

## Clyde Waterfront Education curriculum resources

### Lesson project idea

#### 'River basin'

<b>Title</b>  Mystery of the Clyde	<b>Curricular area</b>  Language	<b>Age group</b>  Upper Primary  <b>Time allocation</b>  6-7 lessons
<b>Lesson/project focus</b>  <b>Lesson:</b> Report writing  <b>Project:</b> Write a newspaper article	<b>Cross curricular links</b>  Expressive Arts Science Social Studies Health and Wellbeing Technologies	<b>Cross cutting themes</b>  Curriculum for Excellence; Enterprise in Education; Assessment is for Learning; 4-15 National Priorities; NEET; ICT; Personal and Social Dev; Parents as Partners; Learning Outdoors
<b>Short description</b>  In this enterprising writing project, pupils will act as journalists and write an article for a newspaper on the sighting of a mystery creature on the Clyde and its impact on the tourism industry.		
<b>Description</b>  This project idea will develop a knowledge and understanding of the writing and research processes of journalists and how they apply these processes in their day-to-day jobs. Working in teams as researchers and journalists, pupils will use their creativity and imagination to write an article for a local newspaper/magazine on a recent sighting of a mystery creature spotted on the Clyde. Through researching reports of historical sightings of other mystery creatures and in particular the 'Loch Ness Monster', pupils will consider the impact and implication of such a 'sighting' on the tourism industry and local economy in Glasgow.		
<b>Aims of learning</b> <ul style="list-style-type: none"> <li>• To meet learning objectives of report writing topic</li> <li>• Gain purposeful understanding by putting learning into real context working as researchers and journalists to create a newspaper report</li> <li>• Gain an understanding of the relevance of their learning through the enterprise approach</li> <li>• Gain understanding of the relationship between the tourism industry and the local economy</li> <li>• Achieve and identify the development of 4 capacities of a Curriculum for Excellence</li> </ul>		
<b>Outcomes of learning</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of 'Tourism' topic gained and enhanced</li> <li>• Writing skills enhanced through focus on language and structures appropriate to genre – report writing</li> </ul>		

- Writing skills developed; revising and editing work, focusing on content and elements of style, independently and in collaboration with others
- Children can identify key language and presentational features of newspapers and magazines through an exploration of the literacy techniques of this writing genre
- ICT skills developed in use of Microsoft Publisher to write a newspaper-style article with graphics and column formatting
- Skills in language, communications, and keyboard enriched
- Enterprising skills enhanced – application of knowledge in a real situation by working as researchers and journalists to create an article for a local newspaper/magazine to meet customer needs
- Employability skills developed such as; researching and sourcing information, contributing and working in teams, reporting and presenting findings to group
- Confidence in working independently from teacher-led lessons through specific job roles within groups
- Pupils take responsibility for their learning through cooperative decision making in their teams
- Pupils have developed enterprising skills identified as 4 capacities of CfE:
  - confident individuals through reflecting on own strengths and skills when identifying roles within team
  - successful learners developing core skills of research communication and working with others generating and acting on ideas
  - effective contributors taking initiative in approach to project, engaging with a wide range of people in society
  - responsible citizens understanding roles and responsibility within the media industry and within their enterprise project

### Resources

- See 'Tourism support materials'
- [www.ourworld.compuserve.com/homepages/lesj/spicer](http://www.ourworld.compuserve.com/homepages/lesj/spicer)
- [www.greatplay.net/uselessia/articles/nessie.html](http://www.greatplay.net/uselessia/articles/nessie.html)
- [www.lochness.com/schools.htm](http://www.lochness.com/schools.htm)
- [www.primaryresources.co.uk/english/englishD9.htm](http://www.primaryresources.co.uk/english/englishD9.htm)
- [www.lancsngfl.ac.uk/literacyresources/index](http://www.lancsngfl.ac.uk/literacyresources/index)
- [www.standards.dfes.gov.uk/primary/publications/literacy](http://www.standards.dfes.gov.uk/primary/publications/literacy)
- [www.teachit.co.uk/attachments/ggnnews.pdf](http://www.teachit.co.uk/attachments/ggnnews.pdf)
- Local newspaper reporter/journalist visit
- Possible visits to local newspaper office, local resource library, tourist information centre
- Clyde waterfront visit

### Resources for project

- Digital cameras
- Microsoft publisher or similar publishing programme
- Mythical creatures & legends resource material
- Fiction material – undersea world, etc
- Variety of examples of newspaper and magazine articles showing various layouts, styles and formats
- Writing paper, pencils

### Relevance to curriculum

- Supports 5-14 Language programme – report writing, communicating facts in a real context
- Relevance of how curriculum topic on report writing is relevant to work and life and how this subject knowledge is put into practice in a real situation
- Relevance of variety of research methods as a tool to source information

## How to develop an *enterprising* lesson

### Developing confident individuals

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

- Pupils put their learning into a real context by working in teams as researchers, journalists and illustrators to research and write an article for a local newspaper/magazine replicating a real life situation
- Pupils put their learning into a real context by relating their k/u of written language to report writing for newspapers or magazines
- Partners in learning: pupils made presentations of their finished ideas to their peers, parents, school community and external partners in learning through a display of knowledge e.g. local artist, local card company demonstrating a k/u of the relevance of their learning in real context
- Partners in learning: pupils made contact media groups for advice on how to compile reports and to access previous news articles
- Look at the jobs that are linked to this task in a real context e.g. photographer, journalist, editor, researcher, illustrator, investigator, painter, card designer, etc
- Action and participation activity: pupils work to complete their articles within a set deadline using their knowledge of the writing process to support what they are doing
- Field trip to the Clyde: Pupils replicated real life by recording images of the River Clyde for research purposes by taking photographs and recording images through illustrative drawings on-site to be used in their articles
- Partners in learning: made contacts with local newspapers, photographers and journalists who could offer advice for research purposes
- Teams replicated a real life situation by negotiating the use of their article in a future edition of a local newspaper

### Developing responsible citizens

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

- Independent learning was demonstrated through pupils taking responsibility for the research and development of their ideas, the layout, recording images and creating designs and presenting their finished article
- Pupils took responsibility for this learning taking ownership and being responsible for their decisions and actions
- Pupils made decisions as a group about the content of their article, and the finished layout and design
- Pupils had a choice about which jobs they wanted to do within their group, reflecting on their skills and strengths
- Pupils co-operated in the task by sharing and communicating effectively with their peers in a team, understanding and respecting each others roles and responsibilities
- Pupils appreciated the relevance of their learning by developing their product for an identified customer in a real life context, within a set time constraint

### Developing effective contributors

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

- Pupils were encouraged to reflect on own qualities and skills to identify roles within the team and collaborating and communicating together to complete their finished article
- Pupils were encouraged to show initiative and make decisions independently and as a team, taking the lead in their learning
- Pupils appreciated the World of Work through actively engaging with external business partners, communicating with external agencies to gather information
- Pupils benefited the school through effective presentation of their product to external partners in learning and including their parent at the planning/researching stages

- Pupils engaged positively with a number of people within the school and community, sharing views and ideas
- Pupils applied critical thinking skills in a new context

## **Developing successful learners**

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

- Test k/u knowledge at end of unit (learning outcomes for lesson) by evaluating the Quality, content and suitability of the finished article
- Successful and effective presentation of article to peers, parents school community and external partner in learning
- Reflect and review progress of team members at specific stages making changes if necessary - 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 e.g. when they begin to create layouts on the computer to ensure it follows the structure of a newspaper/magazine article
- Comparison of work between teams – self awareness/peer evaluation
- Self/peer/teacher assessment
- Record evidence for EiE and CfE
- Identify skills developed
- Progression identified through use of communication and literacy work
- Presentation of work for audience – feedback

## 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?**

Employers/business engagement

- local newspaper journalist
- news reporter
- magazine editor
- local community police
- links with the tourist industry  
to provide information/talks and advice on compiling a report, judging and commentary

Local community

- visits to local newspaper office
- local tourist board

Families were involved through brainstorming the impact a reported sighting of a mystery creature on the River Clyde would have on our local tourist industry and local economy

Pupils can be given the task of researching the range of jobs linked to careers in related industries – [www.planitplus.net](http://www.planitplus.net)

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

- Working with the businesses above will highlight opportunities to possible career options such as newspaper reporter/journalist, editor, photographer, police officer, tourist information board, private investigator etc
- Career information can be included in worksheets while pupils are working through them e.g. on jobs related to report writing, photography, investigator, newspaper/magazine editor
- Careers adviser can also be asked to make an input to the lesson at any time
- Pupils will be able to relate knowledge and understanding gained in report writing can impact to careers profiled

## Reviewing the process

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

### **Social Studies**

People in Place – Scotland – mapping skills – researching areas where famous legends originate, rivers and land formation

People in the past, myths and legends, fact or fiction

People in Society – social and economic impact, the Tourist Industry

### **Art and Design**

Photography, drawing techniques

### **Languages**

Reports, creative writing, research, differentiating between fact and opinion

Persuasive writing

### **Drama**

Dramatising stories/legends

Role-play – interview techniques

### **Science**

Living things – under the sea, habitats of ocean creatures, creatures of the deep

**Maths**

Volume, depth, area

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

- Present completed articles to local newspaper/magazine company/city council representative/local community representatives etc
- Final written articles to be judged by the related businesses as above
- Pupils to negotiate with local newspaper to 'run' their story/article on 'April Fools' day
- Glasgow City Council could be asked for their opinion on the immediate impact of a story like this, to the Tourist Industry in Glasgow and long term, the impact on the local economy

## Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
1 lesson	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Difference between, myths and legends</p> <p>Local and economic impact</p> <p>The tourist Industry</p>	<p>Introduce lesson on structures by asking:</p> <ul style="list-style-type: none"> <li>• What is a myth - legend?</li> <li>• What famous legends do you know of from around the World - in Scotland?</li> <li>• How can we find out more?</li> </ul> <p>Teacher directs pupils in their class groups to focus on the legend of the Loch Ness Monster</p> <p>Instruct pupils to use resource materials and the Internet to research this famous story</p> <p>Report back in class setting</p> <p>Teacher brainstorms with pupils the impact this legend has had on the local community and tourist Industry</p> <ol style="list-style-type: none"> <li>1. How has such a story impacted on the tourist Industry in the local area/ Scotland over the years? On the people who live and work there?</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils discuss myths and legends in groups with teacher support, using resource material, reporting back in class setting- (using variety of newspaper reports, sourced on the internet, books on myths and legends as a stimulus)</li> <li>2. Pupils discuss and research in groups presenting back in class setting</li> <li>3. Focusing on the 'Loch Ness Monster,' working in groups, pupils brainstorm the social and economic impact of such a legend. Impact on the Tourist Industry</li> <li>4. Pupils will have researched the topic through reading and accessing information on the internet</li> </ol> <p>Link with local tourist board, local newspaper, magazine would be useful here - pupils could make contact/invite representatives into class</p>
1 lesson	<p>Homework Activity &amp; feedback:</p> <p>'Mysterious Creature - Sighting on The Clyde!'</p>	<p>Teacher sets homework task:</p> <p><u>'Mysterious Creature - Sighting on The Clyde!'</u></p> <p>Imagine this was a front page headline in your local newspaper or magazine - consider the impact of such a reported sighting on the Tourist Industry/local economy in Glasgow</p> <p>Discuss this with your parents and make notes</p>	<ol style="list-style-type: none"> <li>1. Using knowledge and understanding from previous lesson</li> <li>2. <b>HOMEWORK ACTIVITY</b> – Discussing with parents, pupils should consider the impact such a reported sighting on the River Clyde would have on the tourist industry/local economy in Glasgow and make notes</li> </ol>

		Teacher led feedback session in class	3. Feedback exercise in class setting
2-3 lessons	<p>Outline of newspaper/magazine article brief</p> <p>Site visit to the Clyde waterfront</p> <p>Research &amp; investigation</p> <p>Application of report writing knowledge in a real context</p>	<p>Introduce lesson on report/article writing by distributing brief : Using your knowledge and understanding from the previous lesson and homework activity;</p> <p><i>'Imagine you work for a local newspaper/magazine as a part of a team of researchers/journalists. Following recent claims of a sighting of a mysterious creature on the River Clyde, you should investigate and write an article based on the claims/story. Your article should include any witness statements and photographs illustrations, any evidence and details of the sighting'</i></p> <p>Instruct pupils, working in teams they ;</p> <ul style="list-style-type: none"> <li>• should make notes and plan their article first</li> <li>• will use their imagination to create witness statements/evidence etc</li> <li>• will use key language and presentational features of an article, for example a headline, introductory paragraph and quotes. Identify use of the third person and past tense.</li> <li>• should provide photographs or illustrations to enhance their article</li> <li>• will work to a deadline – reference to the World of Work</li> <li>• will use Microsoft Publisher other publishing programme to write a newspaper-style article with graphics and column formatting</li> <li>• use peer assessment to support work</li> <li>• complete their article within the set timeframe</li> </ul> <p>External partner – local newspaper reporter to show pupils how to organise the</p>	<p>1. Pupils consider writing brief and establish teams</p> <p>2. Teams established, pupils will agree individual roles and responsibilities, considering skills and qualities of members I.e. photographer, recording of witness statements, drafting, editing, researching, illustrating, PC operator etc</p> <p>3. Pupils consider - how will we work together and with others to create our article?</p> <p>4. Teams should study a range of local and national newspaper articles or magazines to identify and annotate key language and presentational features, for example the headline, introductory paragraph and quotes. Identify use of the third person and past tense. (With teacher and external partners in learning for support.)</p> <p>5. Pupils will start to work on writing report using collated information</p> <p>6. Pupils will work individually on tasks and together as a team to complete their article</p> <p>7. Pupils reminded they must work on teambuilding and communication skills to finish on time and within the set deadline</p> <p>Links to local newspaper would support this work. Pupils could make contact and organise a visit to their offices or could be visited. Local newspaper</p>

		information into an easy to read news article	<p>company could offer advice on how teams work together to produce the finished article i.e. reporter, journalist, interviewer, photographer, illustrator, editor, proof reader, designer etc</p> <p>A site visit to the Clyde waterfront would help to stimulate imagination, give pupils an opportunity to take photographs, interview the public and put their article into a real context'</p>
1 lesson	<p>Preparation for presentation of articles – display of knowledge</p> <p>Presentation of articles</p> <p>Evaluation of team and individual input</p>	<p>Instruct pupils to consider how they will present their articles:</p> <p>Pupils' articles could be mounted and displayed on boards for parents, peers and local community of the school to read.</p> <p>Copies of the articles could be delivered in booklets to each class in the school or read by the pupils themselves at assembly.</p> <p>Organise the evaluation of the project with pupils deciding on how it should be done:</p> <ul style="list-style-type: none"> <li>• Self and peer evaluation should be promoted.</li> <li>• Peers encouraged to comment on the articles, what they liked/disliked etc</li> <li>• Local newspaper/magazine representative to select the best written article and award prizes to teams</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils will consider and agree how their articles should be presented to their peers/parents/local &amp; business community.</li> <li>2. Pupils to work together in teams to prepare their presentation of articles</li> </ol> <p><u>Following presentation of articles:</u></p> <ol style="list-style-type: none"> <li>1. Peers encouraged to vote on their favourite article</li> <li>2. Local newspaper/magazine to comment on pupils finished articles, select winning article and give out prizes</li> <li>3. Winning article to be set up in school/business partners or community venue –displayed in local newspaper office</li> </ol> <p><u>EXTENSION ACTIVITY</u></p> <p>Pupils could negotiate with local newspaper/magazine editor to 'run' their article, as a winning creative writing piece or as an article to be published as an 'April Fool' on 1<sup>st</sup> April</p>
1 lesson	Reflection: assessment of learning	<ul style="list-style-type: none"> <li>• A list of new skills gained should be organised with also a list of skills that the</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils would then be asked to evaluate their work and input within their teams</li> </ol>

		<p><b>pupil needs to develop</b></p> <ul style="list-style-type: none"><li>• <b>How successful were you in creating your article?</b></li><li>• <b>What skills did you use? – What new skills have you gained?</b></li></ul>	<ol style="list-style-type: none"><li>2. <b>Pupils should also focus on personal learning and achievements as well as how they will progress their learning – new skills gained</b></li><li>3. <b>Identify and record their skills (AifL)</b></li></ol>
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