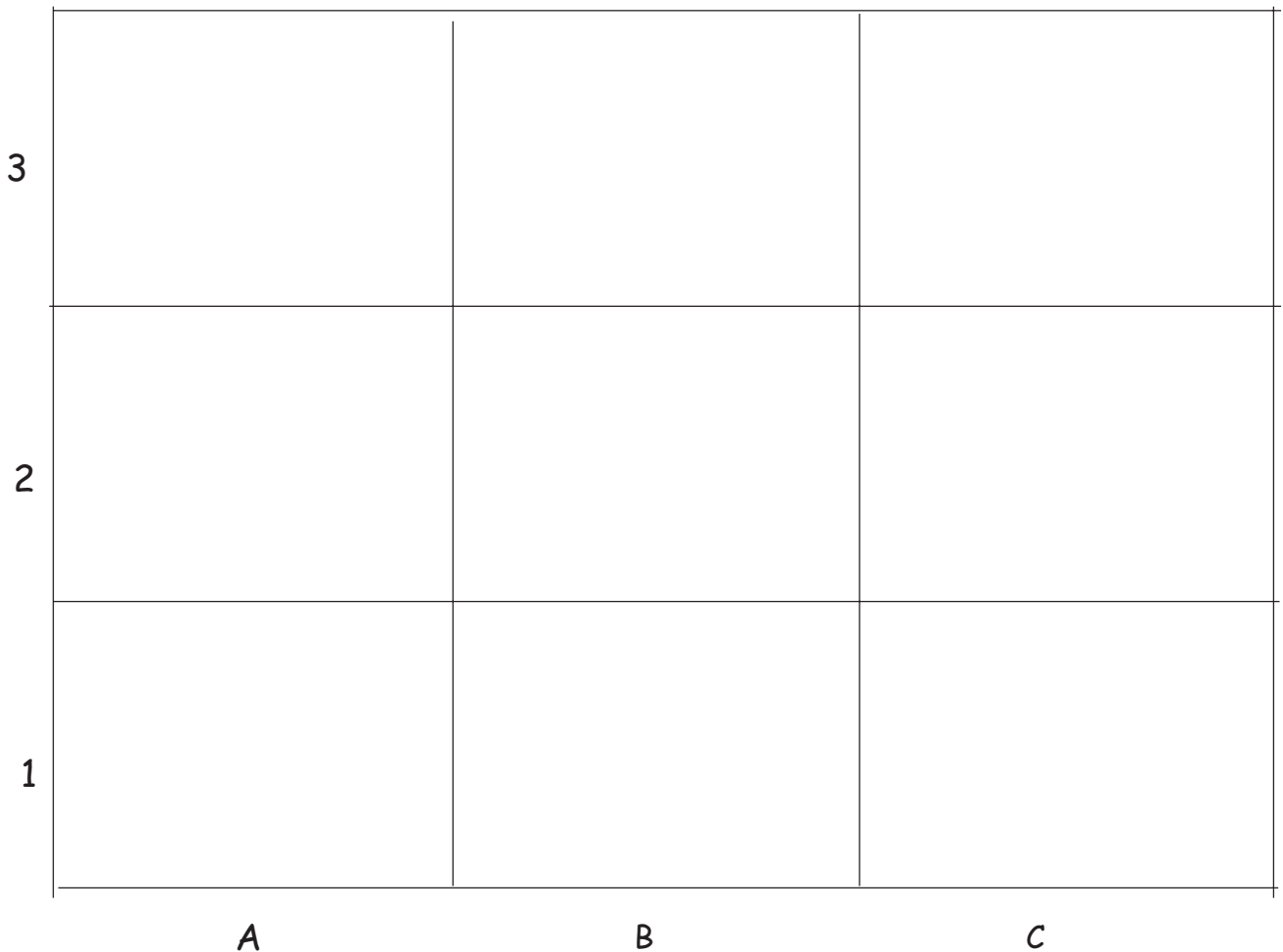
They then locate their pictures on the grid and can write the grid references on the instruction cards.

For whole class feedback they can be asked or ask eg "What is living in A3?" "which group has trees in B2?" etc.

The Park

THIS IS SHEET A: THE COORDINATES GRID

YOU WILL ALSO NEED TO USE THIS GRID FOR SHEET B A SELECTION OF NINE PICTURES: a café, a playground with swings, slide etc, some trees, a set of outdoor bird cages, a pond, a flower garden with a bench, a statue with some railings, a field, and some open hard surface for playing skipping, scooters etc.



The Park

Sheet C

Put two ducks on the pond.

Put some butterflies on the flowers in the garden.

Put something to push in the playground.

Put a gate between the railings.

Put something running in the field.

Put some birds in the empty cage.

Put some flowers in the empty flower bed.

Draw something for the man in the cafe to eat or drink.

Draw something that lives in the trees.

Draw a skipping rope for one of the children to play with.

Draw a kite for one of the children to play with.

Draw a child on a scooter.

Draw a kite for one of the children to play with.

The Park Clue Sheet

children

ducks

skipping rope

scooter

gate

railings

butterflies

flowers

push

running

cage

man

eat

drink

kite

birds

You need to provide picture clues in the space provided next to each word.

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