

Great Gran's Great Games



Education Pack

Education pack devised by Nicola Sangster.

Contents

We hope that you find your performance of 'Great Gran's Great Games' an exciting stimulus for many activities. We are proud to have been awarded the official Olympic 'Inspire Mark' for the project – and we hope the spirit of the play and the Games will inspire exciting follow on work for your class. Here are some of our suggestions to help get you started: (* denotes a worksheet)

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This pack is intended as a leaping off point for follow-on activities. The suggested activities take themes from the play and can be directly linked to the national curriculum key stages one and two and/or practice guidance for the early years foundation stage.

If you find the pack useful, have questions or suggestions for improvement we value your feedback. Please take time to fill in our evaluation sheets (handed out on the day of the performance) or send us an email at twpiedpiper@aol.com.

Please check our web site at the beginning of November after our rehearsal period, as we may have written a music or song sheet to go with the pack.

GREAT GRAN'S GREAT GAMES

The Story of the play by Mike Kenny

It started when Ollie's Great Gran came to stay. They had only met once before, when Ollie was a baby - so he couldn't remember that. Great Gran was Ollie's dad's mum's mum. So Ollie thought she must be very old - very, very, old.

Great Gran said she didn't like being very, very, old because when you're old nobody thinks you can do anything. Ollie didn't like being really young because when you're young nobody let's you do what you want to do; and he wasn't very pleased that Great Gran had come to stay either.

Great Gran had come to stay because she had fallen and hurt her hip - and she was going to stay in Ollie's room and Ollie had to share with his little sister, Katie.

And there was another thing Ollie wasn't too pleased about. He had moved house, away from his old school, and his old friends.

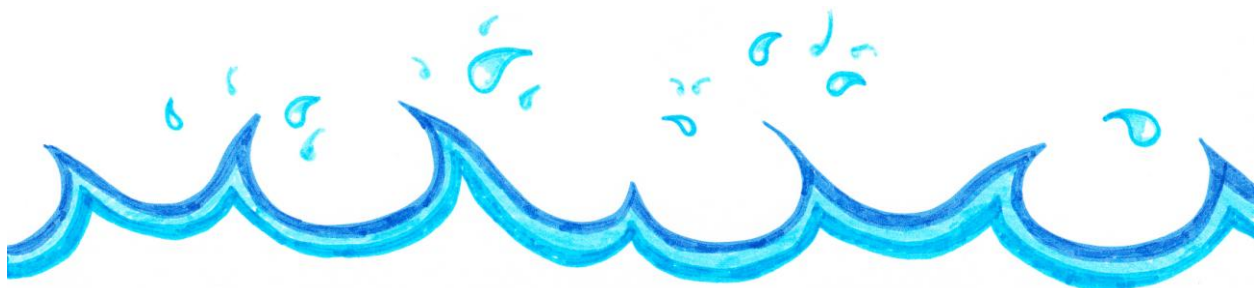
Besides, Ollie didn't see what was so great about his Great Gran, Granny Olive, as she liked to be called. She couldn't play football, skateboard, ride a bike, or even go up the stairs. But there was one thing Granny Olive could do - swim - and she wanted Ollie to come with her.

But Ollie couldn't swim; he didn't want to tell Granny Olive, but he was scared. When they got to the pool, Ollie sat on the side and watched Granny Olive swimming. He could hardly believe that someone who was so slow on land could move so quickly and smoothly through the water.

Granny Olive explained that she used to be a swimmer when she was younger - she even swam in the 1948 Olympic Games.

At the swimming baths were some of the children from Ollie's new school, but Ollie didn't say hello. Making new friends was hard.

Granny Olive wanted to teach Ollie to swim - but he wouldn't even get in the water.



The next day Granny Olive told Ollie more about when she swam in the Olympics. When she was a little girl, during the war, she had been evacuated to the countryside. Her brother, Edwin had taught her how to swim in the river. She practised and practised and when she was a teenager she was chosen to swim in the Olympics in London. It was a wonderful story, but Ollie still didn't want Granny Olive to teach him to swim; he was scared he would sink! Granny Olive tried to explain that he wouldn't, but he didn't believe her.

Still, the next day she persuaded him just to come in the shallow end - with arms bands. Ollie watched as Granny Olive swan up and down, up and down. The children from Ollie's new school were there again. When Granny Olive had a break, she told Ollie more about the Olympics. She told him about the French swimmer Michelle, who she wouldn't talk to. Granny Olive was sure they wouldn't be friends and that Michelle wouldn't like her - Michelle seemed so perfect, and making friends is hard. But later she realised she had been wrong when Michelle came and talked to her!

After that Ollie went everyday to the swimming pool with Granny Olive. But he wouldn't let her teach him how to swim and he wouldn't go and talk to the other children. He was sure they didn't like him, and nothing Granny Olive could say would change his mind.

Then one day Granny Olive dropped her goggles in the water. They floated down to the bottom of the pool. 'Oh dear', she said, 'what am I going to do? I can't bend down and get them, not with my hip. Ollie?' So Ollie took a deep breath and tried to pick up the goggles. But hard as he tried he kept bobbing back up to the surface.

Now Ollie realised that Granny Olive was showing him that he wouldn't sink, that he needn't be scared - and that she was teaching him how to swim! She had dropped her goggles on purpose!

So Great Granny Olive taught Ollie to swim, and Ollie decided that if he was brave enough to learn to swim, he might just be brave enough to talk to the other children too. So he gave it a go, and it wasn't as scary as he thought.



English Ideas

What happened next?

Great Gran has gone back home now she can look after herself. How is Ollie getting on with the children? How is his swimming coming along?

Write a letter, as Ollie, filling her in on all the news, there is a template you can photocopy on page 19.

Create an evacuee label – see evacuee sheet for link to printable worksheet with blank evacuee labels pupils can fill in.

Communications during the war – when there were no texts, no emails, no mobiles, not everybody had telephones...how did evacuees tell their parents and friends how they were getting on?

- Write a postcard as Great Gran telling her mum all about learning to swim. Great Gran would have been six in 1939 when evacuations began and twelve when the war finished.
- Imagine you have been evacuated– write a postcard home.

The Olympic & Paralympic Values

friendship respect courage excellence

determination inspiration equality

What do the class think these words mean?

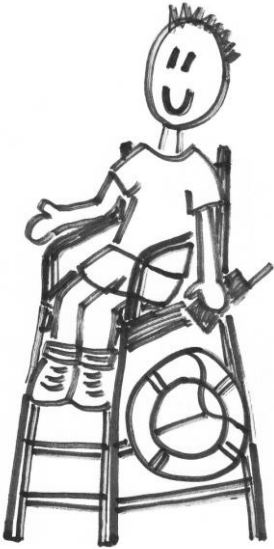
Can you write a sentence describing each word and put them together to create a poem about the Olympics?

Can you design a poster for the Olympics?

Look at the 1948 Olympics resource page. What words will you chose to encourage visitors?

Swimming Words

draw a line to match the word and its picture

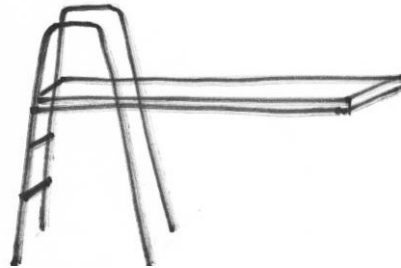


arm bands

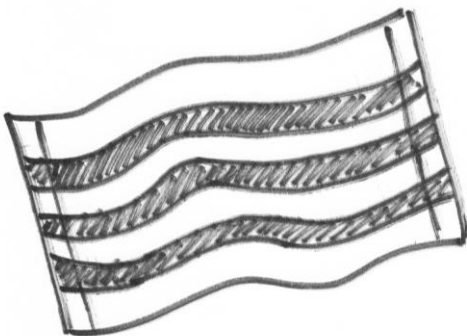


swimming costume

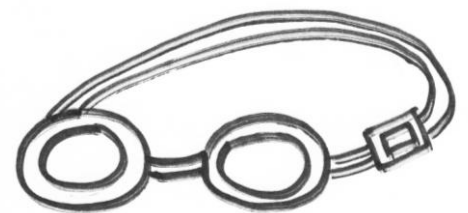
goggles



towel



diving board



lifeguard



Watery Words



Can you write a watery word in the centre of each bubble?

Vocabulary for Great Gran's Great Games

great grandson

great granny

'But I've still got all my marbles.'

my walker / walking frame

War

The Olympic Games.

opening ceremony

Stadium

flame

Mount Olympus in Greece

the national anthem

swimming baths

arm bands

goggles

My stroke was free style.

arch rival



Extracts from the script

Getting older

OLLIE	Can you play football?
GG	No.
OLLIE	Can you skateboard?
GG	No.
OLLIE	Ride a bike?
GG	No.
OLLIE	Can't do much can you?
GG	Not any more, no.
	Can you swim?

Great Gran: When I was young I could touch my toes. Then my ankles. Then my knees. Now I can just about point at them. And sometimes I can't remember what they're called. It worries me a bit. Perhaps the next stage is forgetting to worry, and then it's alright.

Anyway, all the aches and pains etc are literally a pain in the neck. However, the worst thing, by far, is being treated like the village idiot. We old people get a reputation for being grumpy. That's why.

Friendship/Moving House

Ollie: I won't say much about this, but moving house is not as nice as parents say it's going to be, and when they say it will be alright, then they don't really know, they mean they hope it will be alright. And I'm not going on about this but they should think about these things when you have to move school and you don't see your friends and because when it's after the start of the year everybody's got their friends and they don't talk to you, and sometimes they're not very nice to you, and why would you go and live on a main road anyway even if it has got a lovely back garden, it's not so lovely when you're on your own in it, and you can't play out and the nearest kids live on the other side of the main road and some kid was knocked over on the crossing so you can't go out, even if you did make friends with somebody. I mean, I don't want to go on about it but people should think about these things.

Citizenship Ideas

The themes of aging, disability/ability, friendship and loneliness in 'Great Gran's Great Games' provide an opportunity for early years and KS1 and 2 to work around the Citizenship topics:

- Developing good relationships and respecting the differences between people
- Developing a healthy, safer lifestyle
- Developing confidence and responsibility and making the most of their abilities

The script extracts above and the Drama ideas on the following page can be used as a stimulus for discussions and work about the differences between different ages, and how the characters feel about aging, loneliness, fitting in, confidence etc.

The family tree printable worksheet can be used as a tool to think about families and relationships. The lowest branches are for pictures or names of siblings, parents above, grandparents at the top. Obviously children will have different experiences of what makes up a family and can modify the tree accordingly.

Early years

Why not focus the discussion on the EYFS principle of Positive Relationships. The themes of the play can be used to discuss understanding and recognising feelings, supporting children in developing friendships, and developing a friendly relationship with parents and grandparents.

- Can the class remember when they first came to nursery / pre-school?
- Ollie has been worried about going to a new school – will anyone in the class be moving to a new school soon? What will help them feel happy and confident?
- Why do we need friends?

Citizenship KS1 and KS2– why not focus the discussion on the following areas of the curriculum...

Knowledge, skills and understanding

- b) to share their opinions on things that matter to them and explain their views
- c) to recognise, name and deal with their feelings in a positive way

- How does Great Gran deal with her feelings about aging – her reduced mobility?
- How does Ollie deal with his feelings about his new school? Swimming?
- How does Great Gran help him?
- When do we feel lonely or scared? Who helps us deal with those feelings? How could we help ourselves?
- How do we deal with change in our lives...what feelings did we have when we had to change from the infants to the juniors – did it involve a change in teachers, site, schools? How does it feel to have mixed feelings (e.g. excitement and fear)?

Preparing to play an active role as citizens

e) to realise that people and other living things have needs, and that they have responsibilities to meet them

f) that they belong to various groups and communities, such as family and school

- Why do we need friends?
- How can we help newcomers to our school feel part of the community and why is that important?

Developing good relationships and respecting the differences between people

a) to recognise how their behaviour affects other people

d) that family and friends should care for each other

- How could the children at school have made Ollie feel more welcome?
- How could Ollie have made Great Gran feel more welcome?
- How has Ollie's parents decision to move house made Ollie feel?
- Why is Great Gran staying?
- How and why does Great Gran help Ollie?
- Does Ollie care for Great Gran at the start of the play? At the end? How do we know?

to recognise and challenge stereotypes and to understand that differences and similarities between people arise from a number of factors

- What difference does age make to Great Gran / Ollie's life?
- What are the positives / negatives of different ages?
- Does Great Gran behave as the audience would expect?

Drama Ideas



Circle discussion - movement in and out of water.

How does your body feel different in and out of water?

How does it feel to try and move through water?

What are the sounds of moving in and out of water?

Remembering the play - how did the actors show getting in and out of the water?

On your feet– begin by walking around the room, ahead of you there is a puddle.

Look at the puddle, does it look deep or shallow?

Dip in a toe, then a foot, then both feet.

Walking into the puddle – slowly let the puddle get deeper and deeper – how does each depth – up to knees, tummy etc, affect movement.

What if the puddle was full of...feathers, jelly, jam, smelly slime etc.

Character movement ideas (can be done to music)

Can the class use movement to express feelings from the play

Great Gran's frustration at not being able to walk properly - Erik Satie 'Three Gymnopedies' or Handel's 'Largo 2nd mvt' or Holst 'Planet Suite – Saturn'.

Great Gran's freedom at being in the water- Debussy 'Deux Arabesques No.1'

Ollie's fear of the water- Debussy 'La Mer'.

Ollie seeing the children from school etc. – Debussy prelude 'Voiles'.



Characters from the play

Great Gran - Start building her from head to toe...

begin by looking at your toes and feet, how would they be different, move up to the legs, the body all the way up to your ears. Build the character slowly...

How would Great Gran stand?

How would she move around?

Introduce yourself to the other Great Gran's in the room.

Discuss your discoveries as a group.

Water movement ideas

Make the shape of various watery beings- bubbles, fish, swimmers, mermaid , shark, octopus etc.

How would they move through the water?

Getting into a cold swimming pool inch by inch.

Group movement- in smaller groups and as a whole class

synchronised swimming without water –

what shapes can you make in groups of different numbers / whole class?

Can you spell out a word?

Why not develop a routine to music.



Floating and Sinking

1. Group Work - Sorting Materials.

Each group will need:

- A bowl of water
- A selection of small objects - e.g. a golf ball, a blown-up balloon, a marble, an apple, a cork, polystyrene, wooden objects. Something made of sponge - e.g. a ball or bath sponge.

Ask each group to pick up each object and compare how the different objects feel. Then the group need to sort the objects into two piles - objects which they think will float and objects which they think will sink. (They could place the objects on a board or large piece of sugar paper divided into labelled sections.)

The group then test each object and discuss whether and why their predictions were right / wrong.

2. Class work - Properties of Materials

You will need:

A large container of water (preferably a tank, where the water level is visible to all. If unavailable, a water play pit, or baby bath on the floor with the class gathered around).

5 identical plastic containers with tight lids - (empty pop bottles are ideal) filled with:

- air
- water
- rice crispies
- rice
- half air / half water

Can the class predict which bottles will float / sink?

The 1948 Summer Olympics

The **1948 Summer Olympics**, were held in London, England. Summer Olympics are usually held every four years, but because of the war these were the first since 1936.

London was very poor after the war and food, clothes and fuel were still rationed. At first organisers decided to 'turn down' the Olympic flame at night to save energy – but when people thought this meant it had blown out they had to change their minds!



Bread rationing ended on the day the Games began.

Bomb damage was everywhere in London and Britain's big cities – as it took many years to rebuild them. Many people were still homeless and living in makeshift housing and army camps. Unlike the 2012 Olympics London didn't build any new stadiums – there wasn't the money. Male athletes stayed in RAF stations and army camps. The

female athletes stayed above Victoria Coach Station, where the sound of the buses sometimes kept them awake.

59 Countries sent athletes, but Germany and Japan were not invited so soon after the war. Fewer than 10% of the athletes competing were women.

Also in 1948...the game 'Scrabble' was invented, the NHS began, Prince

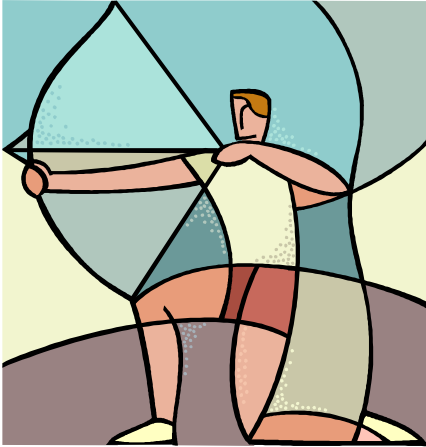
http://www.bbc.co.uk/archive/olympics_1948 has programmes from the era and information and images from the Games.

There is a gallery of pictures of the Games at:

http://www.bbc.co.uk/archive/olympics_1948/12134.shtml?page=2

Charles was born, Clement Atlee was Prime Minister.

Fact Sheet: The Olympics Today



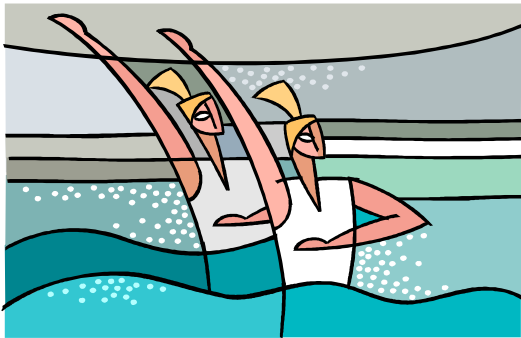
The Summer Olympic Games and Paralympic Games take place every four years, and the Winter Olympic Games two years after each Summer Games.

At the Paralympic Games athletes with physical disabilities compete.

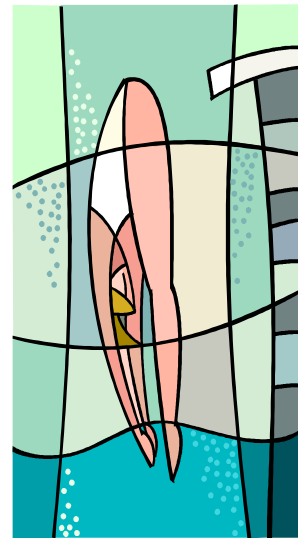
In 2012 the Olympics will be held in London, with some events taking place in other cities across the country. Athletes will travel from all over the world to compete.

The first Olympics were held in ancient Greece over two thousand years ago.

There will be 26 sports at the 2012 Games including: Archery, Athletics, Basketball, Cycling, Diving, Fencing, Football, Gymnastics, Rowing, Sailing, Swimming, Synchronised Swimming and Tennis.



The Olympic torch – the Olympic Flame or Torch is a symbol which represents peace, unity and friendship.



The flame will be lit in Olympia, Greece before traveling around the UK bringing the spirit of the Games to everyone. The flame will finally be brought in a relay to the Olympic Stadium in London and will burn throughout the Games.

How can your school get involved with The Olympics?

The official London 2012 education programme, 'Get Set', can be found at:

<http://getset.london2012.com/en/home>

Here you will find games and activities, facts and educational materials, and much more.



Evacuees- Resource Sheet

Britain at War

World War 2 was fought between two groups of countries. On one side were the Axis Powers, including Germany, Italy and Japan. On the other side were the Allies. Britain fought for the Allied side along with, France, Australia, Canada, New Zealand, India, the Soviet Union, China and the United States of America.

Countries that were not involved were known as 'neutral'.

What does evacuate mean?

The word evacuate comes from two latin words 'e' (out of) and 'vacuus' (empty) - the same word we get vacuum cleaner from.

Evacuate is to remove a person, air, water or contents of a container from one place to another.

It is usually used when removing people from a place of danger to a place of safety e.g. 'When the fire alarm goes we evacuate the school.'

Why were children evacuated during the war?

Cities were targeted by enemy planes dropping bombs. The cities were a dangerous place to be. The government tried in 1939 at the start of the war to 'empty the cities' of children, to 'evacuate' them to live with host families in the safer countryside. About 800,000 children left their homes.



Some returned home after a few weeks. Others stayed in the countryside for the rest of the war.

A smaller number of children went to other countries such as Canada, Australia and the United States.

How were children evacuated?

Children met up, usually at their school, with their suitcases and gas mask ready to go. They had labels attached to them, like parcels, telling people their name, age, and their school. They then had to say goodbye to their families and were taken to special trains, just for evacuees, which took them into the countryside across Britain.

They did not know where they were going - or if they would be split up from their brothers, sisters and school friends.

What happened when they got there?

The children were taken to a public place, like a village or school hall where a **billeting officer** (the person in charge of finding them homes) would assign them somewhere to live.

http://www.bbc.co.uk/schools/primaryhistory/world_war2/daily_life/ includes helpful information for pupils about the war including photos of evacuation and wartime homes. There are also audio files of wartime songs and reproductions of letters from evacuees.

<http://www.norfolkambition.gov.uk/Consumption/groups/public/documents/article/ncc088347.pdf> has a printable worksheet with evacuee labels pupils can fill in.

Illustration by Mary Hall.

Art Ideas



Wax resist water pictures

Use shades of blues / greens or white to draw swirly water patterns in crayon on a sheet of plain paper - cover with a thin wash of watered down blue paint - the wax crayon will resist the paint leaving the light and ripples on top of the water.

Create a 3-d model box

Jane, our designer created a small model box of the set when she was planning. The photo back drop is a photo of the actual Empire Pool used in the Olympics in 1948. It had been used as an ice rink during the war. It was 66 metres long with 8 lanes and very cold!

Why not design your own set for Great Gran's Great Games in an empty cardboard box, using smaller cartons / boxes / loo rolls / tissue paper etc to decorate it and make the scenery. Remember to ask the important questions - where will the actors come on from / go off / get changed? Where will the musician be? How will you show Ollie's house / the swimming pool?



Design and paint a picture of your dream swimming pool

What features will it have? Has anyone in the class been to a water park or pool with fountains / slides / waves / bubbles? Would the water be coloured /scented? Would there be any special rules?

The Olympics itself can, of course, inspire countless art projects. Here are a couple of ideas to get you started...

- Design and make your own medals using disks of cardboard covered in foil, sweet wrappers, sequins, glitter. Punch a hole in the top, thread a ribbon through and have a class award ceremony. Who would pupils like to give a medal to and why? Their best friend, their mum, the lunchtime supervisors etc.
- Design the ultimate Olympic swimming costume / running shoe / bicycle– what features will it have to help you swim the fastest?

Swallow Cottage
Busy Road
New Town
Surrey
OLL 13E

Dear Granny Olive,

Lots has happened since you went back home.

Keep swimming!

Love

Ollie.



Colour me!

