

There are 11 kinds of enterprise each of which engages a different type of client, and thus different demands are made upon the thinking, language and research skills of the teacher and students. In particular, attitudes and point of view vary but never the need of standards and responsibility.

<i>Servicing enterprises</i>	Bank, library, hospital, fire station, post office, rescue & emergency, disaster services, transport & haulage, recycling, sports centre, travel agency, activities & adventures centre, catering, entertainment, exhibitions, events, fitness & health, gardening & landscaping, safety consultants, etc;
<i>Manufacturing & Agriculture</i>	Factories, a dairy, a bakery, fashion house, herb garden, cars, building, engineering, a farm, naval architects, etc;
<i>Charitable</i>	OXFAM, Red cross, Greenpeace, National trust, English Heritage, homeless shelters, etc;
<i>Nurturing circumstances</i>	Hospice, orphanage, gene or blood bank, safe house, library, council office etc;
<i>Regulatory situations</i>	Police stations, tax and immigration offices, prisons, law courts, armed forces, housing authorities, customs and excise, harbour authorities, fire safety, flood protection, border authorities & immigration, environmental agencies, etc;
<i>Maintenance enterprises</i>	Plumbers, electricians, joiners, archivists, stone masons, security, building restoration & conversion, excavation, demolition, house clearance, housing developers, housing association, salvage & reclamation, etc;
<i>Arts establishments</i>	Theatre, photographic studios, film makers, art gallery, ballet and dance companies, museums, craft workshops, architects' business, authors & illustrators, set & costume designers, animators, sculptors, etc
<i>Training establishments</i>	Any learning programmes related with human endeavours. The students would plan the training <u>not function as students</u> come to learn.
<i>Investigation, Research & education</i>	Historians, archaeologists, palaeontologists, archivists, scientists, curators, conservation, heritage, museums, visitors centres, exhibits, criminologists, private investigators, accident & incident investigators, crime scene investigators, missing persons, etc.
<i>Animal & Wildlife</i>	Animal rescue, vets, zoos, wildlife parks, RSPCA, dogs homes, animal welfare & protection, grooming & training, nature reserve, animal sanctuary, etc.
<i>Personal Services</i>	Advice & support, conciliation & mediation, financial services, care of the elderly or disabled, etc.

Title: Holes in the road

[This is an early example of a mystery based MoE structure and very gripping to classes of children as it concerns some elemental concepts. By elemental we mean the triggers to the dramatic imagination: UNDERGROUND, DANGER, MYSTERIOUS CIRCUMSTANCES, and SAFE-GUARDING THE PUBLIC.

Consequently, these are very attractive to most classes! **But** a word of warning here..... If the class is allowed to delve into the narrative too quickly they will instantly invent jewels, dead bodies, dinosaurs, strange creatures, magical places and so on. Not that this is a problem if the curriculum inquiry process is open ended. The open ended structure can be marvellous for sparking the inventive and imaginative side of the class especially imaginary stories ideal for reluctant writers. So, depending on our curricula focus and the class needs, as well as their age, learners will require some firmly established GIVENS early on in the process concerning the reasons for the subsidence. The choice belongs to the teacher here of course. Either way, be prepared for the wonderful array of inventions of the class **as well as try to** work with the givens you want!

I have tried both with great results either way especially in writing tasks involving reports, diaries, warning posters, descriptions for newspapers and the Handbook of Holes and so on.

One other issue in any work of course are the actual choices of contexts and what has been known in the past as the 'gender biases'. From experiences with hundreds of classes throughout the world we now believe there is no such thing! The question about tackling the gender bias etc such as 'where is the voice of the women' or 'the men' in such work, relies less on the context/content and more on the minute to minute interactions between children of either or both genders and the teacher. In any case, there is little any of us can do about our own gender which of course has a bearing on the way we work. We well remember a conversation in the 1980's where one of us was accused by an impassioned colleague of only choosing boy friendly contexts because I was one. His answer then and now is the same. As most of our work has been in schools in very challenging social disadvantage the big issue has often been how to reach underachieving children especially WWB and BWIB. (These are euphemistically known by OfSTED as white working class boys and black West Indian boys). Attracting so called hard to reach children into an imaginary context is inevitably challenging stuff. Self awareness on behalf of the teacher is the only 'answer' in our view. Both boys and girls seem to find their voice-but only because we as teachers make it our business to ensure that they do.

The following list represents some of **the givens** I have encountered using this context in schools throughout the UK and USA:

1. The events are the results of old mine workings from chalk/flint/coal collapsing under the pressure of heavier and heavier traffic over time. The main problems confronting this reception class was to convince lorry drivers to take a different route, meaning a very good look at local and large scale maps. The givens were established through the drawing of the diagram at the beginning of the work with the class looking-on and commenting as we proceeded.
2. The events have been caused by **cave workings from the distant past** (for example as in the real-life collapse of roads in Norwich City from Neolithic mining of flint). The main issues here for the year 6 class was to work out just how much to tell the public and where to house people whose houses were too close to the subsidence for comfort. This time the givens were established through an invented dialogue with an archaeologist represented by the teacher in and out of role.
3. **A major leak from a water source has caused long-term damage to the clay sub-structure under the road.** Our class (year 2) had to work out the source from maps and begin to understand how water works on the mains water system. Wastage was a real issue with lots of real and imaginary contacts with the Water Board. Here the givens were established through the imagining of equipment needed to keep the water from flooding everything surrounding the road-namely big road pumps and large water container lorries for the water to be pumped into, given that the leaking water could not be wasted. Lots of discussions occurred as well as further research into what happened to water when it went down the drains.....
4. **A series of burial chambers have collapsed from Medieval times** resulting in historical inquiry. The year 5 class were confronted with ethical issues as the chambers were given to be over the site of pauper burials at the time of the Great Plague.

Even with careful sequencing, including building agreements and structures, supporting the givens needed for the curriculum landscape, certain children (of any age) will want to invent incredible solutions as well as flights of fancy, from the **magical** (as in Zelda genre and computer gaming, magical gems, wands, mirrors, flying chairs, speaking pools of water and so on), the **mythical** (flying beasts, unicorns, golden lions, dragons etc depending on their imaginative experiences and ages), to the **mystical** (ghosts, weir creatures and dangerous beings such as in Harry Potter etc). These inventors are often children who are labelled as 'the ones with no imagination!' Care

needs to be taken to negotiate a way through such inventions and the notes in the link offer some help, however, there are, of course, no definitive answers as for some children, the opportunity to invent in may be one of the best learning experiences they will ever have. Though the teacher is the best judge here, such moments are often the cause of troubling teacher dilemmas!

For further information- have a look at the guidance referring to **'what to do when the class start inventing the incredibles!'**

Year range: All (depending on age and curriculum focus)

Curriculum-Generic and specific:

Generic

- *Speaking and listening* being the base of the work also makes significant demands on the classes as well as developing *their social health*. Such hidden dimensions are always present in any mantle of the expert structure, making the method such a powerful enabler of children's thinking. (Many OfSTED teams have found this on the 'cold call' inspections as well as long term investigations by HMI).
- As in all mantle of the expert structures, *human geography* is a given though specific contents needing to be focussed upon will be part of the ST and MT plans of any curriculum. (For example see some specifics in the geography domain below).
- Furthermore *problem solving and raising questions* is yet another potent domain and one present by default.

Specific

- English-speaking and listening, drama for learning, group problem solving, creating an imaginary text as a whole group.
- English-writing tasks, non fictional texts, creating artefacts associated with the responsible team, report writing, diaries, labelling.
- Science-inference and deduction, soil types and acidity, geological strata, stone and natural materials, sand, gravel, asphalt, tools, location of materials, transport and costs of ecological matters as well as calculating carbon footprints for older children, 'cause and effect'. (For example:-traffic increasing because of A road congestion creating more lorries to use local roads.)
- Geography-location and human influences on landscapes. Using and creating maps simple and complex, water sources and historical implications of land use on human beings. Inquiry-Making ecological choices in the past and now.

- History-(depending on contexts) influences of past civilizations, cultures of the past, belief systems of ancient peoples, invasion as a concept. Britain as an island in the northern part of the planet.
- D&T -researching equipment needed for tasks for example-small diggers, designing temporary housing for people in the event of emergency relocations. Making: mock-ups and models of the road, HQ of the Emergency team
- Maths-multiple concepts in volume and capacity, estimation, (amount a digger can remove in one go), use of arithmetic-calculating and measuring distances, depths and heights, working out best routes around the event to minimize impacts on people's lives, problem solving-estimating how long the repairs will take to inform the public and producing simple diagrammatic sequence models.
- ICT-generating data and representing it, collecting data and analysing. Creating visual images of data, searching for appropriate information using key words.
- Other curriculum areas:
EYS: Communication through spoken words and drawings, imaginative play, group based representations, role taking and speaking in a fictive setting to imagined other people, K&U of the world, under-ground, tools, machines, people in distress, PSHE-dangers, helping others, working in a team and as a team, Creative-inventing solutions and carrying them through, representing through drawings, paintings, modelling and drama. Mathematical and scientific-conceptual vocabulary: how many, how much, what if, what can we do if; let's imagine what there might be under the road before we start.

Inquiry Questions:

- What materials are used in road repairs?
- What are the working hours of people who do such a job?
- Is it always possible to know what there is under a road?
- In the event of serious road subsidence how are affected people able to keep to their daily routines?

Scenario invented:

Whilst engaged in a usual day to day job of asphalt spreading, a team of road repairers in the centre of [*a named location appropriate to your needs*] have come to a halt in their work, due to strange and very dangerous holes that have appeared in and around the road repair site. The asphalt people have located **an emergency team**, who it is hoped, can give some answers. It appears that the whole road system will need to be investigated with the additional problem concerning the people in the immediate locality. The local people will have to be made safe as well as made aware of the implications of the events as they return home from work.

Team of experts:

The class of children **will represent an emergency investigation team** with experiences throughout the globe. For example, in countries where roads have been destroyed due to earthquakes, volcanoes, war and severe drought. *[If you are teaching year 4-6 the following can be very useful as contextual historical material.]* We can bring into the context that the team has also worked with emergency centres dealing with disasters such as the 2011 Japanese earthquake. This meant the team had to create new temporary roads to a site with very dangerous radiation exposure.

Client invented:

A small team of general asphalt workers have come across a strange set of events on a recent road repair job. The team is represented by the teacher in and out of role. She will express a point of view of the **asphalt team's foremen/person** who is currently working at the mysterious road in question. Furthermore, the asphalt team have not been involved in such an unusual challenge before and do not know where to turn..... until now.....

Commission:

To sort out the mess unravelling at the moment in and around the scene of the road repair, for example, traffic hold ups, interest from the local people causing hazards, children needing safe access to and from their houses, letting the local people know what's up as well as finding out more about the cause. The dramatic imagination generated by the summoning of this set of social tensions helps to engage the class beyond activity based learning to deeper learning based on tasks to be completed for successful outcomes.

Resources needed:

- (See below for details in Step 2) Hard hat, large builders rake, work boots with mud and wear evident, neckerchief, large banner-paper, white bed sheet, large marker pens, cardboard shape of a walkie talkie (not a mobile phone as the teacher can investigate the difference as part of her ICT work with the class).
- A photograph of a bus falling in a hole in the road (see below)

Steps in:

Note: The following steps are designed to help in the **how process** to negotiate teacher in and out of role as well as invite the class to take up the imaginary challenge. Whilst the context can be used for a range of children the example here is based on Reception to year 3 classes, investigating 'People who help us,' as a theme. The teacher inquiry is to investigate the **changes in people's lives** after an emergency event, hence the choice of the context.

1. In preparation for the work the class teacher has pre-signed (i.e. pre-prepared) a large banner as a backdrop on her wall. She has created a large artefact with the words 'People who help us' on it. She has carefully covered with blank paper every word except 'Help' as she wants the word to be seen in several contexts.
2. The teacher has also brought in a **large rake** (to represent the foreman and the task of hand spreading asphalt), a **pair of walking boots**, (to represent working environment/ health and safety/foot protection) a **neckerchief** (so that she can take it off and on if she needs to represent her teacher self as well as the teacher in and out of role), **workmen's gloves**, a **hard hat** and **goggles** to represent the garments of the asphalt person, a pre-prepared **map of the road** in question and finally a '**walkie talkie**' (represented by a piece of cardboard with numbers on it and a drawn antennae) to represent **the status** of the asphalt foreman. She has placed the objects and signs on a large white sheet in the middle of the classroom so that when the class arrive they will see it. She has also placed 3 large signs on large paper label signs on the cloth-

❖ 'Deep excavations-danger!'

❖ 'Do not enter'.

❖ 'Danger-work in progress'.

Note: *This process is the signing of the role. The teacher needs to pay careful attention to planning and the details here, as this will provide the start she wants and pay dividends for the future as the context develops.*

3. All this preparation needs to be done in advance, as the teacher is keen to establish something that will attract the class when they arrive, in order to start her theme.
4. It may be useful to think of the following grid as a rubric for tasks set up by the teacher. This can be used either in advance of the work planned or in situ (as the work emerges). The detail of this process is defined in a National Drama publication on World Class Teachers (2010). In it the chapter written by Dr Heathcote exemplifies the use of the grid below:

TASK 1	ACTIVITY	DEMANDS	PURPOSE	PREPARATIONS	DEVICES	OUTCOMES
Class to preview signs pre-prepared in order to raise questions of interest to them. The teacher need not direct the class.	Class to test their thinking in public by noticing significant signs and new objects in the room.	Observation and discourse with teacher, making connections using sign in room pre prepared. Learners to raise questions of interest.	To initiate focussed thinking and question raising.	Classroom signed as described in text. Teacher to use 'now time' language when moment is right from the foreman's viewpoint, Neckerchief as the device.	Signs left for class to discover. Teacher to help with discourse. Using POV of foreman when appropriate.	Class to create the first steps in the context and create an opening for the first spoken text of the imaginary role of foreman.

5. Enter the class.....who immediately notice the banner and the objects on the sheet. Immediately the class's attention is arrested.

Class: 'Are we doing gardening today?' 'Is that a telephone?' 'You don't have to have a hard hat for gardening-do you?' 'Only if it's dangerous.....' 'There's a big help on the wall.....maybe someone is in trouble?' etc.

In this way, with a few more moments of observation, they are interested enough to start to raise questions and a dialogue about their learning to come.

6. **T:** (Smiling and calling the class over to the carpet) 'Looks like we have noticed so much already.....**so can anybody see what's going on here?**'

Task 2 here in the form of **a question**.

TASK 2	ACTIVITY	DEMANDS	PURPOSE	PREPARATIONS	DEVICES	OUTCOMES
To work out implications around the question <u>'Can anybody see what's going on here?'</u>	Class to look for more clues in the room this time in dialogue with the teacher.	Observation, learner to learner talk dialogue with teacher, making connections and reading sign in room pre prepared. Learners raise questions of interest.	To focus class on the context and how the clues might add up to something that will grip the class's engagement.	Draw class together when appropriate moment is built on the carpet. Have all role signs available-neckkerchief and other artefacts to represent foreman/person.	Questioning-voice skills incorporating all observations and questions from class where possible.	Class perceive the client point of view and the challenge very quickly. Class to perceive, and buy in to their possible role in supporting the work.

The Class begin to notice more and ask a range of their own questions. The style is informal and 'chatty'. Teacher answers each question as it arises and some discussions are taken up between children. This is

especially encouraged by the teacher as she wants them to have intensive social language experiences.

7. **T:** *'Well we have all noticed so much here. What if I were to put some of these things on (indicates neckerchief, gloves and boots)-would you agree that if I did I could talk and behave like someone else for a while?'*

Class: *'Oh yes like we did with Red Riding Hood.'*

T: *'Yes that's right-today we will need people who can tackle a very strange job that's just happened in a street.....I can tell you more when I get into our drama if you like?'*

Class: *'Yes..... what happened?'*

8. [The teacher is now tying her boot laces, putting on her hard hat in a matter of fact way and informally 'getting ready' for a day at work on the roads.]

T: (Using a different timbre in her voice as well as pace) *'Well it all happened before I got there even though I was early. I often get up at 5.30 in the morning. It was supposed to be a simple job of filling in a few cracks in the road. BUT-you should have seen the holes that had appeared in the night-some even had cars hanging on the edge.....'*

[She distributes copies of a hidden resource i.e. **a photograph of an authentic event** in Norwich in the 1980's **on cards** (Bus in the hole – see below for copy) amongst the class. She has enough for 3 to share if necessary but the class are well trained in letting everyone have a look at things together.]

9. Class study the photograph. As they do this, the teacher signs 'raking the road' with the rake.....

Note: There are 2 signals here which on the surface may cause consternation. One is the action presented by the teacher in role and the other is the photograph for the class to look at. Several boys look at the cards whilst many of the class watch the teacher. They have been taught how to share and take turns in previous learning events as the teacher is very keen for the class to have highly disciplined skills in their interactions with each other and herself in order to gain high levels of social health.

10. Learners who observed the teacher in role: *'What are you doing?'*

T: *'My job is to spread the black stuff (we call it asphalt) when it is hot. I need to work quickly before it sets hard and cools.'*

Class looking at the photograph (boy): *'They could be dinosaur footsteps.....' 'Or bombs.....' 'Or maybe the busses are too heavy?'* (As the photo depicts a bus in a hole in the road.)

T: *'Yes well you can see the problem. None of us have ever seen anything like it...and we are not sure what to do about it all, what with the people waking up and making their breakfasts, and wanting to go to work.....'*

(The teacher pauses for the class to add anything.) **C:** *'Do you like your job?'*

T: *'Yes very much-its being in the open air that I like and working with my team.'*

Class:

- *'And what about the children when they have to go to school.'*
- *'And what about the buses? No one can use them.'*
- *'Yes someone will have to get the bus out of that hole.'.....*
- *'Did anyone get hurt?'*

11. **T:** *'I would so like it if you could come along and see-you seem to have the best questions that need answering.....'*

12. Teacher removes neckerchief and from being a teacher in role she is now teacher out of role. That is why the strategy or teacher device is called 'Teacher in and out of role'.

Now, using her manager of class voice, which is different from the in-role voice:

T: *'So what do you think of our situation that we have so far?'*

Class: *'I think your team need a lot of help.....'*

'We could come and help like we did when we had to find Red Riding Hood and you were the hungry wolf!'

T: *'Yes but this time I think we will have a lot of responsibilities for other people. (Echoing the comments made by the class already)*

*Like Imam said, warning the children about **going to school**, the **buses not working** and then **getting the bus out of the hole** like Kristov said earlier.....(see the photo resource) so?'*

Class: *'I would like to help.'*

'Me too.'

13. **Class:** *'We can get all the things to help before we go.....'*

T: *'OK what sort of things should we bring to help here?'*

Class: *'We will need a crane to get the bus out'.....*

[At this point the teacher supports the class to represent the 'things they will need' by drawing, making, labelling and so on. It is here that the infrastructure of the Emergency Team can take hold of the class as the teacher at this point begins to help classify and clarify the organisation of the HQ as the class invent their future work to sort the road problem out. This is a case of less is more! Once the teacher is satisfied that the class has invented a rough first draft of the emergency team HQ she takes the next step of action in the make believe.]

14. **T:** *'Everyone can you help here a minute!'* (Class look towards the teacher to take note of her voice, that of the foreman person).
15. *'I would like to talk to my road repair team using my walkie-talkie just to tell them I have found the people who could help us solve all the problems! I was wondering if someone could be at the other end of the line, on the phone for me to talk to. Let's imagine we all have a Walkie Talkie like this one (indicates the cardboard representation) then we could all listen in on the conversation. Would you like to try that?'*
Class: *'Yes then we can find out other things as well!'*
T: *'Yes- there's still such a lot for us to find out!'*
16. **T:** (Her neckerchief is on using her public voice of teacher in and out of role): *'Hallo can you hear me? Great. I have found just the team we need to help us! They know EVERYTHING about what's happened but they might be too busy.....'*
Class: *'Ask them if they will help us.....'* **T:** *'OK-I will see what they say-I'll get back to you in a minute.'*
17. **T:** (Shifting back to her teacher/manager mode): *'So I had better ask them-right?'*
Class: *'Yes you should see if they will answer the phone if you ring them.'*
T: *'Oh I see, yes that's right-what number can I use to contact you in an emergency, like the ones you can find when the water pipes burst-it's one of those easy ones you know the sort of thing.....'* *'What about 999 it's pretty important.'*
T: *'So which of the emergency services do you come under? The police.....or the ambulance.....fire services.....if I ring 999 they always ask which one you want.....'*
Class: *'Maybe we have a special number like 000 for emergencies the 999 numbers can't deal with?'*
18. The teacher decides this is a good point to look at number sequences and the class are asked to invent 'easy to remember numbers for people who are in a panic'. She works with this exercise improvising her teaching to draw out patterns in numbers and why certain numbers are able to be remembered as well as the cultural importance of numbers and time especially in traffic control and the amount of time it takes car move on green and red if a road is closed with temporary traffic lights.

Note: As we can see the sequencing is fairly straight forwards up to point above. However there are likely to be future implications in the fiction that will have to be dealt with given the unfolding of the events the class are sorting out. For example there will be the time when:

- The class pack up all that is needed for the job in question.

- The class arrive at the road in question to set up their equipment and begin the investigations.
- Local people will have to be contacted to informed of progress.
- The holes will need to be investigated.
- The bus will need to be removed.
- The news will have to be broadcast on TV and in newspapers.]

