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# Introduction

The aim of this resource is to provide teachers with a selection of activities which encourage learners to use a variety of ICT applications and thinking skills. The layout of the book, and the use of icons, means that it is possible to see at a glance which areas of the ICT curriculum are being addressed and which of the main thinking skills are involved.

## The five ICT areas covered in the book are:



Creating, reviewing, modifying and evaluating work as it progresses



Developing ideas through the available data



Finding and sorting things out



Sharing information



Using data and making things happen.

Flexibility is an important aspect of Thinking Skills ICT, and it enables some activities to address more than one ICT curriculum area. This is clearly indicated by the use of multiple icons.

## The five main thinking skills covered in the book are:

- Information Processing
- Enquiry Skills
- Reasoning Skills
- Creative Thinking
- Evaluation Skills.

Each of the briefs has been broken down into the five thinking skills areas in order to ensure that all are utilised.

Within any class it is possible that learners' familiarity with, and aptitude for ICT could vary widely. Similarly, the ability to use particular thinking skills adeptly cannot automatically be linked to a specific age group or key stage. Therefore, Thinking Skills ICT allows teachers the freedom to decide which activities are best suited to their particular learners. Although ICT applications are suggested for each of the briefs, others may be substituted as necessary and each activity has scope for modification as the teacher sees fit.

# How to use Thinking Skills ICT

The contents include descriptions of the briefs, together with icons linking each to the primary ICT curriculum.

The activities to be carried out during each of the briefs are grouped under the five thinking skills headings, together with questions that the teacher may wish to ask in order to provide focus, and links to relevant web sites.

After each brief there is a page containing a checklist, designed to help both learner and teacher assess for learning. This page can be photocopied and given to learners as required.

There is a section for notes below each checklist. This is where the teacher can add any additional questions, comments or suggestions, prior to photocopying. Alternatively it can be used by learners.

Below the notes section there is a table where teacher and learner can assess the quality of the thinking skills used during each of the briefs. If possible, both should draw an appropriate 'smiley' under each of the five headings, in order to help learners further develop their metacognitive skills (thinking about thinking).

Each brief includes suggested ICT applications and some offer suggestions for additional ICT applications. These can be used in extension activities by more able learners.

Each brief recommends that learners complete a KWL grid. This will enable both learner and teacher to check for prior learning. It also allows learners to identify what they would like to know about a topic and helps both learner and teacher assess what has been learnt.

Page 34 of Thinking Skills ICT contains an example of a KWL grid and templates can be found on <http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Since their inclusion in the National Curriculum, many teachers are increasingly recognising the importance of developing the thinking skills of those in primary education. Now that ICT and thinking skills have been listed amongst the 'Essentials for Learning and Life' it is appropriate that both have been combined here as the main focus of this resource.

# Produce a story for a specific audience, including artwork.

## Information Processing

Learners should produce a KWL grid (see example of this on page 34) to show what they already know about writing stories. Are they able to classify stories under different genres? Can they produce a table listing different types of story e.g. adventure / comedy / fantasy / mystery / sci-fi / whodunit etc.? Can they list distinguishing features of each genre?

Genre	Fantasy	Whodunit	Adventure	Comedy	Mystery	Sci-fi
Story	Harry Potter	Sherlock Holmes				
Features						Aliens Futuristic landscapes Spaceships

What information do they need before writing a story? Where will they find information about story writing? How will they plan their story? How will they get ideas for a story? Will they use a story starter / a picture or photograph / a newspaper report / a memory of their own? Will they rewrite an existing story? Will they take two or more random words from the dictionary and use them as a basis for a story?

## Enquiry Skills

Learners should fill in the 'W' section of the KWL grid with what they want to know. What age group would they like to write for? (Their own age / younger / older?) Does this age group generally enjoy reading stories? Does this age group read the stories themselves, or do they listen to them being read? What type of story does this age group enjoy reading / listening to? How important are the pictures in this type of story? What type of story do they personally enjoy reading? Is this the best type of story for them to write? Will their story be aimed at boys / girls or both? Will it be told in the 1st or 3rd person?

## Reasoning Skills

What are their reasons for choosing to write for this age group? Why have they chosen this type of story? How do they want the reader to react to the story and how do they want the reader to feel? (Scared, happy, excited.)

What is the most intriguing first line they have ever read? (E.g. "It was a bright cold day in April, and the clocks were striking thirteen." George Orwell '1984'). Why is it so intriguing? Did the story continue as they expected?

### Suggested ICT Applications:

- MS Word
- Table
- Internet
- Email - sending and opening attachments
- Searching for and inserting graphics
- Formatting font and background
- Accessing given sites

### Suggested Additional Applications

- Reviewing toolbar



## Creative Thinking Skills

They should try to write the most intriguing first line they can think of and email it to their teacher, who will collate all the first lines into a MS Word document. The teacher will email them to class members, who will then vote for their favourite. (Nobody is allowed to vote for their own work, and no names will be included). Everybody will then produce a first paragraph which begins with the winning first line. They will email these to the teacher, who will collate them and email them back to class members. Everybody will choose their favourite paragraph and write a brief assessment, explaining why they consider it to be a good piece of writing.

When they have examined the attributes of a 'good' piece of writing, they can begin work on writing an original short story.

- They could search the Internet for a specified number of interesting images that will provide the inspiration for their story.



- They could develop their story from an incomplete piece of writing. They could produce a piece of mock parchment containing hieroglyphics to be deciphered, or an old newspaper article using appropriate text and graphics.

*but he could not be found. We searched for many days without success. Then, just as we had almost given up hope there was a*



- They could write about people in a picture or a painting



- They could write a magical story or a fantasy inspired by an abstract painting
- They should design a suitable cover for their story using available ICT applications
- They should then write the blurb for their story

<http://www.teachingideas.co.uk/english/storyplans.htm> has examples of story plans.

## Evaluation Skills

They will need to proofread their story, edit it as necessary and evaluate their work. How satisfied are they with their story as a whole? On re-reading it, have they discovered any ambiguities or anomalies?

**They should comment on every aspect of their story, for example:**

- Is the story original?
- Does the writing flow?
- Has the story been well crafted?
- Is it a page-turner? (Will the reader be keen to keep reading?)
- Is it appropriate for the target audience?
- Is the story well structured?
- Does it move at an appropriate pace?
- Has suitable language been used?
- Is the plot convincing?
- Is the main character memorable?
- Are minor characters sufficiently well rounded?
- Is the setting believable?
- Will the opening hook the reader?
- Will the conclusion satisfy the reader?
- Is the dialogue realistic?
- Is the grammar, sentence structure and spelling accurate?

They should email their finished story to the teacher who will collate them all into an MS Word document and email them back, so that each class member has a different story to read and peer assess, using the reviewing toolbar if applicable. (There will be no names on the stories when the teacher returns them in order to avoid bias).

### Extension activity

The stories could be collated into a class magazine to sell for charity.

# Produce a story for a specific audience

## Checklist

1. Fill in the L section of your KWL grid to show what you have learnt

2. Tick the boxes if you can remember:

- a. Three or more story genres
- b. One or more intriguing first lines
- c. Two or more attributes of 'good' writing
- d. How to send an email attachment

*N.B. Put a cross in the boxes where you would like more practice.*

## Notes






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	 Information Processing	 Enquiry Skills	 Reasoning Skills	 Creative Thinking	 Evaluation Skills
Learner's self - evaluation					
Teacher's evaluation					



**Excellent**



**Good**



**Fair**

# Produce one or more pieces of pop art and/or graffiti

## Information Processing

Learners should produce a KWL grid (see example on page 34) to list what they know about pop art and graffiti. What information do they need if they are going to produce some artwork in a particular style? Where will they search? They could use <http://www.artchive.com/>

## Enquiry Skills

Learners should fill in the 'W' section of the KWL grid with what they want to know. Do they think it will be possible to replicate pop art and graffiti successfully using a computer? Will it take as much skill as it would when using a brush and paints or a spray can?



## Reasoning Skills

They should think about what does and what does not constitute 'art' (e.g. can art be found anywhere, or only hanging on a wall or in a gallery? Can graffiti be 'art'?) They should have a look at some of Banksy's work in Google Images. What is the difference between his work and 'conventional' artwork? Who is to say whether a piece of art is 'good' or 'bad'? What are the ethical issues concerning graffiti?

Can they create their own graffiti using the computer? What would be the best type of font to use?

**GRAFFITI  
RULES**

### Suggested ICT Applications:

- Internet for research
- AutoShapes
- WordArt
- Inserting and modifying graphics
- Finding and inserting images
- Clipart
- Resize and crop

