

Planning for Mantle of the Expert: The Park Keeper's Friends

Stage 1 Foundations ↓	1. Theme	Autumn (Seasonal Change) Ourselves		
	2. Overview of the Students' Learning	3. Things that make the theme interesting	4. Inquiry Questions	
	<p>The changing seasons, characteristics of each season. Different kinds of plants – flowers, trees, bushes, grass, etc Some trees lose their leaves, drop seeds Trees grow season by season; different parts of a tree Different kinds of animals – mammals, fish, birds, insects, etc Listening to an adult in role; asking questions; following instructions; understanding narrative Sharing ideas, collaborating, solving problems Using resources and materials Tidying, sorting, planning, building, observing, repairing Learning the past is different to the present That things deteriorate over time if not cared for and maintained The purpose of a community park Taking responsibility and helping others The different purposes of writing – to remember, to inform, to entertain</p>	<p>A park and things in a park – plants, creatures, trees, play equipment, etc. Someone who needs help. A big mess that needs clearing up. Lots of jobs to do. Animals of different kinds. Equipment – especially dangerous equipment. The changing seasons. Things that need repairing. The past was different. People and things change.</p>	<p>What jobs need to be done to maintain the environment? What responsibility do we have to one another, to help and give people a hand? What happens as people grow old, what effects does it have on their bodies, how does growing old affect their ability to work and do the things they like doing? How does time pass? the year is divided into seasons – that come and go – while living things grow old and change over time. How do buildings, plants, and people need to be cared for, maintained and looked after? How can information be communicated through words and images so we can tell people things they need to know? (i.e. "Please put your rubbish in the bin).</p>	
Stage 2 Context ↓	5. The narrative – people, location, events, time, tension	6. Expert Team – powers, responsibilities and values		7. Client – role, purpose and authority
	<p>An elderly park keeper is struggling to keep on top of all the work that needs doing in his park, especially during autumn when some of the trees lose their leaves. A team of helpers come to the rescue and give the park keeper help in sweeping up the leaves and dealing with all the other problems in the park – maintaining the swings and slides, clearing up dog mess, emptying the bins, putting up signs, locking the gates at night, repairing the lawn mower... etc. The park has seen better days. There is a plaque, near the old pond saying, "Jubilee Park, opened in 1977 by her Majesty the Queen." Very few people visit the park nowadays – mostly dog walkers (some who don't keep an eye on their dogs), some teenagers who hang around near the derelict bandstand, occasionally a parent and a child might come in to play on the swing and slide, but mostly it is empty and forgotten.</p>	<p>A Team of Helpers, people who good at lending a hand and getting things done: 'No job too big or too small' is their motto. Responsibilities: to do the job well, to arrive on time, tidy up after themselves, to listen carefully to the park keeper so they know what to do, deal politely with visitors. Powers: to make decisions, to decide on what tools and equipment to use, to discuss their ideas with the Park Keeper. Values: this team help people in need, they believe in community support, they believe in keeping the environment tidy and clean, they believe in treating people with respect and educating people about how to care for the environment.</p>		<p>The Park keeper – a high authority client, who needs help and will rely on the Team. The Park Keeper is elderly, which means they struggle to get things done as quickly and efficiently as they once did. Their back has grown stiff, their fingers are bent and not as strong as they once were, but their mind is sharp, and they have developed a great deal of expertise over the years. The Park Keeper has worked in the park for many years and can remember visiting it as a child. They can remember planting many of the trees, they can remember the band playing in the band stand (now derelict), and the café (now closed and boarded up) selling ice-creams, even the day when the Queen visited, and the Park was full of people smiling and cheering. It would be nice, the Park Keeper thinks, if the park was like that again.</p>
	8. Commission		9. Other points of view	
	<p>The first job for the Team is to help the Park Keeper tidy up the leaves. They bring their brooms and shovels and wheelbarrows and collect up all the leaves and put them in a big pile. The next job is to help cut the branches off the old oak tree in the middle of the park, it's needed doing for a while, but the Park Keeper can't get up the ladder like they used too. Once that's done, the team build a big bonfire and (after checking no hedgehogs or other animals have made a home inside) they invite local people to a bonfire party, where they safely light the fire and set off fireworks.</p>		<p>People who visit the park – the dog walkers (those who look after their dogs and those that don't); teenagers who use the park as a place to get away (they're not bad kids, some are quite nice to the park Keeper); the occasional parent who brings their young children to play on the swings; the police-officer who visits the park at night to check everything is safe and secure; the local people who might use the park if it wasn't so run down and untidy; a businessman who has their eye on the park and would like to 'redevelop' it into a carpark and shopping centre; the animals that live in the park; the birds that visit during their migration; the insects that have made a home under the rotting wood and leaves; the people from the past who visited the park</p>	

	<p>The Park Keeper is so happy with all the Team’s support, they ask if they could help to restore the park to how it was when people liked to visit. It would mean painting the fences, cleaning and filling the pond (maybe bringing back the remote control boats), opening the café, rebuilding the bandstand, mowing the bowling green, cleaning up and fixing the tennis courts, and (although it hasn’t been out of its shed for twenty years) bringing out the narrow gauge railway. It sounds like a lot work!</p>	<p>and are still there as memories; the old oak, who was there before the park was built and who’s memory stretches back through time, even before the houses were built, even before the roads were laid and all around was just fields.</p>	
<p>Stage 3 Activities & Curriculum Links ↓</p>	<p>10. Team tasks and classroom activities</p> <p>- Helping sweep up the leaves – following the actions of the Adult in role (AIR); imagining using the broom, the spade, and the wheelbarrow; colouring in the leaves (represented by drawings made by the teacher; discussing how the leaves die, change colour, and fall from the tree; discussing that the leaves fall in autumn, and some trees don’t lose the leaves; counting the leaves and putting them into piles of five and ten.</p> <p>- Refer to the Generic Tasks Grid tool for a long list of possible tasks.</p>	<p>11. Curriculum Links</p> <p>Maths – sorting, counting, adding/subtracting, shapes, patterns, etc Science – seasons, change, materials, soil, growth, decay, kinds of animals, plants History – change over time, age, effects of age, events from the past Geography – vocabulary, purpose, human geography, landscaping, map making, community, amenities Art & design – drawing, painting, building, designing Music – soundscapes, making sounds, instruments</p>	<p>12. Literacy Links & Ideas</p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> - to inform: signs, leaflets, notes, posters - to remember: notes, lists, etc - to entertain: stories, poems, songs, etc
<p>Stage 4 Start</p>	<p>13. Sequence of steps into the fiction</p> <p>I’ve written this sequence as if the Park Keeper is an elderly woman, there is of course nothing stopping you changing her gender.</p> <ol style="list-style-type: none"> 1. The teacher talks to the children who are sat on the carpet at her feet: “There is someone in a story I would like you to meet, Mrs Green [the classroom assistant] is going to show you what’s happening.” 2. Mrs Green stands up, smiling at the children and walks over towards the teacher who is kneeling next to an empty chair. The teacher continues, “Here she comes, you’ll see when she goes into the story...” Mrs Green sits on the chair and puts her head in her hands, “...you see that?” the teacher asks. 3. Mrs Green stays in role while the teacher discusses with the children what they can see. Although the children are likely to say, “She is sad, she is worried, etc” the teacher concentrates on the person’s actions – her head is in hands, shaking her head, rubbing her scalp, etc – not her feelings. This is ‘show, not tell’. 4. She then says, “This person is sitting on a bench in a park.” She shows them a photo of a park bench on the whiteboard and then a photo of the park. “She very worried because it is her job to keep the park tidy and she can’t do it all on her own.” 5. “Would you like to hear what she’s thinking?” 6. Park-keeper: “Oh, there is so much to do and my legs hurt.” She rubs her legs. 7. The teacher touches Mrs G on the shoulder to pause the role: “Did you hear what she said?” [If the children can’t remember, she can say: “Let’s hear it again.” Touching Mr G on the shoulder to replay the words and actions like they a clip of film: “Oh, there is so much to do and my legs hurt.” Etc.] 8. The teacher next asks, “What kinds of jobs do you think a Park Keeper has to do while looking after a park?” There follows a short discussion. The teacher is not hoping for an answer she is just interested in what the children have to say, giving them an opportunity to contribute. Mr Green listens. 9. The teacher says, “Let’s carry on with the story and see what she says.” The PK continues, “Its only got harder the older I get. And autumn is the worst, as well as picking up all the rubbish, and [insert children’s suggestions], I have to trim the hedge and sweep up the leaves. Everywhere leaves!” 10. The teacher pauses the action: “Did you hear her talking about the leaves? I wonder if that is a job we could help her with? We’d have to come into the story and ask her.” 11. “Okay, let’s stand up. We’ll need to put on our gloves [teacher represents putting on gloves, the children follow] and our high-viz jackets, I hope you brought your wellies, it’s a bit wet today and I don’t like the look of those clouds [represents putting on wellies; looks up at the sky]. Right, are we ready?” 12. The teacher talks directly to the PK: “Hello, we’ve heard you have a big job to do and we thought you’d like some help.” The PK looks up and smiles, “Oh, yes please.” She stands up, “I see you’ve brought your gloves, wellies and high-viz jackets, that’s good. I think I’ve got enough brooms for everyone.” She turns and represents opening the door to her shed. “Here you are.” She represents handing out the brooms, careful to do it seriously – the children will follow her lead – she counts as she goes, “one, two, three, etc.” adding a bit of tension, “Oh, I might be a bit short. Hang on, I think there are some more at the back – my shed is not as tidy as it once was. Perhaps you can help me out with that later.” 13. “Here we are then. The park is very large, and I don’t suppose you’ll be able to sweep up every leaf, but if you can get them off the path that would be a big help. I’ll show you how to do it. First take your broom and sweep up a pile about 50cm high.” The PK shows them the sweeping action and the height of the pile. “Next, scoop them up and put them in your wheelbarrow – you’ll find them propped up against the wall over there [she waves her hand]. Once you’ve filled the wheelbarrow, wheel it over here and we’ll make a big pile in the open area next to my shed. Who knows, we might have enough for a bonfire.” 		

<p>14. Working with the support of the teacher and the park-keeper, the children (helpers inside the story) set to work, sweeping up the leaves.</p> <p>15. On the tables around the classroom the teacher has put out images of leaves alongside trays of crayons of autumnal colours, once the children have finished enacting sweeping up the leaves the teacher asks them if they would mind colouring them in as they would be useful for the story.</p> <p>16. As the children finish colouring in a leaf they take them over to the PK who adds them to the pile.</p> <p>17. "I wonder how many leaves there are," says the teacher, "Shall we count them?" If there are too many for the children to count, she suggests putting them into piles of five.</p> <p>18. Once the job is finished, the children/Team stand around the PK, "Oh, thank you so much! I just can't manage this job on my own any longer. When I was younger it was a lot of fun, but my legs are not as strong as they were and my back aches. Would you come back and help me some more? There are a lot of jobs to do."</p> <p>End of sequence one.</p>

1. Events	2. Activities – Language/drawing/enacting	3. Purpose (inside the fiction)	4. Learning (Curriculum)
<p>1. The Park Keeper PK) needs help sweeping up all the leaves in the park. The Team agree to help and gets together their equipment. Under the direction of they walk around the park, sweeping up the leaves and taking them in their wheelbarrows to a pile near the PK shed. As they go about their work, the PK talks to them about how autumn is one of their busiest times of the year; how some trees, but not all drop their leaves; and how the PK notices different things happening – the weather changing, birds migrating, etc.</p>	<p>The Team discussing the equipment they are going to need for this job – brooms, shovels, wheelbarrows, etc. They enact sweeping the leaves, while the Park Keeper (represented by a teacher in role -TIR) supports them and gives them directions.</p> <p>The Team have a van where they store their equipment, the van and equipment is represented by images (created in advance by the teacher – gloves, overalls, hard hats, shovels, wheelbarrows, etc).</p>	<p>To help the elderly PK to sweep up all the leaves from the trees that have fallen since the start of autumn.</p>	<p>That some trees, but not all, drop their leaves during autumn.</p> <p>That the year is divided into seasons and this has an effect on the plants and animals in the environment.</p> <p>That doing a job, like sweeping leaves, requires equipment, organisation, and hard work.</p> <p>Co-operating, working together, listening to instructions, communicating, and enacting activities inside a fiction.</p>