

**Bright Sparks: A good practice guide**  
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A study support programme  
designed to support the  
process of transition



# **Bright Sparks**

**A good practice guide**



# Introducing Bright Sparks

In this section, we introduce you to the eight schools which were involved in setting up the original Bright Sparks Clubs.

## Clifton-on-Teme Primary School, Worcestershire – lead school



COUNTY OF HEREFORD AND WORCESTER EDUCATION COMMITTEE  
CLIFTON-ON-TEME PRIMARY SCHOOL

### Background

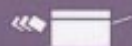
Clifton-on-Teme is a rural primary school with sixty pupils. Its Year 6 children transfer to the Chantry High School at Martley, located six miles away. There are ten feeder schools of about the same size as Clifton. Isolation and anxiety about secondary transfer is a major issue for the schools and for the parent community. The Bright Sparks partnership comprised two primary schools and the secondary school. All the Year 6 pupils from both schools were offered places at the club, together with a similar number of Year 7 pupils from the Chantry School.

### The Club

As the Chantry School had just opened its new, high-quality sports hall, it was decided that physical activities should be the focus for the club in order to enable pupils to have early access to the excellent facilities. The Head of PE at the Chantry School, with support from two colleagues, devised the varied and demanding programme. Attendance has been consistently well over 90% and it is evident that all the young people involved thoroughly enjoy the sessions and produce work and commitment of a high standard. Year 7 pupils act as leaders and mentors and the blending of the schools has worked extremely well. Two parents (both mothers) have been attending the sessions and have given very positive support.

### Keys to success

- According to the survey carried out, pupils, parents and staff feel that the club is very successful. Parents are concerned about the transition of their children from a small school to a much larger secondary school with different expectations and ethos. They think that the Bright Sparks Club has really helped young people to come to terms with the forthcoming change.
- Everyone, both the staff and the children at the club, works extremely hard and has a lot of fun. Expectations and standards are high and there is a disciplined approach to learning. The project leader has created an imaginative and varied programme of activities and experiences.
- All members wear special Bright Sparks T-shirts. This has enhanced the club's identity.
- The headteacher from the lead school is very supportive and attends some of the sessions.
- Parents are regarded as equal members of the team. As club assistants, they fulfil tasks which support the teaching staff.
- The children have enjoyed a variety of activities and the experience has clearly enhanced their understanding of the importance of physical health as well as giving them a chance to improve their skills.



**All about Me!!**

My name is .....

My birthday is on .....

I was born in .....

At home I live with .....

my favourite pop group

favourite colour

In my spare time I like to .....

**Pets**

.....  
.....  
.....  
.....

← This is my pet

# All work and more play

## 2: There are no strings on me

### Aim of activity

The session gives pupils the opportunity to perform a puppet play.

### Learning objectives

By the end of the session, pupils will have made shadow puppets and used them to perform the plays written during the last session.

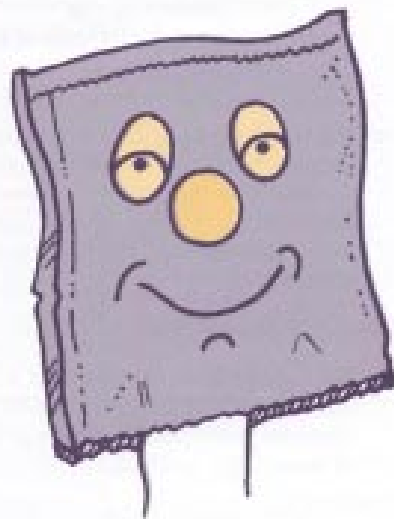
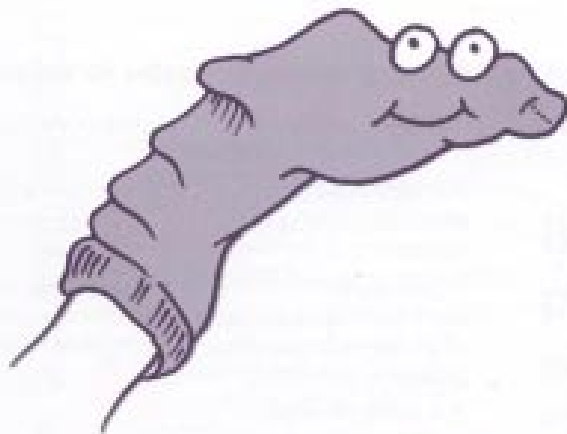
### Advance preparation

You will need to supply stiff card, scissors and strong glue or a stapler to make the puppets, and materials to make the puppet theatre. You will also need to set up a slide projector, or some other strong light source, and a screen. You might consider making a simple shadow puppet to show as an example - 'Blue Peter' style!

### Activity

- Divide pupils into the same groups as in the last session. Introduce them to the principles of making shadow puppets and how they work - for example, the fact that a light will shine on the figures and only the shadow will be seen and that anything drawn **on** the figures will not be seen. Also, stress that there should be a handle at the back of the puppet that the puppeteer can hold and use to move the figure.
- Ensure that the pupils test their puppets, using the light source and screen.
- When the puppets have been made, ask pupils to perform their plays for the other groups.
- Tell pupils about the task you want them to do at home and allow some time for them to write up their learning logs.





### Extending the activity

This is an opportunity to combine art with design technology and science.

- Ask pupils to work in their puppet-making groups to design a puppet theatre to house their shadow puppets. Encourage them to consider the following design features and constraints:
  - the size of the theatre in relation to the puppets
  - where the puppeteers will stand and how they will move the puppets without being seen
  - what construction materials will be needed
  - the amount of materials needed
  - what the light source will be and where it will be
  - how moving curtains can be made.

Alternatively, you may decide to allow groups to define their own design features and constraints.

- Ask pupils to make the theatre, based on their design.
- Invite parents to a performance of the puppet plays. This might involve pupils in making invitations, tickets, programmes and posters, as well as providing refreshments!

### Home involvement

- Ask pupils to design and make a puppet – maybe for a younger family member – using an empty box, a carton, a paper bag, an odd sock, an empty washing-up liquid bottle, or anything else which may be suitable.