

Ultrahet-Pupil Tasks or Inquiry

These are a series of tasks set within an LMS for a range of topics. Use as you wish. Use the "Contents" below to jump to a topic of your choice. Each task is a bit like a web-quest at times with links to jump off elsewhere. If a resource (i.e. Rubric) is not available, please flick me an email to get access... I just overlooked it!) This is not all my tasks set in Ultrahet but represents one that I want to store for use on other occasions.

[All Planning Assessment Index \(separate document\) here](#)

[Ultrahet-Pupil Tasks or Inquiry](#)

[Leadership Mindmap](#)

[Country Research](#)

[Multiple Intelligences](#)

[Kennings Animal Poems](#)

[Diamonds in the Rough](#)

[Grandparents' Day](#)

[Visual MihiMihi](#)

[Describing a Picture](#)

[KOS](#)

[Speaking Out](#)

[Animal Report](#)

[iPhoto Book](#)

[Poetry with POV](#)

[Reflections on a Value](#)

[Recipe for a Friend](#)

[Nature Personifications](#)

[Mars Rover - iNoticed.](#)

[Picture Book Values](#)

[Recycled Art Rockets](#)

[Commenting on the Web](#)

[Being Positive - Camp Thank you Letters](#)

[Recount - Tell your story!](#)

[Diamond in the Rough](#)
[Comic Life Recount](#)
['Meet Us' Videos](#)
["Just Who am I?"](#)
[Set your Learning Goals for the Term](#)
[Amazing Fact of the Day](#)
[Reflections on a Learning Journey](#)
[A Vision for the Future.](#)
[Amazing Journey](#)
[Flintstones to Starwars](#)
[Mihi](#)
[Take me to your best Leader!](#)
[3D Bird Feeders](#)
[Cyber-Digital Citizenship \(Parents and Pupils\)](#)
[Cyber-Digital Citizenship \(Parents only\)](#)
[DTP CheckPoint](#)
[3D Islands ~ Mapping](#)
[Disasters](#)

Leadership Mindmap

Leadership Mindmap

OVERVIEW: Use these resources and sources to explore leadership and create your own mindmap.

WALT:

- To summarise leadership in a visual form by organising information into logical sets and subsets.
- SOLO to add multi-structural or Relational thoughts, especially in the section related to my own reflections.



Country Research

Choose a country with a type of government that you think you would like to live in. Research and present information on an A3 poster on this country.

WALTS

To understand how types of government affect people in a country.

To learn who to use keywords to locate suitable information, summarise and make personal connections with this using a thinking tool.

Success Criteria

1. Your poster contains up-to-date and accurate information covering the ten compulsory and two self chosen areas.
2. You have credited the use of three sources including an encyclopaedia.
3. Your poster demonstrates an understanding of your country and can relate it to your own life. [Go for SOLO multistructural.](#)
4. You have located the most important information about your country.

Answer these these areas and create two others that you think would help you understand the country and how it runs better.

- **Compulsory research areas**

1. Current population
2. Current government style
3. Current leader/ group of leaders.
4. Three most important parts of its history. Why are these the most important?
5. The flag and what does it mean.
6. Where is your country on the Wealth index GDP. What does this mean for your country?
7. Where is your country on the human development index? What does this mean for your country?
8. How safe is your country to live in?
9. Compare the wealth of a person in your country to how much pocket money you get.

- **Now report on two other areas that you think are important.** Look at an article of your country to decide. **Bullet points only.**

Enrichment: If you finish the poster you can do a propoganda movie which highlights the three best things and puts a spin on the two worst things about

your country. Use text words and pictures, could be done with an iPad tool if you are first in.

Multiple Intelligences

Multiple Intelligences

WALT: When we discover more about ourselves we can be happier people and understand better how to contribute to the world.

Success Criteria:

Two surveys completed.

Write up comments of the surveys at the SOLO multi-structural level (see example below)

What to Do

Visit the two sites and take the surveys.

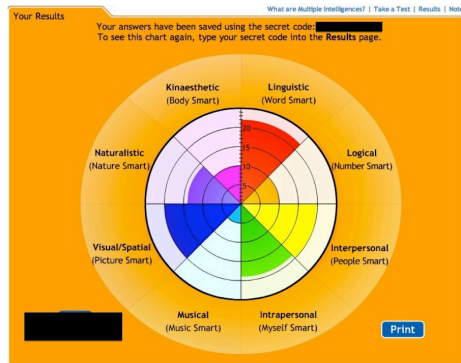
1. [BGFL](#)
2. [Edutopia](#)

Snapshot and save results into your click draft. Make comments about what you notice. This is an example from Mr Grieve.

My Multiple Intelligences 2013

Here are the results from the two surveys that I took. I have blacked out personal access codes.

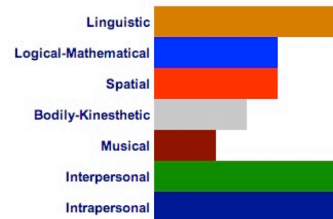
These two results both score me higher in Linguistic, Interpersonal and Intrapersonal. This means I learn better by responding and learning with words, by knowing myself well and by knowing others well.



I think I am good at sports as well although this is not high because I do not learn a lot by doing. I wonder if doing something on the computer is a "physical" activity? If so, I would be really high in this area.

Visual and Spatial activities is something I enjoy and this was high in one of the tests. This means I like visual activities and learning. My websites (in2edu.com and bannersandawards.com) are evidence of both my word smart and visual smart learning.

Your Relative Multiple Intelligence Strengths



Kenning's

Kenning's Animal Poems

Bring to life the spirit, the essence, the nature of your animal. Each word is important so craft with pride.

WALT

To write a poem to a form to capture the essence-spirit of an animal.

Success Criteria

- Write to the form of a Kenning poem.
- That your poem tells us about your animal on both the inside and outside.
- Write poems with no repetition of words.
- Use strong words throughout our poem and use a Thesaurus to improve these words.
- Understand how to use Creative Commons free images and credit them.

Resource

[Click here and then visit the slides about Kenning's poems.](#)

Process

1. Decide on an image you will use from Pixabay.com
2. Copy the WALT and Success Criteria into your "brick Google Doc draft".
3. Write your Kenning's following the writing process.
4. When passed copy to Pages and publish like the [model in the example](#).
5. Upload a copy to your blog.

6. Write another one (on any topic you like) if you have time.



Diamante Poems

Diamonds in the Rough

Somewhere in Pixabay or your great memories, is an amazing Diamante poem waiting to to be found. Explore, think and create to discover your diamond using the riches of words.

WALT

To write a poem to a form to capture a moment about flying or flight in a word picture.

Success Criteria

1. Write to the form of a Diamante poem.
2. Write poems with no repetition of words.
3. Use strong words throughout our poem and use a Thesaurus to improve these words.
4. Understand how to use Creative Commons free images and credit them.

Process

1. Create a Google Doc Writing Draft book. Share with Mr Grieve and Mr Mahon.
2. Add words and ideas for topics to our [shared google doc here](#).
3. Decide on an image you will use from [Pixabay.com](#)
4. Copy the WALT and Success Criteria into your "brick Google Doc draft".
5. Write your Diamante following the writing process.
6. When passed copy to Pages and publish like the model below.
7. Upload this task as a Pages file.
8. Write another one (on any topic you like) if you have time.

When given a publish note in your click draft try to set out using the techniques shown as below.



Resources

[Icarus Myth](#)

[Icarus Myth 2](#)

[CAA Icarus](#)

Grandparents' Day



WALT

1. To learn more about our past and connect to it
2. To demonstrate respect and thoughtfulness for our heritage and Grandparents.
3. To demonstrate our learning to another adult building on what we learned from presenting to our parents in Term 2

Grand Parents' Day Plan

Before

Prepare and send an email invite to my Grandparents. Well ahead in time.

On the Day

Be Prepared

Be prepared with your laptop.... have the browser working and all the tabs open and the websites logged into.

Check through the list below for what you need.

Have Google Earth running

Welcome - Aramando

Term 3 Speech from one boy - Spencer

Class orchestra: - Jun, Alex - Pirates of the Caribbean

Blowing in the Wind: Lucca

Each boy to show

Ultranet Portfolio

Blog - read Egyptian poetry and show a comment - explain

Chicken.... Class blog

Show them how you do your spelling. Spelling City

Show them your Reading Eggs

Art on the wall

Pictures. (Talk about camp)

Jobs and Dojos

Do a Study Ladder activity together.

Show a book worth showing

Pen Pal letters and emails. ... Haynes Elementary on Google.

Ultranet.... Quadblogging.... GoogleEarth

PuppetPals - Ask them what's the best things about being a grandparent? Just a quick one minute recording.

Visual MihiMihi



WALTS:

1. To design a visual representation of a MihiMihi (Maori introduction to yourself).
2. To understand Digital Design Skills within Pages such as masking, layering and alpha tool
3. To understand the “focus and flow” design technique.
4. To respect copyright by using Creative Commons images or taking my own

Introduction to Task

A MihiMihi (introduction speeches) is used in formal greeting situations.

[Follow visual rubric design here](#)

Information on focus and flow here. See Art & Design section

[Learn more about the MihiMihi/Pepeha here.](#)

[Another source for Mihi/Pepeha information.](#)

[Simpler Mihi form here](#)

Describing a Picture

Describe orally to a partner and they draw it.

Structure and Content

It's not easy to follow a picture description if the writer jumps randomly from one point to another. Therefore, make sure that your picture description is logically structured, for example:

from left to right (or from right to left)

from the background to the foreground (or from the foreground to the background)

from the middle to the sides (or from the sides to the middle)

from details to general impressions (or from general impressions to details)

Which structure you finally choose depends on your taste and the picture you want to describe.

Pictures in General

short description of the scene (e. g. place, event)

details (who / what can you see)

background information (if necessary) on place, important persons or event

Paintings

name of artist and picture, year of origin (if known)

short description of the scene (e. g. place, event)

details (who / what can you see)

impression on the viewer

artist's intention

perspective, colours, forms, proportions etc.

KOS



[All the resources for this term unit are found here.](#) We will have ten lessons this term with two from our police education officer... going to an interesting journey.

Speaking Out



This your chance to speak out. [All resources are found here.](#)

Animal Report

ANIMAL REPORT

You are writing a descriptive report about an animal of your choice. Our world is full of amazing and wonderful creatures, all going on a Planet Earth journey with us as humans. So get your "wondering" and "questioning" hats on and enjoy this topic.

[See marking rubric here with success criteria here.](#)

Process

1. Class discussion and reading on Sea Otters and other reports to understand the process.
2. Choose your animal.
3. [Practice with main ideas and summarising activities.](#)
4. Bookmark 2-3 quality website
5. Research from 2-3 websites, making sure that you have a high standard of Digital Citizenship. Especially, report anything that makes you uncomfortable.
6. Create a mindnode mindmap. Use the categories for the poster and from the Sea Otter exemplar.

7. Write up your report, from your mindmap. Use paragraphs and keep the rubric in mind. Do not go back to websites and copy and paste information as this is not honest research as does not match our standards of Digital Citizenship.
8. Make sure that you put a link to all the sources you used in your report. Important as part of digital citizenship to be honest about where you got your information.

iPhoto Book



This is a book that will visually record (with a few sentence highlights) your history here at Medbury.

Pictures can come from:

1. School Digital collections in Shared Docs and DiscWorld
2. Your own collection
3. Possibly some pictures from home.
4. Keep adding to your iPhoto Book throughout the year so it can be possibly purchased and printed in November.

Show your parents any major updates to keep them "in the picture".

Have fun!

Poetry with POV

What would it be like to be inside a Lion?

Here is a poem by Shel Silverstein called, "[It's Dark in Here](#)".

Hmmm I wonder what it would be like to write a poem from?

- inside a bottle?
- inside a tyre?
- inside a cushion?
- inside a balloon?
- inside..... what can you think of that would be interesting?
- Your mission is to go into a inside space (well we are the rocket class) and discover a whole new POV (Point of View). What journey can you take in your mind? What journey will you take your readers on with your words?

Try to write at least two different poems using this "inside" idea.

Success Criteria

- To write in a style that has been given.
- To treat each word as important, constantly improve words and cut superfluous words.
- To proofread to a higher level on our Proofreading rubric.
- To design a montage to match your poem using layering, masking and alpha tools.
- To present within your blog.

Now design your "inside" picture using Alpha tool, masking and snapshots (Command+Ctrl+Shift+4).



Reflections on a Value



WALT:

- That values help us to stand tall and strong when others fall over.
- That values enable us become people who can lead.
- That we can see different points of views (POV) about values.
- See the LO's on the Respect page

1. Visit this weeks value and watch two of the movies.
2. Put your answers to the directions below in your reflections blog.
 - a. Choose one and in thirty words or less summarise how it connects with respect. Don't forget to put in a link to the movie. Making a Friend.
 - b. Write a short paragraph about how someone older and younger might have different POV's on respect.
3. Extension: Add to the discussion on the Respect page. Have your say.
4. Extension: Use [Taxedo](#) and create a respect Word Shape using synonyms and quotes about respect.

Recipe for a Friend

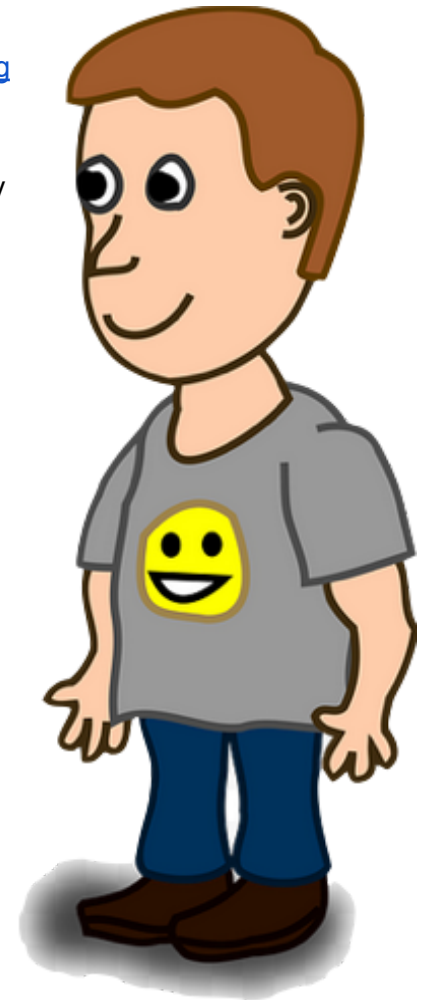
1. What would be your top ten suggestions for how to make a friend and keep them. In [your group open this Google Drawing link](#) and get one person to go to File...Make a Copy. Rename it with all members in your group and get everyone to add their thoughts (using the text tool) discussing them with each other until you get to fifteen items.
 2. Choosing a symbol from the toolbar and vote as a group for your top ten and draw the symbol beside each one. Put a key on your page for the, "Top Ten"
 3. Each member could then choose some images (i.e. like the heart) to add to the graphic
- We will show each other on the LED our progress halfway through.

Check out these links. Skim the pages to see any ideas that you think would be good to add.

- Simple: [How kids make Friends](#)
- [How to Make a Friend](#)
- [BostonGlobe - Research on Friendship](#)

Evaluate two or three times: You were practising how to be a friend by working and collaborating with others. How well did you do?

What do you think about, "be a friend in order to get friend."?



Nature Personifications

Nature personifications are where you take an aspect of nature.

Wind

The wind dances in on
Trotting horses' feet
It stops in a golden
Valley looking about through
Fiery eyes, and then rages past
At a mighty gallop.

by **J. Kurnath**

Fog

The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

by **Carl Sandburg**

Mars Rover - iNoticed.

The Mars Rover is exploring Mars to report back but you are The Medbury Rover reporting back on great things you spot at Medbury. Not just friends, but also younger and older boys.

[This is the iNoticed blog here.](#) Ask if you can write an entry for this and create it in your Draft Writing Google Doc. Email the editors when done. Copy and paste into the blog.

Success Criteria for the writing:

- Positive, measured success.
- Check that it is O.K. to put the persons name in the blog.
- Include comments about behaviours and values.
- Answer: What can we all learn from this person?

See Visual Success Criteria below.

INoticed from Ua... • Post Give Life a Go! Update Revert to draft Preview Close

Compose HTML

AMAZING ATTITUDE

The first entry for 2012, after a very busy start to the year. This boy featured last year in a group of boys mentioned. He volunteered to help with running the tech crew items for the Church Service we had last week, and today impressed me with his sharing of stories about his experiences with I.C.T. and gaming. I have always found him interested, lively, willing to ask questions and yet he balances this with great respect for others. Today's iNoticed goes to, "George Kenny". Congratulations. Each week-day or so, I will bring you another 'iNoticed'.... who will be

next?

Make sure that you have filled out all the highlighted sections. See an I.C.T. Crew member or buddy for help if needed.

Post settings

Labels
attitude, crew, digital-citizen, having-a-go, iNoticed, key-competencies, perseverance, thinking

Published on
3/5/12 12:35 PM
New Zealand Daylight Time

Permalink
http://usrenoticed.blogspot.com/2012/03/first-entry-for-2012-after-very-busy.html
Done

Location
Christchurch, New Zealand

Options

Picture Book Values

Create an Amazing Resource for Everyone in our School

We have a selection of books that have a series of values pinned to them.

Following the model we talked about you are designing a resource for use throughout our school in the Values Programme and Mentoring Programme. If you see more than the values we talked about in the resource then please add it.

[Here is a link to some that have been done](#) and where your resource will also be posted.

Recycled Art Rockets

Create your own 3D rocket to fly across our room. Every week your rocket will move a bit further as your Class Dojo points increase. You are required to build it out of recycled materials and it must not be bigger than 60cm long x 15cm deep x 15cm wide. It is important for rockets to be built as light as possible so they are cheaper to fly. Your rocket should not weigh more than 2.5kg.

You can make it out any recycled material so have some amazing fun!

[Here is a 2D Design](#)

[Here is a simple 3D Design](#)

[Jangling Jacks Rocket](#)

[These Rockets are too tall but may give you some ideas](#)

We will make up a Design Rubric here:

Commenting on the Web

Use this to help you write great peer comments. Take pride and care in your comments.

This week visit: <http://mrdclass.com>

1. [Here is information on each pupil - scroll to the bottom to make comments.](#)
2. [Here are facts about their school](#) - scroll to the bottom to make comments.
3. [Pupil Kidblogs](#) -scroll to the bottom to make comments.

[Check out that they already have our school address on their blog here](#) so get your stories and blogs published!



COMMENTING ON *the* WEB

- Read all of what you are commenting on**
- Start with a compliment.**
- Add new information, especially facts.**
- Connect with a personal story of how it's relevant to you.**
- End with a question.**
- Proofread.**



STARTERS

This made me think about ... This reminds me of ... I appreciate that your post ...
I feel that we should ... I can relate to this because ... Another thing to consider is ...
What I'm wondering is ... I notice you were trying to ... I can see how you meet the
success criteria with ... I discovered ... I don't understand ...

© 2011 [unreadable] All rights reserved. Downloaded from original site.

Being Positive - Camp Thank you Letters

Positive people are liked by others. Positive people are also more happy in life generally. We will learn to be positive with our thank-you letters.

We will thank:

1. Teachers
 - a. Mr Black
2. Parents
3. Living Springs Instructors

a. Priscilla

4. Living Springs Cooks

Thank you letters (some guidelines)

See sample (emailed to you) for correct layout of address / salutation. Never begin with the words 'I am writing...' It's obvious.

The letter must contain 3 paragraphs, mention your name, when you sign off. It looks odd to begin, 'My name is Fred Bloggs and I am writing to thank... Ugh!!!!

Paragraph 1 - write an introductory sentence or two, explaining why the letter is being written and expressing gratitude, if possible, personalised.

Paragraph 2 - the longest paragraph. This includes personal details about the event which has prompted the letter. What was the highlight, a funny moment, the low point, the overall impression of the event? Mention should be made of the addressee's part in it all.

Paragraph 3 - the summing up. Reiterate thanks and express a hope for the future.

Miss 3 lines before 'Yours sincerely' if there is enough room on the page and then miss 4 more lines if space permits before signing. This section need not be so spread out if space is at a premium.

It is good if the entire letter fits onto a single side of the paper.

Recount - Tell your story!

How to be an Amazing Recount Writer!



1. The picture explains a [recount](#). Click to enlarge.
2. [Look at a recount sample/exemplar](#) (choose one for your level) to see points 2-5 in it.
3. Use your five senses. Show but not tell us how something happens. E.G. "I shuffled my feet, butterflies appeared at the top of the jump and climbed into my stomach and I thought about turning back." Rather than say "I felt nervous and scared so I thought about turning back"

4. Write about one scary, amazing or great thing that happened to you and put in lots of detail. Find the story that others will be interested in because you write it well.
5. Use a simile. "I was frozen, like a lump of ice, to the top of the diving board" Where you say something is like or as something else. Try to get a simile that fits. [Here is a list of similes](#).. but if you are clever you can make up your own one.

[Recount Presentation](#) by

Diamond in the Rough

Somewhere in the online Ultranet gallery is a great Diamante poem waiting to to be found. Explore, think and create to discover your diamond using the riches of words.

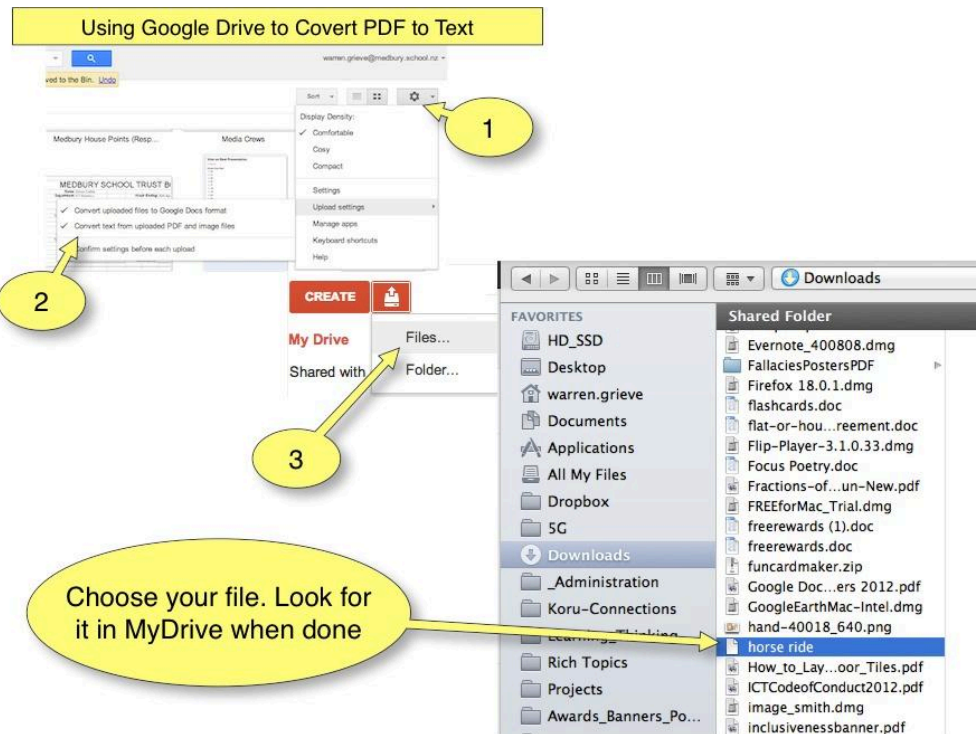
WALT

To write a powerful poem about a time despite using a form that restricts the number and type of words I can use.

Success Criteria

1. Write so that others relate to my moment in time.
2. Write with no repetition of words.
3. Use strong words throughout our poem and use a Thesaurus to improve these words.
4. Write to the form of a Diamante poem.

1. [Use this interactive rubric guide to help you get it.](#)
2. Email the .pdf to your self.



3. Upload the .pdf to GDocs and convert.
4. Copy and paste to your draft copy book and work further on it if needed.
5. Use your thesaurus to improve the strength of your words.

When given the nod to publish try to set out using the techniques shown as below.

Horse
Chestnut Quiet
glancing waiting patting
led over sunlight paddock under
green draping trees
flicking stepping smiling
bumpy enjoyment
Riding



5.

6.

1.

When given the nod to publish try to set out using the techniques shown as below.

Horse
Chestnut Quiet
glancing waiting patting
led over sunlight paddock under
green draping trees
flicking stepping smiling
bumpy enjoyment
Riding



Comic Life Recount

WALT (What will they be able to do, By when will they and How well will they)

We will:

Recognise that a recount has a orientation, body and conclusion.

That good writing can focus on one "scene"

Be able to incorporate the five senses in our writing.

Use a thesaurus to improve our words

'Meet Us' Videos



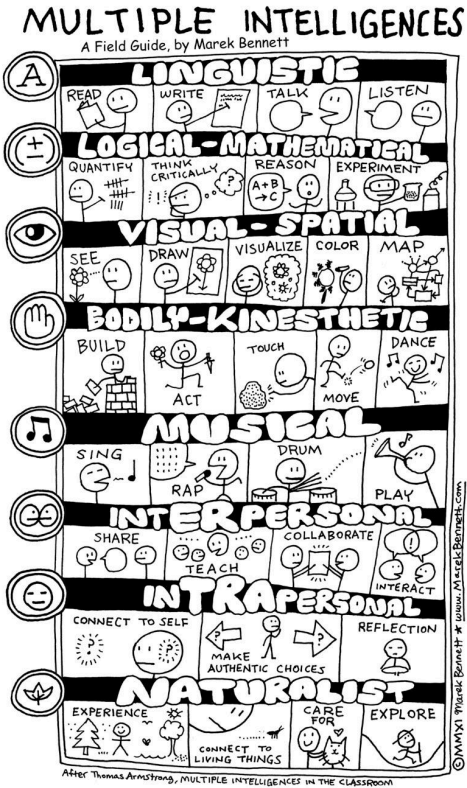
We will construct a class rubric for the criteria of this challenge. What makes for interesting information about yourself?

How much personal detailed information should you share when it is being posted online in Ultramet. Would this be different if you posted online in Youtube? Mr Grieve will share the criteria on this task as soon as it is done below.

Here are the items we thought should be in your "About Me." Hobbies, info about where you come from, what you like doing, parents jobs and history, joke, sports, favourite toy or equipment, pets. Talk about, "your most favourite family memory".

From the rubric that we co-authored together, write in your draft Google doc a description that you will read out. Read it out loud to hear the rhythm and sounds of what you have written. Record yourself in Photobooth and then listen and see how you could improve. Record again until you are satisfied.

- Play your recording to a peer and get feedback from them.
- Self assess on the rubric.
- Mark the task as completed.



“Just Who am I?”

It is great to be able to discover more about who you are. This is the part of the journey into yourself, understanding yourself, so you can be a better person with others.

In this activity you will take to online surveys about Multiple Intelligences, compare the results and write up your thinking about what they are saying.

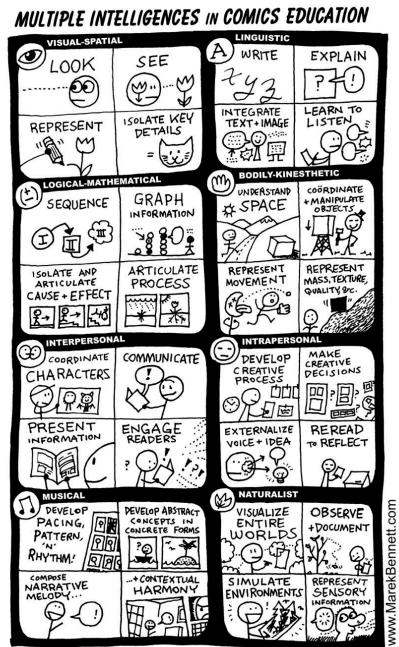
1. [Take your first survey here.](#)

2. [Take your second survey here.](#)

Look at these charts on the page to get some ideas also.

[Place the results on a page in your portfolio. See Mr Grieve's portfolio \("Learning and Me" page\) as a sample.](#)

Extra: [Find out your strengths of character here.](#) This requires registration. CHECK with Mr Grieve before signing up please.



Set your Learning Goals for the Term



Write three goals for your own learning that match the following SMART criteria:

- **Specific** - the who, what, when, where, and why of a goal

- **Measurable** - criteria against which achievements are measured
- **Attainable** - realistic and within the realm of possibility
- **Relevant** - worthwhile and meaningful
- **Time Specific** - there is a time frame for completion

Put them into your portfolio... later this year you will report back to parents on these. You will also reflect on them in your learning blog every now and then.

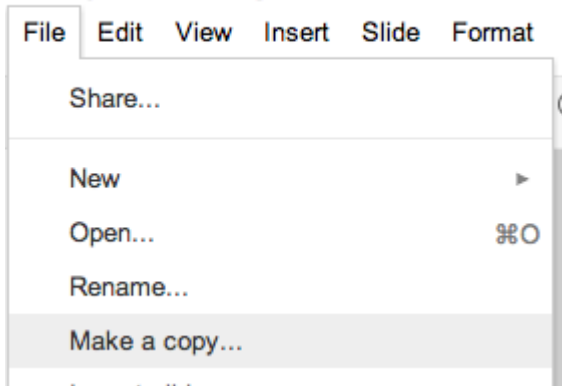
Amazing Fact of the Day

We are creating amazement about the world around us. Each day we will bring to the world an amazing fact and connect it to the big idea of “Journeys”. Follow the Visual Success criteria in the exemplar below.

1. [Click here for a copy of the master to draft up your work](#)

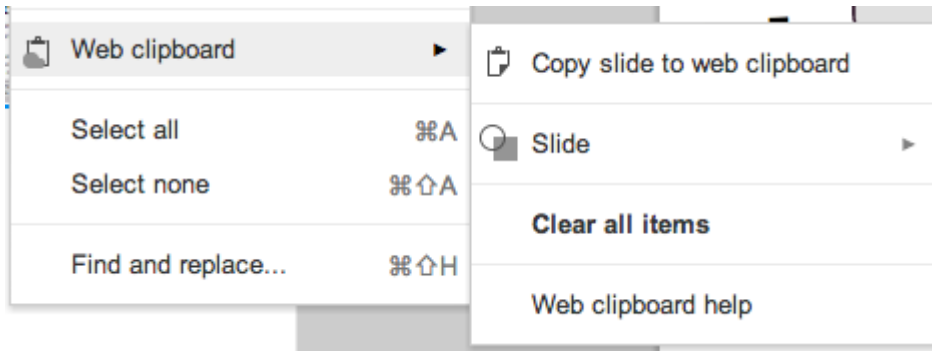
Copy it by going to (log into Google Apps if you cannot make a copy or it is greyed out.)

Daily Amazing Facts-5G ☆



2. Now do some careful research. Use the words “amazing facts” to help you get started or choose a topic of your choice and find an amazing fact. Find other sources (other websites) that backup your information. Find, draw or take a photo for illustration. Fill out the slide similar to the exemplar. When finished share it with the class editors for approval.

3. When approved go to



Now add it to this [copy of Amazing Facts](#) by pasting it from the same menu.

4. Here is the exemplar:

100% Accurate Proofreading.

Amazing Fact for Tod

Create a variation on this title.
Use the thesaurus.

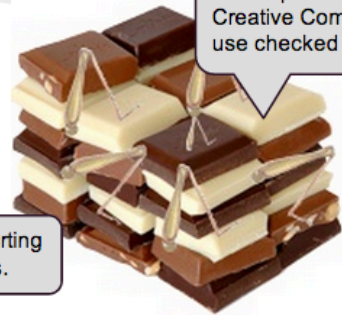
Learning to research accurately, judge information and sites, summarise, credit sources, and make connections.

The average chocolate bar has 8 insect legs in it.

Main idea.

Supporting Details.

Edited picture.
Creative Commons use checked



As cocoa beans ferment in the hot sun, insects crawl by and end up in the mix!

"Journeys" Connection: As one journey ends for the insects another is starting for the chocolate as it is made and moved around the world.

Think: What is wrong about this picture? Why are the insects attracted to the beans?

Thinking Question.

Accuracy Rating:

Poor ————○———— Solid Fact

Sources: [Main Source here](#)

[Alternative Source here](#)

Researched by: Mr Grieve

Credits: [Image adapted from Wikipedia](#)

Thinking Connection to "Journeys" Big Idea

Sources, Rating and Credit



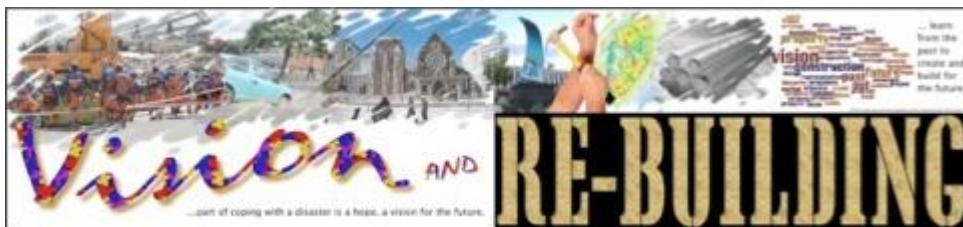
Reflections on a Learning Journey

Add to the Reflections on Learning Blog that you have started. Remember that your blog is private to you and your teacher at this point but will be shared with parents later.

Here are some ideas to get you started:

- Class Logo/posters and animations
- Multiple Intelligences surveys reflections
- Handwriting
- Ultranet use
- Making new friends
- Getting used to a new school
- How we can be positive with others
- How you can try one thing that will make relationships more positive

When you write express new thoughts, show what you have learned about a topics success criteria that have changed your learning or try to connect the topic to understandings about how we all are on a, “Journey”.



A Vision for the Future.

You are the people who will use the city of the future..... Christchurch! Over 50% of the world's people now live in cities, cities produce 80% of greenhouse emissions.

Christchurch is a city that was started with the idea of creating a new chance, a new world, and because of the earthquake we can dream up new ideas again. Get on your green creative hat, explore the past and the world for more ideas, learn and create a better centre for Christchurch. Have your say! You are designing our future.

Resources

- Websites: [Ideas for Christchurch](#), [Lego Movie](#), [City still in Ruins Movie](#), [Share an Idea](#), [Video on Sustainable City Centre](#), [Sustainable City Ideas](#), [Inhabitant.com](#), [China build a City](#), [Stockholm: Designated Green City](#), [Masdar City \(starting with just some sand\)](#)
- [Google Docs Resources from Mr Grieve](#)

WALT

Learning Activities

- a. Following our discussion about our own city and what are the needs of people in a city, look around the web and find images of amazing city

centres, amazing buildings and get ideas of what we could do with our own city centre. What keywords will you use to search with? What are the needs for people and communities?

- b. Collect these into a digital scrapbook. Keynote, Prezi, Google Present. Always think about needs for a City Centre and ideas that help answer these. Label items as needed to show your thinking.
- c. Have a play with Google Sketchup on your computer. You can also [download this program](#) and install it for free at home if you like.
- d. Create a Wordle about what you have learned.
- e. Draw a square shape on the ground in Google-Sketchup and from everything you have learned design your thoughts for the city centre. There MUST be one original element/component within the design that you have done completely by yourself AND it must be labelled to show how it meets the needs of people, environment, tourism and businesses.
- f. Self-assess on the rubric.



Amazing Journey

Term 2- and first part of Term 3

It is incredible that we are all on **thousands of journeys** at the same time: learning journeys, walking, thinking journeys, life journeys, growing journeys and in our body lots of other journeys are also happening.

Use the mindmaps and exemplars provided here to complete your journey choice. Be amazed, wonder, be curious and explore, tussle with thoughts in your mind and enjoy this great topic.

Great Resources:

1. [Online Encyclopaedias, Te Ara](#) (Use these for authoritative information)
1. [Google Docs Resources on Journeys from Mr Grieve](#)
2. [Journey's Rubric](#)
1. [Wise Mindmapping](#) (Register an account with your Medbury email and share)

WALT

- Create supporting questions
- Use Google Docs Presentation tool
- Compare two different journeys and write a response that summarises the most important similarities and differences.
- Creatively respond with Scratch or iMovie to a topic.

Activities

1. Decide if you will study Early Settlers journey to N.Z or Early Polynesians Journey
2. Decide a journey you would like to look at. The [mindmaps here](#) may help you. Otherwise have a hunt around on the web for something that fascinates you.

3. Make a bookmark folder and put links to **at least three sites on both journeys** in it.
4. Start a [Google docs presentation](#) on your two journeys so that you can compare them. **You are only allowed to illustrate the first page.**
5. You will be comparing your two journeys in terms of "Reasons to Journey (Push and Pull Factors)" and "Challenges they faced." Create a Questions page and Copy the Connection and Supporting Questions from the exemplars Questions page.
6. Decide two other questions about journeys that suit your topic ([check out the mindmaps for some ideas](#)).
7. Record up to your questions choices you have made on this [Google Journey Rubric Form](#). (Do up to 5A)
8. The [online Journey Presentation exemplar](#) gives ideas on how it will be set-out but this is only a model, organise your information the way you think is best. **REMEMBER: All writing other than the Journey definition is bullet points (main ideas) only.**
1. Keep an eye on the [Journey Rubric in your GMail](#).
1. Check with Mr Grieve when finished your notes in Google Present. Then you can download, change into Keynote and finish illustrations and animations. Use the Keynote rubric ([download all our ICT Ladders here and look for the Keynote one 5.5MB](#)), to help you lift your Keynote use to the expert level.
2. Upload your completed Keynote file into Ultraset.
3. Finish the [Journey Rubric in your GMail](#) and then press the Task "Complete" button
4. See Mr Grieve about using Scratch or iMovie for an extension activity.



Flintstones to Starwars

A Transport Investigation from Past to Future. You have been appointed official lead inventor of the 2080 transport dreamers group. You want your new ideas for this transport to be successful so you are going to do the research, thinking and get your creative green hat going. Can you innovate and persevere like Burt Munro did with his, "[World's Fastest Indian](#)" ([Youtube music video here](#))? Start now!

Resources:

- [Transport Folder Online](#) (MindMap, Exemplars)
- [Wordle](#) or [Tagxedo](#)
- [STEPS: Information Literacy Programme](#)
- [EPIC- Britannica Resource](#)
- [Transport Rubric](#)

WALT

- Learning about the Information Literacy Process called STEPS
- Learning how to ask supporting questions
- Research specific information for supporting questions and write summary statements as bullet points
- Write a paragraph answer to answer a CONNECTION question that provides supporting evidence for my opinions.
- Be creative in using ideas to invent a form of transport for the future.

Activities


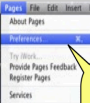
1. Decide a mode of transport (must involve moving people or freight) you would like to know more about. Could come up with an exciting idea of what it looks like in the future? [Use the mindmap here to help.](#)
2. Check with your teacher that the topic is acceptable.
1. **STEPS: Set Scene:** Check Information. Check that you can find enough information on the history of this transport by bookmarking at least three different sites in a suitably named folder on your bookmarks bar. [Check the Britannica website for an authoritative source.](#)

1. Start a Google Presentation. It will look like this [Google Presentation Exemplar](#). Copy in the CONNECTION Question from the [Google Presentation Exemplar](#). Remember, only pictures on the first page. Manage yourself well is a focus.
1. **STEPS: Set Scene:** Read introduction Information. [Read a bit of background information on your mode of transport](#).
1. **STEPS: Set Scene.** Now finish Setting the Scene by writing four Supporting Questions. They should relate to things that you think are important changes.
2. **STEPS: Target.** Target your information by writing down your keywords on a page in your presentation. Find places to get information (your original bookmarks might not be enough or have the answers you want). [Create a Wordle here](#) or [Tagxedo](#) with your keywords (the more important the word the bigger it should be). Upload the graphic onto your presentation.
1. Answer up to [Part 5 on the Transport Rubric](#).
1. **STEPS: Explore.** Find answers to questions and put each of them on a page. When you have answered the supporting questions go back and answer the FAT Question on a page by itself.
2. **STEPS: Present.** Check your presentation. Is it organised well? Good titles. Clear use of colours and text? Contents and bibliography have been created (place the links of sites and names of books used on a page, see the [Google Presentation Exemplar](#)).
3. **STEPS: So What:** Do your final evaluation on the Rubric by going to your [Gmail](#).
4. **Have fun and Create:** In Scratch create your new form of the transport you investigated. Animate and have some brief information displayed on amazing new features and technology in this fantastic future transport.

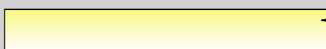
Mihi

1. Complete your Mihi Banner using the instructions below. You can download the file to your downloads or document folder if you wish. Requires access to Pages or a Paint type program.
2. Mark the [Google Form Rubric Here](#)
3. Tell me when completed by pressing the "Completed" button.

Electronic Mihi Banner Exemplar
for Pupil Portfolio or Profile




This is the banner shape filled.




This is the banner shape before I filled it.

This is a bigger version.. not correct size



- Create a shape 11.64cm x 1.06 cm (this is about 70 pixels high, 1 pixel= dot on screen)
- Use text tools (Comic Life), Instant Alpha, Masking, back and front tools to create your montage.
- Banner must have your: mountain, river, parents/caregivers names. This is because a Mihi represents where you come from. Rivers and mountains are natural landscape features that are relatively permanent, cities can change tremendously over time but rivers and mountains tend to be still in the same place!
- Other things: Symbols of items that you connect with, have deeper meaning with you e.. of N.Z., groups you belong to, other places special to you (holiday home) and of things you are passionate about (sports, culture, music, role-models)... try not to have things you just like e.g. KFC



Use the ruler in the "Inspector" to create the exact size.



Take me to your best Leader!

Could you be the next great leader?

Term 2- and first part of Term 3

Use the mindmaps and exemplars provided here to complete your leadership choices. Be amazed, wonder, be curious and explore, tussle with thoughts in your mind and enjoy this great topic. [Leadership Mindmap is here.](#)

Great Resources: [Online Encyclopaedias, Te Ara](#) (Use these for authoritative information)

Task Overview

1. Decide the two leaders you will study. Check using a web search that you can locate a few sites with information about their leadership/biography.
2. Bookmark sites in a folder called, "Leadership"
3. Start a Google docs presentation on your two leaders so that you can compare them. **You are only allowed to illustrate the first page.**
4. Create a slide with a FAT question similar to "Who is the best leader?" Can you be original with this? Create four supporting questions if you can.
5. Record up to your questions choices you have made on this [Google Leadership Rubric Form](#). Also enter in the link to your Google presentaion after sharing it correctly.
6. The [online Leadership Presentation exemplar](#) gives ideas on how it will be set-out but this is only a model, organise your information the way you think is best. **REMEMBER: All writing other than the Introductions and Leadership definition is bullet points (main ideas) only.**
7. Keep an eye on the [Leadership Rubric here](#).
8. Check with Mr Grieve when finished your notes in Google Present. Then you can download, change into Keynote and finish illustrations and animations. Use the Keynote rubric ([download all our ICT Ladders here and look for the Keynote one 5.5MB](#)), to help you lift your Keynote use to the expert level.
9. Upload your completed Keynote file into Ultranet.

1. [Complete the Leadership Rubric](#) and then press "Complete"

1. See Mr Grieve about using Scratch or iMovie for an extension activity.



3D Bird Feeders

Your Design Company has requested that you come up with some new creative designs of Bird-Feeders for the market. You will need to investigate the best ideas about bird feeders and then attempt to come up with new ways of doing them. Remember, at all times to check that your design is looking after the birds!

1. Have a quick play with Google Sketchup which will be your tool for this unit. Can you create squares, windows, doors, circles, perches etc. You can even download this and install it on your home computer [by following this link](#). Check with your parents first.
2. Look at the IWB movies to watch how different birds use feeders (you can also do YouTube searches). Remember that you have to keep in mind what birds you are designing this for.
1. Select a NZ bird that will typically use your feeder. [Enter in the name of your bird on the Google Apps form here](#).
1. Bookmark three sites that have information about your bird, and a couple about bird feeder designs to check what your competitors are up too. Mark how well you did your bookmarks by going to your Gmail and click on "Edit Your Response" your Bird Form .
2. Research five things about the bird that will need to be thought about when you design the feeder.
3. Pencil sketch your design with outlines and labelled features. Name it.
4. Scan your picture to "Shared Documents" and upload using the files button on this task.
5. Design in metres scale in Google Sketchup.
6. You could place your finished model in a downloaded garden scene.
7. Mark the final sections on how well by going to your Gmail and click on "Edit Your Response" your Bird Form.



Cyber-Digital Citizenship (Parents and Pupils)

A Citizen in the cyber world... we are like Tron on his journey through cables, computers, phones and other devices all connected to each other. How do we keep our selves safe from negative things? How do we stand tall and strong (kia kaha) in cyber space so that we are positive people? Why is it important to be a great cyber citizen?

Resources:

1. [Reference and Research Page in Ultranet](#)
2. Movies in Shared Documents... ICT Resources...Cyber Citizenship
3. [Socrates- Survey from Mr Grieve](#)
4. [Cyber-Citizenship Exemplar](#)
5. [Wordle](#)
6. [STEPS: Information Literacy Programme](#)
7. [EPIC- Britannica Resource](#)
8. [CyberCitizenship Rubric](#)
9. Cyber Citizenship [Medbury Delicious collection](#)
10. We will learn to use: Wordle, Mindmapping tools, Garageband, iMovie, and CreativeCommon sites for resources, Internet browser skills.

WALT

- Learn about the Positive and Negative aspects of CyberCitizenship
- Learning about the Information Literacy Process called STEPS
- Research the parts of what it means to be a Cyber-citizen
- To decide the most important parts that need to be presented to parents.

- To plan, shoot and edit a movie to communicate important information on cyber-citizenship. What are the top ten things pupils need to know being a cyber-citizen? What are the top ten things parents need to know about being a cyber-citizen? How are these two POV's (Points of View) different?

Activities

1. **STEPS: Set Scene:** We will discuss cyber citizenship and explore some sites. Use this [Medbury Delicious collection](#) found here to explore for information.
2. Bookmark all sites with good information in a folder called: "cyber"
3. Look at this mindmap on Cyber-Citizenship. What are the top ten things pupils need to know being a cyber-citizen? What are the top ten things parents need to know about being a cyber-citizen?
4. **Create your own mind map of this topic. [Use this mindmap](#) leaving out any bits you think are not important. Use MindNode (in Applications)**
5. **STEPS: Target.** Target your information by putting your keywords into [a Wordle here](#). Use Thesarus. Upload the graphic to both of your presentations on a page called, "Keywords".
6. **STEPS: Explore.** Start two Google Presentations (See 7) of your Top 10 tips for pupils and your Top 10 tips for parents. Name and share, start adding your tips to both (some may be the same on both). Always ask.. is this a top 10 tip?
7. **STEPS: Present.** Check your Parent Tips presentation. Is it organised well? Good titles. Clear use of colours and text? Bibliography has been created? Present this to your parents as directed for homework.
8. **STEPS: Present and Create.** Write a script with your partners using the Shot-taking Plan for your Top 10 Pupil Tips movie. Shoot and edit.
9. **STEPS: So What:** Do your final evaluation on the Rubric by going to your [Gmail](#).



Cyber-Digital Citizenship (Parents only)

A Citizen in the cyber world... we are like Tron on his journey through cables, computers, phones and other devices all connected to each other. How do we keep our selves safe from negative things? How do we stand tall and strong (kia kaha) in cyber space so that we are positive people? Why is it important to be a great cyber citizen?

We will be making a presentation about this great topic to our parents, using what we learned last year. The best may be chosen to have available on our school gallery and for upcoming parents' night.

Resources:

- [Reference and Research Page in Ultranet](#)
- Movies in Shared Documents... ICT Resources...Cyber Citizenship
- [Socrates- Survey from Mr Grieve](#)
- [Cyber-Citizenship Exemplar](#)
- [The specific concepts for each Year Group](#)
- [Wordle](#)
- [STEPS: Information Literacy Programme](#)
- [EPIC- Britannica Resource](#)
- CyberCitizenship Rubric
- CyberCitizenship [Medbury Delicious collection](#)
- We will learn to use: Wordle, Mindmapping tools, Garageband, iMovie, and CreativeCommon sites for resources, Internet browser skills.

WALT

- [The specific concepts for each Year Group](#)

- Learn about the Positive and Negative aspects of CyberCitizenship
- Learning about the Information Literacy Process called STEPS
- Research the parts of what it means to be a Cyber-citizen

Activities

1. **STEPS: Set Scene:** Start or continue with a Google Presentation with the title "Top 10 Cyber-Citizenship" tips for parents. Share it with, "**People at Medbury School with the link**" Add bullet points under the main idea (actions to take etc.) i.e. See this [Cyber-Citizenship Exemplar](#).
2. We will discuss cyber citizenship and explore some sites. Use this [Medbury Delicious collection](#) found here to explore for information.
3. Bookmark all sites with good information in a folder called: "cyber"
4. Look at this [mindmap on Cyber-Citizenship](#). What are the top ten things parents need to know being a cyber-citizen?
5. **Create your own mind map of this topic. Use this mindmap leaving out any bits you think are not important. Use MindNode (in Applications)**
6. **STEPS: Target.** Target your information by putting your keywords into [a Wordle here](#). Use Thesarus. Upload the graphic to your presentation on a page called, "Keywords".
7. **STEPS: Explore.** Add more to your Google Presentation. Always ask.. is this a top 10 tip? Make sure the beginning of your presentation now has an introduction (see [Cyber-Citizenship Exemplar](#))
8. **STEPS: Explore:** Create Credits links, Cite your resources or a Bibliography page.
9. **STEPS: Present.** Check your Tips presentation. Is it organised well? Good titles. Clear use of colours and text? Bibliography has been created?
10. **STEPS: Present and Create.** Present to your parents or guardians and get them to evaluate on the rubric we have made. (We will create this together soon)

Topics - research the most important of these for your tips:

We will be able to talk and demonstrate skills and knowledge from previous years about:

Strong Passwords

Personal Information use

Use of nicknames

Understanding the online Medbury Code

Responsible commenting and feedback for others

What are Digital Devices

Cyber-bullying

Search effectively using simple keywords in Delicious collection

Creative Commons (Copyright, Citation, Referencing, Media Release)

Digital Device security

Scams (via email, phone, banking, text, and even your door)

More Self Management (Power, installing, Pupils licence etc.)

Safer searching and advanced searching

Checking information Sources

Digital Footprints

Having Digital Conversations with Parents and Peers

Social Networking

Digital Literacy

How sites try to collect and store personal information

Taking evidence (screen recording, snapshots etc.)

Care and safety while buying online

Inappropriate computer or Internet use (pornography)

Balanced Lifestyle (Balancing the use of digital devices with other parts of your life)

What are digital devices? Name all devices that can connect us.

Connect what I have learnt to the values word for this year.

DTP CheckPoint



To show off the range of skills you have picked up over the year, here is a quick 35 minute task for you to compete. You will be completing a simple poster (in Pages) using the resources on this page and any other I.C.T. tools (programs) that you would like to use.

You are creating a poster to tell about digital-safety on cellphones. **You must use the text resource and pictures below** and can add other pictures and small bits of text as you wish. You are targeting young teens, both girls and boys.

Criteria

Looking for good use of persuasive text, creative but consistent layout, excellent colour use, good use of other design techniques such as shadows, headings, balance etc. Grammar and spelling should be perfect.

Start

1. Start Pages and choose an A4 landscape.
2. Design your Poster using the criteria above.
3. Upload file in Ultraset and mark task as complete.

Picture Resources:

Use these pictures





Text Resources:

Use the text below (you must keep all the main messages.. but may split the text as you wish)

Kia Kaha - Stand Tall, be Strong!

What is mobile bullying? Any message that makes you feel uncomfortable or threatened is mobile bullying. It could be a photo or video message, phone call or txt. The messages could be sent by someone from your school or sports team.

Nobody has the right to bully you.

Be careful about giving out your number to people you barely know, especially online. People aren't always who they claim to be.

If you get a message from an unknown number ignore it.

If you get any message that makes you uncomfortable, don't reply. Often bullies are just looking for a reaction. Ignore them and they'll probably get bored

and stop.

If you need advice, contact NetSafe on 0508 NETSAFE (0508 638 723), visit www.netsafe.org.nz or email them at queries@netsafe.org.nz they're pretty clued up and are full of good advice! Alternatively, talk to your parents or an adult you trust (such as your teacher or guidance counsellor) before the problem gets worse.

Keep all messages if there is space on your mobile, if not make a note of the time, date and content. You might need this information if the problem gets out of control.

If the mobile bullying continues you can ask for a new number, send a warning to the bully or even block that person from our network. Call mobile provider. You may need to report the problem to the police if the bully is threatening to harm you or others, or if the bullying is affecting your day-to-day life.

Check what apps you have on that are sharing out your location or personal information.

Communicate with others using your phone – whether by voice, picture, video or text – with respect.

Do not use your phone to say or post anything about yourself that you wouldn't want the world to know. Even if you communicate this to one person in private, once it is sent or posted, it is there forever.

Do not take, distribute or store rude photos or video of anyone.

Secure your phone with a password if you can.

4. **WALT**

- Learn about the Positive and Negative aspects of CyberCitizenship
- Learning about the Information Literacy Process called STEPS
- Research the parts of what it means to be a Cyber-citizen
- To decide the most important parts that need to be presented to parents.
- To plan, shoot and edit a movie to communicate important information on cyber-citizenship. What are the top ten things pupils need to know being a cyber-citizen? What are the top ten things parents need to know about being a cyber-citizen? How are these two POV's (Points of View) different?

Activities

10. **STEPS: Set Scene:** We will discuss cyber citizenship and explore some sites. Use this [Medbury Delicious collection](#) found here to explore for information.
11. Bookmark all sites with good information in a folder called: "cyber"
12. Look at this mindmap on Cyber-Citizenship. What are the top ten things pupils need to know being a cyber-citizen? What are the top ten things parents need to know about being a cyber-citizen?
13. **Create your own mind map of this topic. [Use this mindmap](#) leaving out any bits you think are not important. Use MindNode (in Applications)**
14. **STEPS: Target.** Target your information by putting your keywords into [a Wordle here](#). Use Thesarus. Upload the graphic to both of your presentations on a page called, "Keywords".
15. **STEPS: Explore.** Start two Google Presentations (See 7) of your Top 10 tips for pupils and your Top 10 tips for parents. Name and share, start adding your tips to both (some may be the same on both). Always ask.. is this a top 10 tip?
16. **STEPS: Present.** Check your Parent Tips presentation. Is it organised well? Good titles. Clear use of colours and text? Bibliography has been created? Present this to your parents as directed for homework.
17. **STEPS: Present and Create.** Write a script with your partners using the Shot-taking Plan for your Top 10 Pupil Tips movie. Shoot and edit.
18. **STEPS: So What:** Do your final evaluation on the Rubric by going to your [Gmail](#).

3D Islands ~ Mapping



Maps are used around us all the time. Today, with GPS maps are used more and more by people everyday. Maps are vital to safe and successful journeys and journeys connect people and places.

Resources:

1. Mapping Sites
 - [Map Reading Activities](#)
 - [BBC See You. See Me](#)
 - [National Geographic \(more advanced\)](#)
2. You will be able to pass badges in: Google SketchUp, Pages
3. Island Rubric.
4. SketchUp/Pages.. found on your computer.

WALT

- What does an island needs to be a self sufficient community?
- How to scale objects in relationship to each other.
- How to create a Map with: Title, map, symbols, compass and keys.
- That people use symbols to represent a resource, feature or use on a map.

Criteria

<i>Design</i>	<ul style="list-style-type: none">● My island has sides, mountains, lakes and rivers
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	<ul style="list-style-type: none"> ● I have an original house design and/or other items that demonstrate good use of tools. ● I have a variety of elements that help create an island community ● I have textured surfaces. ● My island has a feel of creativity about it.
<i>Scale</i>	All objects are in scale to each other and to the island.
<i>Mapping</i>	<ul style="list-style-type: none"> ● I entered map Title, compass and key correctly. ● I have represented symbols on my map correctly. ● (Expert) I have created a scale to represent the distances on my map.
<i>I.C.T Badges</i>	Focus on SketchUp and Pages for gaining badges.

Activities

1. Create our own “Crazy” or amazing house. This will give us a chance to play with the tools of Sketchup in a creative way.
2. Build an island in stages. Sea, land, mountains, rivers and then add symbols of use.
3. Use Google Earth to investigate what communities (Christchurch and Malta an island) have that make them a community. What is same and different about each places facilities? How do relationships between people and their interdependence create changes or places in their community?
4. Download models from Google Warehouse and place onto island. Scale in relation to other items.
5. Create an “isometric” (side) view, save as an image and upload to Portfolio.
6. Create a “top view” and then paste into Pages. Add all items that a map requires. Title, map, symbols, compass and keys. Upload to portfolio also.
7. Assess one other persons map to learn about responsible commenting.
8. Self Assess your own island against the rubric.
9. Pass badges

Disasters



Disasters ~ we do know about them. Who will we be in a disaster? Flight, Freeze or Fight?

In this topic we will be understanding more about disasters by:

1. Learning how to take notes of main ideas in sequence watching a video.
2. Creating mind maps to record thinking and information.
3. Using Google Earth to plot courses and understand countries of inquiry.
4. Note Taking and Graphing in a Google Spreadsheet.
5. Looking at recommendations for how to prevent or mitigate disasters that affect our studied country the most on both a personal and city/nation-wide level.
6. Creating a game or animation in Scratch that communicates important information about managing yourself in a certain type of disaster so that people in your country can be prepared for the type of disasters that hit your country.
7. Thinking about our own personal response to a disaster.

Resources you can Use

- [Reference and Research Page in Ultranet](#)
- **Movies in Shared Documents... ICT Resources...Disasters**
- [Disasters overview mindmap- PDF in Google Docs.](#)
- [Socrates- Survey from Mr Grieve](#)
- [STEPS: Information Literacy Programme](#)
- [Main Ideas activities- information literacy](#)

- [EPIC- Britannica Resource](#)
- **Note-Taking Rubric**
- [Disasters Medbury Delicious Stack](#)
- **Game Design Rubric**
- **We will learn to use: Mindmapping tools, Google Spreadsheet and Docs, and CreativeCommon sites for resources, Internet browser skills.**

Activities

Class:

1. Watching a disaster to understand note-taking, factors and chain of events.

Personal:

1. Select a country of your choice, that you would like to learn more about.
2. Create a bookmarks folder called, "Disasters" in your browser and check that you can find enough sites (at least three) that contain disaster history for your country. If you can't find enough choose another country.
3. Investigate the top 7 disasters in your countries history within recorded history and note them by [making a copy of this spreadsheet](#).
4. Make a Mindnode Map or presentation. Collect notes about how the location, geography, population spread, government and other factors have affected the disasters of your country. What are the patterns of disasters for this country? What are your recommendations to mitigate or prevent similar disasters? Keep in mind the rubric for notetaking. What are the ways an individual can respond better in a similar situation?
5. Design a plan for your disaster game, animation or combination of both. How will you present the most important facts and recommendations about disasters in your country. Check it with a buddy to get feedback and make changes as needed. Keep in mind the rubric for game design.
6. Design your game. Self mark the game design rubric. The best voted Scratch projects will be uploaded to Medbury's Scratch web gallery, if they meet publishing standards.
7. See the teacher about extension ideas.