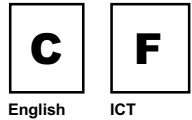


ICT ACTIVITY 27

Create a newsletter for People's Day.

Year Group: 8 and 9



Resources

Microsoft Publisher, Internet connection, www.lewisham.gov.uk/peoplesday/
Peoples' Day programme; digital cameras, laptops, scanner, printers

Context (Pupils' prior experience)

As part of a project with gifted and talented pupils and in preparation for Lewisham People's Day on 13th July 2003, a group of Year 8 and 9 pupils developed a newsletter. Part of the newsletter would be produced prior to the day and then on the day itself, the pupils would take photos, interview participants, produce the inside pages, print them off and distribute them to the participants. In the event, producing the inside pages proved too time-consuming and the final 8-page documents were collated and printed later.

Task Description

The pupils were tasked with using the Lewisham People's Day web site and the programme of the day to obtain information about the day, to download, cut, paste, resize, crop images, insert text and design the layout of the outside of a 4 page newsletter about People's Day. On the day the pupils would need to use their interview skills and photography skills using laptops in a tent to produce a further 4 pages with a tight deadline for completing the task.

Learning Intentions

English: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly.	They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations.	w/1	2/3	4/5
In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.	Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.	1/2	3/4	5/6
Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.	Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience.	2/3	4/5	6/7
History POS Related to task: English, Speaking & Listening, Writing	ICT POS related to task: Finding things out - Exchanging & Sharing Information			

Teaching Approach

The preparation was done during two 2-hour sessions with two groups of pupils (one year 8, the other year 9). The pupils worked on their publications for homework and during lunch breaks unaided. A 1-hour session after school enabled the team to produce their front covers.

On the day pupils, working in pairs, were accompanied by adults when necessary and took photographs and interviewed participants. They wrote up the interviews, inserted and manipulated the images and produced a further 4 sides of newsletter. Throughout the process the pupils discussed with the teacher layout designs, technical issues and refined their skills at interviewing people and summarising their replies. A full description can be found in the on-line lesson plans on <http://ecs.lewisham.gov.uk/intict>

Links with other curriculum areas

There are clear links to design technology, and art with this project. Where Photoshop® has been used in Art lessons pupils have a greater understanding of the manipulation of images. The design process is also reinforced. There is the opportunity to explore the whole world of newspaper production, and a career as an editor or reporter.

The context of People's Day reinforces learning objectives in citizenship and developed social skills.

Subject Learning Gains (ICT/English)

ICT – the context provided a wonderful opportunity to consolidate the knowledge, understanding and skills of presenting information to a variety of audiences, and purposes.

English – the activity developed the pupils' ability to interview a range of people, succinctly summarise their comments (using quotes where appropriate) for a specific audience.



Examples from the newsletter

These pupils gathered data from a wide range of sources. These included interviews, information booklets, direct observations, photographs and leaflets from stand holders. They worked as a team to produce a newsletter which shows a clear understanding of their audience.

These pupils are working at ICT Level 6

Teachers' Assessment

**KEY STAGE 3
COMPUTER DIARY**

What task did you complete?
In preparation for Lewisham People's Day on 13th July 2003, I created a newsletter. The newsletter was to be distributed on the day, and afterwards to a range of audiences.

What software did you use?
I used Microsoft "Publisher" A Sony Mavica camera Photosuite and Photoshop was used to enhance some of the photos.

How did you complete the task?
I used information from the Lewisham Government web site and a programme to create the outside pages. On People's Day I used a digital camera to take photos of the different activities, interviewed people and then created a further 4 pages for the newsletter.

Pupils' Evaluation

ICT TEACHER EVALUATION

Class: Pupils from Years 8 & 9

Date of Activity: July 2003

Related to the Learning Objectives of the lesson

How did the ICT activity help to achieve the subject related objectives?

The pupils had to focus on the main points of People's Day and select images and interviews to communicate this to different audiences. They had to pick out the main points in their interviews and précis them for their articles.

Was it a suitable task for the pupils' age/abilities?

Yes, the activity had a great challenge for the gifted and talented pupils who rose well to the occasion.

In what ways was it successful? - Did the children learn what you expected?

The desk top publishing skills of the pupils were refined, consolidated and increased because of the real context of the activity. Their ability to use digital cameras, and to identify content-rich photographs increased.

Were there any unexpected learning outcomes?

The pupils' ability to meet and interview a range of people (and to be seen in an adult role) greatly increased the pupils' self-worth and I noticed an increased confidence in their social skills.

How will you use the assessments of the pupils' progress and achievement in the subject to inform your planning?

I will expect a higher standard in the future, not only from these pupils, but in the level of work expected from Year 7 pupils when they do Unit 7.3 in the ICT scheme of work.

How do you think the activity supported the learning of the curriculum subject (eg. Literacy, Numeracy, science etc)?

The activity gave a real-life context to a number of Literacy and ICT objectives. By engaging in the rigour of meeting a tight deadline, the pupils' knowledge, skills and understanding were greatly enhanced.

Teacher Confidence and Competence

What was your own level of ICT confidence before the activity? Do you feel you have gained in confidence and why?

I was already confident in the use of "Publisher".

Reflecting on the classroom organisation, what factors do you think were important in doing the ICT activity?
This activity required pupils to be out of the classroom and working in a tent that had been equipped with laptops and printers.

What would you do differently next time you carry out the task with a class?

I would involve a newspaper editor in the preparation of pupils so that they had "expert" advice on interview techniques and how to compose photographs. If working with a whole class it would require more careful supervision. I would work collaboratively with the pupils' English teacher to give more time for the pupils to consolidate their learning.

Hardware and Software Issues

Did the software used give any feedback to the pupil? If so, how was this feedback recorded and used by you and the pupil? Only in the sense that the pupils could see immediately the effects any changes they made. If there was more time pupils could annotate their printouts to say why they made the changes.

Were there any other hardware or software resources issues?

This activity requires a number of digital cameras to be available and puts a high demand on the efficiency and cost of a colour printer.

Further extension work could be done using PhotoShop or other photo-editing software.