

DON'T JUST STARE

PREPARE: MODULE 1: Content creation and skills based activities

MODULE 1 includes 9 activities. On completion of this module the pupils will have:

- Brainstormed ideas for an online project
- Formulated key questions to focus their research
- Developed ideas and liaised with outside agencies to retrieve information
- Understood online safety issues, including Childnet's SMART rules
- Researched appropriate ICT sources using ICT programmes and software

LESSONS FOR MODULE 1

Activity	SUMMARY OUTCOME	EXAMPLE USING Yr 8 Geography soil erosion topic	Estimated time for each lesson
1:1:1 Brainstorming initial ideas/concepts	Pupils discuss and note down all they know about the topic idea (either given or generated).	<i>Brainstorming soil erosion. – what you know about it, why it happens, how it can be stopped, how it effects people etc.</i>	25 minutes
1:1:2 Grouping/mapping ideas into a format	Pupils group similar ideas together to reinforce the concept and direction of their study.	<i>Map out ideas for research and focus – what really interests you about this topic and what you would want to share with others.</i>	10 minutes
1:1:3 Establishing keywords and ideas	Pupils begin to review the structure of the resource sections and key ideas to focus on. Introduces ICT skills such as search engines, databases etc.	<i>Establish key words and areas of interest – e.g. it may be looking at the problem locally, nationally, or globally. What is the focus of their research is going to be? Comprise a list of words such as: landslide, slump, deposition, mud, fertile land; subsequently focus these into ideas such as 'Can we find out what causes a landslide?'</i>	20 minutes
1:1:4 Formulating key questions	Pupils will review what questions they want to ask as they begin research Who? What? When? Where? Why? How?	<i>Think about questions to research on soil erosion, e.g. What is soil erosion? Who can help me find out about soil erosion? When does soil erosion occur? Where is soil erosion most likely to happen? How can we prevent soil erosion?</i>	10 – 30 minutes
1:2:1 Kid Smart SMART rules	Pupils review safety issues of beginning to create online: Who do they e-mail to ask questions? Unwanted content, stranger danger.	<i>Identify the safety issues in e-mailing out and searching for information about such things as "strip farming."</i>	30 minutes
1:2:2 Identifying plausibility of information	Pupils help to identify authority of online resources and helpful checklist. Also review plagiarism, permission, and associated issues.	<i>When you look at soil erosion think about the different perspectives people may have (e.g. companies denying that it occurs through their industry, campaigns, environmental and political issues.) How can we trust the information given to us by different groups?</i>	10 – 60 minutes
1:2:3 Researching ICT sources (Internet search engines, email)	Pupils given strategies for effective research. Referencing sources, using safe search engines.	<i>Use keywords from activity 1:1:3 to search the World Wide Web using safe engines to find appropriate information.</i>	Dependent on time available – could be set as a homework task.
1:2:4 Note-taking and note-making	Pupils helped to put their new found knowledge into their own words for their own	<i>Students find an article on the effects of soil erosion in Wellington, NZ. Students then need to interpret it and use it in an appropriate way for</i>	Dependent on time available – could be

	audience and contribute their own thoughts.	<i>their audience and focus of topic, i.e. Use the information to show similarities or differences between soil erosion in the UK.</i>	set as a homework task.
1:3:1 Exploring the communication medium they will use: audio/video clips, scanning pictures, screen grabs, picture transfers, Excel spreadsheets, PDF's, PowerPoint.	Pupils helped to think about the suitable media they will need in producing their resource - introduction to audio clips, graphic creation, PDF, PowerPoint, examples of young peoples' sites which use different media.	<i>Students scan photos of examples of soil erosion their articles, poems, graphics, pictures, expert's comments etc ready for next module (SHARE!)</i>	Dependent time, equipment, and software available.

(The above activities are only a guide to the length of time needed for each. This estimate will change depending on the class using this resource, i.e. Some classes may need extra time on particular lessons while others will be familiar with certain aspects and therefore need none/only a very short amount of time to cover the section).

ICT Curriculum Overview for Module 1

Lessons 1-4

Subject curriculum references www.nc.uk.net	ICT curriculum references	Activity	Components
Enter your subject objectives here	<i>Finding things out: * to be systematic in considering the information they need and to discuss how it will be used</i>	Brainstorming	<ul style="list-style-type: none"> • Example brainstorm • Required materials • Brainstorming templates • Websites about brainstorming techniques
		Mind mapping	<ul style="list-style-type: none"> • 2 styles of mind mapping • 2 examples of mind mapping activities • 1 printable mind mapping template • Link to further examples of mind mapping and mind map templates
		Keywords and ideas	<ul style="list-style-type: none"> • A process of generating keywords • A process of generating key ideas
		Formulating key questions	<ul style="list-style-type: none"> • An activity for formulating key questions • Links to further questioning ideas

Lessons 5, 6 & 7

Subject curriculum references www.nc.uk.net	ICT Curriculum references	Teaching Idea	Activity Example
<p>Enter your subject objectives here</p>	<p>Finding things out: *how to obtain information well matched to purpose by selecting appropriate sources, using and refining search methods and questioning the plausibility and value of the information found * how to collect, enter, analyse and evaluate quantitative and qualitative information, checking its accuracy</p> <p>Developing ideas and making things happen: *to develop and explore information, solve problems and derive new information for particular purposes [for example, deriving totals from raw data, reaching conclusions by exploring information] *how to use ICT to measure, record, respond to and control events by planning, testing and modifying sequences of instructions [for example, using automatic weather stations, data logging in fieldwork and experiments, using feedback to control devices]</p> <p>Exchanging and sharing information: *how to use ICT, including e-mail, to share and exchange information effectively [for example, web publishing, video conferencing]</p> <p>Breadth of study: * working with others to explore a variety of information sources and ICT tools in a variety of contexts</p>	<p>Kids SMART rules</p>	<ul style="list-style-type: none"> • SMART rules link • Kids Smart interactive link • Ideas for further SMART activities • Chat room safety link
		<p>Plausibility of a website – what is the authority?</p>	<ul style="list-style-type: none"> • Plausibility activity • Link to QUICK website • Link to further information and activities
		<p>Research</p>	<ul style="list-style-type: none"> • Steps on how to research • Search engine strategies/searching techniques • Links to safe search engines • Research using email
		<p>Note taking & note making</p>	<ul style="list-style-type: none"> • Answering own key questions • Writing for the web • Links to information and activities on plagiarism • Links to a Citation Machine • Links to Writing for the Web sites

Lessons 9

Subject curriculum references www.nc.uk.net	Curriculum Objectives	Teaching Idea	Activity Example
<p>Enter your subject objectives here</p>	<p>Developing ideas and making things happen: *how to use ICT to test predictions and discover patterns and relationships, by exploring, evaluating and developing models and changing their rules and values * to recognise where groups of instructions need repeating and to automate frequently used processes by constructing efficient procedures that are fit for purpose [for example, templates and macros, control procedures, formulae and calculations in spreadsheets]</p> <p>Exchanging and sharing information: *how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose * to use a range of ICT tools efficiently to draft, bring together and</p>	<p>ICT presentation media</p>	<ul style="list-style-type: none"> • Communication medium such as audio/video clips • Examples of clips for viewing/listening (Jenny's Story) • Links/guide to find out how to create own clips • Scanning pictures/text documents • Screen grabs/picture transfer from the Internet • Excel spreadsheets • PDF • PowerPoint • Link to previous winners of the Childnet Academy competition

refine information...and suit the information content
Breadth of study:
**working with a range of information to consider its characteristics, structure, organisation and purposes*
**working with others to explore a variety of information sources and ICT tools in a variety of contexts*

MODULE 1

1:1:1 Brainstorming

Activity duration: 25 minutes

Brainstorming is a creative way to generate a variety of ideas, concepts, or solutions. It works by coming up with as many random, radical and innovative ideas and suggestions as possible, individually or within a group or class situation. This process is about recording every idea within a given time limit. It is a means of creating a new way of thinking about a particular topic. It is important to value and record all suggestions during the brainstorming stage. Ideas should only be evaluated once the brainstorming session has finished.

Resources: 1 large sheet of paper per group (or printable template), marker pens.

How to brainstorm:

1. Outline the rules for brainstorming, stressing the importance of no criticism of any given suggestions.
2. Let pupils know there will be time to debate each suggestion at the conclusion of the session.
3. Appoint a leader/recorder within each group.
4. Either individually, within small groups, or as a class (depending on the nature of the subject) give pupils 5-15 minutes to generate as many topic ideas or things about the topic they will be researching.
5. Sometimes it may be helpful to use a visual reminder to place in the middle of the group to remind them that any negative comments are not welcome.

After this session pupils may like to select 5 ideas the group likes most. This could be achieved as follows:

1. Each member gives 5 ideas a score of 1 to 5 points (5 being the most important idea, 1 the least important idea).
2. Once the members have made their choices add up the scores.
3. The idea with the highest score will best suit being incorporated into the research. Each group should keep a record of the other best ideas in case the 'best' idea turns out to be unworkable.
4. Follow with a discussion of the main ideas generated. Pupils could also discuss the relevance of incorporating the others ideas at this stage. This will be further extended in the next mind mapping section.

For more information on brainstorming check out:

Mind Tools: <http://www.mindtools.com/brainstm.html>

Free Brainstorming Training: <http://www.brainstorming.co.uk/tutorials/tutorialcontents.html>

Graphic Organizers: <http://www.graphic.org/goindex.html>

Our topic ideas...

My topic ideas...

MODULE 1

1:1:2 Mind mapping

Activity duration: 10 minutes

Mind mapping is a creative way to group ideas and concepts generated by a brainstorm. It involves recording a central idea and linking or grouping related ideas which radiate from this topic. Follow the simple procedures below to get your pupils to generate their own mind map. Below are instructions on creating two different kinds.

Resources: 1 sheet of paper per group (or printable template), marker pens.

A. Create a mind map using your brainstorm:

1. Pupils group together related ideas that have been generated on the original brainstorming sheet.
2. Encourage them to use different coloured pens/highlighters to group together same or similar ideas recorded on the brainstorming sheet. This will reinforce the best ideas that have been touched on and create links between same or similar ideas.

See below an example of mind map A as described.

Alternatively...

B. Create a mind map from scratch:

1. From the brainstorming session identify one key idea or topic for focussing further discussion and evaluation.
2. Write this key idea in the centre of a page of blank paper.
3. Draw branches radiating out from the central idea. Pupils can use lines, colours, arrows, pictures, or some other way of showing connections between the ideas generated on the mind map.
4. Remind pupils to draw quickly without pausing, judging or editing.
5. Pupils should leave space on the mind map in order to allow for additions or ideas to be highlighted, over time.

See below an example of a mind map B as described.

See below a printable version of a mind mapping template for use from scratch.

For more information or templates of mind maps visit:

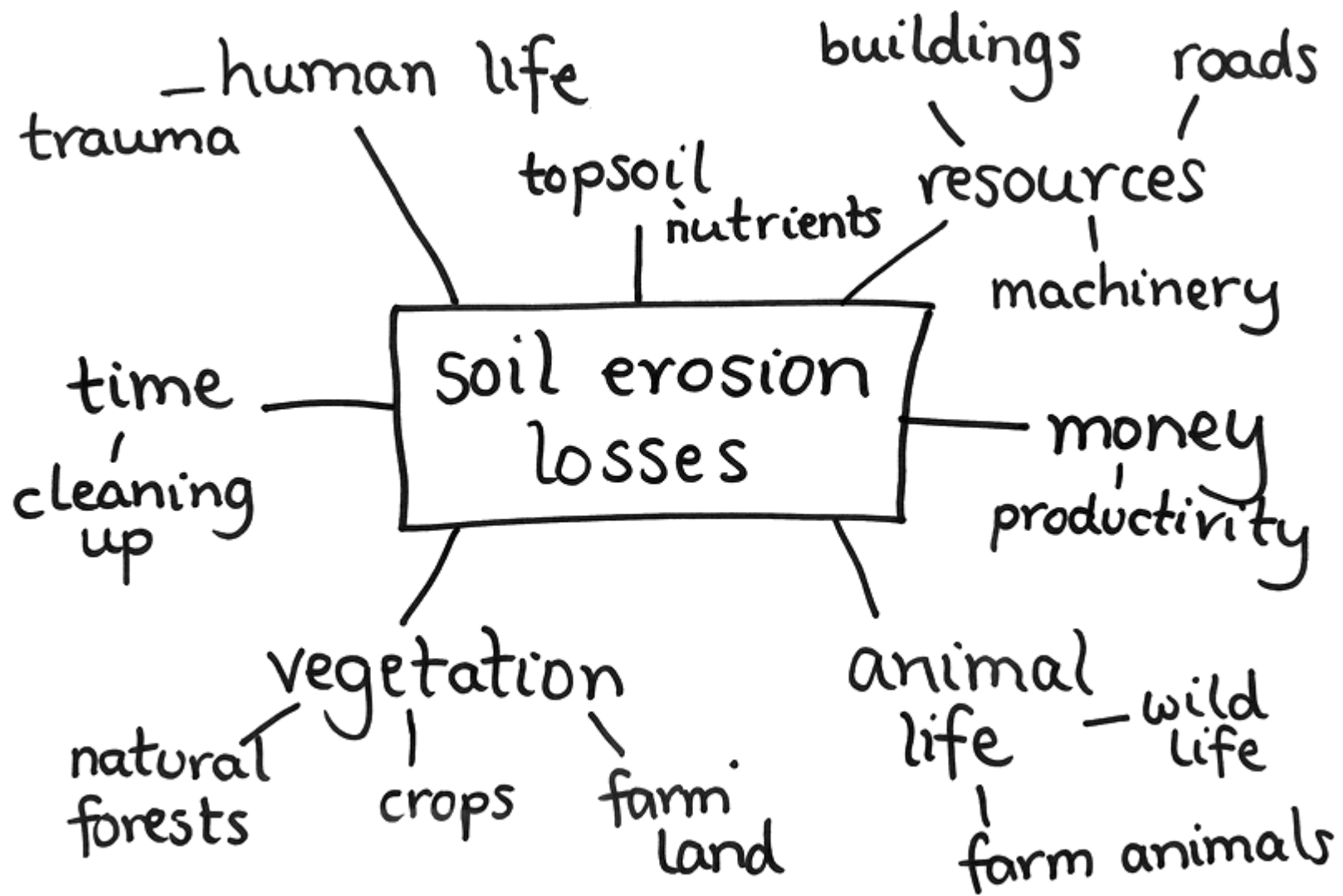
Te Kete Ipurangi: The Online Learning Centre: http://www.tki.org.nz/r/integration/curriculum/resources/inquiry_gos/instructions_e.php

Graphic Organizers: <http://www.graphic.org/goindex.html>

Example of mind map A:



Example of a mind map B:





MODULE 1

1:1:3 Keywords and ideas

Activity duration: 20 minutes

Identifying keywords and key ideas allows pupils to focus their thoughts and shape their investigation. Identifying keywords also facilitates research in terms of using search engines and databases to find relevant information.

How to generate keywords:

1. View the brainstorming sheet and/or mind map that pupils have produced.
2. Select at least **3** of the most relevant terms as agreed by the group.

This can be achieved by members of the group by assigning 3 terms with a rank of 1, 2, and 3 (3 being most valued term) and totalling the scores to reveal the most preferred terms of the team. These will be used by the pupils when searching the World Wide Web using a search engine.

3. As an extension activity pupils can create a glossary or extend their ideas by creating another mind map.

How to generate key ideas:

From the above keywords activity, pupils will start to generate ideas about their topic by relating similar ideas and focussing their thoughts on specific parts of the topic. These key ideas should be recorded in the same manner as a brainstorm or mind map. This process should link keywords together extending initial thoughts in preparation for the next stage of formulating key questions.

MODULE 1

1:1:4 Formulating key questions

Activity duration: 10-30 minutes

Formulating key questions provides the foundations and scaffolding for successful online investigation. It is important to formulate key questions in order to focus the research and establish what pupils want to find out.

The following standard questions are a good basis from which pupils can start to develop their research.

1. Explain to pupils that each key question must include one keyword from the previous activity.
2. Challenge pupils to write 2 of each of the following question types relating to their topic, giving them a restricted time frame. *Note: These questions do not all necessarily have to make sense.*
Who? What? When? Where? How? Why?
3. Outline to pupils that they must choose questions that ensure they investigate topics by which they will obtain NEW knowledge (pupils should be discouraged from choosing questions they can already answer).
4. Your pupils choose 2-3 of their generated questions to further develop/investigate.
5. Set your pupils the challenge of modifying these initial questions. They need to think about the way to word them as it will ultimately shape their research and the content for the possible development of their online resource (website).

Click [here](#) to view a possible template for reframing their original questions.

For further questioning techniques check out the [de Bono thinking hats theory](#) that identifies six different focuses for thinking.

Mind Tools: http://www.mindtools.com/pages/article/newTED_07.htm

Advanced Practical Thinking Training Inc.: <http://www.aptt.com/6hats.htm>

MODULE 1
1:2:1 Kidsmart

Activity duration: 30 minutes

It is imperative that pupils are aware of the possible risks whilst using the internet to conduct research. These activities aim to inform and equip pupils with the knowledge of correct procedures when accessing inappropriate **C**ontact, **C**ontent, or **C**ommercialism (for further information please contact a member of the Kidsmart team at Childnet International who by appointment visit schools to talk about this subject with pupils and teachers kidsmart@childnet-int.org).

- Familiarise yourself and your pupils with these 5 easy internet safety rules: www.kidsmart.org.uk/yp/smart
- Present the following informative interactive to your pupils. This outlines 5 ways to be SMART and stay safe when using the internet: www.kidsmart.org.uk/stayingsmart
- Pupils can present the SMART rules information in a unique way for better recall of the components as suggested here: www.kidsmart.org.uk/teachers/lessonplans.aspx
- For specific information on chat room safety visit the chat room dangers interactive: <http://www.thinkuknow.co.uk/home.htm>

Childnet has developed a number of education awareness materials. For further information on issues related to the use of chat rooms visit www.chatdanger.com and visit the Childnet International website for regular updates www.childnet-int.org. We currently have new resources under development.

MODULE 1
1:2:2 Authority – is the information true and correct?

Activity duration: 10-60 minutes

Using the internet provides pupils with access to an unlimited number of resources. It is important that pupils use information that is valuable and authoritative. They should be aware of the process for evaluating websites and empowered to identify reliable and safe information online.

The following website is a pupil-friendly way to show pupils how information has undergone a *Quality Information Checklist* that helps to ensure you and your students are using authentic websites and web pages.

- www.quick.org.uk
- www.quick.org.uk/menu.htm

It is recommended that teachers visit this website with their pupils and discuss the content and process for evaluating websites together.

- Get your pupils to search the World Wide Web using one specific (predetermined) keyword and investigate how different the results can be from the websites available. Discuss how different websites can be and how the information contained within them can differ.
- Review one of the websites found by discussing the following questions (based on QUICK):
 - Did you like the website? Why? Why not?
 - Who is the author? Was this easy to locate?
 - What are the aims of the website?
 - Has the website achieved its aims?
 - Is the site relevant to what you wanted to find out?
 - Can the information be checked?
 - When was the site was produced?
 - Is the information biased? If so, how?
 - Did the website provide links to related material?

Note: If the pupils had difficulty answering the above questions or the majority of the answers were negative it is likely the website is inaccurate and not an authoritative source of information.

For further information on evaluating web resources, check out:

- Evaluating webpages <http://www.sc.edu/beaufort/library/pages/bones/lesson5.shtml>

MODULE 1

1:2:3 Research

Activity duration: teacher directed

Researching is a means of sourcing relevant material to be used in the creation of unique and original content. It is a process of collecting information on a selected topic from a variety of sources. Research constitutes the collection, interpretation, recording, and development of thoughts, ideas and facts. It is imperative that research leads to work that is the authors own.

During this activity pupils are expected to use the previously formulated key questions.

Using the following steps students will access appropriate content for their project.

Research steps:

1. It is imperative that pupils receive approval of the topic they will be researching and their key questions (this may already have been pre-selected by the teacher in which case there will be no need for this step).

2. Explain to your students BEFORE they start searching for information that they are expected to find and use information following an agreed format. For example:

-introduction

-main content (answering key questions)

-conclusion/summary

-references/bibliography

Note: It is also very important to let pupils know how many words they are expected to write (according to [Jakob Nielsen's useit.com website](#), if research papers are going to be published on a website the actual word count should be less than 50% of a hard copy version).

3. Give pupils strategies to carry out effective and efficient research. Some are outlined here:

- get pupils to plan their research – outline the sections needed and what will be included in each

- get pupils to set their own time limits/guides for each section

- encourage pupils to note down or copy and paste appropriate information, facts, and quotations with references for future use.

4. Set a time limit on the period of research.

Search engines:

1. **Search engine tips:**

- Use keywords previously identified.

- Encourage pupils to use synonyms as a way to find related information. *Note: Students will need search terms that are sufficiently broad so that relevant websites/resources can be identified but on the other hand, pupils want them narrow enough to ensure that the number of sources is realistic.*

For more help on what search engines are and how to use them effectively you or your pupils can visit:
The University of South Carolina Beaufort: <http://www.sc.edu/beaufort/library/pages/bones/lesson1.shtml>
Creating a search strategy: <http://www.sc.edu/beaufort/library/pages/bones/lesson6.shtml>
Basic search tips: <http://www.sc.edu/beaufort/library/pages/bones/lesson7.shtml>
Noodle tools: <http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>

2. A list of safe search engines:

Kidsmart safe search sites: <http://www.kidsmart.org.uk/yp/greatsites/>
Te Kete Ipurangi – The Online Learning Centre: http://www.tki.org.nz/r/ict/ictpd/downloads/internet_student_search_engines.doc
Te Kete Ipurangi – The Online Learning Centre: [Information station link](#)

Gathering information

Gather information from authoritative reference sources:
websites
books
encyclopaedias
magazines
journals

Find information using email:

Encourage pupils to identify experts in the field and send emails asking for assistance and information. Pupils need to remember the Kidsmart rules when contacting people online.
One activity to demonstrate the potential risks of sending and receiving emails would be for the teacher to send out an inappropriate email to pupils and see if any pupils reply. This could lead to a discussion or revisiting the Kidsmart rules about being safe when using the internet and the importance of knowing who you are talking to online (as identified in the Kidsmart activity 1:2:1).

MODULE 1

1:2:4 Note taking & note making

Activity duration: dependent on available time

It is this stage of the research that pupils will be investigating their own key questions and recording answers to these.

As pupils undertake their research the **note taking** process enables them to gather information relevant to their topic. At this stage pupils use their key questions to record and reference information from the World Wide Web. It is only at this stage that pupils can copy information directly from the source. To avoid plagiarism it is **essential** that the next stage of **note making** takes place. Pupils often struggle with this and we suggest that this is modelled by the teacher. Pupils read the information they have gathered during note taking and put this information into their own words.

Note making is the basis of content creation and ensures that information is written in the pupils own words and not copied from the original source.

To record sources of information correctly pupils can use the following link to the [Citation machine](#). (This is based on university standard referencing but very helpful for using in pupil's bibliographies).

It is suggested that pupils record notes under headings that were established previously (either in their own research plan or by the teacher.)

For information and excellent activities on plagiarism please read and incorporate the following documents into your lessons:

David Traynor & Christine Bridge's plagiarism paper (See <http://www.childnetacademy.org/dontjuststare/downloads/124traynorbridgeplagiarism.pdf>)

Christine Bridge's - How much for that Term paper (See <http://www.childnetacademy.org/dontjuststare/downloads/124bridgetermpaper.pdf>)

For tips and ideas on writing visit:

Freewriting: http://webster.commnet.edu/grammar/composition/brainstorm_freewrite.htm#freewriting or:

<http://webster.commnet.edu/grammar/composition/freewriting5.htm>

Webster: <http://webster.commnet.edu/mla/notes.shtml>

It is important that pupils learn to edit and rewrite their own work. Visit the below website for more information:

<http://webster.commnet.edu/grammar/composition/editing.htm>

Note to the teacher: if the intention is to publish the pupil's research as a website we recommend you visit the following web pages here to read background info on how people read on the web:

Useit.com: <http://www.useit.com/alertbox/9710a.html>

Writing for the web: <http://www.useit.com/alertbox/9703b.html>

MODULE 1

1:3:1 Exploring ICT

As part of the research process pupils will discover appropriate content in a variety of formats. Below is a list of ICT programs and multi-media tools. Below each we have provided an example of each or where to learn more about these tools. For further information on how to use these programs or applications please contact academy@childnet-int.org and the Childnet team will endeavour to assist you with your questions. By learning to use some of these ICT tools your pupils will cover a number of Keystage 3 ICT objectives as listed in the overview.

- Audio clips: <http://mp3.com/>
- Video clips: <http://www.amabilis.com/products.htm>
- Scanning pictures/text documents
PhotoShop: <http://www.msb.edu/training/Multimedia/Scanning/>
- Screen grabs/picture transfer from the Internet: <http://library.albany.edu/internet/wordpad.html>
- Excel spreadsheets: <http://www.usd.edu/trio/tut/excel/>
- PDF: <http://www.adobe.com/products/acrobat/readstep2.html>
- PowerPoint: <http://einstein.cs.uri.edu/tutorials/csc101/powerpoint/ppt.html>
- Animations
Kidzcom: www.kidzdom.com

See www.childnetacademy.org/winners for pupils to link to examples of websites produced by previous Childnet Academy winners. It will provide them with ideas of the features and different media they could include on their own website.

Stage one check lists

To ensure pupils have covered the objectives of Module 1 they can be set the task of completing the following checklists: Download and print the SMART checklist below to ensure your pupils are SMART internet users.

This can either be monitored by teacher and/or self assessed by the pupil – it can also be combined with the interactive SMART rules quiz found here: www.kidsmart.org.uk/stayingsmart/index.html

Covered scheme of work objectives:

For teachers and pupils to record progress see the objective checklist for Module 1 below.

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Have you...	Pupil	Teacher
Brainstormed initial ideas/concepts		
Grouped/mapped ideas into a format		
Established keywords and ideas		
Formulated key questions		
Researched ICT sources <ul style="list-style-type: none"> • Internet search engines • email 		
Identified plausibility of information		
Taken notes and made notes		
Written text for the web		
Explored and used communication medium such as: <ul style="list-style-type: none"> • audio clips • video clips • scanners • screen grabs • picture transfers • Excel spreadsheets • PDF • PowerPoint 		

Pupil signature _____

Teacher signature _____

Date completed _____