

**How to select the enterprise to provide mandatory controls and access to selected curriculum.**

<p><b>A. Servicing enterprises</b></p>	<p><i>Bank, library, hospitals (see nurturing and related health enterprises below), fire station, post office, rescue &amp; emergency, disaster services, transport &amp; haulage, waste disposal, sports centre, travel agency, activities &amp; adventure centres, catering, entertainment, exhibitions, events, fitness &amp; health, gardening &amp; landscaping, safety consultants.</i></p>
<p><b>B. Ecological enterprises</b></p>	<p><i>Solar energy suppliers, water as power source, land drainage schemes, reintroduction of species projects, safe guarding rare plants/animals/habitats/environments, moon explorations, satellite technology advisory teams, satellite companies, mobile technology enterprises, (e libraries for example), insulation advisory teams-public &amp; private, wood producing schemes, conservation activities , alternative energy sources enterprises-recycling of paper for power use, environmental agencies.</i></p>
<p><b>C. Manufacturing &amp; Agriculture</b></p>	<p><i>Factories, a dairy, a bakery, fashion house, herb garden, cars, building, engineering, farms, naval architects, building enterprises, builders merchant, builders suppliers, quarries and natural sources of materials (sand, cement, stone, metal ores)</i></p>
<p><b>D. Charitable circumstances</b>  (See also E )</p>	<p><i>OXFAM, Red cross, Greenpeace, National trust, English Heritage, WWLF, homeless shelters, administrators of funds.</i></p>
<p><b>E. Nurturing circumstances</b></p>	<p><i>Hospice, hospitals, orphanage, safe house, library, council departments dealing with human challenges, (speed cameras, property development, waste management issues etc)</i></p>
<p><b>F. Regulatory situations</b></p>	<p><i>Police stations, tax and immigration offices, prisons, law courts, armed forces, housing authorities, customs and excise, harbour authorities, fire safety, health and safety executive, flood protection, border authorities &amp; immigration, OfWat, OfSTED, Trading Standards and so on.</i></p>
<p><b>G. Maintenance enterprises</b></p>	<p><i>Plumbers, electricians, joiners, archivists, stone masons, security, building restoration &amp; conversion, excavation, demolition, house clearance, housing developers, housing association, salvage &amp; reclamation, etc;</i></p>
<p><b>H. Arts establishments</b></p>	<p><i>Theatre, photographic studios, film makers, art gallery, ballet and dance companies, museums, craft workshops, architects' business, authors &amp; illustrators, set &amp; costume designers, animators, sculptors, etc</i></p>
<p><b>I. Training establishments</b></p>	<p><i>Any learning programmes related with human endeavours. The students would plan the training <u>not function as students</u> come to learn.</i></p>
<p><b>J. Investigation, Research &amp; education</b> (See also Environmental)</p>	<p><i>Historians, archaeologists, palaeontologists, archivists, scientists, curators, conservation, heritage, museums, visitors centres, exhibits, criminologists, private investigators, accident &amp; incident investigators, crime scene investigators, missing persons, etc.</i></p>
<p><b>K. Animal &amp; Wildlife</b></p>	<p><i>Animal rescue, vets, zoos, wildlife parks, RSPCA, dogs homes, animal welfare &amp; protection, grooming &amp; training, nature reserve, animal sanctuary, species protection.</i></p>
<p><b>L. Personal Services</b></p>	<p><i>Advice &amp; support, conciliation &amp; mediation, financial services, care of the elderly, homeless centres run by charities and religious organisations, cleaning enterprises (windows, post flood damage, carpets, monumental building/stone washing, etc</i></p>
<p><b>M. Health related services not covered in servicing or as an extension of nurturing circumstances above</b></p>	<p><i>Emergency medical units set up in times of a severe outbreak of a disease, (for example dysentery and typhoid fever outbreaks), public health centres, paediatric dental practices, private health clinics and centres, field hospitals (as used in war zones), emergency disaster units and temporary clinics, burns units, rehabilitation centres for accident victims (Stoke Mandeville hospital for spinal damage for example), immunisation centres and programmes in schools, gene or blood banks.</i></p>

There are currently 13 kinds of enterprises\* each of which engages a different type of client, and thus different demands are made upon the thinking, language and research skills of the students. In particular attitudes and point of view vary but never the need of standards and responsibility.

(\*This is an extended and edited version created originally by Dr Dorothy Heathcote MBE)

Some notes before we start! This project is a sensitive one especially if the class itself has individuals in it who are for example, 'overweight' or indeed obese. Such issues in a classroom are naturally very delicate for children. It raises many significant factors about 'body image', how the media portrays the perfect human form, especially that of women. Adolescent children however need to be helped to differentiate between choices of life styles and their effects on us as humans and if possible before they reach secondary settings. In the classroom where this work was conducted, the teacher herself admitted to the class her need to reduce weight was driven by a need to look younger, whilst deeper questions arose with a youngster in wheel chair (girl) who confided to the class that her 'looks' were against her getting a partner in later years. As it happened, the class as a unit were highly sensitive to both people as we introduced the project as one which would challenge our ways of living, eating and attitudes to 'popular' culture.

Clearly the first inquiry steps need careful thinking through, so before any MoE steps, we might be wise to look at the main inquiry questions first so that the class are fully aware of the landscape before they walk on it so to speak. Another possibility is to begin with an alternative frame if 'protecting' your class is uppermost in your mind.

This activity, known as 'frame shifting' is a highly effective way to protect classes 'into experiences' and in our case, to investigate the health centre through a tangential dramatically 'framed' activity. For example-we can invent a first step that frames the class, just for the time being, as 'safety inspectors' whose job it is to make sure the health centre is safe after it had to close temporarily following a tragic incident. A guest suffered a heart attack during a routine set of exercises along the advanced health route in the grounds of the house resulting in an escalation of events leading to a health executive investigation.

What this initial framing exercise does is to **change the viewpoint** from those involved in running the centre to those who **have the power to ensure the centre is safe for any user and to keep the centre closed until it complies with agreed procedures**. This multiframing teaching strategy is often a misunderstood one by many who mistakenly believe that there are rules about the use of MoE! Of course-if you want to use the system in an authentic way then there are constructs that cause to work to fit the MoE method but the use of the system is far more complex when considering

how to personalise it to your class. As I work with the method I am more and more aware that MoE is not about being stuck in a context that has no ways out of its confines. However, getting used to this 'shape shifting' characteristic of the system where we can enter into imaginary frames to suite the curriculum purposes we need as teachers to confront requires much finessing and skill in the 3 modes:

1. **Investigative and discursive** in other words discussion out of the fictive context,
2. **MoE steps and structures** in and out of the fictive mode and
3. **Educational drama** methods.

(In the steps below I have not indicated the alternative tangential step, as it was not necessary to take at Sidegate Primary school given that the social health of the class was so highly tuned and their teacher was one who was also highly skilled in the method as well as being a teacher of excellence.)

**Title:** Blue Waters Health Spa and Centre

**Author:**

**Luke Abbott August 2011** (*from an original idea taught at Sidegate Primary School Ipswich 2007, then developed by advanced MoE trained teacher for 6 weeks.*)

**Curriculum Topic/Theme:** HEALTHY LIVING

**Science, PHSE, Citizenship focus-food and healthy living.**

*(Please see Nurturing Circumstances as a mode of enterprise above)*

**Inquiry Questions:**

- *What are the basic needs a human being needs to survive on?*
- *What are the challenges in feeding the world's peoples?*
- *What does it mean to be 'healthy'?*
- *What factors contribute to the evidences that people live unhealthy lives and knowingly reduce their life expectancy?*
- *In what ways can ingrained unhealthy life habits be changed?*
- *Could residential health centres be part of the health service?*
- *Have any world cultures come up with any answers to feeding huge populations in a healthy way?*

**Year group range: Year 5, 6, 7**

**Length of time to be allocated:** In a 20 hour teaching week for the term the approximate time is 2-3 hours a week for a term of 12 weeks. (Total 24-36 hours depending on depth and breadth required and the inclusion of other linked experiences possible.)

## **Detailed Curriculum to be investigated and taught:**

English: Speaking and Listening: Engage in extended dramatic activity and in a variety of roles and ranges. Reading: Non fictional texts: collect and interpret data needed for an investigation and interpretation. Writing tasks: creating appropriate menus for clients, interview notes, log books, incident books for each client, texts for advertising and use of ICT. Creative writing: Creating a client profile with extended sentences included. Write a critique of various health activities at the centre from the viewpoint of advertisers and or rival health centres.

PHSE: Living a healthy life and life choices. Investigate a year's menu at the centre for a range of clients.

Science: Nutrition-identifying and selecting available healthy foods in the UK, investigating food sources and comparing food grown in green houses/outside, use of pesticides and life cycles of insect life. Investigating: organic foods, carnivores, food distribution, famines and weather cycles. Comparing alternative food sources and land management to include intensive farming and animal rights.

Maths: Calculating and predicting, data sources and data sets, per acre, hectares, predicting growth and variables of weather (farmer calculations) costs of running a health centre, weight loss predictions (linked to PE curriculum)

D&T: Design of specialist health related rooms and activities. Designing health centre logo and maps. Using materials to make artefacts associated with the health centre for example a landscape of papier mache using scale where appropriate.

ICT: Research, data collection, inquiry question relating to health centre activities, making bar graphs to represent data collected, making a short film to illustrate healthy living benefits.

Geography: Location, maps and habitation. Human habitats, growing produce-conditions needed for a variety of foods. The case for and against GM foods. Climate changes the UK and the Mediterranean: benefits and pitfalls, water conservation- health related issues concerning private and public swimming pools, water recycling in the health centre. Rain fall and precipitation rates in UK. Collection and use of rain water, water fall averages and alternative light sources for the health centre, hydro, solar, wind, etc.

History: Victorian buildings, life in the times of the Victorians, the Victorian kitchen garden, modes of travel, wealth creation in Victorian times. The effects of the 1<sup>st</sup> and 2<sup>nd</sup> World Wars on people and places. Key vocabulary: Restoration, in keeping with times, Victorian, upstairs/downstairs, social standing, Industrial Revolution, wealth and poverty.

PE: Aerobics, heart rates, exercise routines, going to school on a bike, planning and trialling routines for the health centre, designing sequenced activities for raising the heart rate, monitoring heart rates, investigating dance as a mode of exercise.

Opportunities for outdoor education, visitors and visits: Growing vegetables for sustainability, garden centre and horticultural visits, surveys concerning GM foods, visits from local producers of foods, visits to health centres/spas, creating a health programme in the grounds of the school, running a health programme for parents and the elderly.

Others: Most curriculum areas can be linked if separate planning opportunities are built in. The curriculum plan included in the domains above, were originally for the second half of the autumn term for year 5 & 6 students.

### **Resources needed**

- Completed application forms, as if from people applying to take up an activity at the centre, an example is included in the materials.  
*Learners scrutinising the set of application forms will be one of the main activities to help them invest in their learning but the clients applying activity can be closely personalised to your class. For example in the application form 'pile' created an applicant requested a ground floor room given her 'disability' undisclosed on the form. In the actual year 6 class concerned a child with severe cerebral palsy made immediate connections to this client resulting in a major and unplanned discussion about the equal opportunity provision at the centre and a very quick way for the class to become very engaged and motivated. The inclusion of this request was created by the class teacher who had inkling that the girl concerned would be very vocal and she was right!*
- A pre-prepared outline 'visitor's diagrammatic map' of Blue Waters with some of the main features as 'givens'. For example-Blue Waters house outline, the relative size of the lake and the extensive boundary indicating the 'grounds' as well as the visitor car parks and so on. This can be explored, investigated and added to by the class as the work progresses and **power sharing** begins.  
*In the actual classroom where the session occurred, this was drawn on flip chart paper and folded in four so that class could not initially see the details. Care needs to be taken here with how much detail we depict on these initial signs. **Too much** takes the work away from the class whilst **too little** can give rise to flights of fancy since the class have little else to base their inventions on initially. This balance may look easy to achieve but is the subject of great skill!*
- A large paper (flip chart size) banner with:  
'Welcome to Blue Waters Health Spa and Centre'  
on it.

*In addition to the words above in the actual class other written signs were added to the banner-to reference that the banner was a note to a design company asking them to create a **new welcome sign by the new gates to the centre at the entrance to the drive**. It is in these small but highly significant details where the support for the teacher comes as there is always something to invent and talk about WITH the class as they begin to **make connections** and notice things as well as draw on their own conclusions.*

- A selection of pictures of Victorian buildings large enough to represent the possibility that Blue Waters could be one of them.  
*This will form a discussion activity at a stage when the class are motivated to begin their historical inquiry. This may be earlier or later in the programme.*
- A variety of marker pens at the ready as well as paper of varying sizes colours and quality.  
*These are what we might call running resources in that they will be used 'on the run' as the class create their own momentum. This is NOT haphazard as some might think but a very important part of the creative process at the initiation and development stage of the work. The first job, as in any MoE activity, is to get the class engaged quickly and efficiently then let them take ownership in as many ways as they are capable of over time. Again this is a delicate process and one not easy to define given the difference of every class in the world!*
- A variety of technical and information resources/texts/books artefacts drawn from Victorian times as well as brochures from health centres. Also to hand-science equipment will also be required for later investigations such as a solar torch and rain fall measure, barometer and so on.
- Other classroom based resources selected by teacher as necessary for investigating the full range of the planned curriculum. (Heart rate monitors in PE for example)

## **Context**

Blue Waters is a day centre as well as offering residential health-care and health enhancing activities. The centre caters for a range of people who are trying to change their life styles for the better and for some the centre is their last chance of changing poor health habits for example the clinically obese. The name derives from the spa waters that flow from a natural spring in the grounds of the house and used in the health pool as well as for washing.

The centre's motto in Hebrew is:

**בריא אדם נשמות ללא בריא גוף להשתמש מה**

*'What use a healthy body without a human soul?'*

This motto was set by the founders of the centre many years ago and has influenced the way the centre works with people.

Blue Waters is in beautiful surroundings having once been a large Victorian country home for many years. The house has extensive grounds, boasting an

arboretum, a sunken garden (needing repair), a huge lake and a range of buildings in the grounds being converted into accommodation for the ever increasing number of clients.

The 'health methods' are based on communal living, exercise, healthy lifestyles and healthy foods. Blue Water's clients are a mixture of wealthy and less wealthy people. The well trained health staffs discuss in detail the needs of their guests/clients and in person before any placement is offered. There is a newly built specialist swimming pool to cater for a range of people from the very old to those wishing to take part in vigorous swimming activities.

Furthermore, Blue Waters are able to offer 'no cost' places to a selected group of people who can apply to the Benefactor Fund. However, people qualified to apply for a free place have to satisfy conditions set by the benefactor family.

The centre has recently had some 'bad press' following an incident whereby a wealthy client died after taking part in the centre's hardest physical activity, that of the health trail of 10 exercise points around the huge acreage of the grounds. Relatives of the deceased began an investigation that resulted in the temporary closure of Blue Waters until the Health and Safety Executive was satisfied that the centre met all requirements.

**Clients:** People who wish to attend the centre to become 'healthier' in mind body and soul.

**Imaginary point of view of students:**

Blue Waters health-centre staff.

**Imaginary point of view of teacher/adults:** Depending on the frame chosen (see notes above)

- Senior Executive of the Health and Safety Executive at the HQ of the HE deciding with the inspection team on the final inspection processes of Blue Waters so that business can proceed as normal.
- The manager of Blue Waters at the moment when letters from clients need to be responded to.
- A family member of Blue Waters owner group. (This point of view will be used when the time come to evaluate the applications from people wishing to apply for free places.)
- Clients at Blue Waters past, present and future.

**Steps into the context:** The following steps are taken from the actual practice at the trial school in Ipswich.

**Step 1**

T: 'I thought that we might be able to tackle our project on Being Healthy in a slightly different way. Mind you, it would mean we would have to be able to be very honest with people especially if they have got into bad health habits if

you know what I mean-like maybe.....' Class conjecture *as teacher has left space in her talk mode*: 'Eating unhealthy food maybe..... Yes and smoking a lot.....and drinking too much.....'

T: 'So instead of just thinking **about** healthy living maybe we could actually imagine ourselves in a place where people have to behave healthily? I was thinking of a very special health spa in a beautiful Victorian mansion with a swimming pool and a few mysteries.....'

C: 'What sorts of mysteries?'

T: 'Well there are all sorts of mysteries. Have a look at these Victorian mansions I got from books and the internet. You might like to think of a few mysteries when you see the pictures.....' Teacher distributes the photo's (6) in groups of 5 for the class to peruse and talk about. They do so and begin to imagine mysteries about people and the past.

### **Step 2**

So there are lots of possible mysteries at the health centre depending on which one we choose is Blue Waters! For example- mysteries about how people know of the centre, where exactly the source of the water is from and why people need to come away from their homes to get healthy-things like that. What we could do first of course is to have a look round the centre in our drama minds.....do any groups have a picture they like that we might use for our imaginative place, then we can get a good idea about the size.....'

Class discuss their preferences and their ideas about the building. The pictures are chosen because they represent Victorian architecture such as Gothic, Neo classical and Standard. This allows discussions and perceptions to be shared and a decision based process concerning which range of characteristics the class want for their Blue Waters representation.

### **Step 3**

Here the teacher unfolds the diagrammatic sketch of Blue Waters prepared in advance and pins it on the flip chart (or wall/board). T: 'I bet during the day, when we are working there are noises we can all hear as we work let's just listen in our drama minds for a minute.....Class: 'I can hear the cars arriving in the car park.' T: 'Mmm-is it a crunchy sound or a smooth one I wonder.....Class: 'It's crunchy like shingle they have on the ground.'

T: 'So much easier to look after-just a few spadefulls of shingle when it gets a bit thin and we're in business.' Class: 'I can hear people in the swimming pool, that sort of splashing noise and voices of other people.' Teacher: Building on the offers from the class again-'I suppose some of the people who work here must have a swimming award of some sort dont you think?' Class: 'You need a life saving award I think they do bronze ones as the highest.' T: 'Looks like we will need some good health workers and trainers who have special training in things.....' Class: '.....and nurses in case someone is ill or gets hurt in the gym.....'

#### **Step 4**

T: 'Well we can make a start then-where are the certificates displayed so everyone can see them?'

Class: 'The swimming ones should be near the pool and the gym.'

T: 'Are there any others?' Let's make a list.....?' *[Class and teacher make a list of the certificates the centre will need of its staff-teacher supports and scaffolds where necessary. Lists such as nurses, Life Savers, Masseuses, first aiders, fitness trainers, food and allergy specialists, personal helpers to the elderly and disabled and so on are likely to be invented.]*

#### **Step 5:**

*Teacher sets the task to design and make the certificates by modelling one on the board. Class decide which certificate(s) they will invent and set about creating their own. As this is a year 6 class the teacher adds a variety of challenges to this D&T/Writing task by adding levels of demanding text creation. For example, the nursing certificate could be a year 1 activity but with the task to add the content of the training programme where the certificate was awarded the exercise is very much more demanding at L4/5 writing levels to the students concerned. Naturally this is a matter of personal and professional judgement made in accordance with the levels and challenges needed for the particular learner group.*

T: 'As we have agreed that the certificates of our training will need to be displayed at our centre, after we have designed and made them, let's think exactly where in our centre we can display them so that everyone who needs to can have a look.....we can then put them on our big diagram of Blue Waters.....'

*By now the class are likely to be motivated enough to run with the task allowing more discussion and discourse to take place. As the designed certificates of skills are displayed the teacher begins the process of creating the people who are the clients of the centre when the certificates are ready for placing around the diagram of Blue Waters. The class will by now be inventing the infrastructure of Blue Waters such as where the centre staff live, what the routines are concerning timing, what the 'rules' of Blue Waters are, what happens in the event of fire, eating and catering arrangements as well as transport and TV. All these aspects of the infrastructure are seminal to the work as the class can have more and more investment and power to influence their learning. The critical skill during this stage is to listen attentively to the class as they invent the infrastructure.*

#### **Step 6:**

*[Task: Discussions concerning the certificates to be placed in task 7 on the diagram of Blue Waters. Teacher calls class around the diagram of Blue Waters]*

Class: *Cleaning certificate group:* 'Well, our certificates are for cleaning with special materials for people who are allergic to dust and get asthma a lot. Our certificate needs to be seen right at the entrance to the house in the waiting

areas. Then people who are waiting to come or find out things will see them. It's like the one in the school waiting room where there are pictures of us winning races and the governors.'

T: 'Ah, I see.....Do you have a store room or area for all the equipment you use?'

Child from cleaning group: 'Yes it's all outside next to the swimming pool in the sheds.'

Class: 'How often do you have to clean the rooms of this special dust?'

Cleaning team: 'Twice a day.'

T: 'Looks like you get a lot of time to yourselves then?'

C: *Cleaners* 'No there are lots of other jobs that we have to do as well-like making sure the kitchen is clean and all the litter around the grounds/yes and the beds/and we have to use the stuff they have in hospitals to keep the germs off your hands from spreading.'

T: 'Do you suppose the clients can sometimes help in the kitchen so they get good at cooking healthy things for themselves when they go home?'

Class: 'I think they should.....only if they can work with the cooks.....I think it depends on what they have come to us for.....'

The step is completed when all the class have been able to make their contributions to the CERTIFICATE inventions embellished by the teacher to BUILD the imagined infrastructure of Blue Waters as it EMERGES.

### **Step 7**

*This next step is a bridge into drama for learning mode and also acts as a step for the class to create another layer of imaginative depth in these early stages of the invention of Blue Waters. It may seem a wayward more and not direct enough for the curriculum goals but this tangential way of creating helps the class to direct its energies into deeper modes of inquiry as the teacher's questions become ever more detailed. It is in this 'attention to detail' that Dr Heathcote's work is renowned and some attempts here to describe it are therefore necessary.*

*(NB: In the text below it is impossible to write a description of the atmosphere generated, the quietness of mood the teacher creates and the pace that is slowed down by the sound of the teachers voice and the slowing of the words as well as the 'thinking time' conjured in between the sets of words.....suffice to say the teacher is now shifting the deepness by the use of subtle interactive skills.)*

T: 'So let's place our certificates on the diagram of blue waters then (*matter of fact style*).....we can see in our drama minds just where they belong (*getting quieter then waits approximately 6 seconds*).....so, let's imagine for a moment when we were awarded them.....(*quiet thinking time*) the person who gave each of us the certificate.....where it was.....and what happened when we brought it to the Blue Waters.....how about we find a way to imagine ourselves at the time when the certificates were passed to us-I bet the photographers were there.....'

Class begin to invent out of fictional events in groups.

### **Step 8**

*These next 2 steps enable the class to use drama strategy to explore and deepen their work. Also the step functions to add to the invention of the history of the Blue Water enterprise by celebrating how the certificates of expertise were given, awarded and the content of it. Some teams may invent several different certificates and this is to be encouraged. As far as assessment is concerned as the work emerges and grows we can clearly see how the infrastructure of the MoE strand of the work is created. If challenged by OfSTED teams about what the children are learning at this point of the process my answer is this:*

- Firstly in speaking and listening-creating/problem creating as well as solving.*
- Finding fictional text as in linguistic registers and building on them.*
- Using new formats and structures to extend the student's drama for learning expertise.*
- Working as a team and as a group as opposed to simply working in a group.*
- Making links with human geography and PHSE as well as understanding Citizenship by the invention and structuring of qualifications for gaining expertise in later life as well as designing training programmes for writing descriptively.*
- I would also point out the notions of self assessment, self and peer engagements as well as the deeper aspects of moral purpose, quality standards as in the training needs of the organisation and learning for life.*

T: 'I was thinking how our Blue Waters centre has worked over the years and the photographs they have of important things like well trained staff. We can just imagine the photographs they keep in the personnel files! I heard Dena's group saying that their certificate photograph was taken in London! So I suppose our photos might have been taken anywhere.....somewhere else in the world maybe?

### **Step 9**

Did other people have to travel for the photographs?'

Class discuss a little more: 'Yes-we had to go to France to train in cooking.....and we had to go to London as well to get the fitness certificate.....well we had someone who came here to see how safe the swimming pool was.....we had to prepare some food that was organic and healthy for a test and where it came from at Blue Waters.....'

T: 'Let's just imagine with our drama eyes the moment we received the certificates and maybe we could see what was said? How about we step into them to see how it felt at the time?' Do you remember how we did this before?'

Class: 'Yes when we made up the photograph album of the Titanic captain.'

T: 'OK well this is similar in way as our photographs will be kept somewhere special, like those in the Titanic work we did as Samar said.'

Class: Maybe we should have the certificates up with the photographs of the people who were in them? .....Yes-and we could put the names and other stuff by them –like a museum or.....or a gallery.....yes that's a good idea.....'

T: 'That sounds just what our centre is all about-not just the certificates, but something about the people BEHIND the certificates! Are we saying that's what we do then?'

Class: 'Yes.'

### **Step 10**

T: 'Well-we have agreed that the photos will be beside the certificates so when we have seen our photos we had better get some writing beside each one to say what's going on in each one. Let's have a look at these amazing photographs!' By now the class will have so much in their dramatic imagination to create from through the slow, deliberate steps taken so far. The class will create their photographs and these will be scrutinised by the whole class together constructing the enmeshing of Blue Waters a little more together as well as respectfully taking account of each other's contributions. A good way to collect the photos is through the use of digital technology if it is available.

### **Step 11**

The teacher will ask the class to complete a drawing of the certificate by perhaps sharing certificates from degrees, training events held at the school or perhaps taking a peek at the kitchens to see if the cooks have attended any training etc. The class will also be asked to complete a labelled description detailing the event and the purposes of the certificate as well as the people involved.

By the end of these small tasks and steps we will have these things written and created:

1. The certificates of expertise from each team created by the class.
2. Certificate locations on the big representation of the map of Blue Waters.
3. A description of the ceremony and details of each certificate as well as who was in the photograph.
4. Different signs in the room to collect the ongoing ideas of the class as they emerge. *For example, the 'outside cafe for anyone to use' including prices and snacks that are healthy and so on was an impromptu invention by the year 6 class taking part.*

### **Step 12**

Here at step 12 we can use the collections we created in our preparation step, that of scrutinising the applicants who we wish to invite for a programme of health activity to follow through. Our job is to assign the clients with a possible programme having first ascertained that the client

should or should not be invited to attend. The class have a set of 6 applications from 6 different possible clients attending Blue Water.

The group task in 4's is to:

- Assess the person applying and decide if we can help FROM WHAT WE KNOW from the form and make a note on the application form/letter of other information needing to be gleaned by further communication with the client/applicant.
- Predict the sort of programme needed for the client from the form.
- Assess the length of stay needed.
- Draft a short reply in response to the 'application letter'.

*In the actual classroom the clients were represented by the 12 teachers observing the class with me. One of the teacher tasks before the teaching sessions (all morning 9.30 am-12.10 pm) was to invent a letter using a standard application form as if used by Blue Waters Spa and Health centre. Each teacher constructed a different client ranging from an overweight mother of 6 to an elderly lonely 75 years old with a weak heart. Several teachers were asked to apply for the free place which we printed on different coloured paper. This was the result of a new task similar to task 12 but we all had to consider administrating the grant aid. The process generated many written outcomes in the form of letters and memos etc. However in a classroom without the benefit of 12 gifted teachers, we have to adopt the roles of different people by taking various points of view ourselves as teacher in and out of role. Other options are to use colleagues, TAs, parent helpers, governors and head teachers and so on, to represent who we need at the time.*

#### **Further future steps:**

1. Meeting and discussing with clients their needs and possible diets etc with students in and out of role.
2. Exploring the house with a view to finding out its history. Point of view of students: Grade 2 inspectors ensuring the house does not lose its historic ambience through overzealous health and safety features.
3. Planning the health trail around the house after a visit to a Victorian edifice nearby.
4. Making the environs of the house in 3D through D&T and maths.
5. Making the website for Blue Waters.
6. Other clients in need of the expertise of the staffs at Blue Waters:
  - BBC film crew hired to film a documentary on the people of the house.
  - Film company wishing to use the house in a Sherlock Holmes Film Mystery sequence.
  - Senior government officials wanting to hire Blue Waters for a weekend away to sort government policy on Youth Offending.
  - Rambler Association wanting to use the grounds to study nature.

- Water bottling enterprise wishing to enter into negotiations to bottle the Blue Water spring.

Further resources:

- 6 letters from clients wanting to apply for a place at BW
- 6 letters from clients wishing to apply to the board for a free place.
- Images of Victorian mansions and gentlemen's country houses.  
(Ringsfield Hall Suffolk for example).