

# The World from Our Doorstep

## Co-operation Early Years Foundation Stage



This pack was developed as part of the project 'The World from Our Doorstep', funded by Big Lottery Awards 4 All and the European Union.

We would like to acknowledge the hard work and contributions made by practitioners involved in the project at nursery settings in Barrow in Furness, Cumbria.

The contents of this pack are the property of Cumbria Development Education Centre. Enquiries can be directed to CDEC, Low Nook, Rydal Road, Ambleside, UK, or [office@cdec.org.uk](mailto:office@cdec.org.uk)



# The World from Our Doorstep

This '**Cooperation**' box is one of a series of boxes developed as part of the World from our Doorstep project funded by Awards for All - Big Lottery Funding. These boxes are a culmination of ideas, aspirations and a long standing commitment by the CDEC team to produce a collection of resources that will enthuse and support very young children in Cumbria to engage positively and creatively with the diverse world around them.

The **Cooperation** box is part of a collection which also includes the following boxes:

**Exploring the World**

**Appreciating the World**

**Same & Different**

**Fairness**

The box includes opportunities for play based (role play & games), creative and thinking activities, both indoors and outdoors, and link to the book 'Meet Zogg', based on the themes of understanding and respecting diversity, waste and recycling, sustainable development and games around the world.

The boxes contains activity sheets, attractive supporting resources, artefacts, story books and other texts from around the world aimed at helping children to develop a greater understanding of the world around them, both near and far.



# What's Inside?

## Resources provided in this box

### Activity Cards

1. Creative Partners
2. Let's Bake Together!
3. A Tower for Zogg
4. Cooperative Drawing
5. Tug of Peace
6. Ampe
7. Working Together Around the World
8. Seeing the World Together
9. Building Shelters
10. A Picture from Earth
11. A Mapstick from Zargot

### Books

1. Growing Up Global
2. Growing Marigolds
3. Meet Zogg x 2
4. Begin at the Beginning
5. Why Should I Recycle?
6. Why Should I Help?
7. Why Should I Share?
8. Why Should I Listen?
9. Stone Soup
10. Pass the Jam Jim
11. Playground Games
12. Let's Cooperate

### Other Resources

1. Recycled ball, paper bag, hen and instructions to make ball for **Creative Partners**
2. Images of people working together for **Working Together**
3. Blindfolds for **Seeing the World Together**
4. Egg boxes and re-useable collecting bags for **A Picture from Earth**
5. Sample mapstick for **A Mapstick from Zargot**
6. Length of rope and ribbon for **Tug of Peace**
7. Large map of the World



# What's not inside...

CDEC has provided a range of resources related to the activities in this box. However, you will need to provide the following resources where required:

- Scissors
- Sticky Tape
- Paper, crayons, pencils, erasers, felt tip pens etc
- Craft materials
- Cardboard & boxes
- Fabric/blankets
- String/coloured wool
- Blu-tack
- A3 paper
- Ingredients for cake baking, tins, bowls, spoons etc.
- CD of world/other music
- A selection of sticks about 45cm in length for each group leader

**Please ensure you have the relevant resources from the above list for the appropriate activity before starting the activity or setting out for an outdoor location.**

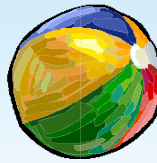


# CREATIVE PARTNERS

## Role Play / Play

### Resources:

- A selection of craft material
- Sample recycled articles/artefacts (recycled ball, paperbag, hen)
- Examples/images of other recycled artefacts



### Activity idea:

- Display the object or objects the children will be creating in the centre of the table.
- Talk about the object and the process/stages of making the object.
- Provide the relevant material for the object but distribute the material evenly along the 'production line'.
- You could have two production lines on either side of a long table creating two different articles or several tables working on different objects.
- Break the process down into a number of smaller stages/tasks. Each child is given a different task or role in creating the object and is guided through the process.
- For example, you could start by scrunching up a piece of newspaper to form the core of a ball, each child adding either elastic bands or another layer of paper until you achieve the size you are aiming for.
- Some children in the production line could paint the background colour whilst others could work on a simple design (spots, stars etc.). Alternatively, glue patterns or shapes instead of using paints.
- When complete, talk about the finished article and consider the role and contribution of each child in creating the object. Talk about what the outcome would have been if they had not cooperated or if some children had not completed their task. You could use **Sustained Shared Thinking** to encourage the children to think critically and creatively about the concept of cooperation.

### Suggested reading:

Meet Zogg

Why should I recycle?

Why should I help?

Why should I share?

Why should I listen?

### Extension ideas:

**Making Things: New from Old** - Appreciating the World Box

**What's this made from?** - Appreciating the World Box

**Time's Out** - Fairness Box

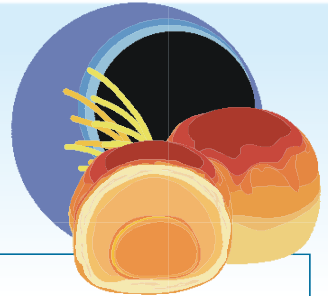


# LET'S BAKE TOGETHER!

## Role Play / Play

### Resources:

- Ingredients for baking a cake/s or biscuits
- Cutters, cake tins, bowls, wooden spoons, measuring scale etc.
- Meet Zogg



### Activity idea:

- Gather ingredients together for making a cake/s or biscuits.
- Give each child a different task or role in producing the cake/biscuits.
- Guide the children through the process, asking one child to start the process and then passing it on to the next child.
- Repeat until the cake/s or biscuits reach the oven.
- Younger children could 'cooperate' and observe the earlier stages of the process but take on tasks after the cakes/biscuits have been baked. They could take turns to decorate/ice the cakes/biscuits.
- When complete, talk about the finished cakes/biscuits and consider the role and contribution of each child in completing the baking task. Talk about what the outcome would be if someone had not cooperated and had left an ingredient out or had not completed a task.
- You could use **Sustained Shared Thinking** to encourage the children to think critically and creatively about the concept of cooperation. Talk about working together and working alone. What does it feel like to work with your friends? How would it feel to work alone?
- You could close this activity by reading Meet Zogg and focusing on pages 14 - 17 about football; a game played around the world which requires everyone in the team to cooperate.

### Suggested reading:

Why should I share?  
Why should I help?  
Why should I listen?  
Stone Soup

### Extension ideas:

Chapattis and Other Things –  
Exploring the World Box  
Puzzle Time - Fairness Box



# A TOWER FOR ZOGG

## Games / Indoor Activity

### Resources:

- Large wooden bricks
- Meet Zogg
- Zogg puppet (optional)



### Activity Idea:

- Sit in a circle on the floor with the pile of bricks in the middle.
- Start by briefly revisiting the story of Meet Zogg. You could just revisit page 20 and talk about Zogg returning to planet Zargot in his spaceship.
- Explain that the children are going to help, by working together to build a tall tower - tall enough for Zogg to see from planet Zargot.
- To do this, start by placing a brick on the floor and invite each child in turn to take a brick from the middle and add to the tower.
- You can vary this by giving the Zogg puppet to the first child who completes his/her task who then runs outside the circle to drop the puppet behind another child. This child then takes his/her turn to add to the tower. Explain that it is important and fair that they choose someone different each time (or make it a condition that the same person cannot be chosen twice until everyone has a turn)
- They have to work carefully and cooperatively to build the highest possible tower without it falling.
- When complete, talk about the idea of working together to build a tower. How did they feel about taking turns but still contributing to the final tower? What would have happened if someone had not cooperated by pulling a brick out?
- If relevant, you could talk about a local landmark (tall building/ tower/church tower etc) and consider the cooperative effort involved in building it.

### Suggested reading:

Why should I help?  
Why should I listen?

### Extension Ideas:

Puzzle Time - Fairness Box



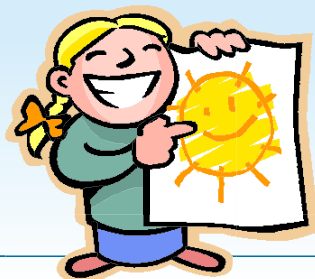


# COOPERATIVE DRAWING

## Games / Indoor Activity

### Resources:

- Meet Zogg
- Crayons, felt tip pens
- 1 large piece of drawing paper or enough sheets for each child for Option 2
- CD with music (optional) or rattle/bell



### Activity Idea:

#### Option 1

- Sit in a circle on the floor with the drawing materials in the middle.
- Start by briefly revisiting the Meet Zogg book and choosing something the children would like to draw. This could be Zogg himself, the mouse, spaceship, tree or anything else in the book.
- You could give the children the options and invite them to vote for one option.
- Count the votes and clarify what they will be drawing.
- Invite children to take turns to draw a small part of the chosen option. Continue until each child has had a turn .
- This can be done while listening to music. The leader stops the music at intervals to allow children to change over and starts the music again while the child is drawing/colouring.
- Repeat the cycle again as needed to complete the drawing and colouring if desired.
- Share the final picture and discuss the outcomes/experiences of working together.

#### Option 2

- Give each child a piece of paper, crayons and felt tip pens.
- Choose something to draw or choose several options. For example, 1st, 4th, 8th child make a start on drawing Zogg; 2nd, 5th, 9th child start on a tree and so on.
- Each child draws for an allocated time (marked by a rattle/bell, or music as in **Option 1**), and passes the paper to their left or right.
- Continue until each child has had a turn on every paper. Share the final picture and discuss the outcomes/experiences of working together.
- Think about the difference in working alone/together (ideas, fun, patience, listening etc).

### Suggested reading:

Why should I share?  
Why should I listen?  
Pass the Jam Jim

### Extension Ideas:

Puzzle Time - Fairness Box  
Time's Out - Fairness Box



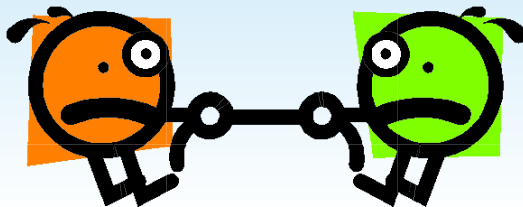


# TUG OF PEACE

Games / Indoor Activity / Outdoor Activity

## Resources:

- Length of rope or a long skipping rope
- A length of ribbon
- Chalk



## Activity idea:

- Divide the children into 2 groups with each group at either end of the rope.
- Attach a ribbon to the middle of the rope and mark a line (at right angles to the rope) on the floor (not too far from the position of the ribbon)
- Explain that the aim is to work together to get the ribbon level with the line below.
- They have to try to pull exactly as hard as the other group but not harder.
- Talk the children through what is needed to achieve this and invite them to stop at any point to think about what their group has to do to achieve the goal.
- It is not about winning but listening, working really hard together/cooperating and compromising to get the ribbon above the line.
- When the goal is achieved move on to circle time and talk about their experiences. How did it feel? Is it always easy/hard to work together?

## Suggested reading:

Why should I listen?  
Why should I help?  
Stone Soup

## Extension ideas:

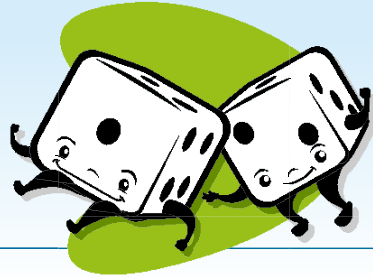
Zogg's House - Same and Different Box



## Cooperative Game from Ghana

### Resources:

- CD with music (optional)
- Playground games - big book



### Activity idea:

- This game can be played with music.
- Two children play at any one time.
- One child is called Ohyiwa (OH-ye-wa) and the other is Opare (OH-pa-re).
- Everyone claps in time, and counts, 'One, two, three!'
- On 'three' the two children jump up and land on one foot. If they both land on the same foot, Opare gets the point. If they land on different feet Ohyiwa gets the point.
- First to reach five points wins, and another pair play the game.
- Continue until each pair of children have had a turn.
- Get the children to think about other similar games ie. paper, scissors, stone.
- Explain how the outcome (winner) is random, based on the action taken, but people can work together and still enjoy each others company by cooperating and accepting the outcome.
- You could close this session by looking through and discussing some of the games in Playground Games.

[Source: Growing up Global – EYFS Global Education Handbook – RISC]

### Suggested reading:

**Meet Zogg**  
**Around the World - Playtime**

### Extension ideas:

**Kye Kye Kule – Same & Different Box**

**Games Araw-Lilim & Sipa in Meet Zogg book**

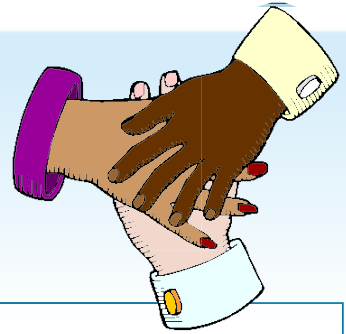


# WORKING TOGETHER AROUND THE WORLD

## Display & talk

### Resources:

- Photos, pictures & posters from CDEC
- Pictures of people working together brought in by children
- Globe or map of the world



### Activity idea:

- Create a display with photographs, posters and pictures.
- Invite children to ask questions about the pictures and to look closely at what is going on in them. Choose a photograph, poster or picture and identify the country it was taken in.
- Place coloured sticker/dots on appropriate country of origin on the world map.
- Refer to **postcards, posters & photographs** for ideas on using images.
- You could use **Sustained Shared Thinking** to develop a dialogue. Think about what the people are doing. Why are they carrying out the activity in the picture? Encourage them to think about what happens next in the picture. Think of a link between the activity and the UK if the image is from abroad. Can they think of a similar activity in this country?
- Chose one image and cover the people on the image leaving just one person uncovered; ask the children to think about what it would be like for this person to do the work on her/his own.
- Alternatively invite children to tell a one minute story about the activities in the pictures, photographs or posters.

### Suggested reading:

Philosophy for Young Children

### Extension ideas:

Zogg's House - Same & Different Box

Emma & Sally from Philosophy for Young Children - Berys Gaut & Morag Gaut



# SEEING THE WORLD TOGETHER

## Outdoor Activity

### Resources:

- Blindfold for each pair of children



### Activity idea:

- Explain that they are about to explore their play area /playground/school grounds blind folded in pairs. They have to cooperate, work together, talk to each other and listen carefully to do this activity.
- Blindfold one child. The teacher and another child without a blindfold support the blindfolded child.
- You could start by sitting on the ground for the child to gain confidence before being helped up to his/her feet.
- Then walk along a familiar trail. The child without the blindfold guides and talks the blindfolded child safely through their journey (familiar features, the ground, shrubs/branches, features to avoid). At the end of the journey swap the blindfold around and reverse the roles.
- The children have to work cooperatively and build trust in each other in order to complete their journey.
- Invite children to share their experiences. How did it feel to see/experience the world through someone else's eyes.
- How important was it to work together in this activity. Could they have done it without each other's help?

### Suggested reading:

Why should I share?

Why should I help?

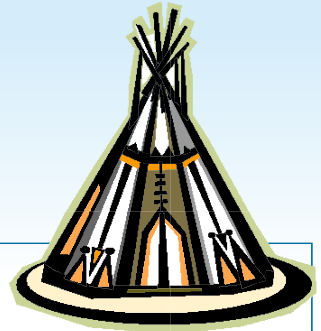


# BUILDING SHELTERS

## Outdoor Activity

### Resources:

- Selection of materials such as cardboard, boxes, fabric, blankets, rugs etc
- Meet Zogg



### Activity idea:

- Start by revisiting Meet Zogg and asking the children to recall features of Zogg's House.
- Ask children to think about how Zogg might have built his house. Would he have done this alone or with help? Which option do they think would be better, quicker, more enjoyable etc. Why?
- Divide the children into two groups if building two shelters. Explain that they are going to build a shelter and they have to work together to do this.
- Allocate different roles to different children, older children helping younger children if needed.
- They could decide on the different roles themselves depending on their ages. If so, get them to explain why different children took on different roles.
- Explain that they have to listen to each other and talk to each other to agree on how to complete each aspect/stage of building a shelter.
- Move on to building a house/den from the materials provided.
- Get them to think about how it would be to build a shelter on their own. How important was it to work together in this activity. Could they have done it without each other's help?
- You could use **Sustained Shared Thinking** to develop their thinking on the concept of cooperation.

### Suggested reading:

- Why should I share?
- Why should I help?

### Extension ideas:

- Zogg's House - Same & Different Box
- What is a Home? - Same & Different Box



# A PICTURE FROM EARTH

## Outdoor Activity

### Resources:

- Egg boxes - 1 for each group
- Glue, glue stick, paper
- Meet Zogg
- A reusable bag for each group for the items collected



### Activity Idea:

- Divide children into groups. Give each group an egg box with several sample wall paint colour cards (shades from nature) limiting each box to shades of the same colour.
- Ask children to find something that closely resembles each card in their box. Explain that where appropriate they can pick several items of the same colour. There should be enough for each of the other groups to have approximately one or two items from each groups collection.
- On return to the classroom, allocate a table with the glue and paper to each group and ask them to display their items on the table.
- Explain that they are going to create a collage for Zogg with the items collected from nature to remind him of the colours in nature on earth. Talk about the different shades of the items and ask them to think about the type of picture they could create. Would it be colourful/dull? Boring/interesting? Consider the shades, textures and sizes. How could they make it more interesting and colourful for Zogg. Get them to think of the different colours in nature. You could revisit relevant pages in Meet Zogg to remind children of the colours that Zogg experienced.
- Collect one or two items from each group for each of the other groups and distribute amongst the tables. Talk about the difference the items have made to the **colours/textures**.
- Ask each group to work together to complete their picture.
- When complete, close the session by getting them to think about the positive benefits of sharing and working cooperatively within and between the groups.

### Extension Ideas:

- **Scavenger Hunt** - Appreciating the World Box
- **The Colours Of The Rainbow** - Same & Different Box

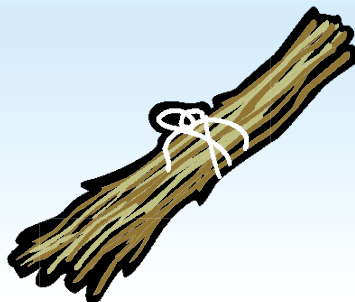


# A MAPSTICK FROM ZARGOT?

## Outdoor Activity

### Resources:

- A stick about 45cm in length for each group leader
- String and or coloured wool
- A selection of 'rubbish' bottle tops, foil tops, elastic bands, toilet roll tubes, crushed newspaper, string, plastic twine, etc.



### Activity idea:

- Follow a path or trail in the school grounds (or a park/forest). If using the school ground, prepare the trail by randomly placing different items of 'rubbish' along the way.
- Encourage children to look for items that are not natural (rubbish/litter) along the journey.
- Group leaders can attach different items collected on to the stick with wool or string.
- On return, ask children to think back to the story of Meet Zogg. Ask them if they can remember what Zogg's house and bed were made from (waste from earth). Is this the kind of Mapstick Zogg would make if he were to go for a walk around his neighbourhood? Why?
- Invite children to look closely at the mapstick and ask questions. Use **Sustained Shared Thinking** to develop a dialogue. What can we do to look after the earth? How can we work together to stop litter from reaching the playground/countryside.
- Alternatively, the children could be encouraged to make up a story in one minute about the story stick and share their story with others.

### Additional information:

Mapsticks were used by Native Australians to communicate ideas to each other. The story stick acts as both a map and a story telling device.

### Suggested reading:

Why should I recycle?  
Window  
Galimoto (not in box)

### Extension ideas:

Scavenger Hunt – Appreciating the World Box  
The Colours Of The Rainbow - Same & Different  
Box





# Sustained Shared Thinking

**Sustained Shared Thinking** has been defined as

“an episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend narrative etc. Both parties must contribute to the thinking and it must develop and extend”.

***Iram Siraj - Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY) DfES.***



## Sustaining & developing thinking and extending contributions

- Offering children information on the topic and encouraging them to add their ideas.
- Inviting children to elaborate on their contributions.
- Using reflective statements during discussions to encourage children to explore the topic further.
- Short silences and increased waiting time before asking the next question.
- Sharing your own experience and giving children time to respond.
- Clarifying ideas to ensure everyone has understood what other children are saying, and to encourage others to add their viewpoints.

***From the study: “The Effective Provision of Pre-School Education (EPPE) Project: Final Report” by De Silva et al (2004)***



# Using Artefacts

## Why use artefacts?

- To arouse interest at the start of a topic or activity.
- To give relevance to a topic being followed.
- To deepen understanding and develop empathy with the lifestyles of people from diverse cultures and environments.
- To develop sensitivity and critical skills.
- To explore perceptions and values.

## What to do with artefacts:

- Look at, describe, feel and think about the artefact.
- Consider using a Feely bag to introduce smaller items.
- What might it be? How it was made? Where did it come from? What is made from? What would it be used for? Who would use it?
- Encourage pupils to think of a similar object that they use.
- Get pupils to bring in an object or selection of items that represent themselves.

## What to watch out for:

- An object cannot give a complete insight into the complexities of another society or culture – how would you choose objects to reflect your life?
- Do the objects reflect the variation between rural and urban living in the country of origin?
- They are not the ONLY objects available in that particular country; just a selection.
- Recycled objects may be labelled “crude” or “backward” when in fact they may demonstrate a high degree of resourcefulness or creativity.
- Gourds, shells and objects made from natural materials may be seen as quaint or primitive, rather than illustrating adaptation to the environment.
- Do we have equivalent handmade or recycled objects in our country/society?
- Some objects are made for the foreign market – do people really use these items any more? Perhaps use a mixture of traditional and modern artefacts.
- There is more to overseas cultures than musical instruments and baskets
- Ensure that studying the artefact would not cause offence to the pupils or the people who made/use the artefact.



# Using postcards, posters & photographs

You can use images from home and overseas to develop understanding, awareness and appreciation of the world around. Here are some suggestions to extend children's ideas and encourage dialogue.

1. **CROPPED IMAGES:** - Place a partially covered image on the table. Invite children to share their thoughts on what they can see. Gradually reveal sections of the picture and extend and develop their thinking through questions and statements. *(From Making Sense of Diversity in Early Years-CDEC)*
2. **INDIA or UK?** - Lay 10 photographs, five from the UK and five from a different country, say India. Avoid stereotyping by using a selection which portrays both rural/urban places in both countries. Number the photographs for easy identification. Provide two pieces of paper marked with the name of the respective countries. Ask the children to help you sort out your 'muddled' photographs. Ask them to agree which photograph goes under each heading. Put aside ones on which they can't decide on as a group. Invite comments and statements and question their decisions to develop a dialogue. *(From How do we know it's working? - RISC)*
3. **A ONE MINUTE STORY** - Provide a selection of photographs and ask the children to vote for their favourite photograph. Select the photograph with the most votes and display it in the centre of a large sheet of paper. Working in groups, a member of staff could jot their thoughts and comments around the photo. Then invite the children to make up and share a quick story about the photo with everyone. *(From Making it Real- DEC Birmingham)*
4. **WHICH ONE IS MISSING?** - See page 11 of Growing Marigolds-WEDG (Included in the box)
5. **WHICH ONE SHALL I BE IN?** - See page 21 of Growing Marigolds-WEDG (Included in the box)

**SEE NEXT SHEET FOR QUESTIONS/ STATEMENTS TO EXTEND THINKING**



# Thinking through postcards, posters & photographs

## Using questions & statements

- What would you say to....?
- Who would you choose to be your friend?
- I wonder why you think that?
- What do you mean?
- How is this similar/different to where you live?
- How do you feel about this place?
- How do you think they feel?
- Which people look happy/sad?
- I wonder what they are doing?
- I wonder where they are going?
- What would you like to say to....?
- What would you like to ask....?
- Can you imagine yourself in this place? What would you hear, smell, see or taste?
- I think I would like to live here because.....(stating personal preference)
- Let's see what is happening in this picture....
- I really want to know more about this...(in response to what a child has just said)
- So you think that....
- I would like to know what is just outside the picture.....
- Oh! What a wonderful.....display of fruit/dress/hat/tower/car/tree etc.

