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what's your story?

inanimate alice

PEDAGOGY PROJECT

Education Pack 2

Jess Laccetti

Some of the following lesson plans are deeply inspired by ReadWriteThink, a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. See http://www.readwritethink.org/index.asp for more information. The Transportation Lesson is based on an original idea found in the Literature Links: Thematic Units Linking Read–Alouds and Computer Activities book by Linda D. Labbo, Mary Susan Love, Miri Par Prior, Betty P. Hubbard and Tammy Ryan.

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Lesson Plan 1 – Exploring Character Development and Paragraph Structure:

Digital Literacy Lesson Plan: Connecting Paragraph Structure to Character Development
"Episode 1: China," "Episode 2: Italy," "Episode 3: Russia," "Episode 4: Hometown,"
Inanimate Alice

Student Resource:
> **Paragraph Writing**: "Paragraph Examples" (included here) "Paragraph Punch" by Merit Software and "Basic Paragraph Structure" by F. Scott Walters.
> **Character**: "Character Analysis" by the Online Writing Lab Lawrenceville, "Characters" and "Learning about Characters" from Learner.org

Media Type: Online, internet connection required

Objectives:

After completing this lesson, students will be able to:

- Recognise paragraph structure: identify topic sentence, supporting details, concluding/linking sentence
- Write a structurally sound paragraph
- Read, discuss and interpret a character of narrative fiction

Introduction to the Lesson:

Understanding and being able to write about character development is important to the study of any literature, including fictions that are "born digital." In this lesson students will strengthen both their writing and interpretive skills.

This lesson will require at least four classes approximately one hour each. The first lesson should concern paragraph structure and the second lesson should cover character development. In the third lesson students should read at least Episode 1 and then Episode 4 of Inanimate Alice (if there is time, all four episodes should be read). In the final class students will combine their knowledge of paragraphs and character development to compose a character sketch of Alice.

Teaching Strategies:

Paragraph Development

1. Print and distribute copies of the included Student Resource 1: "Paragraph Examples." Ask students to read the example paragraphs in groups of two or three. Have groups identify any main themes and similarities between the two paragraphs. Ask them to look at both content and structure. While students are working, move around the classroom asking students about their findings. When finished, have students share ONE finding with the rest of the class.
2. Based on student findings you can tell them that they've picked out elements of a paragraph. Explain to students what a topic sentence is, supporting sentences and the concluding sentence. Remind students that the concluding sentence should also link to the following paragraph.
3. Copy and Distribute "Basic Paragraph Structurehttp://www.nald.ca/library/research/ltonword/part3/fisher/fisher.pdf" by F. Scott Walters to students. Go over the elements of a paragraph.
4. Ask students, still in their groups, to create their own paragraph using "Paragraph Punch" by Merit Software.

5. If there is a class blog, create a post: Student Paragraph Showcase and add the students' paragraphs there (either take a screen shot of their completed paragraph and save and upload as an image, or ask students to type their own paragraph as a comment to the teacher's introductory post).

Character Development:

6. Begin by sharing with students your favourite character. Perhaps it is Miss Havisham for her determination, or Tintin for his loyalty to his dog, or Lara Croft for her athletic skills. Ask students who their favourite characters are. Ask students to name the goals of their characters and any memorable events. Are their favourite characters heroines, athletes or bullies? Ask students who is their favourite character. Have students think about that character and name an event that helped change the character.
7. Ask students to fill in the included Student Resource 2: "Character Development" in relation to their favourite character.
8. Students should discuss in small groups why the picked their character as a favourite.
9. Have a class discussion, taking notes on a white/black board, of similarities between students' favourite characters.

Reading Inanimate Alice:

10. With a partner students will read at least Episode 1 and Episode 4 of Inanimate Alice. If there is enough time, students can read all 4 Episodes. Episode 1 will take approximately 5 minutes to read while Episode 4 will require approximately 30 minutes.
11. Students should fill in the included Student Resource 3: Character Development Graphic Organiser while they read, adding points as they make their way through each episode.
12. As students read and reflect, circulate among the groups and ask for words which describe Alice, add these to the board.
13. After students have finished reading, let them compare their Graphic Organisers with the words that appear on the board. Which words are repeated, which aren't and why?
14. Ask students to pick one of the descriptor words and, working alone, to create an image that represents the word. Students can create the image on computers or on paper to be scanned into the computer, or even clay, lego etc…if a photograph can be taken and then scanned in to the computer (these images can later be used in the iStories extension activity).

Character Sketch:

15. Begin this lesson by reviewing the readings and general findings of Alice.
16. Have a selection of coloured markers available and have students, working in pairs, add descriptors to the board. Ask students to also note down people Alice knows, where she lives etc…
17. Ask students to group the words on the board into three groups. There should be words to describe Alice, her friends/family, her house etc…each of these groups will represent a paragraph topic.
18. Review paragraph structure with students (topic sentence, supporting details, concluding sentence).
19. Ask students for example topic sentences for a paragraph on Alice, a paragraph on people she knows, and a paragraph on where she lives. **EXAMPLE:** "Although we never see Alice, we know a lot about her." **EXAMPLE:** "Even though Alice doesn't stay in one place for too long, she really gets to know her neighbourhood." **EXAMPLE:** "As long as Alice has her best friend, she's ok."
20. Direct students to choose one of the sample topic sentences and to write their own paragraph (again in pairs). Students should do this on the computer if available.
21. Ask students to save their work or, if composed on paper, to create a digital copy for the teacher to review.

EXTENSION ACTIVITY:

Students should use their paragraphs on Alice to create their own short story in iStories. Students may also use the image they created in the third part of the lesson, Reading <u>Inanimate Alice</u>. The teacher can send the student work to the "<u>Inanimate Alice</u> iStories Showcase" and the best work will be chosen to appear online. Please send work to: <u>jess@jesslaccetti.co.uk</u>.

Student Resource 1 – Exploring Character Development and Paragraph Structure

Paragraph Examples

Skiing *(title of paper)*

(indent) → Skiing is a sport enjoyed by many people. One kind of skiing is called downhill skiing. Skiers ride up a ski mountain on a chairlift or gondola. Then they ski down the mountain on ski runs and start over again on a chairlift.

(new idea) → Another type of skiing is called cross-country skiing. Skiers begin skiing on flat ground and continue gliding their skis through the backcountry. They don't need a chairlift to take them up a mountain. They stay on a trail or make their own trail in the snow.

(Source: "The Paragraph" at Instructor Web)

(indent)   The tragic hero is typically on top of the wheel of fortune, half-way between human society on the ground and the something greater in the sky. Prometheus, Adam, and Christ hang between heaven and earth, between a world of paradisal freedom and a world of bondage. Tragic heroes are so much the highest points in their human landscape that they seem the inevitable conductors of the power about them, great trees more likely to be struck by lightning than a clump of grass. Conductors may of course be instruments as well as victims of the divine lightning: Milton's Samson destroys the Philistine temple with himself, and Hamlet nearly exterminates the Danish court in his own fall.

(Source: Anatomy of Criticism, Northrop Frye)

Student Resource 2 – Exploring Character Development and Paragraph Structure

Character Development

Name of Character:

Type of Character: (Heroine, Athlete, Academic…):

Flat or Round Character:

Character's Weaknesses or Faults:

Character's History/Background:

Complete the following table with 5 examples for each column:

Character Description		
Physical Traits	Behavioural Aspects	Interaction with others

Student Resource 3 – Exploring Character Development and Paragraph Structure

Character Development: Graphic Organiser

Describe Alice:

Who Does Alice Interact with:

What is Alice's Favourite Hobby:

Lesson Plan 2 – Appreciating Difference: Aboriginals, Oral Stories and Podcasting

Digital Literacy Lesson Plan: Linking Aboriginals and Oral Storytelling with <u>Inanimate Alice</u>, "<u>Episode 4: Hometown</u>," <u>Inanimate Alice</u>

Student Resource:
>**Cultures**: "<u>First Nations Storytellers</u>" by Aboriginal Cultures and Traditions Storytelling site, "<u>Storytellers and Their Tribes</u>" by PBS.
>**Oral Storytelling**: "Elements of Storytelling" included as a Student Resource, "The Language of Oral Stories" included as a Student Resource.

Media Type: Online, internet connection required

Objectives:

After completing this lesson, students will be able to:

- Recognise and explore connections between the oral storytelling of Aboriginal traditions
- Discuss qualities of effective oral stories
- Put into practise the learnt elements of oral storytelling

Introduction to the Lesson:

Historically, Aboriginal people have been, at worst, ignored and, at best, under–represented. This lesson plan helps students recognise the difference between oral storytelling and written storytelling while respecting the First Nations' belief that stories "live in the communal space shared by storyteller and listener" and "live in a succession of creations and re-creations" (See <u>First Nations Storytellers</u> for more information). In this lesson students will strengthen their understanding and respect of another culture while creating their own oral stories with new media. To help create the Aboriginals' context and sense of orality have students in group read/perform the excerpt below from Robin Ridington.

<p align="center">
What I can remember, I will say
What I do not remember, I will not say.
I cannot read and write
I can only remember.
Before the whiteman came, we were bush people.
When they came, where we live they said
"this my land."
And we have no more.
We can't read and write.
We only can remember it.
Since not too long ago
That my people started to go to school
</p>

(Robin Ridington, "Cultures in Conflict: The Problem of Discourse," <u>Canadian Literature</u> (1990:288).

This lesson will require at least two classes at least one hour each. The first lesson will centre on Aboriginal cultures and the role of oral storytelling. In this lesson students will also learn the elements of oral stories. The second lesson will provide a space for students to create their own oral story which will then be digitally recorded and uploaded to the class blog/website as a podcast. If there is no class site, then podcasts can be shared among the students, each listening to another student's story (either as a whole class or in smaller groups). Students are encouraged to submit their podcast to

jess@jesslaccetti.co.uk for inclusion on the "iTeach Inanimate Alice" blog
(http://inanimatealice.com/education/educatorsblog.html).

Teaching Strategies:

Aboriginals and Orality:

1. Begin this lesson by highlighting the role of difference. Show students a bag of sweets (a bag of Smarties, M&Ms or some other assortment). Ask students to tell you all the different kinds/colours of sweets (usually!) contained within that bag and make a list on the whiteboard. Tell them how much you like the red Smarties (or any other colour/type). Open up your bag of sweets and show students that there are only red Smarties instead of the usual mix. Ask a student to come up to the whiteboard and cross off all the colours/kinds of sweets that are NOT in your mix. Ask students what their favourite coloured Smartie or type of sweet is. How would they like it if they could only have the red Smarties? As you share your sweets with the students, ask them to think about what the lack of variety might mean to them. Explain to students that the oral stories they are going to hear will help them appreciate difference and how variety adds more flavour to life.
2. Introduce students to oral stories by sharing with them the different types. Using a projector, illustrate the list (included here, "Student Resource 4") on a wall in your classroom.
3. Ask students for an example of each type of story. Add examples of each to your whiteboard.
4. Introduce students to some of the First Nation Storytellers. If technology allows, invite students to browse the First Nations Storytellers website which has biographies of various authors.
5. Ask students to vote on which kind of story they'd like to hear first. For an excellent collection of freely available Aboriginal Stories visit the Aboriginal Cultures and Traditions Storytelling site with stories fitting into each of the listed genres.
6. After reading the story talk about what happened at the beginning, middle and end of the story. Ask students how the author creates suspense, excitement and other emotions. Does the author repeat any words or phrases? Why?
7. Print and distribute copies of the two Student Resources included with this lesson. Encourage students to listen to each story again to hear for any of the key linguist effects (time connectors, descriptors etc…).
8. To help students explore difference arrange them in pairs. Each student must interview their partner about family traditions. It might be that a family attends a football match each Saturday or maybe one Friday night a month a family gathers around the TV to watch a film. Whatever the tradition, students can document how the tradition started and why the family maintains it. Students can type up their interviews in a Word Processing application and add images. The final copies can be printed out and shared around the class. The teacher can guide a discussion on what are the differences and similarities between families and celebrate each unique element.

Student Stories:

1. Remind students the basics of oral storytelling and the different kinds of Aboriginal stories they now know.
2. Ask them to imagine that Alice is part of an Aboriginal tribe and she needs help to create an oral story to teach a lesson. Perhaps Alice is going to tell a map story as she has lived in many places or maybe (especially in light of Episode 4) a story on growing up and becoming a teenager.
3. Students can work in small groups and first write their stories on paper. Remind them to think about the beginning, middle and end of their stories. Also remind students to reiterate key words or phrases and add sounds to set the mood. Once students are ready they can record their stories and save as an audio file.
4. Teachers can upload students' podcasts to the class blog and send them to Jess Laccetti at jess@jesslaccetti.co.uk for inclusion in the iTeach Inanimate Alice Educator's blog.

EXTENSION ACTIVITIES:

1. Ask students to search online for images of celebrations from different cultures. Perhaps students will focus on weddings, bar mitzvah/bat mitzvahs or graduations (secondary school or university). Students should create a collage of all the different images. Remind students to only use copyright–free images. Good places to search are Flickr.com and the Google Image Search. Ask students to dictate a sentence for what is happening in each photo and record their dictation. Students should then save their audio file and upload it to the class blog. If there is no class blog, perhaps teachers can collage all the audio files and merge into one which all students can then listen to.

2. Direct students to find images of different cultures. Students should save each image they find (again Flickr or Google Image Search are useful). Then, students should be given a copy on large paper of a world map. Students can then print out their images and, to refine geography skills, students should glue each image in the correct geographical location.

3. Students can translate their oral story (as created in the main lesson) into a multimodal story using images, sounds and text. Students can use the iStories platform to create their stories which then can be sent to Jess Laccetti jess@jesslaccetti.co.uk to be added to the Inanimate Alice Student Showcase.

Student Resource 4 – Aboriginals, Oral Stories and Podcasting

Types of Aboriginal Oral Stories

Symbolic—refer to larger bodies of oral literature

Lessons—describe how and why things are the way they are

Instructions from spirit mentors—explain how to conduct ceremonies

Descriptions of natural processes—water cycles, inter-species relationships, life cycles of plants, earth movements and soil types

Survival accounts—hunting, gathering, and farming stories talk about how to collect, prepare, and eat foods

Oral maps for travel—describe historic and on-going migrations of tribe for subsistence and holy journeys

Magical tales of transformation—articulate the mystery and complexity of being human

Adventures in love, romance and marriage

(Source: "Circle of Stories: Many Voices," PBS)

Student Resource 5 - Elements of Oral Stories

Character –the central character and also the other introduced characters.

Setting –where and when the story takes place.

Problem –what happens in the story that requires planning and action?

Events –leading up to the problem or resulting from it.

Thoughts –the goals, thinking and planning by the character/s to resolve the problem

Feelings- the emotions experienced by the character/s as the story evolves.

Ending –how the story concludes and the problem is resolved.

(Source: "Tell Me a Story" by Love and Reilly)

Student Resource 6 – The Language of Oral Stories

Connectors of time: *then, after that, next, while*

Connectors outlining cause and effect: *because, so, therefore*

Descriptions of time: **when, where and how things happened**
e.g. seven weeks ago, at the top of the old oak tree, carefully and silently

Sense descriptions: **things seen and also felt** *e.g. the man with the spiky whiskers, George felt sad and disappointed.*

Cognitive Descriptions: **what the character is thinking or planning** *e.g. decided, wondered, knew*

(Source: Adapted from "Tell Me a Story" by Love and Reilly)

Lesson Plan 3 – Dealing with Life: Peer-Pressure, Friends and School

Digital Literacy Lesson Plan: Emotional Issues and Inanimate Alice, "Episode 4: Hometown,"
Inanimate Alice

Student Resource:
>   **Peer Pressure**: "Dealing with Peer Pressure" by Kids Health, "Peer Pressure" by Pen
>   Notes Software and "Are You a Person of Courage" quiz by Good Character.
>   **Storytelling**: Student Resource Story Map included here.

Media Type: Online, internet connection required, iStories software, projector, white wall/screen for projections, speakers, enough computers for students use (singly or partnered)

Objectives:

After completing this lesson, students will be able to:

- Read and listen for a purpose
- Recognise bullying and understand why it is not acceptable
- Create their own anti–bullying story with the iStories software

Introduction to the Lesson:

Students often have to deal with bullying or peer–pressure both at school and in the home. Unfortunately students are rarely equipped with the skills to enable them to deal with such circumstances or even understand and talk about. In this lesson students will strengthen their ability to cope with such complex occurrences while also deepening their critical literacy and multimodal story writing skills.

This lesson will require at least two sessions at least one hour each. The first lesson will centre on concepts of peer–pressure and bullying. In this lesson students will read Inanimate Alice Episode 4 specifically following the theme of peer–pressure. The second lesson will provide a space for students to create their own iStories tale which will narrate an example of peer–pressure

Teaching Strategies:

Peer–Pressure and Inanimate Alice:

1. Introduce students to the concept of bullying and peer–pressure by sharing an example from your own experience. Perhaps there was a time when friends pressured you to do something you did not feel comfortable with or when your neighbour insisted you do his homework for him. Print and distribute copies the "Are You a Person of Courage" quiz. Lead a discussion on what it means to be courageous in the face of peer–pressure or bullying.
2. Ask students if they can name any television, movie or book characters that faced peer–pressure. Choose three characters and write their names on the whiteboard. Ask students to tell you what kind of peer–pressure each character faced (was it a dare to smoke, to skip school or steal a student's lunch money) then ask students for some adjectives to describe how they think each character felt. Add these to the list developing under each character's name. Then ask students how each character dealt with each situation. Make a note of this on the whiteboard list.
3. Print and distribute (or read online if technology allows) the "Dealing with Peer Pressure" and "Peer Pressure" articles. Do students feel that those are examples of peer–pressure? Do the

articles provide realistic ways of resisting peer–pressure? Why or why not? Can the students provide better tips? Make a list of student suggestions.

4. Tell students you are now going to explore the idea of peer–pressure and bullying in Episode 4 of Inanimate Alice.

5. Start Episode 4 on the teacher computer which must be hooked up to a projector. Click through the instructions and remind students that when they read the story on their own or in partners they will also need approximately 30min and will need to click on the arrows to proceed to the next part of the story. (Students will know this if they have already read other episodes of Inanimate Alice).

6. Navigate to the first "page" of the story:

7. Ask students some predictive questions and write their answers on the whiteboard. Example questions: What kinds of peer–pressure might Alice have to deal with at age 14? Can students think of another well–known fictional Alice – why might that name have special significance for this Alice? Why do you think the screen is all black? What might the lack of images mean for Alice and her current situation? What is the noise students can hear in this scene? Does it sound calming? Why or why not? What might the noise signify about Alice's character or circumstance? Ask students why this episode is set in "hometown" and not a *real* place.

8. Before clicking to the next screen ask students to be ready to spot anything that suggests danger or some kind of warning:

9. Do the students spot the graffiti on the wall? What might that suggest about this area? Do students see the "Keep Clear" sign? Do students see the skid marks on the ground? What about the music? Is it cheerful or ominous? What do all these signs signify? Do they imply danger and suggest Alice's climbing to the top of the building is too dangerous?
10. Ask students as a whole group if they think Alice should climb to the top of the stairs? Why?
11. Proceed to the next screen of the story. Continue reading aloud but pause when you arrive at the following screen:

Ask students why Alice now refers to her friends as "they." What does this imply (think bullying and peer–pressure). Read the sentence out loud. Read it again without the words "at least." How do these two words alter the meaning and heighten emotion for Alice and the reader? How does the way the text is represented suggest danger? What about the pointing hand and the extra caution sign now visible on the far wall and the quicken tempo of the buzzing in the background? Would students want to climb to the top of the stairs?

12. When Alice gets to the top, does her view change? If students wanted Alice to climb to the top, has their view also changed? Why or why not?
13. What does Alice do before she reaches the top (she writes her name on a wall)? Why does she do this?
14. Continue reading the story with the whole class. Ask questions while reading. Focus on Alice and what she must be feeling, especially when she gets lost in the maze of abandoned buildings. How might getting lost be a metaphor for peer–pressure or bullying?

Peer–Pressure and Student Stories

15. Remind students about Alice and how she experienced peer–pressure, almost "dying" by falling down the old and rusted metal stairs.
16. Ask students why peer–pressure is complicated. Write down their ideas on the whiteboard.
17. Ask students to work in pairs at a computer with iStories already loaded.
18. Invite students to create their own story about bullying or peer–pressure.
19. Before students set to work creating their stories, help them recall why peer–pressure is dangerous and how it makes people feel (scared, lost etc…).
20. Students can take their own photos and record their own sounds or use the iStories default options to create their own example of someone experiencing peer–pressure and how they deal

with it. To help with the drafting stage of the story–writing process, encourage students to use the included Story Map student resource. Suggest students beginning by filling in the climax (top of the story map) and then work in the beginning and end.

21. Ask students to share their stories with the whole class. The teacher can post students' stories on the class blog and students are invited to send their creations to Jess Laccetti at jess@jesslaccetti.co.uk for inclusion in the <u>Inanimate Alice</u> Student Showcase.

EXTENSION ACTIVITIES:

1. When Alice shows us a plan of her home, students can create a layout of their own home. Encourage students to take photos of their home (inside and outside) which they can then craft into a narrative about their home using iStories.

2. Alice tells us a bit about her city:
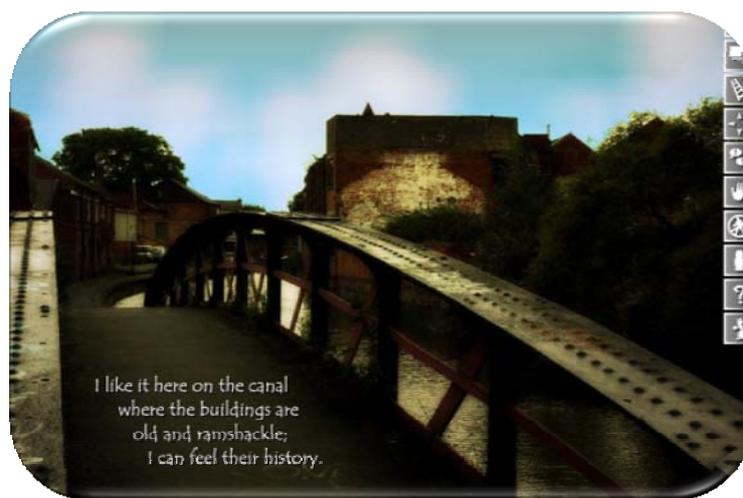
Provide students with digital cameras or they may use their own or mobile 'phones with camera function. Accompany them outside (if necessary) and ask them to amble within the school/campus grounds (if appropriate) and take a photograph that best describes the essence of the school location. Ask them to think about angles, lighting and what is included and excluded from the shot. Ask students (if the technology allows) to record sounds from the environment that they can add to each photo. Use iStories to create the sonic image. Students are invited to send their sonic school postcards to Jess Laccetti at jess@jesslaccetti.co.uk for inclusion on the iTeach <u>Inanimate Alice</u> educator's blog or to appear on the iStories Student Showcase.

3. Ask students to read <u>Inanimate Alice</u> aloud and record their reading. Save the audio file to create a podcast. Students are invited to send their <u>Inanimate Alice</u> Audio Readings to Jess Laccetti and jess@jesslaccetti.co.uk for inclusion in the iTeach Inanimate Alice educator's blog.

Student Resource 7 – Story Map

Climax

Beginning

Ending
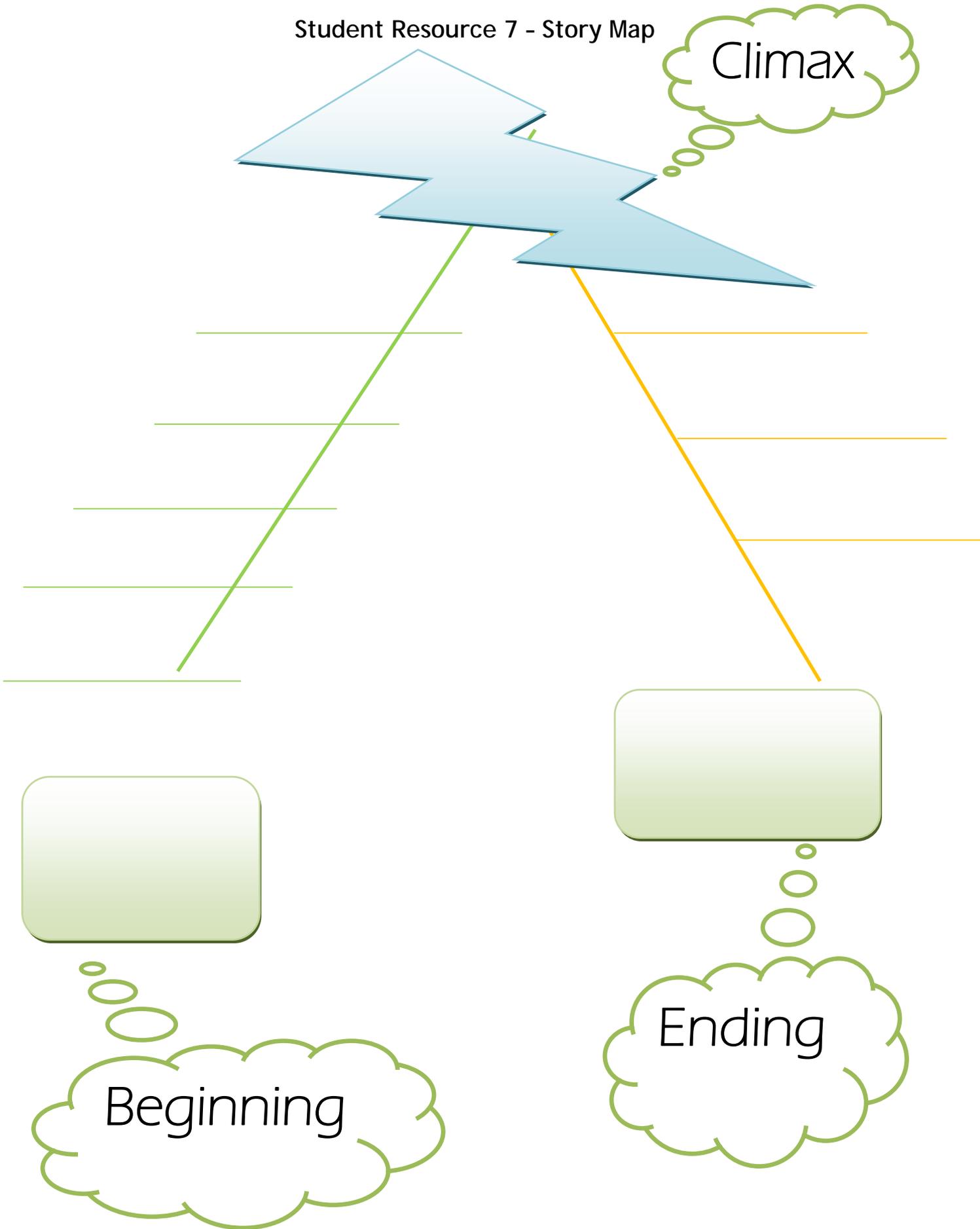
Lesson Plan 4 –Life Skills: Focus on Transportation

Digital Literacy Lesson Plan: Life and Career Skills in <u>Inanimate Alice</u>, "<u>Episode 1: China</u>," "<u>Episode 2: Italy</u>," "<u>Episode 3: Russia</u>," and "<u>Episode 4: Hometown</u>," <u>Inanimate Alice</u>

Student Resource:
> **Transportation**: "<u>Transportation Around the World</u>" by University of Wisconsin, "<u>The Weird and Wonderful</u>" by Thinkquest and "<u>MAGLEV: The New Mode of Transport for the 21st Century</u>" by 21st Century Science and Technology Magazine.

Media Type: Online, internet connection required, iStories software, projector, white wall/screen for projections, speakers, enough computers for students use (singly or partnered), links to provincial/national transport websites

Objectives:

After completing this lesson, students will be able to:

- Read and listen for a purpose
- Compose multimodal stories
- Learn about different kinds of transportation

NOTE:
This lesson, unlike the others included here, is geared to primary levels but like all the other "<u>Inanimate Alice</u> Education Pack" suggestions, are easily expanded to be appropriate to different ages or levels of learners.

Introduction to the Lesson:

There are many different kinds of transportation. There are the big yellow school buses, the black taxis, the huge 18–wheel trucks, red pick–ups, horse–and–carriages, trams, trains and tubes. Each kind of transportation method has its own unique sound and feel. Each kind of transportation creates its own idea in our head. With trains we might imagine chugging locomotives or a siren might evoke memories of an ambulance rushing past. In the four episodes of <u>Inanimate Alice</u> readers are introduced to various kinds of transportation including cars, jeeps, busses, trains, planes. By linking concepts of transportation with story–time students will be able to participate in story–related literacy and life–skills activities. Also, this is a chance to link stories with computer development.

This lesson will require at least 5 classes at least one hour each. The first lesson will serve as an introduction to different kinds of transportation. If there is time, the whole class can read Inanimate Alice Episode 1 together, focusing on the kinds of transportation that appear. The next three lessons will allow students to read the other Inanimate Alice episodes while noting the different kinds of transportation. The final lessons will provide a space for students to create their own iStories transportation narrative which can be uploaded to the class blog/website. If there is no class site, then iStories can be shared among the students, each reading another student's story (either as a whole class or in smaller groups). Students are encouraged to submit their own iStories creations to jess@jesslaccetti.co.uk for inclusion on the "iTeach <u>Inanimate Alice</u>" blog (http://inanimatealice.com/education/educatorsblog.html). There is also a chance for submitted iStories appear in the Student Showcase Gallery on the Inanimate Alice education site.

Teaching Strategies:

Transportation and <u>Inanimate Alice</u>:

1. Introduce students to different kinds of transportation by playing sounds of different vehicles and asking students to name them.
2. Ask students to name as many different kinds of vehicles they can, make a list on a whiteboard.
3. Ask students if they had to take a very VERY long journey, what would be their preferred mode of transport?
4. Ask students if they were to take a short trip, what mode of transportation would they use (remind students that they can also walk, run, skip etc…).
5. Gather students into small groups of 3 or 4. Make copies of the "Transportation T–Chart" (included in this pack) onto large sheets of paper (if possible). Ask each group to list places they have been and how they arrived there. Hang finished t–charts around the classroom and encourage groups to mill around and examine other students' t–charts. Are there any unusual places or modes of transportation?
6. Read Inanimate Alice Episode 1 together as an entire group. Use the teacher computer hooked up to a projector and speakers. Whenever a mode of transportation appears (including Alice walking) ask students to name the mode of transportation and ask whether it is useful for long or short journeys. List this information as students note it on a whiteboard or chart paper.
7. After reading Episode 1, devote one class session to making and recording vehicle sounds. If appropriate students can explore the school yard/campus with audio recorders to capture sounds of passing traffic. Students can also make their own train/car etc…noises which they then record and save to computers.
8. Ask students to read Episodes 2, 3 and 4 of Inanimate Alice in pairs. While they read students should keep a record of what modes of transportation appear and for what kind of journey it is used. Students can use a t–chart.
9. To bring in maths skills, ask students to count how many times each kind of transportation appeared through the 4 episodes (or only 1 episode if time is at issue). Then ask students to create a bar graph of the kinds of transportation. Hang coloured bar graphs around the classroom.
10. Lead a general discussion. Ask students why Alice's mum uses a jeep in Russia but not in the middle of England? Why does Alice use a bus in England but not in Italy? To encourage critical thinking, ask students why there are different types of transportation in these different parts of the world.
11. Conclude the lesson on transportation by asking students to create a simple story on transportation using iStories. If students have access to digital cameras and recorders they can take and upload their own transportation information. If not, students can use copyright–free images found online (try Flickr and Google Image Search). Students should include at least 5 different kinds of transportation and reasons for using it. For example:

Guess what type of transportation I would need if I wanted to get to a hospital very quickly?

I would ride in an ambulance if I wanted to get to a hospital very quickly!

12. Print out each group's iStories transportation story and collate it into one hard copy book. Include a title page and list of authors. Read the student–created book during a group story time.

EXTENSION ACTIVITIES:

1. Ask students to create a sonic transportation dictionary. Students record the sound of a mode of transportation (either their own or copyright–free sounds found online) and then record themselves explain which vehicle it is and what kind of journey it might be best suited to. Students are encouraged to send their podcasts to Jess Laccetti at jess@jesslaccetti.co.uk for inclusion in the iTeach Inanimate Alice Educator's Blog.
2. Ask students to imagine where Alice might move to next. It might be Mars, the Artic or maybe even underwater. What kind of transportation would she need in her new neighbourhood. Ask students to draw a scene from Alice's future area and include at least 2 modes of transportation. Scan in student drawing and add to the class blog. Students are encouraged to e–mail their scanned in Future Alice Neighbourhood Transportation images to Jess Laccetti at jess@jesslaccetti.co.uk for addition to the iTeach Inanimate Alice Educator's Blog.
3. Ask students to write a thank–you letter to whoever takes them to school. It might be a bus driver, or parent or even themselves. In their letter students should explain why that mode of transportation is suitable for getting to school. How they are kept safe (by a good driver obeying road signs or careful crossing of roads if it is a student herself) and how students have learnt the school route. Students can add a drawing of the mode of transportation. Print out thank–you letters and ask students to address envelopes (with bus driver's name, parents or themselves). Students can then deliver the letters.

Student Resource 8 – Life Skills: Focus on Transportation

Transportation T-Chart