

Ourselves



Overview:

The 'Ourselves' project allows students to share information about their own physical attributes and lifestyles. The weekly submission of text, images and data will enable students to analyse and compare results. The project activities are designed to integrate ICT into other curriculum areas and to develop and extend ICT skills.

The project runs for four consecutive weeks. By following this project guide all participants will be able to share and compare the same results. Extension activities can be undertaken but are not required to complete the project.

Week 1 What We Look Like

- Establish concept of similarity and difference
- Conduct class surveys of hair and eye colour
- Conduct a class survey of birthday months
- Write collaborative text analysis of the data collected
- Publish the work to the project web site

Week 2 Are We Healthy? Are We Fit?

- Review Week 1 published work on the project web site
- Establish with students the meaning of 'fit' and 'healthy'
- Conduct a survey of exercise activities
- Conduct a survey of breakfast eating habits
- Conduct a survey of bedtimes
- Write collaborative text analysis of the data collected
- Publish the work to the project web site

Week 3 What We Like To Do

- Review Week 2 published work on the project web site
- Conduct a survey of Hobbies
- Conduct a survey of television programme preferences
- Write collaborative text analysis of the data collected
- Publish the work to the project web site

Week 4 What Have We Learnt?

- Use work published on the project web site to make comparisons
- Write a collaborative text account of the knowledge that has been acquired through the project
- Write a farewell collaborative text
- Publish the work to the project web site

The purpose of this week is for each group of students to compare similarities and differences between members of their group. By conducting surveys of hair colour, eye colour and birthday months the students will collect, record and analyse numerical data. The students write a collaborative review of the collected data. This activity gives the students the opportunity to write in a style that demonstrates an awareness of the intended audience.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.
Science	<ul style="list-style-type: none"> • To understand that we all are, in different ways, unique. • To recognise similarities and differences in human beings.

Curriculum focus	Learning Objectives
Personal, Social and Health Education	<ul style="list-style-type: none"> • To be able to appreciate and be sensitive to the similarities and differences between people.
Geography	<ul style="list-style-type: none"> • To be able to use maps and globes to find information. • To have an awareness of the world beyond the near locality.
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience.

The main focus of this week is for each group of students to collect and use data to compare similarities and differences between members of their group.

Step	Title	Notes
1	Similarity and Difference	Observations of physical similarities and differences.
2	Our Hair Colour	Whole class data collection.
3	Our Eye Colour	Whole class data collection.
4	Our Birthdays	Whole class data collection.
5	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> • Hair colour • Eye colour • Birthdays <p>Support sheets</p> <ul style="list-style-type: none"> • Collaborative writing <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Keywords
<p>Keywords support sheet</p> <p>tally graph chart list</p> <p>data total survey collect</p> <p>criteria label axis grey</p> <p>blue brown hazel black</p> <p>auburn dark blonde blonde dark brown</p> <p>light brown medium brown similarity difference</p> <p>observe physical</p> <p>January February March April</p> <p>May June July August</p> <p>September October November December</p> <p>interpret compare information complete</p> <p>publish audience collaborate</p>

Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> • use a tally chart to collect information • interpret data using a tally chart • recognize physical similarities and differences <p>Some students will be able to</p> <ul style="list-style-type: none"> • record data in different graphical forms • interpret data from a variety of graphs • solve problems using information displayed in graphical form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share information.</p>	<ul style="list-style-type: none"> • Introduce the topic to the students. • Tell the students that, by using the Internet, they will be sharing the information they collect with schools around the world. • Outline the activities the students will be involved in. 	<p>The students are able to identify the location of other groups of participating students.</p> <p>Students know that the information they collect will be shared by others through the use of the Internet.</p>	<p>Show students examples of the introductions from other participating groups of students by logging onto learning-lincs.com</p> <p>Class activity using interactive white board or computer based activity.</p>
<p>Students learn to observe physical similarities and differences.</p> <p>Students learn to describe physical similarities and differences.</p>	<ul style="list-style-type: none"> • Select two students in the group. • Ask the other students to observe the selected students. • Ask the group to list observed physical similarities and differences. • Older students write their own lists. • Teacher scribes for younger students. • Pair the students. • Older students write their own similarity and difference lists. • Younger students pictorially record the similarities and differences. • Ask the students to share their similarity and difference observations. • Using a folded piece of paper the pairs of students pictorially record their similarities and differences. 	<p>Students are able to identify physical similarities and differences between two people.</p> <p>Students are able to recognise similarities and differences between themselves and another student.</p> <p>Students are able to recognize and describe similarities and differences between members of their group.</p> <p>Students are able to record physical similarities and differences.</p> <p>Students are able to appreciate, and be sensitive to, the similarities and differences between people.</p>	<p>This activity could be used as an introductory activity when teaching the students about good relationships and respecting the differences between people.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to collect data using set criteria.</p>	<ul style="list-style-type: none"> • Select one student in the group. • Give the students the hair colours as listed on Hair Colour data collection sheet • Ask the students to describe the chosen student’s hair colour. • Ask the students to decide which hair colour would be ‘best fit.’ • Choose another hair colour from the list. • Ask the students to select a student whose hair would match the chosen hair colour. • Repeat to enable students to see one student matched to each hair colour on the list. • Ask the remaining students to decide which hair colour set they think they would belong to. 	<p>Students are able to collect information.</p> <p>Students are able to match information against a given criteria.</p>	<p>Ensure the students understand the hair colour definitions.</p> <p>Use a photocopier to enlarge the Hair Colour data collection sheet that can then be used to demonstrate to the students how to tally information.</p>
<p>Students learn to record collected data.</p>	<ul style="list-style-type: none"> • Younger students could physically arrange themselves into hair colour sets. • Teacher scribes lists of students’ names for each hair colour. • Use the enlarged copy of the Hair Colour data collection sheet to show the students how to tally the results of the data collection. • Students then enter the data on their Hair Colour data collection sheet to create a tally chart. 	<p>Students are able to make sets using given criteria.</p> <p>Students are able to collect information as a list.</p> <p>Students are able to use collected information to construct a tally chart.</p>	<p>Use tallying to count in 5s</p> <p>Give younger children a circle that they could use to make a picture of their head using the correct colour for hair. Use the finished pictures to make a wall display.</p>
<p>Students learn how to enter information onto a data collection form.</p>	<ul style="list-style-type: none"> • Enter information on the Ourselves Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	<p>Students understand that numerical data can be presented in a graphical form.</p> <p>Students are able to interpret numerical data in a written form.</p>	<p>Data is immediately displayed in graphical form. Students are able to interpret data to solve problems.</p>
<p>Students learn to organize and explain numerical data in a written form.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> • What is the hair colour of most of the students? • How many students have blonde hair? • How many students have black hair? • How many students have light brown hair? <p>Enter information on the Ourselves Project Publisher.</p>	<p>Students are able to evaluate data collection results.</p> <p>Students are able to write in a style to suit a particular purpose.</p>	<p>Students interpret data as percentages.</p> <p>Teacher scribe or word process to reorder/redraft to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to collect data using set criteria.	<ul style="list-style-type: none"> Select one student in the group. Give the students the list of eye colours as listed on the Eye Colour data collection sheet. Ask a student to describe the chosen student’s eye colour. Ask the student to decide which eye colour would be ‘best fit.’ Discuss the other eye colours from the list. Pair the students and ask them to define their partner’s eye colour. Teacher scribes lists of the students’ names for each eye colour. Younger students could physically arrange themselves into eye colour sets. 	<p>Students are able to collect information.</p> <p>Students are able to match information against a given criteria.</p> <p>Students are able to make sets using given criteria.</p> <p>Students are able to collect information as a list.</p>	<p>Ensure the students understand the eye colour definitions.</p> <p>Use a photocopier to enlarge the Eye Colour data collection sheet that can then be used to demonstrate to the students how to tally information.</p>
<p>Students learn to record collected data.</p> <p>Students learn to organize and explain numerical data.</p>	<ul style="list-style-type: none"> Use the enlarged Eye Colour data collection sheet to remind students how to tally information. Students then use the Eye Colour data collection sheet to record the results of the group’s eye colour survey as a tally chart. Discuss the data collection results and encourage the students to compose statements to support their data analysis. 	<p>Students are able to use collected information to construct a tally chart.</p> <p>Students are able to interpret numerical data in a written form.</p>	<p>Use tallying to count in 5s.</p> <p>Interpret data as percentages.</p>
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> Enter information on the Ourselves Project Publisher. Class activity using interactive whiteboard. Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	Data is immediately displayed in graphical form.
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> What is the eye colour of most of the students? How many students have grey eyes? How many students have hazel eyes? How many students have blue eyes? <p>Enter information on the Ourselves Project Publisher.</p>	<p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to write in a style to suit a particular purpose</p>	<p>This text will combine with the hair colour text to form an overview of all the Week 1 activities.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to collect data using set criteria.</p> <p>Students learn to record collected data.</p>	<ul style="list-style-type: none"> • Give the students the data-recording sheet Our Birthday Months. • Ask the students in which month their birthday is. • The students record each student’s response on their sheet. • Older students use the recorded data to construct an individual bar graph. • Younger students, with teacher support, use the recorded data to construct an individual bar graph. • Give students questions to answer using the information on the bar graph. – How many students have their birthday in July? In which month were most students born? 	<p>Students are able to record information as a tally chart.</p> <p>Students are able to use collected information to construct a bar graph.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>The activity could be used to assess the students’ knowledge and understanding of data collection and interpretation.</p> <p>Enlarge the Our Birthday Months data collection sheet on a photocopier. When the students have collected the data enter it onto the enlarged data collection sheet and then use in problem solving activities.</p>
<p>Students learn to organize and explain numerical data in a written form.</p>	<ul style="list-style-type: none"> • Encourage the students to compose statements to support their data analysis. 	<p>Students are able to interpret numerical data in a written form.</p>	<p>Older students formulate problems for other students to solve.</p>
<p>Students learn how to enter information onto a data collection form.</p>	<ul style="list-style-type: none"> • Enter information on the Ourselves Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	<p>Students understand that numerical data can be presented in a graphical form.</p>	<p>Data is immediately displayed in graphical form.</p>
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> • In which month do most students have their birthday? • How many students have a birthday in January? • How many students have a birthday in July? • How many students have birthdays between May and September? • Enter information on the Ourselves Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to write in a style to suit a particular purpose</p>	<p>This text will combine with the hair colour text to form an overview of all the Week 1 activities.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Show the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Explain that the data and the text needs to be proof read before it is published on the project web site. Show older students how to use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload the data collection results and text overview on the project web site.	<ul style="list-style-type: none"> Show the students how to upload their work to the web page. Older students could independently upload their work. 	Students know that their work will be shared with others when it is published.	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> Discuss with the students their uploaded work. Do they think the style of the presentation of their collected information on the web page is suitable for their intended audience? Explain to the students the function of the Publish button. The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to prepare and input data into a database.	<ul style="list-style-type: none"> The students enter the information they have collected on the eye, hair, and birthday data-recording sheets on to a data collection form on the project website which immediately generates a graph. 	Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.	<p>Granada Software All About Ourselves Pictogram provides opportunities for using the eye colour and birthday data to create pictograms. My body has two levels of activities. The first level requires students to build a body in jigsaw-style from a collection of body parts. The second level requires students to label the body correctly.</p> <p>Kudlian Software Pictogram provides opportunities for the eye, hair colour and family data to be used to make a pictogram. The information can be displayed as either a block or bar chart. This could be a class or individual student activity.</p>
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the information they have obtained through the data collection activities. 	Students are able to change the layout of text in a word processing program.	
Students learn to use a word processing program to organize text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site the students could decide which font, colour and size would be appropriate for another type of display – e.g. a classroom display, an information book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
<p>Students learn to use a digital camera.</p> <p>Students learn that a digital image can be printed out or used on a web site.</p>	<ul style="list-style-type: none"> Students take photos of the participating group of students. Students could take photos of the groups of students that fit the data collection criteria – e.g. brown hair. 	<p>Students are able to use the viewfinder on a camera to compose a photo.</p> <p>Some students will know that a photo is changed in form when displayed on a web site.</p>	

The purpose of this week is for each group of students to establish whether they have a healthy lifestyle. By conducting surveys of what each student had for breakfast, the time they go to bed and the exercise activities they take part in, the students will collect, record and analyse numerical data. The students write a review of the collected data giving them the opportunity to write in a style that is appropriate to the task – sharing information.

The students use the data submitted in week 1 to compare their hair and eye colour with other students around the world. The students use the descriptive text accounts to find information about other participating groups of students.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graph form.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.
Science	<ul style="list-style-type: none"> • To know that taking exercise and eating the right types and amounts of food help humans to keep healthy.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience.
Personal, Social and Health Education	<ul style="list-style-type: none"> • To be able to make simple choices that improve their health and well-being. • To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating.
PE	<ul style="list-style-type: none"> • To be able to identify the effect of exercise on their body. • To know that exercise has a beneficial effect on their body.

The main focus of this week is for each group of students to collect information about what they have for breakfast; their bedtime and what exercise activities they take part in.

Step	Title	Notes
1	Review time	Compare previous week’s work published on the project web site.
2	Keeping Fit	Whole class data collection.
3	Breakfast Survey	Whole class data collection.
4	Bedtime Survey	Whole class data collection.
5	What We Have Learnt	Collaborative writing.
6	Publish Our Work	Publish the data collection results and text overview on web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> • Breakfast Survey • Bedtime Survey • Exercise Survey <p>Support sheets</p> <ul style="list-style-type: none"> • Collaborative writing <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Vocabulary																																
<p>Keywords support sheet</p> <table> <tr> <td>count</td> <td>tally</td> <td>graph</td> <td>chart</td> </tr> <tr> <td>list</td> <td>data</td> <td>total</td> <td>survey</td> </tr> <tr> <td>collect</td> <td>criteria</td> <td>label</td> <td>axis</td> </tr> <tr> <td>observe</td> <td>breakfast</td> <td>bedtime</td> <td>exercise</td> </tr> <tr> <td>healthy</td> <td>diet</td> <td>menu</td> <td>o’clock</td> </tr> <tr> <td>interpret</td> <td>evaluate</td> <td>compare</td> <td>retrieve</td> </tr> <tr> <td>information</td> <td>completion</td> <td>publish</td> <td>audience</td> </tr> <tr> <td>collaborate</td> <td></td> <td></td> <td></td> </tr> </table>	count	tally	graph	chart	list	data	total	survey	collect	criteria	label	axis	observe	breakfast	bedtime	exercise	healthy	diet	menu	o’clock	interpret	evaluate	compare	retrieve	information	completion	publish	audience	collaborate			
count	tally	graph	chart																													
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information	completion	publish	audience																													
collaborate																																

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> • use a tally chart to collect information • interpret data using a tally chart • recognize physical similarities and differences <p>Some students will be able to</p> <ul style="list-style-type: none"> • record data in different graphical form • interpret data from a variety of graphs • solve problems using information displayed in graphical form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the data and text that they posted on the project web site in week 1. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	<p>Activity suitable for use on an interactive whiteboard.</p>
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 1 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to read and interpret data.</p> <p>Students interpret and use data in problem solving activities.</p>	<ul style="list-style-type: none"> • The students view the data collection results of other participating students. • Discuss the other participating students data collection results • Use the data results to ask the students comparative questions. • Younger students use the graphical information to make direct comparisons. – How many students have blue eyes in our group? How many students have blue eyes in group B? Or set questions that interrogate the graphical information. • Older students use the graphical information to solve problems that involve further calculations. - Using the graphical data from 3 or 4 groups of students calculate the fraction of the total that have a given criteria - blue eyes. Or calculate the percentage number of students with a given criteria. 	<p>Students are able to read and compare information and data.</p> <p>Students are able to select an appropriate calculation method in problem solving activities.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>If possible when making direct data comparisons ensure that the groups of students are of a similar size.</p> <p>Students may need to use a calculator when calculating percentages.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn that taking exercise helps humans to keep healthy.	<ul style="list-style-type: none"> • Discuss with the students the meaning of ‘fit’ and ‘healthy’. • Ask the students if they think they are fit. • Ask the students how they keep fit. Do they do any organised form of exercise? If not what sorts of things do they do that keeps them fit? 	Students are aware of the benefits of exercise.	In PE the students could test their fitness through timed activities – e.g. how many hops can they do in a minute.
Students learn how to collect and record data.	<ul style="list-style-type: none"> • Give the students the data-recording sheet Keeping Fit. • Define to students the categories listed on the data recording sheet. • Revise the method used for making a tally chart. • Complete the Keeping Fit data recording sheet using tallying. • Older students use the recorded data to construct an individual bar graph. • Younger students, with teacher support, use teacher-recorded data to construct an individual bar graph. 	Students are able to use collected data to construct a graph.	Use a photocopier to enlarge the Keeping Fit data collection sheet and use to tally information. The enlarged sheet can then be used for problem solving activities.
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> • Enter information on the Ourselves Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	Data is immediately displayed in graphical form.
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> • Which was the most popular activity for keeping fit? • How many students take part in the most popular activity? • What other activities do the students do to keep fit? • As a group do the students consider themselves to be fit? • Enter information on the Ourselves Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to write in a style to suit a particular purpose</p>	Younger students – teacher scribe to produce final draft.

Objectives	Lesson Activities	Outcomes	Notes
Students learn that eating the right types and amounts of food, helps humans to keep healthy.	<ul style="list-style-type: none"> Ask the students if they had breakfast and if so what did they eat. Define to the students the categories listed on the Breakfast Survey. Use the data-recording sheet Breakfast Survey to record the groups breakfast information. Analyse the data and encourage the students to compose statements to support their data analysis. 	<p>Students develop an awareness of what makes a healthy lifestyle.</p> <p>Students are able to interpret data to compose a number statement.</p> <p>Students are able to interpret numerical data in a written form.</p>	<p>The students prepare a breakfast menu with foods they think are best to eat to keep them healthy.</p> <p>Use copies of the Breakfast Survey data collection sheet to enable the students to collect information about their family’s eating habits.</p>
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> Enter information on the Ourselves Project Publisher. Class activity using interactive whiteboard. Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	Data is immediately displayed in graphical form.
Students learn that they can make simple choices that will improve their health and well being.	<ul style="list-style-type: none"> Discuss with the students the changes they could make to their eating habits to make them healthier. 	Students are able to suggest changes they could make to improve their health.	
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> Do all the students in the group have breakfast? Are hot drinks more popular than cold drinks? How many students have a cooked breakfast? Do the students think it is important to have breakfast? Why? Enter information on the Ourselves Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to write in a style to suit a particular purpose</p>	Younger students – teacher scribe to produce final draft.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that sleep is an important part of keeping healthy.</p> <p>Students learn to organize and explain numerical data in a written form.</p>	<ul style="list-style-type: none"> • Ask the students what time they usually go to bed. • Give the students the Bedtime Survey data-recording sheet. • Tally the students' bedtimes. 	<p>Students are able to read and interpret data in graphical form.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>Younger students may need to record at home the time they go to bed on a particular night.</p> <p>Give the times used on the data-recording sheet as guidelines for the home recording.</p>
<p>Students learn how to enter information onto a data collection form.</p>	<ul style="list-style-type: none"> • Enter information on the Ourselves Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	<p>Students understand that numerical data can be presented in a graphical form.</p>	<p>Data is immediately displayed in graphical form.</p>
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review using the following as examples -</p> <ul style="list-style-type: none"> • How many students go to bed after 9 pm? • How many students go to bed between 8 and 11pm? • How many students go to bed before 10 pm? • Do the students think they go to bed at the right time? • Enter information on the Ourselves Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to write in a style to suit a particular purpose</p>	<p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the final overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the comparisons the students made using the week 1 data • examples of what the group has discovered about their healthy lifestyle • examples of other keeping fit activities <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Ourselves Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload and publish their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The teacher checks the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	Students know that their work will be shared with others when it is published.	<p><i>Before publishing the students' work check the schools Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to prepare and input data into a database.	<ul style="list-style-type: none"> The students enter the information they have collected on the exercise, breakfast and bedtime data-recording sheets on to a data collection form on the project web site which immediately generates a graph. 	Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.	<p>Granada Software All About Ourselves Taste. This activity allows students to express preferences about different types of food and drink.</p> <p>Bodywise is an interactive database of the human body that allows students to explore its wonders in a stimulating and absorbing way. A wealth of information on the major body systems and health is clearly presented through accurate illustrations, cleverly designed animations and interesting, informative texts that are fully narrated.</p>
Students learn to use ICT appropriately to communicate ideas through text. Students learn to use a word processing program to organize text.	<ul style="list-style-type: none"> Students use a word processing program to assemble the information they have obtained through the data collection activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. The students use a copy of their text account on the project web site to use on a classroom display or as part of an information book. They decide which font, colour and size would be appropriate for a given type of display. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display 	<p>Students are able to change the style and layout of text in a word processing program.</p> <p>Students are able to use a word processing program to produce a text which is suitable for the intended audience.</p>	
Students learn to save their work. Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students print and save the text account. Students retrieve the saved text account at a later date. 	<p>Students are able to print and save work.</p> <p>Students are able to retrieve saved work.</p>	

Objectives	Web site	Description	Outcomes	Notes
Students learn that the Internet is a source of information.	http://www.eskeletons.org/	A site for older children to find out the names of bones and the functions of muscles.	The web links enable students and teachers to find and use appropriate project linked information.	<p>Disclaimer <i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes.</i></p> <p><i>Where suitable we will provide links to other sites on the Internet. These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i></p>
	http://www.enchantedlearning.com/themes/skeleton.shtml	A teacher resource site.		
	www.welltown.gov.uk	Welltown is aimed at students aged 5 - 7 years and covers the main areas of personal, social and health education (PSHE) and citizenship. The site is designed to be used by children. The activities work best if explained and discussed with an adult initially but once children are familiar with the games, they can continue alone or in small groups. The site covers a range of health topics, encouraging discussion and further activities as appropriate.		
	www.galaxy-h.gov.uk	Galaxy-H is aimed at students aged 7-11 years and covers the main areas of personal, social and health education (PSHE) and citizenship.		
	http://songsforteaching.homestead.com/Health.html	Songs to teach students about their bodies, health and fitness.		

The purpose of this week is for each group of students to share details of their hobbies. The students write an overall account of the group’s hobbies.

The students are provided with the opportunity to discuss their television programme preferences. By conducting a survey of the television programmes they watch, the students collect, record and analyse numerical data.

The students use the data and text accounts submitted in week 2 to make comparisons of how fit and healthy they are compared with other participating students.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> • To be able to communicate with others. • To be able to organise and explain information. • To be able to write for a variety of audiences. • To be able to share written accounts. • To be able to read for information.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience. • To be able to use a variety of word-processing functions.
Personal, Social and Health Education	<ul style="list-style-type: none"> • To be able to compare differing lifestyles. • To develop good relationships and respect the differences between people.

The main focus of this week is for the students to share details of their hobbies and to discuss their television programme preferences.

Step	Title	Notes
1	Review Time	Compare previous week's work published on the project web site.
2	Hobbies	Individual text account.
3	What I Like to Watch on Television	Whole class data collection.
4	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> • Hobbies Survey • What We Like to Watch on TV Survey <p>Support sheets</p> <ul style="list-style-type: none"> • Activity writing sheets <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Vocabulary																																				
<p>Keywords support sheet</p> <table> <tr> <td>tally</td> <td>graph</td> <td>chart</td> <td>list</td> </tr> <tr> <td>data</td> <td>total</td> <td>survey</td> <td>collect</td> </tr> <tr> <td>criteria</td> <td>label</td> <td>axis</td> <td>sport</td> </tr> <tr> <td>swimming</td> <td>football</td> <td>dancing</td> <td>gymnastics</td> </tr> <tr> <td>baseball</td> <td>basketball</td> <td>ice skating</td> <td>athletics</td> </tr> <tr> <td>martial arts</td> <td>fishing sailing</td> <td>television</td> <td>news</td> </tr> <tr> <td>'soaps'</td> <td>cartoons</td> <td>films</td> <td>game shows</td> </tr> <tr> <td>evaluate</td> <td>compare</td> <td>retrieve</td> <td>information</td> </tr> <tr> <td>completion</td> <td>publish</td> <td>audience</td> <td>collaborate</td> </tr> </table>	tally	graph	chart	list	data	total	survey	collect	criteria	label	axis	sport	swimming	football	dancing	gymnastics	baseball	basketball	ice skating	athletics	martial arts	fishing sailing	television	news	'soaps'	cartoons	films	game shows	evaluate	compare	retrieve	information	completion	publish	audience	collaborate
tally	graph	chart	list																																	
data	total	survey	collect																																	
criteria	label	axis	sport																																	
swimming	football	dancing	gymnastics																																	
baseball	basketball	ice skating	athletics																																	
martial arts	fishing sailing	television	news																																	
'soaps'	cartoons	films	game shows																																	
evaluate	compare	retrieve	information																																	
completion	publish	audience	collaborate																																	

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> • enter data with accuracy • interpret data using a tally chart • share information about a topic of interest <p>Some students will be able to</p> <ul style="list-style-type: none"> • interpret data from a variety of graphs • solve problems using information displayed in graph form • present information in a simple presentation form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the data and text that they posted on the project web site in week 2. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	<p>Activity suitable for use on an interactive whiteboard.</p>
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 2 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to read and interpret data.</p> <p>Students interpret and use data in problem solving activities.</p>	<ul style="list-style-type: none"> • The students view the data collection results of other participating students. • Discuss the other participating students data collection results • Use the data results to ask the students comparative questions. • Younger students use the graphical information to make direct comparisons. – How many students go swimming in our group? How many students go swimming in group B? Or set questions that interrogate the graphical information. How many more students go swimming in our group than in group B? • Older students use the graphical information to solve problems that involve further calculations. - Using the graphical data from 3 or 4 groups of students calculate the fraction of the total that meet a given criteria - go swimming. Or calculate the percentage number of students with a given criteria. 	<p>Students are able to read and compare information and data.</p> <p>Students are able to select an appropriate calculation method in problem solving activities.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>If possible when making direct data comparisons ensure that the groups of students are of a similar size.</p> <p>Students may need to use a calculator when calculating percentages.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students should learn that each member of the group has individual out of school interests.</p>	<ul style="list-style-type: none"> • Discuss with the students the meaning of the word ‘hobby.’ • Ask the students if they have a hobby. • Ask individual students to tell the group about their hobby. • Ask the students to imagine they are going to tell somebody from another country about their hobby. 	<p>Students are aware of different styles for presenting information.</p> <p>Students are aware of the need for clarity of content when providing information.</p>	<p>Ensure that students are aware that some of the hobby activities they take part in are also hobbies in other countries.</p>
<p>Students should learn that each member of the group has a unique lifestyle.</p>	<ul style="list-style-type: none"> • Discuss with the students what style of presentation they think would be suitable for this task – text as descriptive writing, text written in an information format, text and pictures, photos. • Older students could choose their own style for their account. • A teacher-selected style would be suitable for younger students. • Using the My Hobby worksheet, students write an informative account of their hobby. 	<p>Students are able to provide information about their hobby.</p>	<p>If the students write in a variety of styles when presenting information about their hobby, the students could evaluate the effectiveness of the styles chosen.</p>
<p>Students learn how to write a collaborative text.</p>	<p>Prepare a collaborative Hobbies review using the following as examples -</p> <ul style="list-style-type: none"> • Do the group have a wide variety of hobbies? • Do any of the students have the same hobbies? • Do any of the students have an unusual hobby? • If so describe this hobby in greater detail. • Enter information on the Ourselves Project Publisher. 	<p>Students are able to share information.</p> <p>Students are able to write in a style to suit a particular purpose</p>	<p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students should learn that each member of the group has individual television programme preferences.</p>	<ul style="list-style-type: none"> • Ask the students what programmes they watch on the television. • Make a list of the programmes. • Ask the students if there are any programmes that could be put in a list together e.g. cartoons, sport • Tell the students the categories that are on the data collection sheet. • List these categories and ask the students to sort the list of programmes they watch into the categories listed. • Younger students work as a group with teacher support. • Older students sort programmes into given categories individually then compare results as a group. • Using the What We Watch on Television data collection sheet students construct a tally chart. 	<p>Students develop an understanding of the meaning of ‘category’.</p> <p>Students are able to sort data collected into categories.</p> <p>Students are able to use collected data to construct a graph.</p>	<p>Give the students the opportunities to discuss why they like a particular programme.</p> <p>Define the categories by giving examples of the programmes that fit the categories.</p>
<p>Students should learn how to enter data and check for accuracy.</p>	<ul style="list-style-type: none"> • Enter information on the Ourselves Project Publisher • Class activity using interactive whiteboard. • The students discuss their television preferences. 	<p>Students are able to enter data with accuracy.</p>	
<p>Students learn how to write a collaborative text.</p>	<p>Prepare a collaborative text review using the following as examples -</p> <ul style="list-style-type: none"> • What type of television programme is the most popular? • What type of television programme is the least popular? • Why is the programme popular? • Why is the programme unpopular? • Enter information on the Ourselves Project Publisher. 	<p>Students are able to share information.</p> <p>Students are able to write in a style to suit a particular purpose</p>	<p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the final overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the comparisons the students made using the week 2 data • examples of what the group has discovered about their hobbies • examples of what the group has discovered about the television programmes they like to watch <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Ourselves Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The teacher checks the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students know that their work will be shared with others when it is published.</p> <p>Students are aware of the need to present work in a style suitable for the intended audience.</p>	<p><i>Before publishing the students' work check the schools Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to prepare and input data into a database.	<ul style="list-style-type: none"> The students enter the information they have collected on the 'What I like to watch on television' data-recording sheets on to a data collection form on the project web site which immediately generated in a graphical form. 	Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.	Some students will understand that a database can be stored locally or accessed remotely.
Students learn to use ICT appropriately to communicate ideas through text. Students learn to use a word processing program to organize text.	<ul style="list-style-type: none"> Students use a word processing program to assemble the information they have obtained through the data collection activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. 	Students are able to change the style and layout of text in a word processing program.	Students will be able to use this skill whilst using ICT in other curriculum areas e.g. writing an account of a science investigation.
Students learn to decide which text is visually effective when displayed.	<ul style="list-style-type: none"> The students could use the content of their individual hobby text accounts to produce an information sheet or an advertising poster. The students decide which font, colour and size would be appropriate for a given type of display. 	Students are able to use a word processing program to produce a text that is suitable for the intended audience.	Students will be able to use this skill to produce captions and labels for classroom displays.
Students learn to save their work. Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students print and save the text account. Students retrieve the saved text account at a later date. 	Students are able to print and save work. Students are able to retrieve saved work.	Students will be able to use this skill to retrieve any saved work.
<i>Optional</i> Students learn how to combine text and graphics.	<ul style="list-style-type: none"> Students print the What I Like To Do support sheet and use it to design a fact sheet about a particular hobby. Students could also combine text and graphics to make their own activity information sheet. 	Students are able to combine text and graphics.	The students could use this skill in other classroom activities. e.g. designing posters to advertise school events.

The students use the text accounts and the data collection information on the web site to identify similarities and differences between their lifestyle and that of similar aged students in different parts of the world.

The students submit an evaluation of the project.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts. • To be able to write an evaluation of a task.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience. • To be able to evaluate the success of using ICT to communicate information and to share data.
Personal, Social and Health Education	<ul style="list-style-type: none"> • To be aware of the similarities and differences between people. • To be able to appreciate that people may have different lifestyles from themselves.

The purpose of this week is for the students to interpret comparative data by reviewing the work submitted by other schools on the project web site.

Step	Title	Notes
1	Review Time	Overall comparisons.
2	What We Have Learnt	Overview observations of the project.
3	Goodbye	Final text communications and graphic.
4	Publish Our Work	Publish the final text and graphics.

Resources
<p>Support sheets</p> <ul style="list-style-type: none"> • Collaborative writing <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Vocabulary
<p>Evaluation evaluate compare retrieve information completion publish audience collaborate summary</p>

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> • retrieve stored information • make comparisons using retrieved information • communicate and handle information • present information with an awareness of audience <p>Some students will be able to</p> <ul style="list-style-type: none"> • compare information and decide on the fairness of the comparison

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Older students could be given a list of questions to answer using the information displayed on the project web site. Parents and carers of younger students could be invited into school to share the project web site.
Students learn how to compare information.	<ul style="list-style-type: none"> The students review the work submitted by other schools on the web site. 	Students will be able to compare their own lifestyles with others.	
Students learn how to make data comparisons.	<ul style="list-style-type: none"> The students use the data collection information on the web site to discuss similarities and differences between their lifestyle and that of other project participants. 	Students will understand that the lives of people in other places may be different from their own.	
Students learn that there are different cultures and lifestyles around the world.	<ul style="list-style-type: none"> The students use the text accounts, graphical information and images to make comparisons with their own lifestyles. Older students make the comparisons and express their opinions about the similarities and differences. 	Students will be able to compare and contrast differing lifestyles and cultures. Students will be able to appreciate and be sensitive to the needs of others. Students will be able to develop good relationships and respect the differences between people. Students will be able to think about the lives of people living in other places.	Use the activities in Personal, Social and Health and Citizenship lessons to enable the students to understand that the lives of people in other places may be different from their own.

Objectives	Activity	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write in a style suitable for the task.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the whole project overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the physical similarities and differences the students observed in their own group • examples of the hair and eye colour observations the students made of their own group • examples of the hair and eye colour observations the students made using the data from other participating groups • examples of information the students retrieved using their own birthday months survey • examples of information the students retrieved using other groups birthday months data • examples of what the group has discovered about their healthy lifestyles • examples of what the group has discovered about other students healthy lifestyles • examples of what the group has discovered about their hobbies • examples of what the group has discovered about other students hobbies <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Ourselves Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to communicate in a style best suited to a task.</p> <p>Students are able to summarize information.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p> <p><i>If using individual student's names before uploading the students' work check the schools Internet Access Policy</i></p>

Objectives	Activity	Outcomes	Notes
Students learn how to write in a style suitable for the task.	<ul style="list-style-type: none"> The students write goodbye messages to other participating students. The students write a collaborative goodbye message. 	Students are able to communicate in a style best suited to a task.	<i>Before publishing the students' work check the schools Internet Access Policy.</i>
Students learn how to take a photo using a digital camera.	<ul style="list-style-type: none"> The students decide on a 'goodbye' photo. This could be of the group, the school or a display linked to the project. Students take a number of photos and the select the one for the web site. 	<p>Students are able to use a digital camera.</p> <p>Students know that photos taken with a digital camera can be published on a web site.</p>	<i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i>
Students learn how to write a collaborative text.	<ul style="list-style-type: none"> Prepare the goodbye messages Individual students indicate what they enjoyed most about the project. Enter goodbye messages on the Ourselves Project Publisher. Enter the photo on the Ourselves Project Publisher. 	<p>Students are able to share information.</p> <p>Students are able to write in a style to suit a particular purpose</p>	Younger students – teacher scribe to produce final draft.

Objectives	Activity	Outcomes	Notes
<p>Students publish their goodbye messages and images on the web site.</p>	<ul style="list-style-type: none"> • Revise the function of the Publish button. • <i>The teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site, 	<p>Students complete the project. Students are able to retrieve and share their work by logging on to the project web site.</p>	<p>The completed web site will provide other teachers and groups of students within the school with access to data collection results and information text that could be used in problem solving and information retrieval activities.</p>

Project Resources

Week 1	Resource
Hair Colour	Worksheet for students to record hair colour as a tally chart.
Eye Colour	Worksheet for students to record eye colour as a tally chart.
Our Birthday Months	Worksheet for students to record birthday months as a tally chart.

Week 2	Resource
Keeping Fit	Worksheet for students to record how they keep fit.
Breakfast Survey	Worksheet for students to record what they have for breakfast. The worksheet can also be used as a homework sheet.
Bedtime Survey	Worksheet for students to record their bedtimes.
Menu <i>Optional</i>	Worksheet to design a healthy breakfast menu.

Week 3	Resource
My Hobby	Notebook style worksheet for students to record information about a hobby.
What We Like to Watch on TV	Worksheet for students to record their television programme preference.
What I Like to Do	Worksheet for students to record information about a sport they either take part in or watch.

Week 4	Resource
What Have We Learnt?	<i>No worksheets are required for this week</i>

Name _____

Date _____

Hair Colour

Colour

Total

Black		
Dark Brown		
Medium Brown		
Light Brown		
Dark Blonde		
Blonde		
Auburn		

Name _____

Date _____

Eye Colour

Colour

Total

Blue		
Grey		
Brown		
Hazel		

Name _____ Date _____

Our Birthday Months

		Total
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Name _____ Date _____

Keeping Fit

	Total
Ball Games	
Athletics	
Gymnastics	
Dance Activities	
In Water Activities	
On Water Activities	

Name _____ Date _____

Breakfast Survey

		Total
Hot Drink		
Cold Drink		
Cereal		
Toast		
Fruit		
Cooked Breakfast		

Name _____ Date _____

Bedtime Survey

	Total
6 – 7 pm.	
7 – 8 pm.	
8 – 9 pm.	
9 – 10 pm.	
10 – 11 pm.	
After 11 pm.	

Name _____ Date _____

What We Like to Watch on TV

		Total
Cartoons		
Films		
'Soaps'		
Information		
News		
Game Shows		
Sport		

What I Like to Do

Equipment

.....
.....

Rules

.....
.....

Skills

.....
.....

My Achievements

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.....
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