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Apart from pieces of work based upon actual historical events, the names and events are fictional and any link to real people is accidental and coincidental.

Introduction

Enrichment Activities for Able and Talented Children has been produced as a consequence of the coming together of five factors (listed below the grey box).

It should be clear that this book has been written to help those who find themselves with responsibility for running enrichment activities for able children.

However, much of the theory included in the book has real significance in getting good results with able children in the normal classroom. Moreover, the great majority of the book is devoted to materials for use with children. These resources can be used for lessons and homework as well as collectively for courses.

In this sense, the book has two overlapping and complementary purposes and target groups.

More simply, the book is designed to be of value to all teachers, advisers, coordinators and headteachers whose work brings them into contact with able children.

ONE

There are many people running enrichment activities for able children as a result of a heightened interest and specific initiatives. The gifted and talented strand of *Excellence in Cities* is a support program for deprived schools in England which is run by the department for education and skills. It has looked not only at improved provision within the normal classroom but also at making available a growing number of activities outside the normal classroom. Information about this program can be found at www.standards.dfes.gov.uk/sie/eic.

The result is a dramatic growth of teachers and advisers involved in provision of such activities.

TWO

The background and experience of those involved in running enrichment activities are very mixed. Some have a long history of such work; others have been thrust into the situation. There has therefore been an urgent request for advice and help from many areas.

THREE

The author has a substantial and lengthy experience of organising enrichment activities for able children at both primary and secondary age:

- Some ten years, or more, of being the link person in the running of Saturday Club activities for the Greater Manchester branch of the National Association for Gifted Children. These activities were aimed at five- to thirteen- year olds.
- Involvement in special activities within the secondary school in Devon where the author was headteacher.

- The provision of a large number of weekend courses at Kilve Court Residential Enrichment Centre in Somerset.
- The ongoing provision of two-day residential and one-day courses for Devon LEA.
- One- and two-day courses for able children in many areas including Woolwich, Greenford, Swansea, Hull, Rotherham, Stoke, Stockton, Birmingham and Dorset.

This experience started in 1974 and is still continuing.

FOUR

The author's decision to spend less time travelling means that there is reduced availability to work as widely with children. Passing on the expertise and experience is a prime consideration of the book.

FIVE

The huge success of the four previous books on able and talented children has underlined the almost insatiable demand for enrichment materials.

Using this Book

This book is composed of two sections.

Section One

Section One is a concise, but important, exposition of theory on running enrichment activities successfully. There is an examination of a range of issues including:

- aims and objectives
- the selection of appropriate participants
- creating an encouraging atmosphere
- staffing
- flexibility
- pastoral concerns
- key elements
- patterns and rhythms
- monitoring and evaluation.

Section Two

Section Two of the book forms the majority of it and contains commentaries, advice, and a wealth of activities and new resources under six main headings:

- English
- Reading/Thinking Skills
- Mathematics
- Games/Thinking Skills
- Humanities/Thinking Skills
- Detective/Thinking Skills

These activities and resources have the dual purpose of content for courses and for use individually in the normal classroom.

Abbreviations and symbols

Abbreviations are used to avoid unnecessary repetition. Symbols have been designed to direct the attention of the reader to key points or cross-referencing.



Talking Point This symbol is used when an important issue is under discussion.



Remember The elephant refers to key messages.



Practical Points These give advice on delivery and teaching methods.



Verbatim This is normally an exact copy of what has been said to children. Teachers may well wish to change what they say but they have a reference point to work from. The verbatim symbol also occurs in Teaching Notes where it shows exactly what instructions should be read out to children at the start of an activity or piece of work. Again, teachers may wish to make changes.



This Book This indicates that the resource is printed in full in the book. The pupil sheets can be photocopied for use in the institution that has purchased the book.



Other HBE Books Comments are being made about pieces of work from the previous book by Barry Teare on able and talented children.
EPATC This refers to Barry Teare, *Effective Provision for Able and Talented Children*.



Other Materials Reference is made to commercial materials from other sources that have been used successfully on courses. There is special advice on securing copies of books that are out of print on page 30 of this book.



Time Activities and resources have this clock at the end of them. A time is given as a rough guide to the length of time needed for the activity. However, it is important to realise that such timings can only be approximate. A teacher may vary how much is said as an introduction (the level of previous knowledge and experience will affect the detail required). Very able pupils may complete a task in a very short time, especially where tasks such as matrix puzzles are used.

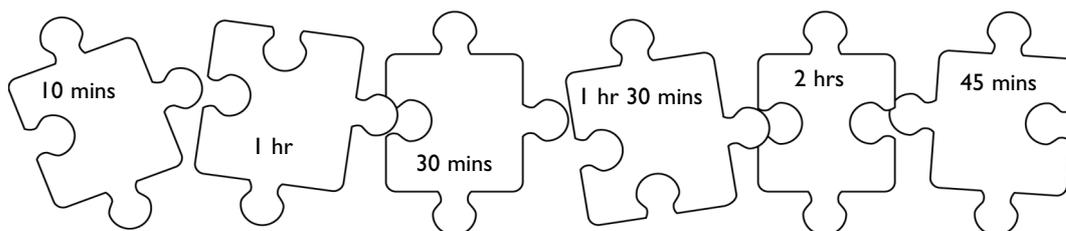
Year Range

	3	4	5	6	7	8	9	+	
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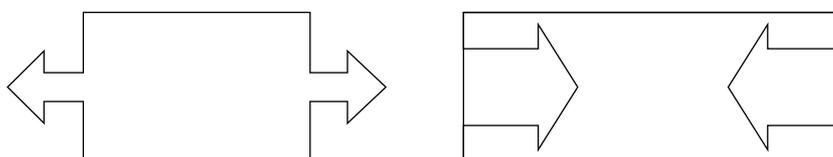
The ruler attempts to give the appropriate age of children for the various activities and resources. The courses have been directed largely at the middle years, with the optimum range being years 5, 6, 7 and 8. However, this is a very rough guide. The chronological and developmental ages of able pupils are very different. It is amazing what some very young children can achieve. In any case, open-ended materials can be tackled by a wide range of ages and abilities.

The example given here would indicate a target group of years 5, 6, 7 and 8. A plus sign at either end means that the range is extended, either younger or older, for that particular activity or resource.

Modular Design



The pieces described in Section Two of this book cover a wide range of time requirements and types of activities. Think of them as jigsaw pieces. From them you can build jigsaws of different sizes, containing various types of pieces. You can build work periods of very different durations in the same way. Individual pieces can be as short as ten minutes and as long as two to three hours. Activities within long tournaments can be used individually as much shorter pieces. Using the pieces in this book you therefore have two-way movement – adding up units to make a longer session and breaking down long activities into shorter individual items, depending on where and when you wish to use them.



Curricular Flexibility

The activities and resources are set out under six main headings but this does not tell the full story. The following points should be noted:

- 1 English and Reading have been separated because of the courses led by the author. Clearly the materials can be interchanged. Some activities specifically concerning children's literature would give variety to more general English courses. There are writing outcomes in both sections. Wordplay is a key feature in both.
- 2 The Games theme has a strong mathematical content and that is why it follows the Mathematics section in the book. Some of the activities could be used as easily on mathematics courses or during mathematics lessons. Authors, such as Brian Bolt, are referred to freely. Logic features strongly. Word games also appear and the presentations enhance English skills.
- 3 The Detective theme plays strongly to the skills needed by the pupils in the humanities subjects. The code activities clearly link with mathematical thinking. Both logical thinking and lateral thinking feature strongly.
- 4 The teaching of one method of lateral thinking is explained fully in the Humanities section (page 205). However, lateral thinking can be employed in courses on many curriculum areas.
- 5 The teaching of logical thinking via the matrix method is fully explained in the Detective Section (page 247).

The Key Element of Thinking Skills

In *Excellence in Cities* documentation the British government has quite correctly advised participating schools to put emphasis upon the higher-order thinking skills of analysis, evaluation and synthesis. The courses, activities and resources in this book have looked for a similar emphasis. 'Thinking skills' is the subtitle for many of the main headings in Section Two, underpinning *Enrichment Activities for Able and Talented Children*.