GiggleIT Project

Time frame – One hour (60 minute) period/week. This program may be conducted as a complete unit in English. You may adapt the program to suit your context under the Creative commons copyright for the GiggleIT Project. All teaching resources for the GiggleIT Project are available from the School Libraries in Action page on the IASL Web Portal. These resources are free under the Creative Commons agreement outlined on the copyright page of the GiggleIT web site. Please read this information.

Read this program in accordance with your context (school/library).

Learning Outcomes/ Objectives	**Target audience** – students aged 10 - 14 **Learning Outcomes** • Literacy • Information Literacy • Using Technology • Social – Cultural • Other See GiggleIT Project site For Teachers > Student Learning outcomes
Assessment **(If this is to be part of an assessed teaching program)**	Assessment will take the form of team portfolios and individual portfolios of student work. Students will also conduct peer assessment, self-assessment and reflection activities. Use checklists to make this easier for you and to build a comprehensive evaluation of student achievement. Students can also fill out the checklists. Students should have access to the assessment recording sheets at all times and be aware from the beginning that they will be assessed on the work they are doing
Management	You will need to create portfolios to contain student work. These will need to be for individuals and for teams of (say) 4 students. You can make these up beforehand. Use either electronic portfolios (using a folder on the network, a re-writable CD or a USB stick with the student's/team's name) or slim pick paper or plastic folders. Use the GiggleIT labels (there are a variety to choose from) so students can name their folders.

Activities and Handouts	**Rationale/Pedagogy**
Getting started	**Mindmapping and displays**

Schools in Action Series

GiggleIT Project
Step 1: Explain the concepts underpinning the GiggleIT Project.
An international collaborative project;
- elected language (in the beginning) is English;
- major aim - to produce an eBook of original children's writing using humour as a theme;
- an international children's publication written by children for children; and
- to promote cross-cultural understandings and collaboration for children and young adults around the world.

Encourage questions, discussion and the use of vocabulary from your students and create a mindmap. The mindmap should be displayed where it can be seen and added to during the project. For a **sample mindmap** (GITMMSAMP.pdf), go to the GiggleIT Teacher resources section of the IASL Web Portal.

Each time a mindmapping exercise is used in this program, the process above should remain the same or be very similar, to allow students to build their skill levels, work independently (they know what to do) and engage successfully in the learning.
Note: every piece of work MUST be dated and contain the author/s name/s.

Step 2
Register for the GiggleIT Project.
Go to the Registration link on the side menu bar under the For Teachers link (top menu bar) on the GiggleIT home page.
To register, you need to do 2 things:
- Go to Giggle Town via the GiggleIT News page on the website and select 3 Gigglecritters to use on your GiggleIT web page. Resources are available to conduct class voting.
- Complete the registration form either online or **post it** (GITREGFORM.pdf) to the GiggleIT team.

Step 3
Register for the GiggleIT Competition.
Information about the competition can be found on the GiggleIT website under the **For Teachers** link and on the student part of the website under **GiggleIT News**
To register, you need to go to the **Competition** link in the **For Teachers** section and complete the competition registration form. NOTE: the **conditions of entry**

Partnerships
Go to **Getting Started** from the **GiggleIT home page** on the website.
Use these pages (also for your students to use as independent learners), this program and

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The use of mindmaps or concept maps encourages students to think laterally and make cognitive connections. They are also a very useful way to build vocabulary. Having the map on display means students have a visible baseline (visual and text learners) and reference point whenever they are working on the project. If the mindmap is a working document (ie. continually being updated and added to by the students – kinaesthetic learners) it will foster the development of critical thinking skills.

Mindmaps can be created using coloured paper or sticky notes (these can be moved around as students learn to make connections, group and collate information). You can also use software such as Freemind to create digital mindmaps.

If you use a computer and software to create your mindmap, then this MUST also be a teaching moment, ie. teaching students how to use the software correctly – which means you will have to learn it first.

Voting
Introducing a voting process here is one way of engaging the students in the project from the very beginning. Students take ownership when they are actively involved in processes. This also sets the stage for students to conduct peer assessment tasks and participate in the partnering process later in the program.

The Competition
The GiggleIT Competition is also designed to get students engaged in the project and to emphasise the international/global aspects of the project. Since the project is all about writing and language, creating a new word that more aptly describes an eBook is a good place to start. A major aim of this aspect of the project is to make this new word/term part of everyday language.

the GiggleIT Resources to assist you when running the Project.

This is an ideal Project to run as part of an established English program or as a whole school literacy promotion program.

Step 1
To select initial working partners (pairs) give everyone their own gigglecritter to colour in/decorate and name. The **blank Gigglecritter** (GITVOTEBLANK.pdf) can be found in the GiggleIT Resources and also has a place for the student's name.

These are folded into quarters and placed into a large bin/container. You or a selected student (different one each time this process is conducted) will then draw out the critters two at a time. This will be the first partnership of many during this project. When the partnerships are all completed, the critters will go back into the bin to be used next time.

Every time a new partnership is mentioned in this program, this is the process to be used – initially time consuming, but worthwhile when teaching students tolerance, patience and how to work collaboratively.

Partnerships
This is a collaborative project where everyone needs to learn how to work closely with someone else – in their own class, school or another country. Choosing partners should be democratic and students should be engaged in the process. Partnerships should also be fluid – this encourages students to be adaptable to change and learn the skills necessary to work with a range of different personalities (working collaboratively) in a range of situations (pairs, groups or teams). It also engages students in another aspect of the democratic process.

GiggleIT and GreenIT
GiggleIT supports a green approach to teaching and learning. Help protect and foster an environmentally friendly future by following some simple tips. All resources are provided as PDF and Word documents.

Working with their new partners, ask your students how they can be green in the classroom. Some suggestions might include:

- Use lead/coloured pencils and erasers when completing tasks – that way you can re-use templates.
- Photocopy both sides of the paper.
- Use one set of resources when working in pairs and teams.
- Don't waste paper.
- Use recycled paper.
- If you have the technology facilities, do everything online and create ePortfolios to record your work and assessments.
- Take care of your working tools – pens, pencils, notepads, worksheets, folders.

Pairs then bring their suggestions back to the whole class discussion. Place all suggestions on the board. Pairs then discuss which 5 suggestions will become working rules for your classroom for the year. Votes from the pairs are then boarded and a final decision made. These 5 rules will be displayed on a chart where everyone can see them at all times.

GiggleIT and GreenIT
A preparatory session to get the students to:
Work with their partner;
take ownership and establish some rules for their working classroom;
think about environmental issues within the context of their everyday activities; and
recognise that the environment is a fundamental life issue and ongoing.

Beginning research

In this exercise students will engage in the research process to provide the GiggleIT team with some information about their country, city/town, their school and their class. Initially students need to work through the mindmapping and question process. Freemind free mindmapping software.

Students are limited to 300 words for each section.

Decision 1: will they use dot points or write succinctly/concisely (discuss these terms and add them to the **GiggleIT Vocabulary list** (GITVOCAB.PDF).

Decision 2: What sort of information will they include in the 4 sections (country, city/town, school, class)? Encourage them to discuss this with their partner using the **mindmap questions** (GITMM1.pdf) to get started.

Student Task: Create a mindmap outlining the information that should be included. Underline information they think will require more research.

Display: Have this on display so students can use it as a reference point at all times. Things to remember:

- Your information must be accurate/true.
- If you have photographs they must belong to you or your school and they must not contain images of people that can be easily identified.
- Your work must be well written and in English. Good sentences, capital letters and correct spelling will all say something about you, your class and your school.
- Your information must be 300 words or less.

Teaching Moment: Links to resources are available on the student pages of the website.

- Accuracy/authenticity/truth - check your facts in several different places (book, encyclopaedia and web site).
- Copyright/ownership issues
- Internet safety

Teams: You select several pairs to work together to create 4 teams dedicated to choosing the best information gathered and writing it up as it will appear on the GiggleIT web site. Teams will then use the **Assessment Recording Sheet** (GITARS.pdf) to evaluate the efforts provided by the other teams.

Once the assessments have been completed, assessments are then returned to the teams.

Beginning research

The research process for the GiggleIT Project begins from a point of familiarity (establishing prior knowledge) where students feel comfortable and able to engage. It is also where the teacher will set up the research process to be followed in later parts of the program.

Asking the right questions is a first step in establishing prior knowledge, determining what we don't know and more importantly, determining what we need/want to know. Doing this right at the beginning saves a lot of time later. See Jamie McKenzie's Question website.

Vocabulary List

Students set up a vocabulary list as part of their GiggleIT portfolio. Encourage them to use dictionaries (online or print) to find the proper meanings of words, and to write their own meanings for the words. If they write their own meanings rather than copying from the dictionary they will develop greater understandings and be more likely to use the words in their own writing – ie. they take ownership of the word.

Displays

It is important that students clearly understand what they have to do and the parameters under which they are working. Having instructions/reminders on display means there are no mixed messages. These are simple to create – either on the board, large piece of butcher's paper and stuck on a wall.

Teaching Moments

These are opportunities (we often miss) to teach important information literacy skills as part of an embedded process.

Peer Assessment

An important Information Literacy (IL) skill is metacognition and reflective practice about information. Peer assessment is one way of developing these skills and providing opportunities for students to be part of the assessment process. Peer assessment teaches students how to evaluate and critically analyse their own and the work of others. It also provides opportunities for providing constructive critical feedback, rather than criticism.

Team members can then use the assessments and any suggestions to refine their final product. Once everyone is happy with the final result, the class can vote on the best information to be published on your GiggleIT web page. The information can be sent off to the GiggleIT team to go up on your school web page. **Teaching Moment:** You may use this opportunity to talk about communication and **how to use email** (GITEMAIL.pdf) correctly. You may then choose one team or pair to write the email to be sent to the GiggleIT team. Keep a **running log** (GiggleIT Jobs Recording Sheet GITJOBS.pdf) of who does what during the Project, so everyone gets a turn. This should also be displayed.	Australian teachers may find the following pathfinder useful for their research by Roxanne Ciddor http://www.roxanneciddor.com/pathfinder/ Teachers from other countries can use a similar format to create their own pathfinders. More information about pathfinders can also be found at the CMIS (Curriculum Materials Information Services) web site from the West Australian Department of Education and training. http://www.det.wa.edu.au/education/cmis/eval/curriculum/pathfinders/
What do we find funny? **Step 1:** Select new working partners by swapping pairs in the teams. **Step 2:** Students brainstorm with their partner and create a mindmap. What types of things do we find funny? **Step 3:** Join up pairs to create groups of 4. Students collaborate and create a joint mindmap. **Step 4:** Creating a class mindmap. Have each team put one item on a board or display until all items have been added. Discuss with the results with the class - Are there common themes appearing? - Why is this so? - Are some of these themes peculiar to our culture, way of life or country? - Which ones? - Anything else?? **Display:** Have the mindmap on display while students attempt the next step in their research. **Step 5: Self-assessment Vocabulary Checklist** - vocabulary check using the (GITVOCABSELFASSESS.PDF)	Students have completed 2 mindmaps with assistance – now it is time for them to attempt one on their own (Independent learning – in pairs). **Joint mindmaps** – working in teams, collating/grouping, evaluating information (IL skills) **Class mindmaps** – an opportunity to practice social skills and collaborative team work with a large group. Class sessions also provide opportunities for all class members to contribute and be recognised for their contributions. **Self-assessment:** reflective thought and metacognition, taking ownership of their work. You should check their additions to the vocab list regularly to encourage them to build their own language skills.
Researching humour and cultural identity **Step 1:** Reading, reading and more reading! Provide a range of different humorous genres from the literature of your own culture/country for the students to read. These might be: - fiction books - nonfiction books - magazines - newspapers	**Teaching moment:** You could take this opportunity to ask students about the differences between the different terms used to describe different items. There are two concepts here: - fiction vs nonfiction – how reliable is this division based on content? - different formats – magazines, newspapers, comics, cartoons.

- comics
- cartoons
- web sites

Web sites (note web sites are a format and a delivery mode – confusing!)

Step 2: Provide them with **notemaking sheets** (GITENOTE.doc [electronic notemaking] or GITNOTE.PDF [print notemaking]) and the Bibliographic Resource sheet (GITBIB.PDF)

Teaching Moment: This is a good place to introduce a discussion about the importance taking good notes; reference lists and bibliographic information; why we use these and plagiarism.

When teaching these concepts, get the students to work in their pairs first to discuss and create a mindmap, then in their teams of 4, then as a class discussion. The class bibliography-notemaking-plagiarism mindmap should also be on permanent display. This can also be added to and the students should be encouraged to update regularly their class mindmaps.

Teaching using this methodology is initially very time consuming, but once the students get involved and have done the process a few times, they will become very adept. What they are doing here is practising a range of oral, IL and thinking skills. Because they are involved in the process and know what is expected, they will take ownership of it and will remember the content. This type of teaching method is far more pro-active than when the teacher talks at the students (passive learning). The GiggleIT Project is all about students taking ownership of their own writing and creativity.

Step 3: Once students have completed their reading, they go back to their pairs to add to their original mindmap and discuss their findings.
- Did you find any new information about what makes people laugh?
- How well do you know your own culture?
- What does it mean to be Australian (French, American, Spanish, Chinese or Latvian etc)?
- Are we Australian or Chinese or French because of our national dress, cuisine, music, environment, literature?
- Can you think of any jokes or stories that are typical of your culture/country that make you laugh? What makes them special?
- Do you think other cultures have a different sense of humour to us, in the same way that other countries and cultures have different houses, religions, food, songs and so on?
- Did you find anything out about humour that is specific to your culture/country?
- Can you add anything to your mindmap?

There are 2 different templates for notemaking available in the GiggleIT resources – electronic and print. The print notemaking document contains two templates for different age levels. Providing students with a notemaking template:
- Gives them direction
- Provides them with a starting point
- Emphasises the importance of taking good notes
- Provides a reference for later use.

Management note: by this stage there should be a time limit on their activities since they know what to do – let them know this in advance and always have a clock in the room (Mathematics learning outcome: telling the time). If you can, have a traditional clock and a digital clock so students can practise reading both.

Pedagogy: Students are building their own knowledge base here based on prior knowledge and their research. They are taking new information and deconstructing old information to make new information. They are critically analysing, thinking/problem-solving, and evaluating, grouping and collating information.

Teams have to assess their own work and note how they might improve on their efforts. Assessment sheets all look very similar. This makes the process consistent which helps students to become more accurate evaluators.

Step 4: When the pairs have finished, they then re-group in their teams to add to the team mindmap. **Step 5:** Class mindmap – whole class activity to add to the class mindmap. This mindmap goes on permanent display. **Step 6: Check Assessment: Team portfolios** Have a checklist for the students (GITTEAMASSESSCHECK.PDF) or yourself (GITTEAMPORTCHECK.PDF) to complete - evaluating the contents of their team portfolios. They hand these in to you for recording and are returned to the Team portfolios.	You can use the GiggleIT assessment checklists at any time during the program when you want them to stop and reflect on what they have been doing and to evaluate their own and other's work.
The International Children's Digital Library (ICDL) If you do not have good Internet access then use print items from your school or public library instead. If you have limited access for your students, they can still do this, but work in their teams of four. You may wish to conduct this as a class activity and use a digital projector while the students take notes. **Step 1:** Working in pairs from previous section. Introduce the concept of a graphic organiser and genre. In the class discussion get the students to work out their own definitions of these terms and add them to their vocab list. Students need to consider the range of genres they have already read and more specifically, the ones that are part of the GiggleIT Project – poetry, short stories, anecdotes, fairytales, myths and legends. **Step 2:** Use the graphic organiser to answer the following question, based on what they have already read. What elements introduced humour for the reader or how was humour sustained in each of these genres. Use the GiggleIT Graphic Organiser to get them started (GITGRAPHIC.PDF). Work in pairs first and then teams. **Step 3:** As a class, work on the graphic organisers, so each child has an opportunity to complete theirs in full. Transfer information they have already provided from the class mindmaps. **Step 4: Researching the ICDL** Working in pairs, students need to go to the ICDL and try to find at least one example of each genre from their country/culture. **Teaching moment:** This is a good place to talk about search skills, how each database is	**Graphic Organisers**: assist students when doing comparative exercises. They assist visual learners as well. Allows students to compare elements across different genres. Websites: http://edhelper.com/teachers/graphic_organizers.htm http://www.eduplace.com/graphicorganizer http://freeology.com/graphicorgs/ Establishing prior knowledge. Students have already done a lot of work on establishing what makes us laugh and what we find funny in our culture/country. They are now transferring some of this knowledge into a new conceptual framework – the idea of elements of humour that can be tapped into by the author. They may find this exercise difficult at first, so encourage them to use their mindmaps and the class mindmap. **Teaching moments:** This is where you can introduce English codes, conventions and terminology such as: • alliteration and the use of sounds • double entendre (double meanings) • rhythm • rhyming patterns

different (the whole world is NOT using Google technology) and how they might refine their search skills. ALWAYS have a notemaking sheet for them to fill in when doing a skills based lesson, so they can refer to it at a later date, or create a searching information chart based on their contributions that is added to/updated every time you review searching skills. **Step5:** Pairs discuss and add to their graphic organiser. **Step 6:** Teams of 4 re-form and transfer their 2 graphic organisers into one. **JigSaw:** Each team has a different coloured pencil, pen or texta that identifies their team. Teams then move around the room to evaluate other team's graphic organisers, adding information to them as they go. By the end of the exercise, all teams will collaborated with every other team in the class. **Step 7:** Teams return to their original document and have time to discuss alterations to their graphic organiser. **Step 8:** Display team graphic organisers for everyone to see. Are they all the same? Individuals may now add to their own organisers.	• structure • vocabulary and the use of language • figurative language • character, plot and setting • ….. You can use the blank GiggleIT template to create your own teaching resources here (GITBLANK.PDF) **JigSaws:** A good way to get students thinking and evaluating as an expert. Your kinaesthetic learners will also like this type of activity.
Personal Research – Outside school **Step 1:** Individual students need to ask family and friends for one joke, limerick, personal anecdote, favourite story from childhood. Use the personal research template for them to take notes (GITPRESEARCH.PDF). **Step 2:** Ask students to devise strategies when conducting their personal research, ie. how are they going to get the information. Guide them towards: • Clearly explain the GiggleIT Project and what they are doing • Select a range of age groups as older people may have different stories or jokes. • Carefully document their findings using the personal research notemaking sheet. • Ask the people they interview for their input to answer the questions on the sheet. Board or display these ideas so students have a clear understanding of what is expected. By participating in this thinking exercise, they will take ownership of the homework and have a clear understanding of what they must do to complete the task. They will need some time to do this. **Step 3:** In their teams, compare the results of their personal research. Can they add anything to their team graphic organiser? Can they add anything to the class graphic organiser? Can they add anything to the class mindmap – what makes us laugh?	This exercise takes students outside school hours. Response to this activity is a good indication of how successfully students are engaging. Interviews: Students will: • Need to have a clear understanding of the GiggleIT Project • Practise oral interview skills • Practise notemaking • Practise gathering and collating information from personal sources. • Be open to a range of different ideas about what makes us laugh.

GiggleIT – Creative Writing

Step1: Now it's time to do some of their own creative writing. There are 6 genres for students to work on:

- poetry
- tall stories
- jokes
- personal anecdotes
- culturalised well known stories
- fractured or modern fairytales

Working in their teams of 4 – give each team one genre to start, indicating that everyone will have a turn at each genre. Or everyone does the same genre at the same time.

Step 2: Provide teams with copies of the GiggleIT samples for their genre. Teams compare these samples with the samples they have collected during their personal research. Using the creative writing template (GITCREATE.PDF), each student creates an outline for their creative writing. Remind students to use their graphic organisers as a reference.

Teaching moment: This is a good time to introduce the concept of authorship and what good authorship entails.

- the fact that good authors often have do a lot of research;
- their works have defined structures to create images for the reader; and
- make meaning clear.

Step 3: Individuals then use the outlines to begin writing their own creative pieces.

Step 4: Check Assessment
To complete the assessment, students need their creative writing outline and their final product.

Students use the Peer Assessment Instructions and Criteria (GITPAIC.PDF) and the Peer Assessment Recording Sheet (GITPARS.PDF) to evaluate their own work.
Points to consider:

- How well does the final product match up with the creative outline?
- Did you achieve your creative writing goal/s?

Collect and record the marks (you can assign marks to the different ratings on the assessment sheet). Return the assessment sheets to the students.

Drafting and publishing process
You may also wish to use the GiggleIT How to Publish (GITPUBLISH.PDF) document as a reference point for students.

Creative writing template: provides you with evidence of their thinking and demonstrates that authorship is part creative and a lot of thinking.

Remind students that this is an international project and publication, so only the best pieces of writing will be chosen for publication on the class/school website. Each class may publish up to 10 pieces of writing per genre at any one time.

Assessment: Let students criticise their own work first before assessing others. They will often be very harsh critics of their own work.

Step 5: Try another one using the same genre and process.

Step 6: Check Assessment
This time students will assess other team members' work using the same process as above.

Collect and record the marks. Return the assessment sheets to the students.

Ongoing Program

The program is now self-sustaining. Continue to work students through the creative writing phase, using the outlines to plan and think about their work before they write.

You can collect these to assess how far they are progressing in the thinking and writing process. Encourage them to use their vocabulary lists by checking these or getting other students to assess them. You record the marks intermittently – students expect to be checked but don't know when the marks will be collected by you. Thus you encourage them to complete the lists as an ongoing process. You may also have a Vocabulary chart which is displayed on the wall, containing particularly giggle-licious words students have in their lists. Acknowledge the students who have found these words.

When you have run through the sequence for each genre 3 or more times, get the teams to assess the work produced using the Peer Assessment Recording Sheets and choose the 4 best pieces for class display. These are then displayed around the room. Each student then conducts an assessment using the Final Assessment Recording Sheet. (GITFARS.PDF)

Display the 5 best contributions from each genre chosen by the students – these go on permanent display. Repeat the process until each team has had an opportunity to work with each genre.

Free choice: Students are given an opportunity to work in their favourite genre.

Crunch time! Students must finally vote for the best 10 pieces from each genre. These will be sent to the GiggleIT Team for publication.

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