

Sharing good practice

19/4/08

Communication

This week we focus on communication. First Angela Jones follows up on her article in SGP21 with an account of how she has used Photo Story 3 as part of the Travel Buddies work. On page 3 Kate Valentine tells us all about podcasting and explains how schools can set up their own radio station. Kate has provided worksheets to support the activity which are available from ictopus via the link in the article. Finally we have a snippet from Anne James about after-school activities with ComputerXplorers.

Travel Buddies + Photo Story 3

Angela Jones



Travel buddies + Photo Story 3 - what a great combination!



In an earlier issue of Sharing Good Practice (SGP21) I wrote about using travel buddies to support a creative approach to many areas of the primary curriculum. I have used these travelling toys with each of the year groups in the primary school and I have found that the work always captures the children's imagination regardless of whether they are Reception or Year 6!

ICT should be used in the classroom when it is the best means of delivering something rather than just because... With travel buddies ICT comes into its own - what better way is there to keep in contact with a school on the other side of the world than by using ICT?

Having become familiar with the use of email to 'cyber talk' I started to look at different ways of sending information quickly - always bearing in mind that the children must be able to do this, in the main, by themselves. When using a travel buddy one way in which we introduce ourselves is by sending a PowerPoint presentation that gives an overview of where we live and the sort of things that we see and do.

Editor's Note

Photo Story 3 is becoming quite a favourite at ictopus. Read about other ways in which it has been used in SGP12 and SGP22.

Another way, and one in which the children have really enjoyed, is by using the program Microsoft Photo Story 3 for Windows XP. To get it search for Photo Story at <http://www.microsoft.com/downloads/Search.aspx?displaylang=en>

This is a free download program from Microsoft and there is a very good tutorial (and I highly recommend that you read it first) at: <http://www.bteducation.org/img/lib/dialogics/PhotoMovie/index.html>

It is also essential that you have Windows Media Player 10 or 11 on your computer and this is available for free download too. The only other extra that you may need is a microphone.



This program helps you to create slideshows (or 'photo movies') using digital photographs. It is a very child (and adult!) friendly program that allows you to crop and rotate pictures, add text and special effects and narrate through the pictures if you wish. The resulting work can be sent on disc or by email and can be viewed on a TV, computer or a Windows Mobile based portable device. I chose to email it to our partner school and this was easily achieved.



Our recent travel buddy from Queensland stayed with us nearly until Christmas and I thought that it would be a good idea to send our partners a photo movie showing the toys all around the school enjoying Christmas activities with us.

The work that we undertook enabled the children to display their talents at taking pictures, loading them onto the photo movie program and arranging them in a suitable order. Then they were able to add text and captions.



The children went in small groups to take pictures of the travel buddies in different places around the school. We ended up with a great assortment of pictures – at the front door, under the Christmas Tree, exploring the Nativity set and comparing notes with the snowman to mention only a few! I downloaded them all to the computer and placed them in a file. The children were surprised that the file containing all the pictures could be created so easily and were fascinated with the work that they had produced so far excitedly discussing what each picture showed and the captions that they could use. The next time that I do this the children will have the benefit of seeing what the first group produced but this time we were working 'blind.'



The photographs are loaded onto a strip at the bottom of the page and it is possible from here to arrange them into any order by means of click and drag. The children were responsible for this but it took time as everyone had a different viewpoint! Eventually, having more or less reached a consensus, we worked through the program adding text and music. To add text each picture must be selected individually. There is a choice of where to place the text on the page and font and size can be changed too.



The music that is offered to accompany the photographs can be tailored to suit the theme of the project using a mix of genres, bands and moods with a variety of musical instruments playing. One very useful point is that the music is created to last the length of the project so that you do not have to try to work out how long your project needs to be. As it is possible to change the time that each picture is shown this is invaluable. The user-friendly nature of Photo Story 3 certainly helped the children to achieve a very high class completed project.

I allowed the children two sessions to work on this project. As we were a lunchtime club this amounted to about an hour. Next time I will run it for longer to allow the children more thinking time. They worked very hard and completed the presentation but I think that providing extra time for planning would encourage more discussion and make for a richer learning experience.

Author Notes

Angela Jones is leader of the Infant Department at Hautes Capelles Primary School, Guernsey where she has worked since 2003. Before that she taught in Pembrokeshire, Wales.

Another approach would be not to do all the photography first but to allow the children to take the pictures as an ongoing element of the club activity. This would again allow more time for children to choose what to take and make the whole process more fluid and creative.

I was very proud of the work that they completed and for a first effort think that they worked exceptionally well. Maybe next time I will ask the group to narrate through the pictures rather than write text. This will enable those who find writing difficult to display their talents in a different way.

Podcast with Voice It!

Kate Valentine



Would you like to start your own school radio station to upload podcasts, video, pictures, and blogs? Well you can do with Radiowaves.

I am a teacher using Radiowaves as a teaching tool in two London primaries - you can visit examples of these schools at www.radiowaves.co.uk/buckingham and www.radiowaves.co.uk/hamptoninfants.

Radiowaves is a network of over 400 school radio stations in the UK and abroad. It allows young people to plan, record, edit and publish their audio on the Internet in a safe environment - for the home page see www.radiowaves.co.uk. Schools can subscribe to Radiowaves for use across the school for a licence fee, or can join a Ministry of Justice funded project called Voice It! This service is supported by the DCSF to promote the student voice and is a free service to schools. To register go to: www.radiowaves.co.uk/voiceit

Engaging young people in PSHE through radio

Podcasting can provide the perfect forum for student voice. Children themselves can identify issues of importance to them in their own communities, both within the school and the wider community, and can explore and present these issues in more depth. Creating a radio podcast about an issue they are passionate about

allows children to seek the views of their peers and to create a platform for them to air their opinions. The process of creating a podcast requires them to identify, negotiate and plan a suitable format and content. To further develop the quality of the podcasts it is essential to evaluate and reflect on both the strengths and the areas for development of the completed piece of work. Radiowaves also provides the opportunity for others to comment on children's work. By publishing work on Radiowaves School websites, children can access each other's work and interact with each other by leaving comments.



This article is intended to highlight how the use of radio can support the Key Stage 2 National Curriculum programme of study for PSHE.

Ideas for podcast content linked with PSHE programme of study

PSHE Programme of Study	Possibilities for podcasting
Developing confidence and responsibility and making the most of their abilities	<ul style="list-style-type: none">• celebrate achievements and abilities by interviewing peers and members of their school community
Preparing to play active roles as citizens	<ul style="list-style-type: none">• report on the school council elections and associated issues• explore and report on local campaigns being organized in their area• compose a rap to incorporate the class or school rules
Developing a healthy, safer lifestyle	<ul style="list-style-type: none">• improvise, script and perform issue based plays exploring behaviour and making the right choices
Developing good relationships and respecting the differences between people	<ul style="list-style-type: none">• instigate an anti-bullying campaign for their radio station



I have provided three pupil worksheets to support teachers who wish to get involved in Podcasting work. Each activity will take about half an hour.

The worksheets are available from <http://www.ictopus.org.uk/resourcefiles/PodcastWorksheets.doc>

The activities are:

Getting Deep – this activity aims to develop questioning and critical thinking skills, helping children to listen to others’ opinions, investigate events around them and feel confident there is a role for them to play in school.

Planning your show! – a News Bulletin planning sheet is provided to help children appreciate the value of planning when making a radio program. Its use will build confidence and provide a scaffold for learning.

Voice of the People! – this practice Vox Pop activity will help children appreciate how vox pops can give us a general idea of people’s opinion on a chosen issue and help develop empathy and understanding of other people’s feelings and opinions.

Getting Deep!

The themes chosen for many of the radio stories produced by children for broadcast are often controversial in nature. This can pose its own challenges; both addressing the issue in an appropriate manner and in encouraging children to devise questions which will result in meaningful answers suitable for a radio programme. The ‘focused conversation’ method is devised to develop both empathy and critical thinking skills. The method encourages children to move through four levels of structured questioning.

Level	Benefits	Examples of interview questions
Objective (What?)	Allows the person being interviewed to share exactly what they have seen or done. The listener gets the lowdown on the nature of the story.	Can you describe for us what is happening here? Have you ever seen in this school?
Reflective (Gut)	Allows the person being interviewed to relate the issue to themselves. The listener may also relate the issue to themselves and be curious to hear more.	How did it make you feel? What was your first reaction to ...? Have you ever had any experiences yourself of this?
Interpretive (So What?)	Allows the person being interviewed to start giving their own theory / opinion on the issue. Helps the listener to work out what the discussed issue is all about.	Why do you think this is a problem? What do you think this is all about?
Decisional (Now What?)	Allows the person being interviewed to suggest possible solutions. The listener also begins to think about their own role in the discussed issue / problem.	What do you think could be done about ...? What will your next steps be? What could we all do to help?

Using the worksheet, explain the method of questioning to children, making sure you focus on the benefit for both the interview subject and the listener.

Children are to read the short excerpt then devise four questions they would ask an interview subject using the four levels of questioning. Remind them they must try to create questions that result in detailed answers and not simply ‘yes or no’.

Planning your show!

Discuss the importance of planning a radio show. Remind the class of suitable topics previously discussed and relevant to them and your school. Explain that journalists need to think very carefully about what makes a good story, who the



best person to interview is and what would be the best questions to ask. They also need to remember who their audience is and make sure that their programme is suitable for this audience.

Allow the children to work in groups - the optimal number would be 3-4 in each group - and spend 20 minutes brainstorming what they would like on their school / community news programme. Each group should complete a planning template.

After the children have completed their planning sheet give them time to reflect on their participation in group work.

Planning is essential no matter what the genre of the radio programme. Whilst this worksheet is designed specifically for a news programme it can be easily adapted to any genre.



Voice of the People!

Introduce the concept of 'vox pops'. The worksheet will help you do this. Remind the children that the vox pops they are to record should link with the planned programme they are making – to give extra depth and variety to the story they have chosen.

Brainstorm what vox pops can bring to a radio programme:

- they make the listener feel that the subject is interesting to many people
- they give different points of view
- they give variety and can be quite funny at times.

Brainstorm what makes a good vox pop:

- female and male voices
- young and old voices
- different accents

Go through examples of vox pops on the worksheet. Children can then create their own vox pop questions and practise performing them in pairs.

Author Notes

Kate Valentine teaches in two primary schools in the borough of Richmond. She uses podcasting as a teaching tool with both whole classes across the curriculum and with behaviour management and gifted and talented groups. Before training as a teacher, she was a Radio Producer for BBC Radio Drama. Kate has been selected to go to China in April 2008 with Richmond Borough to investigate their creative and innovative use of ICT in the curriculum.

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Use the Web

Leave a poll on your station to gather opinion on your issue from the public.

Connect with other schools that have a similar campaign and leave messages for their reporters.

Examples of Great Work on Voice It!

Many campaigns have been successful in gaining the attention of the authorities who have the ability to implement change and links to three examples are given below. Encourage your pupils to be bold and they may well get a visit from MPs such as Bridget Prentice or Jack Straw.

The Government really want to know what young people think and how they view the world; so this is your opportunity to get their voices heard and make a difference.

<http://www.radiowaves.co.uk/story.aspx?lngStoryID=16254#>

<http://www.radiowaves.co.uk/story.aspx?lngStoryID=13584>

<http://www.radiowaves.co.uk/story.aspx?lngStoryID=16295#>

Happy podcasting!

It's fun when you know how! ComputerXplorers in schools

Anne James



Children learn best when they are having fun at the same time – and it's that premise which underpins the ComputerXplorers programme. Along with our lungs and mobile phone features, a lot of us use just 20% of the available potential of our computers! Children today are surrounded by technology; digital cameras, Sky Plus and Wii to name but a few, but they largely use home computers for the most basic functions of accessing the internet, playing games or chatting with their friends. Some children, of course, don't have access at home to a computer or connection to the internet, and there is evidence that these children are at a disadvantage as compared to their more fortunate peers.



At ComputerXplorers, we show children a different side to technology – that it's fun when you know how! In small groups of 10-12, children discover that computers are exciting learning tools, empowering them to make films, create animated slideshows, design their own video game or produce a comic: all activities which satisfy and develop creativity while extending their knowledge and use of ICT. Problem solving, critical thinking and team working skills are very useful by-products of participation.

Most importantly, the children have a lot of fun – after school yet still on school premises, the children interact with adults other than their teachers or parents, work together on projects with friends, and mix with children they would not usually meet in the course of a school day.

For parents, a ComputerXplorers after school technology club provides a safe place for their children to enjoy themselves while learning new skills and making new friends. For schools, a technology club makes a welcome contribution to the menu of activities and enhances a school's existing extended hours provision. Offering a technology club after school is very simple as ComputerXplorers provides everything needed to run the club, including trained, CRB checked instructors, software, peripherals and all other equipment.

The ComputerXplorers programme can also help schools extend their ICT facilities to the wider community. With our exciting, structured activities, holiday camps for children are a popular service for working parents, and also offer much needed respite for parents at home during long holidays! Local people interested in developing skills in basic computer operations, digital scrapbooking and using ebay and paypal can sign up to special adult courses held during the holidays and other out-of-school time, and, as a social opportunity for mums, dads, grandparents and carers to get to know one another, it places the school at the heart of the community.

Talk to your local ComputerXplorers about how we might help with after school or holiday activities at your school. There's no hard sell and we only take 20 minutes of your time. Find your local office at www.computerexplorers.co.uk or call us on 01530 513308.

Author Notes

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Now you have read *Sharing Good Practice* take a look at the latest **news** at www.ictopus.org.uk

This is updated regularly with lots of great ideas.

