

# WORDLE WARM-UP

6+ YRS



## OVERVIEW

Wordles are those word patterns you see everywhere nowadays. We love the software that generates them! It's so simple to use and the possibilities are endless. In this example, we have used it as a fun and quick lesson warm-up activity.



## DESCRIPTION

Go to [www.wordle.net/](http://www.wordle.net/). Click 'create' on the Wordle homepage. Either type or cut and paste the text you want to use in the large white box. We use it for spelling and vocabulary games - for example, we used a list of adjectives we wanted to revise. Press 'Go' and wait a few moments for it to create a Wordle using the words you have provided.

Display the Wordle on the interactive whiteboard for a set time (30 seconds is usually enough) and ask your class to write down as many words as they can in the allotted time.

When you have got the hang of it, try out different styles, colours and layouts. We find selecting 'Horizontal' or 'Mostly Horizontal' in the 'Layout' tab is less confusing for younger pupils. Select a suitable font by clicking on the 'Font' tab - 'Vigo' or 'ChunkFive' are the better, less fussy fonts.

Lastly, if you have pupils who prefer coloured screens as opposed to the harsh white, click on the 'Colours' tab and choose one of the schemes that are set to a dark background e.g. 'gramirP'.

For this warm up activity you could substitute topic vocabulary, spelling lists, poems or text extracts from books to name but a few.

## HINTS & TIPS

You may like to create a Wordle beforehand and ask learners which colour scheme, font and layout makes it easier for them to recognise the words. This is especially important if you have learners who read books using a coloured visor.

The more words you use, the more complex the Wordle, so for younger learners you may choose only 10 words. You can use the same word as many times as you want and the more frequently a word is used, the bigger it appears.

## SAFETY

You may like to tell learners not to open any of the pre-existing Wordles without your permission - having said that, we've never seen any dodgy ones on the site!

## WHAT DO I NEED?

- For a whole class activity, an interactive whiteboard or projector is pretty essential. You can however create Wordles for pupils to use individually or in pairs on a PC.
- Timing device - I used an egg timer! But a clock, watch or stop-clock would do the same job.
- You can also use Tagxedo ([www.tagxedo.com](http://www.tagxedo.com)), which is a little less straightforward than Wordle but does much the same thing but allows you to use a variety of patterns and shapes. The photograph shows a Christmas themed word cloud that a pupil has made.

## ADDED VALUE

This is one of the online resources that takes less time than creating similar activities with felt pens and paper. Not only is it quick but it's endlessly adaptive! To create something similar on a poster or writing on a whiteboard/blackboard would take at least an hour. This is done and ready to use in under 5 minutes!

## OTHER IDEAS

### Other opportunities for using the same software

- Learners read a story from the library, and select about 20-40 key words which they use to make a tagxedo 'cloud', choosing a shape, font, orientation and colour scheme that reflects the story. Share the clouds on Facebook / Twitter or print them off. Learners then choose someone else's cloud as a stimulus to create their own story and finally compare their stories with the original text and the 'cloud stories'
- With older children, cut and paste some texts from different stories they have read over the year (leave out names) and see if they can guess which ones they are.
- Use text from different authors talking about the same subject or authors from different periods. For example, how does Jane Austen's description of a domestic scene compare with a modern version?
- Look at some Wordles of famous speeches and see if you can guess what they are (Barak Obama's inauguration speech works well)
- Make some Wordles out of dialogue in a play and see if you can guess the characters. Is there a difference in the sorts of words they use?

# SAVVY SEARCHING

7+ YRS



## OVERVIEW

WolframAlpha is a search engine that works completely differently from, say, Google.<sup>1</sup> Whereas other search engines will provide reams and reams of results in the form of web pages, many of them too detailed and difficult for learners to read and extract what they want, results on WolframAlpha are clearer and much less wordy. It is also a good idea to get children used to the idea that there are different sorts of search engine.

## DESCRIPTION

This scientific search engine is great for learners who want information and data on specific, 'technical' themes e.g. countries, animals, famous people, materials. For example, you may want them to write a project on the countries in the European Union, or to collect data specifically on one topic for a maths lesson e.g. populations of the countries in Europe.

Begin by asking learners to go to the WolframAlpha homepage. Then ask them to type a keyword, question or maths equation into the box beneath 'Enter what you want to calculate or know about'. Click on the '=' to get the results.

WolframAlpha will give the results of different meanings of the word e.g. if you type 'France' you will be given information and data relating to the country e.g. flag, location on a map, population etc. However, it will also give you alternative meanings you can search on e.g. 'a given name'. Clicking on this will load a different page and a different result. In this example, it gives an outline of 'France' as a 'female given name in the US'.

The word 'banana' is another good one to try – it gives about 5 or 6 different definitions of the word and you can search on any of them with surprising results.

We also like the little fun questions that pop out of the left hand side of the screen. You can click on them to get the answers.

## WHAT DO I NEED?

- Pupils will need a very quick tutorial – max 10 mins!  
[www.wolframalpha.com](http://www.wolframalpha.com)

## ADDED VALUE

We have all had the experience of asking younger children to use the internet to gather and annotate information... it's not always easy for them. Wolfram Alpha is a very powerful search engine designed for scientists but it is still probably the easiest search engine for children. Once you have taught your class to use it, subsequent lessons will move more quickly because children will not be distracted by confusing and fruitless internet searches.

## HINTS & TIPS

Ensure pupils are prepared and know what specific information they need. Assess how efficient they are in locating this information and be at hand to remind them of their task should they become distracted by non-relevant information.

Wolfram Alpha is great for scientific information and data. It is objective and factual with no value judgments or opinions. It also accesses current information e.g. weather conditions in London today. However, although it is an amazing resource, and is growing rapidly, it still has gaps – so use it to search the topics yourself beforehand.

This tool could be very useful for dyslexic children. In addition you could couple the use of Wolfram Alpha with software designed to support people with learning difficulties. ([http://lab.clcworld.net/clc\\_star/clc\\_star.html](http://lab.clcworld.net/clc_star/clc_star.html)). This software allows users to set up preferences for how they want pages presented to them. Features include the ability to enlarge images, change font size, foreground/background colour and style, enhance the cursor focus indicator, adjust line and word spacing, disable stylesheets, and background images.

## SAFETY

No worries! Even if your little horrors are able to surreptitiously type a dodgy word like 'sex' into the search box, unlike other search engines, they won't be assaulted by countless images you'd much rather they didn't see!

## OTHER IDEAS

- Experiment with the alternative searches underneath the search box e.g. Image Input and Data Input.
- Play games e.g. who can find the Latin name for ten animals?
- Compile a Wolfram Alpha quiz – with questions such as "How much do a million pennies weigh?" (use all the pop up questions on the left of the screen)

<sup>1</sup> Wolfram Alpha is a Computational Search Engine – it computes the answer from separate items of data rather than giving you a list of web pages that might have useful information. Google is a Semantic Search Engine that takes the text you type in and 'matches' it against the key words on a web site.

# HAPPY HOMEWORK!

8+ YRS



## OVERVIEW

Wallwisher/Padlet is a great way to collect ideas and contributions from learners and an easy way of presenting them. It can be used for gazillions of purposes e.g. collecting feedback on lessons, teaching foreign languages, making predictions and generally posting learner ideas and contributions. We used it as a quick, easy and fun homework task – hence the 'Happy' in the title!

See one example by typing the following into your browser:  
<http://wallwisher.com/wall/cymru-wales>

## DESCRIPTION

Click on 'build a wall' on the Wallwisher/Padlet homepage <http://wallwisher.com/>. Choose a themed background and complete the title, subtitle and all relevant fields. It is very easy. You can write the aim of the homework in the title and subtitle fields, just like we did.

As homework, everyone in the class can be asked to contribute one thing they know about a given subject or topic. All they need is the wall URL and a quick tutorial on how to submit a post. Remember to show them how to put their name in the box on top of the post.

Back in school, read the wall as a class and discuss the contributions. This is a great activity for generating a debate as some posts will be considered obvious, trite or just plain wrong. See a good example by typing the following into your browser:

<http://wallwisher.com/wall/science-wood> - the picture on this page is a screen shot of this.

## WHAT DO I NEED?

- For the purpose of setting the homework task and for reviewing the posts afterwards, an interactive whiteboard is helpful. You will need to provide pupils with the URL to take home. *NOTE: As this handbook was going to press, Wallwisher was in the process of changing its name to Padlet. The links provided here should work even after the changeover.*

## ADDED VALUE

This is a non-threatening way to encourage contributions from every member of the class, especially if you allow them to use pseudonyms on their posts. Learners can contribute without feeling they might 'get it wrong'. Also, it's a purposeful and enjoyable homework task that learners will feel more enthusiastic about.

## HINTS & TIPS

Remember to check the 'Everyone' button for 'Who can view' and 'Who can post 'sticky notes'.

This is basically a way of using post-its electronically but it has the advantage of being paper-free (think of the trees, man) and you can save your Wallwisher wall and use it over and over again

Put the URL on Moodle, if you use it, because they are likely to forget – as we found out!

## SAFETY

Periodically, check the Wallwisher wall you created for learners, it will be possible for other people to contribute to the wall and you may wish to delete these. On the other hand, you may find 'outside' contributions provoke discussion or add value in terms of content.

## OTHER IDEAS

- Collect feedback on lessons (AfL)!
- Ask learners to post the names of colours in French, German, Spanish (MFL)
- Create a Birthday Wall where each person in the class posts the date of their birthday as a reminder to friends.
- For homework with a difference, instead of asking them to find answers to questions that you set, ask them to post an interesting question about a topic instead.
- Let each pupil keep their own wall and use it as a diary to record what they did or learned each week.

# THE SKYPE'S THE LIMIT!

7+ YRS



## OVERVIEW

Skype is a surprisingly easy communication medium to master and, for the most part safer than other modes of communication such as phones and email. You can text, telephone, use live video if you have a camera, send files and make group calls. The possibilities are endless and teachers are constantly finding new ways to develop learners' skills and understanding. In this activity, the teacher opens her classroom to the world whilst remaining confident that she is in complete control of the teaching, learning and safety issues.



## DESCRIPTION

First you need to create a Skype account – it's free and it's easy. You will need to download the software but the step-by-step guide is fool-proof. Log into your account and click on *Add Contact*. You will be asked to provide the email address of the person you'd like to add. It is a good idea to start your list of contacts by adding classes in the same school, colleagues and classes in other schools and suitably vetted people in the community e.g. the local children's librarian. Pupils do NOT need their own accounts.

The people you have added will receive an email asking them to accept you as a contact, which they can either accept or decline. In most cases you will have already spoken to them, checked that they are happy to be your contact and, importantly, that they have Skype!

When your contacts have accepted and added to your list, click on 'Call phone' next to the chosen contact. You will need to pre-arrange with your contact a set time and date for the call to take place. We used the interactive whiteboard and a lap top computer with a built in webcam facing the children so that both classes could see and hear each other.

In our lesson, the teacher wanted pupils to develop their understanding of the geographical differences between the inland town where their school was located and a seaside town. The teacher in the contact school is an old friend of hers and together they have planned a series of Skype interviews to develop learners' understanding of contrasting environments.

Learners had already drafted questions they wanted to ask and each class took turns in asking questions. When they were asked a question, learners were allowed to put their hand up if they felt they could answer. During the interview, learners were asked to write down the responses.

Over the coming weeks, other calls were made in order for learners to delve deeper and inquire further as more questions and queries arose. To end the unit of work, each class presented their Contrasting Localities Project to the other via Skype.

## WHAT DO I NEED?

- Skype account
- An internet connection with the right ports open (80 and 443)
- A web cam if you want to make a video call (recommended)

## ADDED VALUE

- The world literally is your lobster... I mean oyster.
- Endless applications (see below for just a few)
- Develops skills that cannot be developed through other modes of electronic communication e.g. email is 'asynchronous' whereas this is live and requires learners to 'think on their feet'
- You remain in control of the communication channel at all times

## HINTS & TIPS

- Having set up the account, you will effectively become 'gatekeeper' to your Skype account. You get to choose who is added to your contacts and you will have control over every call that is made or received. It isn't possible to receive unsolicited calls – if you get a stray name you don't recognise, you don't answer the call and block the number with one click – and when you are logged out of Skype no one can call you.
- If you are happy to have only one contact in your list and that is someone you've known for 30 years, who is also a teacher, and happens to be teaching in the classroom next door, that's fine. It's a start!
- Make a test call first, if the video call freezes or disconnects, because of lack of bandwidth try audio only or SMS.
- Skype comes under that category of software called Voice over Internet Protocol (VoIP). There are others you could use instead such as PhonePower, Lingo, Vonage
- One problem might be that your server blocks access to Skype so ask your server host to 'unblock the port' that Skype uses. Skype is one of those applications that works through the internet but is not on the world wide web. To see how the rest of the world is using Skype in the classroom go to <https://education.skype.com> 43,000 teachers can't be wrong!

## OTHER IDEAS

- Practice a foreign language
- Compare weather patterns nationally and globally
- Set up international quizzes or spelling bees
- Have an inter-school debate
- Link with a 'mystery' school, and discover their location through deducing a series of clues or riddles
- Skype teacher/parent meetings: why not?
- Interview artists, authors, athletes, and people in the community who have 10 minutes to spare.
- <http://edudemic.com/2012/11/online-colleges-50-creative-ways-to-use-skype-in-the-classroom/> for loads more ideas
- Use Skype for learning a skill – maybe you can find someone who could show your class how to make a cake / turn wood / name different trees (use an iPad) etc.



# MINI BEASTS

3-7 YRS



## OVERVIEW

This is an early introduction to using digital cameras and video. Learners pretend to be different insects or crawly things and record their journeys through the eyes of their chosen mini beasts. They then use their footage to publish a video (with background music) on the internet.

## DESCRIPTION

Depending on age and number of cameras, you could do this with small groups or with the whole class.

Use a simple video camera or mobile phone and get learners to pretend they are beetles, butterflies or another creepy-crawly of their choice! Beetles, slugs, worms or other crawling insects take a camera, crawl on their stomachs through grass and film what beetles may see. Butterflies (and those that have chosen to be flying insects) stand up as tall as they can and fly around with the camera, swooping down onto bright flowers etc. Play it back so that the learners can see each other's film.

Upload footage onto the computer and, if you like, edit them all together. You can use i-Movie, Movie Maker or something instant like Animoto.

Let the learners choose some music for their video and add it as a sound track (Nikolai Rimsky-Korsakov's *Flight of the Bumblebee* is an obvious favourite but do check it's licence free if you're publishing the video in the public domain). Add titles to your video.

Publish on You Tube if you want to show their parents.

## WHAT DO I NEED?

- A video camera or a mobile phone that takes video,
- A computer or other device to upload the output.
- If you want to edit the output, you will also need video editing software, either built in to your device or downloaded as an application
- (If you need more guidance on using editing software, check out the unit "You've Been Framed" in this handbook, it gives you step-by-step guidance)

## ADDED VALUE

We often ask young learners to imagine things from a bird's eye view, but it is a difficult concept for them. In this activity, not only do they get to 'live' this concept, but they also interact with it as they role-play. This idea and understanding is further consolidated when they watch their edited video. It is also a good introduction to talking about plans and maps.

All too often video is used just for recording a set event e.g. the school play. There is nothing wrong with this but we really need to think how we can use the technology in a creative way to allow us to do things we could not do before.

## HINTS & TIPS

Make sure cameras are charged and that you have checked over the area you are going to use is safe i.e. there's no broken glass etc. Make sure that the pupils know how to use a video camera.

## SAFETY

Make sure that if the film shows images of children and you are going to publish in the public domain, that you have parents' permission.

## OTHER IDEAS

- Let learners use cameras to take some pictures of snails, beetles, butterflies or choose a picture of a butterfly on Google images. Turn it in to a colouring sheet using iPhoto or Picasa. (move the exposure, contrast and sharpness to max. Move saturation to minimum.) Print off the black and white ones in different sizes. Let learners copy the colours from the original (if they are learning about colours) or colour however they want. Cut them out and stick on a wall display or stick on bamboo canes and 'plant' them in the garden. Young learners really like making their own pictures to colour and it's the first stage in learning about manipulating images. Even 6 year olds can do this - honest!
- If it really is too wet to go crawling through the grass, try taping a video camera on the front of a toy car and pushing it round a Lego town or a village made of junk.
- Let the older children make a short film of places, people and objects in the school but 'walking' around on their knees holding the camera. This is approximately the eye level of the youngest pupils. Try 'looking up' at taller people or high cupboards. What does the school look like when you are this size? Is it a scary place?

# e-ENCYCLOPAEDIA

## OVERVIEW

This is a twist on the traditional subject project. It is suitable for creating projects on almost any subject e.g. animals, history or geography or any specific area within these broader subjects e.g. horses, The Romans or India. In this example, learners were investigating beetles. More importantly, it familiarises children with wikis, an e-tool designed for collaborative work that they can use over and over again.



## DESCRIPTION

Start the lesson by talking about wikis. Explain that wiki is a collection of web pages built in a way that enables anyone who accesses them to contribute new information of their own and amend content already there. It is also the name of the software that enables us to create, edit and link the pages. Basically a wiki is an on-line tool for working collaboratively and sharing information.

Show your class some pages from Wikipedia and explain what it is - an encyclopaedia built by its users. If you like, show them a printed encyclopaedia and ask what they think the differences are and what the advantages and disadvantages are. Explore a Wikipedia page and click on all the buttons you don't normally use, such as the ones showing you the history of an entry. If the children are old enough, you could also use the opportunity to discuss the 'Wikileaks' story and whether there should be controls over what is published on the web.

Explain that they are going to create their own encyclopaedia using a wiki.

There are lots of free programmes that let you create your own wiki. We used Wikispaces ([www.wikispaces.com](http://www.wikispaces.com)) because we think it's the easiest. The other wiki software you might like to try are PBWiki or WikiMedia.

This is a wiki we created in about 20mins using Wikispaces: <http://taccle2e-encyclopaedia.wikispaces.com/>. To find out how to do it yourself, just go to the homepage and follow the instructions. You'll be offered an interactive tutorial/tour of the site - take it! Once you have mastered it, let the learners watch it too. It is important to do this before the children start work as wikis are a great way of working collaboratively and organising and sharing work in progress - it sort of defeats the object to collect stuff first, then organise it and then upload it!

The learners or the teacher picks a relevant subject - in our case beetles - and learners are given the task of collecting as much information as possible about the topic. It will help if you start by drawing up a list of subheadings to help learners in organising their research and findings and putting these up on the wiki too.

This works well as a group activity where the class is divided into groups with each group having responsibility for one or more pages. For example, one group could look at butterflies, another at bees or ladybirds. Each group can then be sub-divided and pupils given specific roles e.g. Editor, picture editor, copy writer etc. You may also find it beneficial to discuss with them what types/sources of information are available e.g. text, pictures, photos, audio, video. As the learners collect the information, they will need to organise and store it straight onto the wiki. The goal is to create an online-encyclopaedia so that other pupils can use it as a resource.

In order to load content, you will need to explain that a wiki page usually has two 'modes' or views. The 'normal mode' is the actual finished page seen by the reader and looks like any other web page. This cannot be changed by every user. However, it will also have an 'editing mode' accessed by clicking on the 'edit' button on each page. This facility can be open to any user or it can be protected and restricted to designated users who access it through a log in name and password.

So, although each pupil might have a specific task (e.g. collecting pictures of ladybirds), they can also add to content that other people have put up on other pages, for example, they may find a very good YouTube video about grasshoppers that they can add to another group's page.

They can also make changes to other people's work and these changes will be logged on the wiki. Discuss how they will feel if someone changes or adds content to pages they have created.

## WHAT DO I NEED?

- Internet access
- digital camera, audio recorder etc.
- [www.wikispaces.com/](http://www.wikispaces.com/) (or similar)

## ADDED VALUE

Children are confronted with a multi-faceted task. They not only have to gather relevant information but also have to create web content to present it effectively. In addition, they learn that sharing information is an important part of communicating ideas and building knowledge and begin to address issues of 'ownership', 'editing' and 'permissions'.

## HINTS & TIPS

- The pupils should not only get information from books and online search engines, but also gather information in the field. Provide them with digital devices and let them record sounds, take pictures and record themselves discussing topics and ideas.
- Initially, if you are not too confident, don't worry about adding widgets etc. If you find you like using wikis, then you can start adding more tools.



## SAFETY

You should make sure that the information presented online is licence free if your wiki is going to be accessed by others outside your class or school

## OTHER IDEAS

**Other opportunities to use the same software:**

- Make a wiki of characters in books they read individually and in class.
  - Make a wiki entirely composed of 'noises' - noises in school, noises in the house, noises in the street, noises in the garden etc.
  - Make a library catalogue for the class.
  - Make a wiki for a class of younger pupils about a topic they are studying – for example, a wiki of nursery rhymes or types of buildings or mathematical patterns.
  - Make a personal wiki - particularly good for pupils transitioning from primary to secondary school. They can start it in primary school (list their hopes, fears etc.) and continue it in secondary school. They can also upload "My favourite piece of work" or "Photos of us on our school-leavers trip."
  - Go to the URL of a similar project in Romania <http://clasa1simonapetran.blogspot.com/>
- You can create a wiki on absolutely anything – give it a try!

# AWESOME ADVERT

10+ YRS



## OVERVIEW

We use Animoto software for this activity. The motto on their website is “*Making awesome easier*” and it’s true! Learners create a 30 second advert on any topic they like. We’ve described an example where learners make a promo video of their school.

## DESCRIPTION

Begin by showing learners videos created by other schools. [www.youtube.com/watch?v=T7TI-AJi208](http://www.youtube.com/watch?v=T7TI-AJi208) is fabulous!

Discuss the video with learners and explain that they are going to create their own video to ‘put their school on the map’. Explain that theirs (as it is their first attempt) only needs to be 30 seconds long. Get them create storyboards outlining what aspects of school life, locations, people etc. that they would like to feature. Then ask them to go and collect video footage and still pictures for their films. This is best done in small groups. You could assign roles like actor, presenter, stage manager, director and so on. (Proper badges add to the fun!)

When their videos and pictures are ready, the next step is to upload them from the cameras to their computer.

Then guide them to [www.animoto.com](http://www.animoto.com) and sign up to an account if you haven’t done so already. So long as you select the **Lite Package** there is no monthly charge. If you get pop-ups asking if you’d like to upgrade just close them down. When you’ve signed up, you’ll be taken to a tutorial. Watch it yourself but also watch it with the learners – it’s very short but also very informative.

Start off by clicking on **Create Video**. They will then be guided through the process of selecting a style for their video. If they get a pop-up asking them to upgrade, tell them to click the link underneath that says ‘I want to create a 30 second video’ and they will be taken to a page where they can add music, pictures, video etc. and rearrange them in the editing pane. They can preview and re-edit their advert at any time, so tell them not to worry about getting everything perfect the first time!

Finally, they should click **Produce Video** and they will have created the final version of their advert. If they copy the URL they can send it to friends via email or display it on the school website/social media sites.

## WHAT DO I NEED?

- Smart-phones or digital camera and video camera, computer
- Internet access
- Online software at [www.animoto.com](http://www.animoto.com) (or similar software)

## ADDED VALUE

Learners create highly professional looking, fun videos quickly and easily with no messing and no extensive editing! .



## HINTS & TIPS

If you like this software and would like to upgrade so that you can produce longer videos and have access to more features, a year’s subscription to Animoto Plus package is only \$30-50.

The background music you can choose from can be quite loud so it’s best if the video footage does not have sound or it can be drowned out – if they really want to have people talking, then they need to hold the video camera very close to the person speaking or use a separate microphone. Or just speak loudly and clearly!

## OTHER IDEAS

- Create holiday photo albums!  
Here’s ours: <http://animoto.com/play/1CF1PYZb67JMKzT1VdbNgw>
- Create a ‘Class of 2014’ video of the school-leavers prom or collate memories of their time in school
- Make a video of games they play at break-time
- Make a video of skipping rhymes
- Film the younger classes dressing up
- Do a ‘behind the scenes’ video of a school performance or concert to supplement any ‘professional’ video (much more fun)
- Keep a record of their school trips
- Give different groups different and ‘opposite’ topics e.g. the best /prettiest things about our town and the ugliest things about our town
- Make a video about a community issue e.g. litter, recycling

or just use Animoto to create their own biography...



# YOU'VE BEEN FRAMED

## OVERVIEW

This software is more sophisticated and is not specifically created for children. Having said that, it is not complicated and is well within the abilities of learners in the recommended age range. Making videos is also a really useful activity as it can be used in so many curriculum areas so it's worth getting to grips with video editing software.

## DESCRIPTION

If you do not already have Windows Moviemaker on your computer, you will need to download it from the web (use the link below). The download is free.

**Note:** Mac users will already have the equivalent software (iMovie) on their computers. This works rather differently.

When you are all set and ready to go, ask learners to open the programme. The screen will be largely blank, with a small black screen on the top right-hand of the screen (this is where their movie will be played). The business end of the operation is on the top left hand; it includes the usual tabs like 'file', 'edit', 'view' etc. Running down the side will be technical gizmos such as 'import', 'edit' and 'publish to'. Along the bottom will be the 'Storyboard'.

Learners will already have footage they'll want to use. This can be several short clips or one continuous video. This may have been filmed during a PE lesson, during a science experiment or whilst on their holidays in Cromer! It's up to you what footage is used!

The trickiest bit (which isn't that tricky really) is importing the video. You will have your video file in one of four places and these are listed on the links on the left: 'from digital video camera' (this includes phones), the 'video' file on your computer, the 'pictures' file on your computer or in the 'audio or music' file on your computer.

Click on the relevant link and locate the clip you want to use. Double right click on it and, hey-presto, in seconds, it should appear on the main Windows Movie-maker screen.

Drag the video clip you would like to use to the first blank square on the storyboard. If you click the play button beneath the screen in the right-hand corner, your clip should play. This is easy if you're only using one clip. For multiple clips, drag one to each blank square on the 'Storyboard'. The basic movie is now pretty much complete!

To give the movie a real film flavour, learners will need to click on the 'Titles and credits' link on the left. We suggest only experimenting with 'Title at the beginning' and 'Credits at the end' until learners are more familiar with the software and processes.

Click on 'Title at the beginning' and in the first box ask pupils to type in the film title. In the box below they can type their name(s). To finish, they must click on 'Add title'. Back on the main screen, ask learners to click on 'Titles and credits' again and then click 'Credits at the end'. Here they can type their name(s), role(s) etc.

If you want to share the movie with others, go to the 'Export as' tab and choose an option. You can export it to You Tube if you want to share it with the world or as a .mov file that can be shared with parents through e.g. Dropbox. If you want to put it on Moodle or on a blog you will need to upload to You Tube first, make it 'private' then click on 'share'. This will give you an 'embed code' which can be copied and pasted wherever you want to embed it. With some blogging software (e.g. WordPress) you can just copy in the You Tube URL without having to fuss with embed codes.



## WHAT DO I NEED?

Windows Movie Maker, iMovie (for Apple Mac) or similar software.

Video clips from a digital camera or phone. It is also possible to download clips from the internet.

In order to see if you have Windows Movie Maker as part of your computer software package, click the windows button (usually bottom left on your desktop), and type the programme name in the search box. If it doesn't appear in the white pane above, you will need to download the software from the web at <http://en.kioskea.net/download/download-124-windows-movie-maker>

## ADDED VALUE

The added value greatly depends on the context. For example, using Windows Movie Maker to edit, produce and publish learners' news reports adds a professional touch and real-life experience to literacy work.

School-leavers can film and edit a documentary based on their time in the school. This could be burnt to DVD and sold in order to raise money for their end of year trip.



## HINTS & TIPS

If you'd like learners to develop their movies further, they can change the colour/ font of the opening titles and end credits. They can also manipulate the slide transitions (fade in/out) etc. and add a soundtrack or voice-over. More information, ideas and instructions can be found by typing the following URL into your browser: <http://straubroland.wordpress.com/2010/10/26/windows-movie-maker-for-teaching/> (Roli Straub, by the way, who created this, was one of the first cohort of Tackle-trained teachers!)

If learners are using this software for the first time, it is better to have them work in small groups. It is also a good idea to work with only a few groups at a time. Having the whole class trying to produce their own movie at the same time when you may not have much experience yourself in using the software could cause a lovely lesson to become needlessly chaotic!

There is a whole lot more to learn about Movie Maker if you want to progress past the basics outlined above. It really is worth it because being able to create professional quality videos of lessons, events, celebrations and so on can impact on every aspect of school life – as well as saving you money!

## SAFETY

We suggest that you vet any video clips that learners use from the web. If you have any doubts at all, use only video clips learners have filmed themselves.

## OTHER IDEAS

- Go on a maths walk and get the children to find e.g. right angles, tessellated shapes, fractals, patterns in nature, parallel lines etc. and point them out. Film the walk.
- Children stand tables in the classroom and slowly move the camera to film objects from above. Project onto the whiteboard, freeze the film and draw the outline of the shapes from above. Use as a basis for talking about plan views, mapping etc. Talk about – and show – Google Earth views of their school and draw the outlines.
- Get the children to make a few minutes of film about e.g. traffic, the market, animals in a field, children playing and use as a starter for writing a story.
- Ask children to make a short 'how to' film on e.g. using a protractor, making a mosaic, pressing a flower. Remember to get them storyboarding it first.
- Interview each other about e.g. their favourite book and why they would recommend it and interview visitors to the school – at every opportunity! (Governors, local authority staff, policemen, nurses etc.)
- Make a video alphabet – get younger children to draw brightly coloured letters of the alphabet. Hold them up and film each other saying the letter. Older children can then make some film to illustrate each letter e.g. animals, birds, cars, dogs etc.
- Film a PE or dance or drama lesson and use it as a basis for improvement.
- Ask children to video what they have been doing / their favourite school activities / what they learned on a field trip. Share it with parents at e.g. parents evenings or through the school website.
- Set a puzzle for the class (e.g. logic problem or lateral thinking problem) and get children to video their solutions. Find out whether their explanations are clearer when they know they are being filmed.
- Make a film to illustrate a poem or make an advert for...a favourite book, a local place to visit, why people should recycle.
- Make a time-lapse video by taking a 30 sec film every few days of e.g. butterfly eggs, tadpoles. Film more frequently when changes are taking place. Draw up a rota for the filming.
- Play around with green screening – film children against a blue or green background, and install green screen software on your computer. This filters out the green or blue background and allows you to add whatever background you want. This means you can e.g. interview famous poets / Romans / people in different countries! Here is a useful tutorial to show you how [www.youtube.com/watch?v=dtFYD-2NRMc](http://www.youtube.com/watch?v=dtFYD-2NRMc) and here is some free software to do it [www.123videomagic.com/download.asp](http://www.123videomagic.com/download.asp) (Thanks to A. Lydon).
- Get older children to make a video to show changing seasons, different weather etc. for younger classes (from Simon Haughton).
- If you have a robot or radio controlled toy, use gaffer tape to stick the camera to the top and record the robot's journey (from @bebevans22).
- Get children to practice giving directions. One group gives directions to a destination, another group follow the directions filming their route and recording what they are doing.
- Don't just record the school play or concert (although you can do that too!) – make sure you interview the cast about how they are feeling before and after the performance, film children getting ready, record moments in rehearsals, making scenery, making costumes, interview the audience after the show. Add some film of a child giving some background information on the playwright, composer etc.
- Pretend they are newsreaders on TV and read the school or class news for the week. (Make the TV screen out of a cardboard box).