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| **Scenario Title: Personalisation** | **Let’s Think in English** | | **School name:** | **The Skinners’ Kent Academy** | | **Topic:** | **This is Just to Say** |
| **Time (in no. of lessons or percentage of unit)** | 5% | 45% | | 40% | | | 10% |
| **Activities** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Dream.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Explore.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Map.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Make.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Ask.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Remake.png** | **C:\Documents and Settings\jmcarvalho\Ambiente de trabalho\icones learning activities\Show.png** |
| **Description of what each activity entails** | Students will be asked to explore the poem ‘This is Just to Say’ by William Carlos Williams.  They will read it and discuss it with their peers.  They are going to explore this Poem and the reply throughout the project. | Students will generate questions about the poem. They will consider different angles. What can they ask about it? What enquiry route does it lead them down? What things are they curious about? What can they find information about?  Students will choose which aspects of the poem they would like to explore most and use this to start building a picture of the poem and what it might mean.  They may also decide to explore the reply from the author’s wife more. | Students will organise the information they find out about the poem. They will decide what information they wish to keep for their final product/presentation.  They will decide how the information they have gained has informed/changed their opinions about the poem.  They will begin to map what/how their final product will look like. This may include a story board or similar. | Students will now draft a final product based on their exploration and the information they have found out about it. They will make their first prototype of this product.  Students can choose how/what their product must be in a film format.  Final movies will be shown to staff and students in a film premier style afternoon. | Students will have the opportunity to gain feedback on their draft:   * Peers * Teachers * Their family * Poetry Society   Students will now reflect on their feedback and decide what they intend to improve. | Students will create their final product based on the feedback they have received and their own reflections. They can of course continue to get on-going feedback on their product and draft/redraft this as many times as it takes to product a product which is of a high quality which they are proud of. | The presentations of their movie will first of all be carried out as a class.  Students will be taught presentation skills and they will be given instant feedback after their presentations and on their movie itself.  The movies and the enquiry behind them will then be possibly shared on Vimeo/YouTube and the Academy website. |
| **Assessment (type, instruments, ...) Reflection (reflecting upon one’s learning and reporting activity status and progress)** | NC levels and targets discussed with students. Assessment will be against the lesson’s learning objectives and will include verbal discussions in addition to students having the option of completing their work on their devices. This work will then be assessed as part of the normal assessment process against NC. | At this point students will be expected to present their findings and research so far. They will present a number of enquiry questions they have considered and then justify the conclusions they have come to.  They will show all possible research routes arising from their dissection of the poem and will again explain which route makes them curious and what information they have found.  Students will have to explain why they think their research is reliable and accurate. | Students will be reflecting on their research in order to organise it. At tis point they will use apps to do this and staff and peers will discuss these with them to help them make the correct decisions when organising the information. | Students will continually think about whether the way they have chosen to present their work is the correct way to do so. They will draft, redraft and refine their work based on feedback and their own reflections.  Students must also consider the audience and how they might receive this. | The feedback provided at this point will help students to reflect on their draft movie so far and to improve their ideas for their final product. It is still appropriate for students to decide that they need more research or information about the poem or movie idea in order to make the best movie possible. | The final product itself will be assessed using the NC levels which students will be aware of. This will be done formally by the teacher.  The research carried out will also be assessed as part of this, not just the final product itself as will the students ability to reflect on their performance and evaluate their own work. | Students will now get feedback from a wider audience than just their peers and teachers with other staff and students able to comment on their videos. External visitors and experts will also be invited to comment on the final work and to leave their reflections. |

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| **Activities** | **Dream** | **Explore** | **Map** | **Make** | **Ask** | **Re-make** | **Show** |
| **Teaming and collaboration, Individual work, Personalisation** | Individual work with class discussions. | Individual work which will eventually contribute to group/team | Team | Team | Individual/Team | Team | Team |
| **Digital technologies (hardware, software, web 2.0 tools and services, ...)** | Whilst there is scope for digital technologies here we are inclined not to use them. Having said that, resources such as the poem etc. will be placed on Edmodo which all students are registered on.  Reading and interpreting the artefact is central to the project and doesn’t really need any technological input. It is important that students get an opportunity to give their opinions and listen to others. We feel that keeping this low tech and then using technologies to explore it and present about it is the best approach. | There are plenty of opportunities here to focus on apps which allow research such as Wikapedia, How stuff works, online search engines. Which apps/tools students choose to use will depend on their interpretation of the poem and what they are exploring. Students will be introduced to tools like Evernote/Pinterest to support the collection of their research and taught how to use the advanced features of search engines.  Of course the digital tools for research will be balanced against paper based sources too. | Students will be responsible for choosing an appropriate graphic organiser, some of which can be used directly from iPads, others which will be completed on paper if they prefer. Either way their final maps will be uploaded to the class edmodo page either as a digital map or as a photograph taken with their iPad of their paper based map.  The iPads will also be used to capture feedback from others.  Students may choose to use the app MindJet or Mindmap HD as a way of organising their thoughts in a mind map. | Some very simple and free movie making apps on the iPads will be used to support the creation of the products. Students will need to explore which apps they intent to use to film and edit.  A simple dictionary and thesaurus can also be used.  Students can capture their drafts and initial thoughts using iPads and share these with the teacher/class via Edmodo. | Similarly to previous feedback students can capture feedback from others using the iPads. They can share their products with external experts or the community via Youtube/Vimeo in order to get feedback from a much wider audience. Work can also be shared between classes in this way.  Students will create some sort of presentation or blog post (still to be decided) which will explain what feedback they have had, what they have learnt from it and what they plan to do to improve their prototype before making their final product. | Similar to the Make column. Students will have the opportunity to re-film/re-edit any of their movies based on the feedback/comments received. | Students will need to make their videos available in order to show them at the premier.  They will need to explore the different formats and options available e.g. using VGA leads, sharing websites such as dropbox etc.  Youtube/Vimeo for comments.  Students use Edmodo. This will include photos, videos and/or audio reflections captured via the Galaxy Tablets. |
| **Learning Environment(s) (the physical or virtual setting(s) in which learning takes place)** | Classroom | Classroom | Classroom | Classroom,  Home,  Academy building | Classroom  Survey Monkey  Home  Academy | Classroom,  Home,  Academy building | Youtube  Vimeo  SKA Website |
| **Roles (teacher, students, parents, experts, etc.)** | Students and Teacher | Students | Students and Teacher | Students | Students,  Teacher  Parents  Staff | Students | Students,  Parents,  Staff,  Teacher |