

# Sharing Success

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In this jam-packed issue, the lead article looks at the use of Windows Movie maker to develop ICT and geography skills and Jackie Lester offers advice on preparing for an Ofsted inspection. Rhona Dick introduces two pieces of software for exploring moral dilemmas and finally we have a Top Tip for maths teaching.

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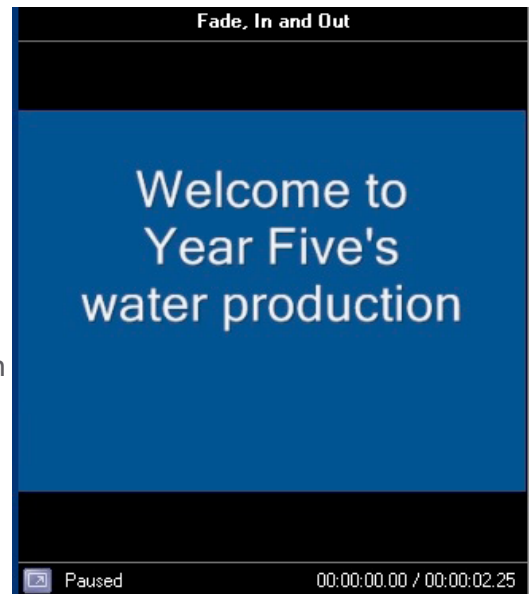
## Using Movie Maker to develop ICT and geography skills

Lydia Johnson describes how she used Windows Movie Maker with her Year 5 pupils to motivate learning across the curriculum.

Cairo English School is a recently opened (September 2006) International School in Mirage City, Cairo, Egypt. It has just over 140 pupils ranging from Foundation Stage One to Year Nine. The school has a large percentage of ESL pupils and the school follows the National Curriculum for England and Wales.

### Year 5 become Movie Makers!

To help address a number of National Curriculum requirements across the curriculum focus topic of 'Water' careful planning and an element of excitement was needed. Most of the pupils have easy access to technology eg i-pods, mobile phones and the Internet outside of school and this was seen as a key element to motivate their learning. As part of the assessment of the topic, the pupils were asked to create a Movie using Microsoft Windows movie maker. Topic planning incorporated many cross-curricular links. The main focus was geography, but music was added to their movie and literacy elements were planned to develop speaking and listening, writing and reading. The cross curricular links were essential as the pupils are all ESL learners.



Curriculum Focus is given five forty minute lessons per week for a period of three weeks. The full scheme of work for the Focus is available here. The planning includes details of cross curricular links, provision for ESL, display opportunities and ICT links.

Some of the tasks were completed as homework. The secondary science teacher was used as a key resource and assisted in the teaching. A trip to the River Nile was planned; the school is located only fifty minutes away after all!

### The Director's Cut

After completing the two weeks of study the pupils had the necessary knowledge about water and could now concentrate on the ICT skills needed to make a movie. Their first reaction was that surely they could not produce a movie. I set out to show them that they could.

They were asked to work in pairs or small groups to create their movie and they followed a step by step guide to the use of Movie Maker to enable them to progress at their own rate. This 'step by step' guide to using Windows Movie maker is available by clicking here.

Using the guide enabled the pupils to be more independent in their learning. It is important for ESL learners to have repetition and for work to be presented to them in different ways. The guide incorporates pictures to promote the development of their ICT skills and the words develop their literacy skills.

The creation of the movie reinforced the knowledge covered in previous lessons. It enabled formative assessment in science, geography and ICT and I was able to address immediately any misconceptions that may have arisen in any of these areas. This task enabled them to demonstrate their talents in a range of areas. As a class teacher in an International School, I found this opportunity to assess many areas was invaluable as gaining access to previous school records is not as straightforward as in a UK state school. Our pupils have a wide variety of different curriculum experiences from the local state school and other international schools.

### Everyone is smiling!!

At the end of the work, all of the pupils had a finished movie that they were able to share with the whole school community. They took a copy of the movie home on a CD and one parent shared it at a family event where everyone was very impressed with the pupils' ICT skills and the amount of knowledge they had gained about water. Using ICT in this manner I feel was a valuable asset to the topic and one that I can highly recommend.

Today Cairo tomorrow the Oscars . . .

### Author Notes

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## Be Prepared

Jackie Lester offers advice on preparing for an Ofsted inspection.

Be prepared for . . . Ofsted! Most of us have felt by now the creepy chill of foreboding caused by news of an imminent inspection. In these days of self evaluation, inspections are mercifully brief - but the notice given is correspondingly short: For our school, forty eight hours notice was given of a two day inspection to be carried out by three inspectors.

I had taken on the role of ICT coordinator just before our previous inspection in 2003. At that time, ICT was pointed up as a subject that needed improvement; children did not reach expected levels of achievement. Since then, we have installed IWBs in all classrooms and supplied all teachers and regular supply teachers with laptops; to complement the four computers in each classroom, we have built a mobile ICT suite of thirty two laptops with wireless connection to our well established network; we have bought cameras, microscopes and, most recently, set up a dedicated RM work station to facilitate movie editing.

Most importantly, using the Becta self-evaluation matrices as our guide, we began to introduce changes to our practice which would complement our sophisticated hardware:

- Curriculum plans which ensure our children progress and achieve their full potential.
- Assessment materials to inform teacher judgements and children's self evaluation.
- Training sessions to ensure staff were able to get the most from the available software.

In Spring 2006 we achieved the coveted ICT mark - one of the first primary schools to do so; we were prepared for Ofsted!

But what about the lesson they were actually going to see me teach to my Year 3 class on the first morning of their visit?

I had a Viewpoint lesson planned - Search and sort skills. Not exciting. Not outstanding. But solid. Planned.

And then it snowed! What a treat!

Inspection blues disappeared! I got great shots of the children at play in the break time - and showed them to my class at the beginning of our scheduled ICT lesson. I asked who among them were 'old fogeys' and could remember the good old days, when you had to snap your pictures, finish the whole film, take it to the chemist, and then WAIT, sometimes for days to get your pictures back. Then we had our instant picture show. They were enthralled!



And that was the aspect of my lesson the inspectors liked best - that we had responded quickly to an unusual event and turned it into an educational opportunity.

So, if Ofsted is coming your way, be prepared - to change your plans and seize the day!

### Author Notes

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## Using ICT to explore moral dilemmas

Rhona Dick introduces software for exploring moral dilemmas.

### Kate's Choice

In 2002 MAPE, now the Naace Primary Community, published a Focus on Teaching Thinking and ICT. One article by Rupert Wegerif referred to a little piece of freely available software, called Kate's Choice, which had been developed by the Thinking Together team [www.thinkingtogether.org.uk](http://www.thinkingtogether.org.uk) The object of the program was to encourage children to explore and reflect upon the ramifications of a moral dilemma presented in the context of a story.

Kate's Choice was originally hosted on the VTC, and when that site was 'decommissioned' the program seemed to vanish from the Internet. Naace Primary Working Group is pleased to announce that Rupert Wegerif has given permission for Kate's Choice to be made available again via the Naace website. The program and supporting teachers' notes can be found at <http://primary.naace.co.uk/activities/index.htm>

### Make your own branching story

The program is written in the form of a branching story. If, like me, you don't have the skills to create a program using Macromedia there are lower tech alternatives. The Halfbaked software team provides a little program called Quandary freely available from <http://www.halfbakedsoftware.com/quandary.php>

To quote from their website 'the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name 'Action Maze'.'

Alternatively you could use PowerPoint or similar to encourage children to create their own branching stories with a moral dilemma. Leon Cych described clearly how to do this on the CD that accompanied Focus on Teaching Thinking and ICT.



## Bubble Dialogue

I've just found this piece of software that is free to download and ideal for exploring similar ideas although not in the form of a branching story. The software is not new; it was originally created in the 1990s for Macs, but is now available for PCs. You simply provide your name and email address and download the program. A user guide is also provided and there is the facility to record and listen to the dialogue, at present however not all the links work as they should.

Once you have opened the program you are invited to join a dialogue or create a new one. I'd advise you begin by using a ready-made scenario; there should be three although in fact at the moment one of them is duplicated. The first involves a schoolboy being bullied by three older youths, in the second you can role-play the conversation between a father and his daughter who stays out late, and the missing third one involves shoplifting.

Once you have selected your template and entered the users' initials the prologue page sets the scene. There are two styles of bubbles, so you could use one for thought and one for speech and you can also add text to a note at the bottom.

Each screen with dialogue is automatically saved and a fresh screen (with the identical picture) is presented.

When you have finished your dialogue click on the icon at the right of the screen to view your script.

If you choose to create your own scenario the user guide tells you how. Ten ready made pictures are provided or you could create your own, guidance is given. Sample lesson plans are also provided.

By providing children with a means of role-playing a situation where they can map their views onto a third party, they may feel more able to express feelings and ideas than in open classroom discussions.

This program, which can be downloaded from <http://www.dialogbox.org.uk/index.htm> is not completely free of hiccups, but it costs nothing!!!

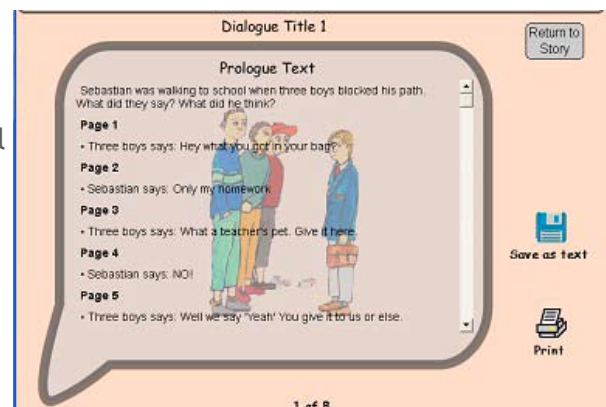
### Starting points

#### 1. Why wasn't I invited?

This is an issue that arises frequently with children and young people of all ages. The story 'Lizzie's Invitation' uses fiction to help children come to terms with it. Children could create a dialogue between the two principal characters, or between a child and an adult to help them understand some of the issues involved.

#### 2. But I found it

Another suggestion based upon children's fiction. 'Jamaica's Find' tells the story of a child who finds a toy at a park and keeps it. A discussion between Jamaica and her mother demonstrates why this is wrong. Ownership is an issue that crops up frequently with young children in particular.





### 3. Why can't I have . . . ?

Children frequently feel jealous of their peers and parents often feel pressurised into 'keeping up with the Joneses.' Bubble Dialogue offers the opportunity to consider some of the consequences of such pressure on both children and families.

### 4. The school run

This topic is very much a modern hot potato. Children could be encouraged to discuss the advantages and disadvantages, threats and opportunities afforded by different modes of transport.

#### Author Notes

Rhona Dick now works independently, but has experience of teaching across all primary age groups, specialising in Mathematics and History using ICT. For eight years she coordinated MAPE publications and is now publications coordinator of the Naace Primary Working Group.  
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## Top Tips

### Mental maths

Have you ever watched a darts match? Are you surprised at the speed with which the contestants can calculate what they need to throw to win?

A dartboard is a first class maths resource. Children use addition, subtraction, doubling and trebling in the context of a game. It can be a hugely motivational way to for children to practise these skills. Of course using real darts is probably not an option so you could use the one provided by Primary Games - a free evaluation copy is available at <http://www.primarygames.co.uk>

Ask for volunteers to 'throw' the darts. At the end of each turn ask the children what numbers they would aim for next and why. Are there alternative ways of checking out? To finish on a double what sort of number must you be left with? Will this influence the previous 'throws'? Why and in what ways?

You don't need to use a computer to play classroom darts. You could use a child-friendly and safe board and darts, but in my experience valuable learning time is lost because children's throwing skills are underdeveloped and the darts often do not stick.

There are lots of paper-based activities that build on the game. Darts can also provide the opportunity to look for patterns - what total do you get if you throw treble one, double one, and single one? What about treble two, double two, and single two? Continue in this way. What do you notice? What happens if you throw three doubles of the same number or three trebles of the same number?

It can help to reinforce concepts of, for example, odd and even numbers. What happens if you double/ treble an even number or an odd number?

A player must throw a double (or a bullseye) to finish. What is the highest checkout with three darts? If you have only one dart and 17 left can you win? Why not?