



EduTrend Contents

G4C · IMAGINATIVE PLAY GAMES · PRIMARY

Pop-up Places

Set up a pretend place, make signs, run it and visit it, then swap roles

Ages 4–10

Level: Developing

25 minutes

Groups of 2–6 · up to 30

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Pop-up Places

Children choose a place, such as a vet clinic, a bakery or a train station, make signs for it and agree on roles. One or two children run the place and the others visit as customers, then roles swap. Halfway through, older children receive a problem card, such as “the oven has broken”, and solve it in character.

Learning outcomes

By the end of the session pupils can:

- plan a pretend scenario;
- use language for a purpose;
- stay in role;
- solve problems in character.

KEY WORDS

role · customer · sign · problem · character · swap

CURRICULUM LINKS

English: speaking, writing signs.
PSHE: cooperation. Maths: money.

1**WARM UP**

Imaginations ready

2**EXPLAIN**

Set the scene

3**PLAY**

Pretend together

4**SHARE**

Show and tell

5**TALK**

What happened?

6**TIDY**

Clear up together

Materials (per group)

- A table or corner
- Paper and pens for signs
- Props such as toy money, a notepad or a toy stethoscope
- Problem cards
- Worksheets 1, 2 and 3

Before the session

- Clear a space.
- Gather props.
- Write problem cards.
- Model a visit.

SAFETY

Keep the area clear; use safe, soft props.

ACTIVITY 02 · SESSION PLAN

Step by step

Join as a minor character rather than the lead, and follow the children's storyline.

Time	What happens	Say or ask
0–3 min Warm up	Name places in town.	<i>"What happens at a vet clinic?"</i>
3–8 min Set up	Choose place, signs and roles.	<i>"Who will run it?"</i>
8–22 min Play	Visit, swap, add problems.	<i>"How will you fix that?"</i>
22–25 min Share	Talk about the play.	<i>"What was your best moment?"</i>

CHALLENGE CARD (print or copy onto the board)

Stay in role, help your customers and solve the problem card together.

ACTIVITY 02 · FACILITATOR NOTES

The pretend play know-how in brief

Pretend play uses language to ask, explain, negotiate and solve problems in character.

Sticking to agreed pretend rules, such as waiting to be served, practises self-control.

Common ideas to listen for

- “The adult should lead.” Children lead the story.
- “Roles are fixed.” Everyone swaps.
- “Problems spoil the game.” They make it interesting.

Adapting the activity

Support

Keep to two roles and familiar places.

Stretch

Add a problem card halfway and solve it in character.

WORKSHEET 1

Our place

Name: _____

Class: _____ Date: _____

Plan your place.

Plan

Place	Signs we need	Roles

WORKSHEET 2

Problem solved

Record your problem.

Problem

Problem card	How we solved it

WORKSHEET 3

Reflection

Draw or write.

My favourite role was... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Plans the scenario	Stays in role	Solves problems

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Pop-up Places is a sample activity from the EduTrend Contents G4C Imaginative Play Games programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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