Instructions for use of POLEIDOBLOCS in Free Construction sessions in schools



Introduction

Children think in action.

At the age of entering school, children are unable to focus for long on one subject; but it is natural for them to perceive several aspects of any given object at the same time; children respond to the world around them with a natural curiosity, they want to explore with <u>all</u> their senses, to construct, to take to pieces, to compare and to experiment.

Children do not use 'words' as tools for thought till much later, but they 'think' with the objects they handle just as later they will use logical thought to solve a given problem.

Poleidoblocs are designed to meet children just as they are when entering school and to go with them throughout school life. 'Learning' is something quite different from memorising. Children 'learn' in their own way: Poleidoblocs make it possible for them to combine several functions at the same time, focussed at a single point: while they work they acquire knowledge i.e. they <u>learn</u>.

<u>In Infant classes</u> children should be given opportunity for Free Construction sessions during actual school hours, for 2 – 3 terms before the teacher begins to utilise the knowledge the children have gained through Free Construction for actual teaching.

<u>For Junior classes and upwards</u> Poleidoblocs G should always be taken first. And worked with for at least one term. Poleidoblocs A can then be introduced and used until some familiarity with them has been gained.

Use of G. and A. then alternate; the teacher deciding on the rhythm according to the children's response. It should also be left to the teacher to decide how many Free Construction sessions the class and the individual child should be given before Poleidoblocs are used in actual teaching.

Introduction to the class

The full box should first be demonstrated to the whole class, the teacher removing the lid, and showing the children how nicely the blocks fit into the box, making a nice pattern. That is how they always have to go back after use.

The teacher should then in her/his own words say that these blocks are something <u>quite</u> <u>different</u> from ordinary building bricks; they come in different colours and different shapes (take one block of each kind out of the box and place them on the table in front of the box); explain that the blocks fit together in certain ways which the children themselves are going to find out, and that many different things can be made with them.

They are nice to touch and must be handled carefully; they are made especially for schools, so they are not playthings; each of the children will get their turn to use them.

The teacher then puts the blocks back into the box, each in its proper place, slowly and carefully, so that the children get the feeling of careful handling.

Administration

Free construction with Poleidoblocs should be part of ordinary classroom routine.

Two children a day should be selected to work with the blocks, at any time during school hours, when the rest of the class needs less attention.

Each child should work with a complete set and should be seated so that he cannot observe what the other child is doing.

The <u>contents</u> of one box of Poleidoblocs G should be placed in a casual heap on the table in front of each child, and the box removed; the teacher should say to the children,

"Now make with these whatever you like and tell me when you have finished".

The two children should then be left to carry on by themselves.

Time limit should be around 20 minutes, but if a child has been long in getting started and is in the process of finishing his construction, he should be allowed to do so, but the time should be never more than ½ hour in all.

If a child has not completed anything within this time, he will not that day be able to do so; many finish in less than the given time.

While the children are working, the teacher should devote as much time as can be spared to observe the way in which each child works in order to be able to fill in the Record Form.

When a child as finished, it is the teacher's task to find out what the child has intended to make, if anything. The teacher should avoid leading questions, and say something like, "this looks very interesting, would you like to tell me about it?"

Some children may feel that a certain response may be expected of them, being 'school work' (a 'right' or 'wrong' response); it is the teacher's task to reassure any children who seem to feel like that; tell them it is a 'making-things-time' and a 'finding-out-time'.

Take time enough to talk to the child about his work, so he feels it to be important.

The blocks should then be put back into the box in the correct order; most children like doing this.

By having two children working with the blocks each day the whole class should be covered in about a month's time; then start again in the same order till they have all made

six-seven responses recorded on the Forms. It might be advisable to select one girl and one boy working at the same time, when possible and to make a different combination of the two children selected as the next 'round' starts.

Record Forms

One Record Form for each child.

- 1. Information about the child and the teacher's comments, if any (for instance slow, backward, unable to concentrate, bright, quick etc. in regard to other subjects).
- 2. Date of session.
- 3. Attitude at beginning and end of session should be noted.
- 4. Some children start sorting the blocks; if so this should be noted and described on the back of the Form.
- 5. Type of construction according to its overall shape; some move blocks about; others experiment with how many of these go to make this, etc.
- 6. Final result. Objects include everything given a name; external scenes may be towns, villages, gardens, stations, rocket sites etc; interior scenes include anything <u>inside</u> a building, rooms with furniture/people, stable with horses, garages with cars etc; phantasy anything non-realistic. Abstract includes everything not given a name; asymmetry may be intentional; amorphous means anything without a 'gestalt'.

The mode of construction is indicated in the next three columns; a story may be related, please record on back of the Form.

- 7. The teacher's estimate should be based on his/her view of the completed structure, regardless of the child's ability in other subjects.
- 8. Name of structure if given by the child and short description.
- 9. Any questions made by the child during his session concerning the blocks should be answered by the teacher and the questions recorded on the back of the Form.

Ask the child if he likes what he has done; (some say No).

10. Time taken.

All queries from section 3 – 7 inclusive and first column of section 9 should be marked with a tick in the relevant column.

It is important to record the children's remarks while at work if they are relevant to what they are doing.

Please remember to indicate on the Record Form whether G. or A. blocks are used.

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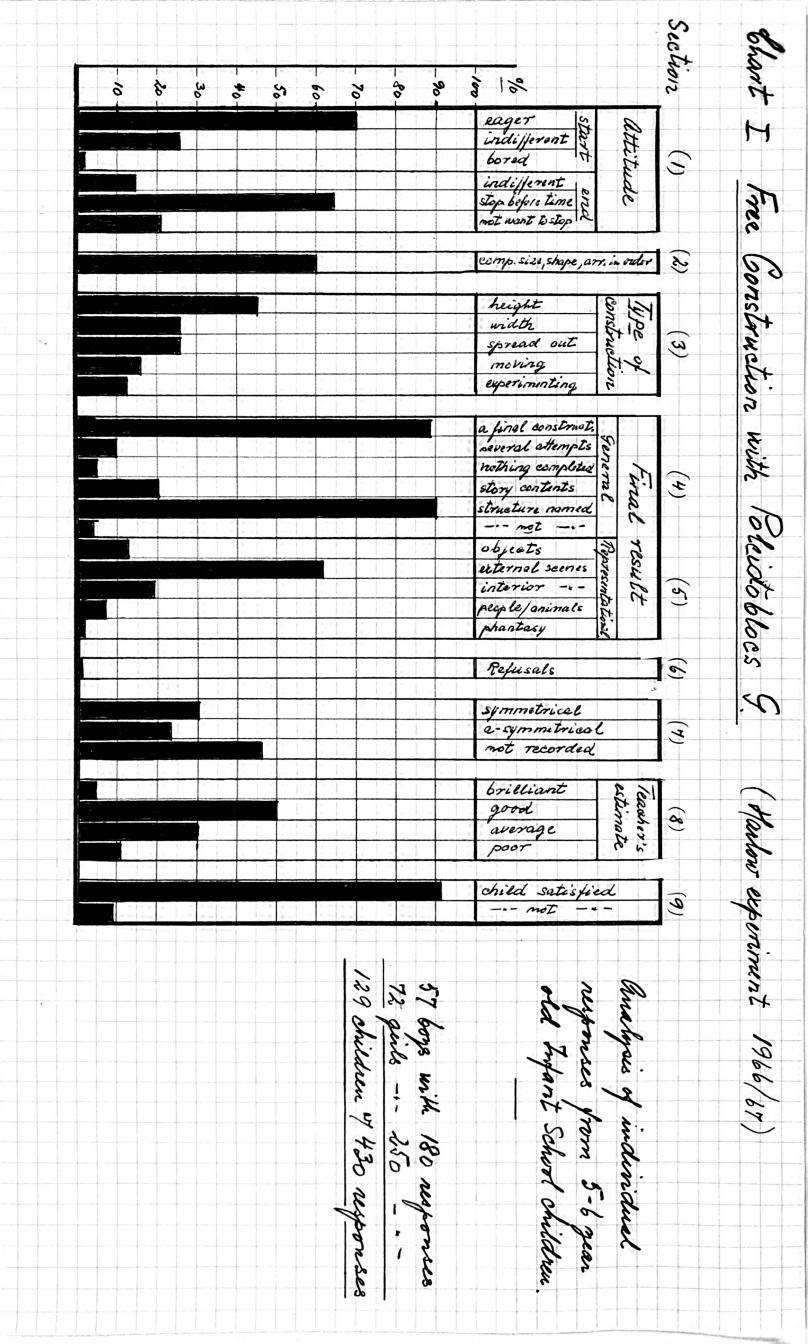
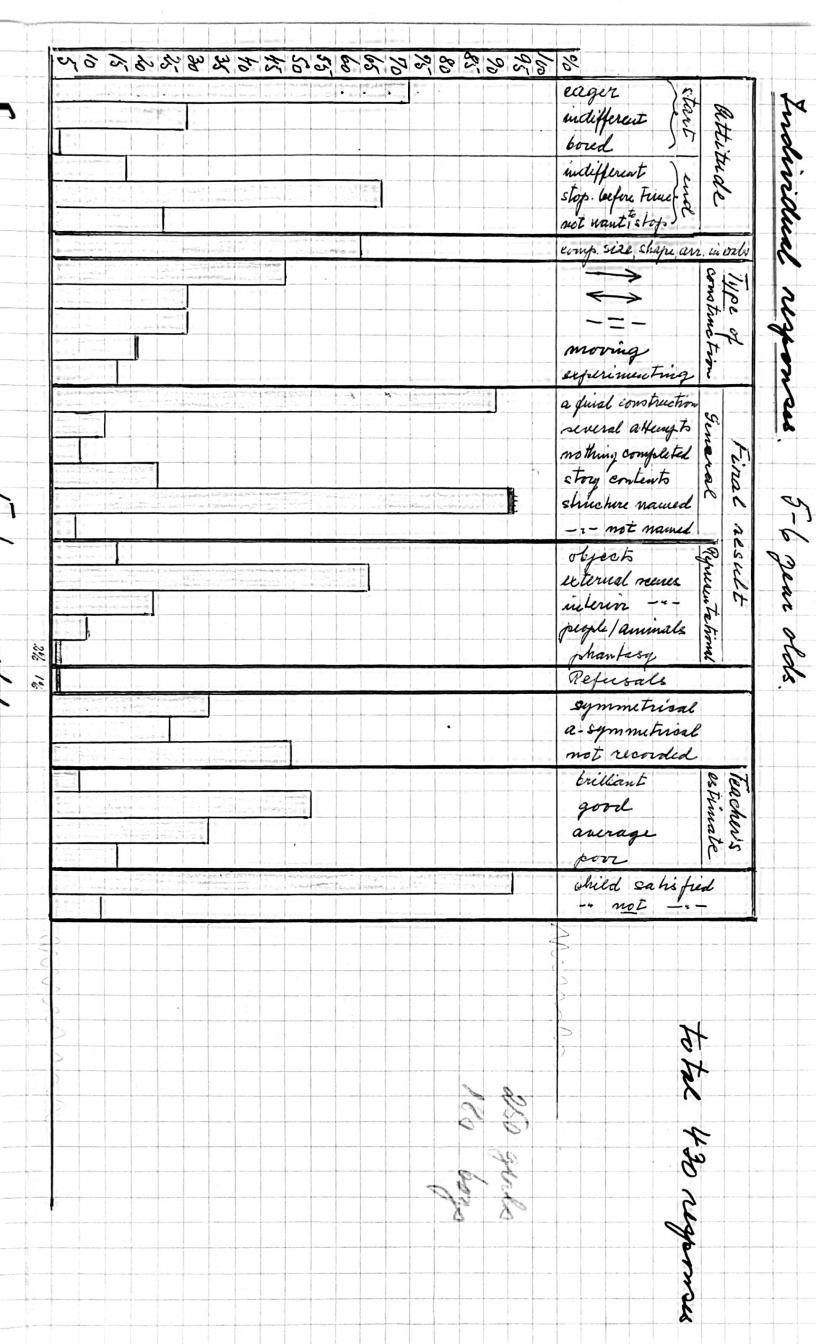


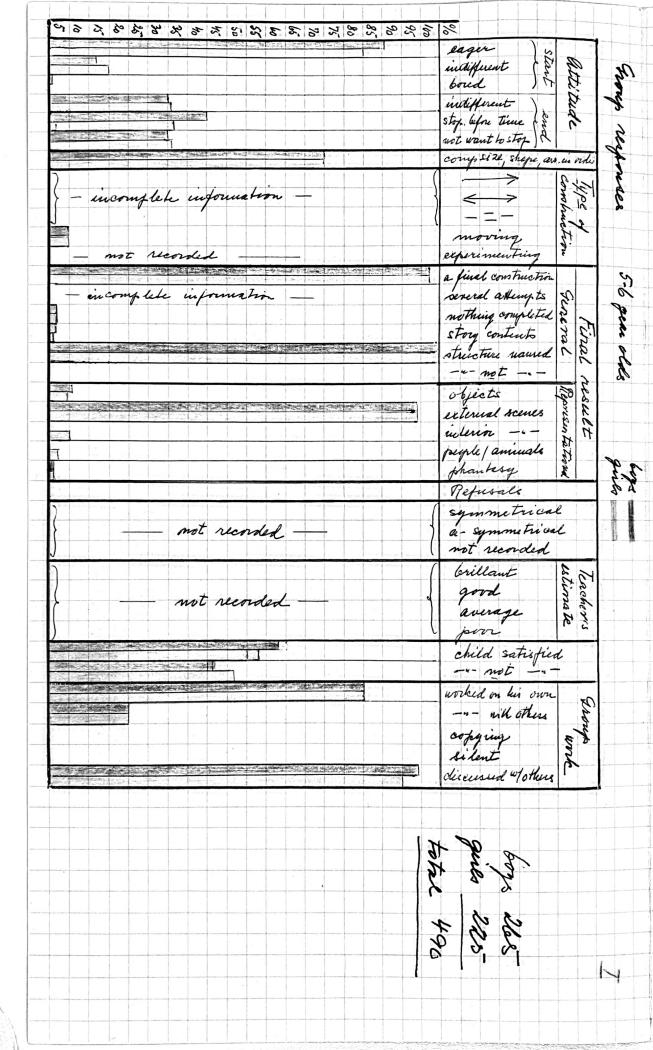
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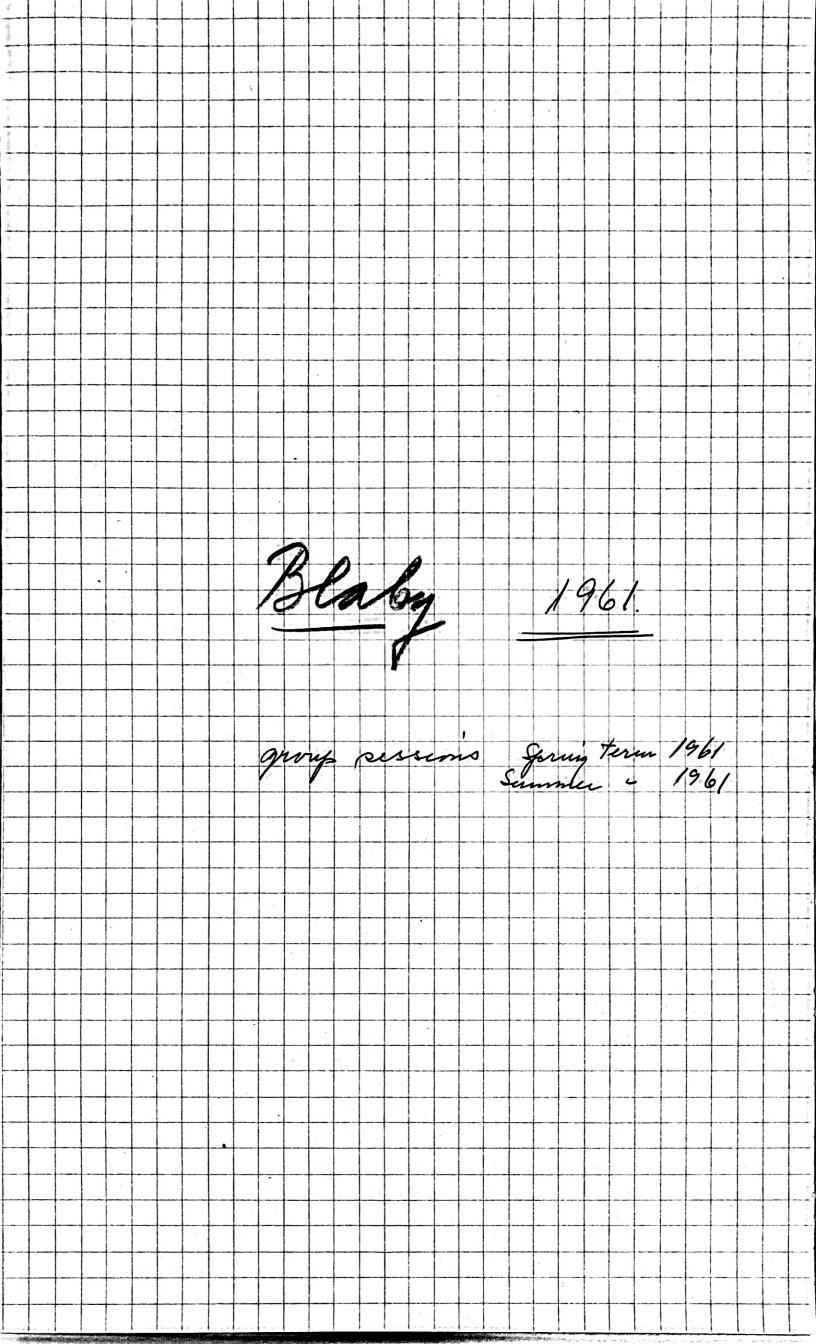
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Construction named analysed into categories Harlow

group response 1961 Berly Individual very (Harlow) 1966/69 4 houses (1 american)
1 building of fountain
13 churches (one a vene by 30 fr ten) 54 houses (one will 2 wells) 3 bungalows 7 churches 7 farms (ou of rooks to i) 7 factories 3 shope 14 garages (- - -) garage Stahm pow statem 1 engine shed 1 Ponce Station 1 cenema 1 Radio Station 2 stelle = sty ('Bus?) 1 wedding reception garden I bull hut 2 pegistice (ou of gener outrile) 29 earlles 2 durings (one snorting of one) 3 enolorares of towers : place forto 11 torous (combol, patrolete) 9 castles 4 Japanere forto 2 sentry boxes (our of a bredge) 1 museum 2 Town of amount 22 towers (1 of Bridge under) Dig Ben : Per 1 Manuer I horsen Dridge 3 well first together 4 Tower bridge 2 Town of Viza 1 Harlon hospital , ambulance 1 turnel 3 tumele words (2 with shops) 6 han lines 7 trains (1+ home due) 2 swimming perls 2 bridges 5 slean rollers
9 lovies (on of ficunts)
1 car
3 raclery station
5 ships/boats (on police)
6 paparese varchige
4 torpedoes (3 of homes)
1 lift of things on 2 auroplanes (one Hunderbine) 1 ship (w/rook to about) air araf carrier I lift in a stop 2 mile mashines 2 Slikes I bulldozen wi a plough 1 round-about I round - about w/ aus Sort of bed Topland town Toy Town village I tel cream brolley 2 Record players 19 rocket statums, roketo, musicles 8 hute I mouse trajo laundring pad, rader, factory for rockets X Idaddy's book bot I recret compartment of rocket I Rootel lake off for bage Kennedy 1 : fand-castle anacearyand ingelien 1 Bakle 10 rocket station I space bulldown of wis time tron hower (one wy "brisks") 37 rookets (one my I space control enquie I or leng station a ort tower 1 " Christines " home 1 Witch's house 2 delet station a headquarters 1 Or Syn's much passe dull for orl (263)

group resp. (Bloky) 1961 Individual rey. (Harlow) 1966/67 gulo 33 konses houses bungalows 4 flats or blooks of fl. 25 churches (one bush down) churches 1 factory (1 4 stein a torlet) fectorici antes garages cafes (1 in lenin) proved in garden/garden gardens Ī 4 towns of kouses stops - people 2 village of - church, robord 1 stehm 6 bus stop / sectore platforme shimney 2 stables four up hours street 2 cinemas shows (1 a jugget) 1 people / house o town path our school, teadure - delde birde , food houses 16 enclosures (pelace of gentes a church ... playpround, farm , Kings cha) But I fortball stadium stisking not fail "mummy writing" dentist's Sugar 43 soome 39 castles a palaces 16 castles a police (out by 22 bely austice) 2 throne rooms 2 wells X 4 towers Formers (1 of ships well) 1 museum of statures AMA 3 makes (1 of Stehens, 1 seret) 1 Tove of London 1 Dig Ben 1 Eldinging of the Guark 1 Pool Office Town of bonden 28 rockets (3 of Forleto 5 A gard containing shell kovers, a well provider wells garden 1 200 of animals, trees tunnels 1 turnel 2 trains (1 + Tunnel) 3 trains 4 bridges (1 of people in a boat weeks) airport (Jerry) ship ("The hondown") 1 bicycle 8 boats / ships rocket stations (launch true) 2 Record players 1 dustbur Morelle 4 camps (which is n Faline) bomb March to be in in summer" Ford stools 1 orab 1 Voal's art I witch's kouse I would House I Humpy lumpy on wall VII 2 1 Santa Claus rundeer I muchanisal toy pa Herus eaudle (229) 225

CONSTRUCTIONS NAMED

Analysed into categories.

```
Group responses (Blaby 1961)
            BOYS
                       houses, (one with 2 wells)
eiserron ment
                       bungalows
                       churches
                  18
                       shops
                       farms (one with rockets in)
                        garages (one with rockets in)
                  14
                   1
                       petrol station
                   1
                       power station
                   1
                       engine shed
                   1
                       cinema
                   2
                        shelter and stop (bus?)
                   1
                       stable
                   1
                       garden
                       bull hut
                   1
                   2
                       pigsties (one with
                                                outside)
                   2
                       chimneys (one smoking in top of tower)
                       old building bombed down
                       castles
places visited of
                   14
                        'Japanese' forts
                   2
                        sentry boxes (with with a bridge)
                        towers (1 with bridge under, 2 Blackpool)
                  22
                   3
                        wells fixed together
                        tunnels
                       roads (2 with shops)
                       trains
                   3
7
5
                        railway stations
                       bridges (1 with houses, 4 with train shed)
                       steam rollers
                        lorries (1 with fireworks)
                    9
                   1
                       car
                   5
                       ships/boats (1 'police')
                       Japanese warships
                        torpedoes (3 with houses)
                       lift with 'things' on.
                   1
                       slides
 Misc.
                       roundabout
                   1
                        seesaw
                        Toyland town
                   1
                        ice cream trolley
                   1
                        record players ( ) ( ) sith the mack)
                   2
                   1
                        shute
                   1
                       mousetrap
                        daddy's tool box
                   1
                      daddy's sand castle.
                   1
                      rockets (with with bricks)
                       rocket stations
                      'Christmas' house
                 (265)
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CONSTRUCTIONS NAMED

Analysed into categories.

GIRLS	Group responses (Blaby 1961)
enveron ment, (ordining schromodings) 62 4 30 1 9 3	houses bungalows churches
Schromdings 9	factory shops (1 with stairs and toilet)
	farms garages
9 3 2	cafes with toilets flowers in garden
	'little town) station
775	bus stop/shelters platform
1 2	chimney
1	stables (1 with houses) people/house and tower
3	path birds and fowl houses
	pigsty
	jail 'mummy writing'
	1 dentists surgery with 3 rooms
heard of (20) 4	castles and palaces (1 big and 2 baby castles) towers
places visited a \$16 4 group effort \$ \$5	yard containing sheds, house, a well, floor boards and walled garden
traffic (2)	tunnels trains
(2,3)	bridges
	fire engine bus
	army jeep bicycle
8	boars/ships lift with 'things' on
	rockets (3 with toilets, 3 with houses)
(2	record players
Space (28) $\{28\}$ Wise. $\{6\}$	dustbin bomb
$\begin{pmatrix} 1 \\ 1 \end{pmatrix}$	toad stoobs crab
fichin / fair Tale { 1	'Christmas' house
(229)	Santa Claus reindeer