

Clyde Waterfront Education curriculum resources

Lesson / project idea

“Clyde community”

<p><b>Title</b></p> <p>Community focused reporting</p>	<p><b>Curricular area</b></p> <p>Language</p>	<p><b>Age group</b></p> <p>Upper Primary / Lower Secondary</p> <p><b>Time allocation</b></p> <p>3 – 5 periods or longer project</p>
<p><b>Lesson/project focus</b></p> <p>Functional writing</p> <p>Production of a newspaper</p>	<p><b>Cross curricular links</b></p> <p>ICT</p> <p>Social Studies</p> <p>PSE and Citizenship</p>	<p><b>Cross cutting themes</b></p> <p>Enterprise in Education; Determined to Succeed; A Curriculum for Excellence; Assessment is for Learning; Citizenship; Personal and Social Development; NEET; Eco Schools / study skills; Taking Learning Outdoors; Parents as Partners</p>
<p><b>Description</b></p> <p>Using stimulus of news items about the Clyde Waterfront regeneration and aimed at communities along the Clyde, young people will construct a one page newspaper article on the developments including the pros and cons for the community. Group work where each takes a different aspect of the development to be covered will produce a full newspaper type document, for example, focus on the effect on the young people in the area.</p>		
<p><b>Aims of learning</b></p> <ul style="list-style-type: none"> <li>• To apply language theory in a real life context (how to construct prose that conveys a message)</li> <li>• To link language education with other curricular areas such as Social Studies</li> <li>• Develop ICT skills – more advanced features of a word processor program, for example columns</li> <li>• To problem solve as issues can provoke totally different points of view in others</li> <li>• To understand that decisions are being made around them all the time, and that people care about the way in which they are resolved</li> </ul>		
<p><b>Outcomes of learning</b></p> <ul style="list-style-type: none"> <li>• Clearer understanding of community around them and the decision making process</li> <li>• Application of their learning in language, social studies, etc. in a real context</li> <li>• Ability to effectively use the internet to research critically</li> <li>• A deeper knowledge of ICT</li> </ul>		

- Employability skills, such as working in teams – co-operating, negotiating, communicating
- Personal skills, such as self-awareness, responsibility, independence, creativity

## Resources

- See '*Clyde communities support materials*'

URLs for news websites and real newspapers (you may wish to bookmark some)

- <http://news.bbc.co.uk/>
- <http://www.independent.co.uk>
- <http://www.guardian.co.uk>
- <http://www.telegraph.co.uk>
- <http://www.usatoday.com>
- <http://www.latimes.com>
- <http://www.nytimes.com>
- <http://www.einnews.com/russia>
- <http://www.africaonline.com/site>
- <http://newslink.org/nonuss.html>
- <http://timesofindia.indiatimes.com>

## Relevance to curriculum

Using core learning skills, pupils will apply the knowledge gained in language, writing and ICT in a real context. The content, which is based around the local community and the Clyde Waterfront regeneration, will link curricular areas such as Social Studies, Expressive Arts, Technology.

Pupils will gain invaluable learning about themselves and their communities, developing extensive life and work skills.

There are a huge number of opportunities to promote the pupils, the school and the local community on an ongoing basis through this activity.

## How to develop an *enterprising* lesson

### Developing confident individuals

#### How will you provide a *real* context for learning?

- Partners in learning – make contacts with business and community groups who can offer advice /support on developments in the local area
- Stimulus is real piece of news – the Clyde Waterfront regeneration and the issues that have been reported in the local news
- Pupils have the chance to investigate and report on a real life issue happening around them
- Work will form a display showing others what they have achieved
- Teams will present to business / community / peers on their product
- Understanding of jobs that are linked to this task in a real context

### Developing responsible citizens

#### How will you give *responsibility* to pupils for their learning?

- Independent learning – research, analysis, reporting, co-ordinating
- Ownership of their part in the learning – roles
- Pupils make decisions on the target audience and subject focus for this newspaper report and consider this when compiling report – words, images, construction
- They have control over how they organise themselves to complete their task
- Problem solving, negotiating, communicating
- They share responsibility of the task with their peers in a team
- Decision making – self and with group
- Role-play: pupils are given the responsibility of forming their own presentation

### Developing effective contributors

#### How will you develop *relationships*?

- Encourage them to work in a team with others
- Internal and external partners in learning – other curricular areas, businesses, etc.
- Contributing and communicating
- Co-operating and negotiating
- Adopt roles in learning process – the children may want to nominate an editor and sub-editor to monitor what the groups do and see that it will fit together into one final document
- Dealing with differences of opinion within their team – resolving conflict

### Developing successful learners

#### How will you *reflect* on this learning?

- Time can be built in to reflect at specific stages to review how they are getting on in their task and make changes if necessary
- Self / peer / team /teacher assessment
- Recording evidence for EiE and ACfE
- Progression identified
- Identify skills that have been developed and ones that require more work

## Developing lifelong and employability skills

**How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?**

- Talking to local development agencies – Scottish Enterprise
- Seeking information from local regeneration businesses
- Advice from local media – issues / how to compile reports / interviewing
- Chamber of Commerce / Business Gateway – new business investment in area
- Local Authority Planning Dept will provide updated information on developments

**Is there an opportunity to highlight career opportunities?**

Through working with the above agencies there are many opportunities to find out about the work carried out and the possible new opportunities for work coming into the area. Links to investigative journalism – reporter / media personnel; local travel agency / tourism operator / estate agent; town planner / developer / builder / architects, etc.

## Reviewing the process

**If this is a lesson idea, how could you involve other curricular areas?**

- Environmental Studies – People and Place, Level D,
- The physical environment; the human environment
- English Language, Level D
- Functional writing; punctuation and structure
- ICT, Level D, Creating and presenting; searching and researching

**Could it be incorporated into an activity/project with a higher profile (e.g. presentation, competition, production of materials, event, etc.)?**

- Presentation to designers and developers of regeneration of area / local community / local businesses / parents and families to inform
- Judged by the related businesses as above
- Web-based information – link with another regeneration town in another country
- Submit articles for local newspapers
- Work with local media in providing a young person's view of what is happening in local area
- If children have a person they know who is involved in the issue they may wish to tape record or video an interview. This could then be transcribed and used on one of the pages
- Children might wish to use ICT and their research skills to produce a small school magazine in a similar way

## Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
3-4 hours or project	News event to research <ul style="list-style-type: none"> <li>• A word processor or desktop publishing (DTP) package</li> <li>• An interactive whiteboard may be useful</li> </ul>	Start by asking the children to look critically at newspapers and see whether the coverage is pertinent to a geographical locality or environmental issue being studied. Discussions should bring out many of the potential issues that may interest the pupils about the regeneration of the area around them.	Children research an issue related to the impact of the developments on the Clydeside community. Write a newspaper article featuring the topic. Script a short interview.  Some research may be needed to decide upon the issue to be considered.
	<ul style="list-style-type: none"> <li>• Internet access</li> <li>• Newspapers</li> </ul>	In order to set up their own newspaper reports they need to appreciate how the item of news is structured. They should look at headlines, sub-headings, structure of paragraphs, use of pictures and illustrations and use of columns. (see Resource section)	Having decided on an issue, the children can use newspapers online to research the topic.  In their groups they should then decide how they are going to set out their reports.
	Group work News article production	Acting as facilitator, the teacher enables the pupils to work together managing their own time and resources to produce a newspaper article.  Options: <ul style="list-style-type: none"> <li>• All work on similar theme where completed work can be compared to address the concept of different points of view</li> <li>• All articles on a different theme to give variety / produce a newspaper / leaflet</li> </ul>	Working together, possibly using an electronic whiteboard or digital projector, they should make a template page. They can use columns, select size, type and colour of the fonts of different parts of the text. They can also decide on how to construct their text, perhaps starting with a general paragraph, moving on to more detailed information and concluding with a summary of what has been said. The template should then be saved where all children can access it, but nobody can overwrite it.  <ul style="list-style-type: none"> <li>• If the topic was about the developments along the Clyde Waterfront in communities, for example, different groups could work on pages about the effect on the price of</li> </ul>

			<p>housing, the impact on air pollution, the effect it may have on tourism, how it might affect local people etc with one group working on some sort of summary.</p> <ul style="list-style-type: none"> <li>• Children then use whatever sources they can, digital and non-digital, to research their section of the topic. The data is then entered into the newspaper page, bearing in mind the viewpoint they have been asked to work on.</li> <li>• Ideally they may wish to formulate a questionnaire to use on a person involved in the issue. This could be sent via email or they may have some person known to them who could answer the questions.</li> <li>• Some children may wish to write an imaginary question and answer it based on reports they have read.</li> <li>• When the pages are complete, the editors will need to decide on the page sequence. The newspaper can then be printed and published for the class to read.</li> </ul>
	Further development	Encourage the groups to use their work in a higher profile format – web-based; local media; local business and community venues.	<ul style="list-style-type: none"> <li>• It may also be used further afield, on the school web site, circulated to the relevant real newspapers or some similar relevant organisation, for example Clyde Waterfront and their associated businesses.</li> <li>• ICT will also enable the children to access the news around the world. This may incorporate an element of different perspectives.</li> </ul>