Read all about it: Participating

Strand
Time, Continuity and Change
Culture and Identity
Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change	**TCC 2.4**	Students describe cause and effect relationships about events in familiar settings.
Culture and Identity	**CI 2.4**	Students identify how their roles, rights and responsibilities change in different groups.
Systems, Resources and Power	**SRP 2.3**	Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses.
	SRP 2.4	Students analyse information about their own and others' rights and responsibilities in various settings.

Purpose and overview

Activities involve students in the simple enterprise of producing a class newspaper. They explore the composition of print and online newspapers and the processes of production, including reporting, writing, editing, photographing, designing and collating, and use these skills to create their own newspaper.

Students develop their negotiation and problem-solving skills through participation in small committees. They identify and describe how their choices and actions (causes) may positively or negatively affect the production of the newspaper (effects). Through reflective activities, students identify their own and others' strengths and weaknesses when working together on this class enterprise.

'Hands-on' participation in cooperative activities during each phase of the enterprise assists students to become aware of their own and others' roles, rights and responsibilities as members of their class and school community. Issues such as freedom of speech and respect for privacy are explored in terms of writing and publishing news stories.

Note: This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules at this level.

Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tune in to the topic of newspapers • What are the purposes of newspapers? • Why do we need a class newspaper? • What features are in newspapers? • What processes are needed to create newspapers?	• Assist students to identify something they can communicate with another audience — for example, their activities, achievements and events to parents/carers and the school community. • Discuss how they could communicate these issues. Discuss the purposes of newspapers. • Brainstorm ways students could find out about how to produce a newspaper. • Provide a variety of print newspapers and access to online newspapers and encourage students to explore and list the features of this form of media. • If possible, visit a newspaper production site and encourage students to talk to employees such as photographers, journalists and editors about their roles, rights and responsibilities. Alternatively, use a variety of sources to investigate the people and processes involved in the production of a newspaper. • Compile a list of the processes and people involved in the production of a newspaper. • Discuss the roles, rights and responsibilities of the people involved in the production of a newspaper. Create a table showing this information.	SRP 2.4	**Interview/research:** Students identify roles, rights and responsibilities of newspaper workers as evidence of demonstrations of SRP 2.4.
2. Investigate and create our own newspaper • What will our newspaper look like? • How will we create our newspaper? • What roles, rights and responsibilities will each committee/ committee member have? • What changes do we need to make to our newspaper? • How will we make the changes?	• Assist students to investigate fair, sustainable and peaceful ways of sharing and working in groups such as newspaper committees. Discuss how they can work cooperatively in groups and how each student will contribute, taking account of their own and others' strengths and weaknesses. Discuss the roles students will need to take, such as writers, photographers, editors, layout designers, printers and distributors. • Ask students to set individual and group goals to aid task completion. • Assist students to develop a news plan for their story (Resource 1). This should consider cause and effect relationships that relate to their story and will be used when they write their news report. • Ask students to consider their own and others' roles, rights and responsibilities in their newspaper committee groups.	TCC 2.4 CI 2.4 SRP 2.3 SRP 2.4	**News plan:** Students describe cause and effect relationships about events as reflected in their news plan as possible demonstrations of TCC 2.4. **Class code of ethics:** Students describe topics and processes that consider the rights and responsibilities of writers and interviewees as demonstrations of SRP 2.4. **Class newspaper:** Students create newspaper items in small group committees as demonstrations of SRP 2.3. **Committee assessment records:** Students observe and record their reflections on their groups' use of cooperation and negotiation as possible evidence of SRP 2.3 (Resource 2). **Committee group assessment records:** Students monitor the progress of the enterprise to date by responding to questions about their groups' participation as demonstrations of SRP 2.3 (Resource 3).

Phases	Activities	Core learning outcomes	Assessment opportunities
Phase 2 *continued…* • Who will be responsible for making these changes?	• Refer to the code of ethics of the Australian Journalists' Association (Resource 4). Discuss issues relating to freedom of speech, points of view and respect for privacy and news topics that may cause distress or embarrassment for others. Assist students to create their own code of ethics to be followed when writing news stories. • Students discuss and write news articles, advertisements and other items for the newspaper (Resource 5). • Encourage students to read, discuss and review the draft articles and other items with another audience — for example, a 'buddy class'. • Discuss and review group and personal goals set at the beginning of this phase and modify approaches to tasks where necessary (Resource 3). • Assist students to compile the class newspaper.		**Discussion:** Students discuss roles, rights and responsibilities in different newspaper committee groups as demonstrations of CI 2.4.
3. Evaluate and reflect on this class enterprise • What did we think about this class enterprise — how we worked, the processes used, the resources and time used, the end product? • What did I learn about the way I work as a member of a group? • What things do we need to consider and possibly change next time we work on an enterprise in groups?	• If a photographic record was taken, assist students to create a timeline of events by sequencing the photographs. Discuss: − What happened after the layout of the newspaper was agreed on? Did this help or hinder the production? Why? What would have been a better action? − Why did we regularly check on and monitor how the newspaper production was progressing and how we were working? • Encourage students to evaluate and reflect on their own and others' roles, rights and responsibilities by completing and discussing self, peer and/or group assessment records.	TCC 2.4 CI 2.4 SRP 2.3 SRP 2.4	**Observation:** Make anecdotal records of students' responses when reflecting on actions taken during the production of the newspaper as possible demonstrations of TCC 2.4 **Assessment records — self, peer and group:** Students complete profiles to reflect on their own and others' roles, rights and responsibilities during the enterprise as possible demonstrations of SRP 2.3, SRP 2.4 and/or CI 2.4 (Resources 2 and 3).

Teaching consideration: You may wish to take photographs of students working together to create their class newspaper as a record of the enterprise and to assist students to reflect on their roles and responsibilities.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

The overview table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of core learning outcomes in this module. The assessment opportunities in the table are neither exhaustive nor mandatory.

Using this module

Activities in this module focus on students' identifying their own strengths and weaknesses as they work collaboratively on an enterprise: creating a class newspaper.

Support materials and references

Other units of work may also be planned and implemented concurrently as part of a focus on class newspapers. These units of work could include:
– English — view critically how the media influences our lives (see *Why Wait: A Way into Teaching Critical Literacies in the Early Years*, Queensland Department of Education 2000).
– The Arts — explore the use of colour and colour-mixing to create images as part of the printing process (see Ragans 2000).

Evidence of students' demonstrations of learning outcomes in other key learning areas needs to be identified. Consult the relevant syllabuses and support materials for information.

Preparation

Resources needed for this module include:
– recycled paper (for drafts)
– photocopy paper
– cameras (disposable and/or digital)
– computers and appropriate software such as Kidspix
– Internet access
– cassette recorders and tapes for recording interviews
– 'reporter' style notebooks and pencils
– drawing paper, coloured pens, rulers
– a range of newspapers.

To aid students' evaluation of skills and processes while working as a member of a committee, consider taking photographs of students at work throughout this enterprise. At the end of each phase, students may view, discuss, sort and group these photographs.

Cooperative and collaborative learning

Cooperative and collaborative learning strategies are referred to throughout this module. See 'Support materials and references' for useful resources that provide further information on cooperative and collaborative learning.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

communicate	interview	review
cooperation	reports	rights
employee	research	roles
enterprise	responsibilities	work
groups		

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relating to gender equity, computers in learning and the use and management of resources. Refer to the relevant sections of the following websites:

– The Association of Independent Schools of Queensland Inc. (AISQ), *Legislation information*. www.aisq.qld.edu.au/publications/legal/

– Education Queensland, *Department of Education Manual (DOEM)*. www.education.qld.gov.au/corporate/doem/

– Queensland Catholic Education Commission, *Gender equity*. www.qcec.qld.catholic.edu.au

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

– respect and appreciate diversity of opinions and ideas when working with others

– be active constructors of their learning through the creation of a class newspaper

– value the diversity of cultures, places, geographical regions and interest groups represented in newspapers

– develop self-esteem and self-confidence in a supportive environment.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

– Level 1: *Ready, set, go: Rights and responsibilities*

– Level 1: *Whistle while you work: Working together*

– Level 2: *The many faces of work: Work interdependence*

– Level 3: *Everyone can have a say: Local decision making*

– Level 3: *Belonging: Group belonging and perceptions*.

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *English* (in development) include:

– read, view and compare a variety of texts including print and online newspapers

– speak about, listen to and discuss others' ideas and thoughts about the development of the class newspaper

– write and/or illustrate features such as advertisements, articles, poems, cartoons, jokes, riddles, captions for photographs and headings for the articles.

Possible links to *Technology* include:
– TP2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.
– TP2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.
– TP2.3 Students identify, sequence and follow production procedures to make products of their own design.
– TP2.4 Students compare initial design ideas with final products and give reasons for similarities and differences.
– I2.1 Students explain the purposes of different forms of information and describe how these are used in everyday life.
– I2.2 Students use simple techniques for accessing and presenting information for themselves and others.

Possible links to *The Arts* include:
– ME 2.1 Students select and combine images, sounds and words in sequences to create media texts for familiar audiences.
– ME 2.2 Students use display techniques to present media to a familiar audience.
– ME 2.3 Students identify ways in which representations are created in media forms.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:
– teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
– opportunities provided to gather evidence about students' demonstrations of core learning outcomes
– future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
– the extent to which activities matched needs of particular groups of students and reflected equity considerations
– the appropriateness of time allocations for particular activities
– the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

My news plan   **Resource 1**

With assistance, students complete a news plan for the class newspaper.

Name: _____   **Date:** _____

Title of my news article: _____

When?	Who?	What?	Where?	Why?	Feelings

Headline:

Description of the event:

Illustration:

Assessment record — committee   **Resource 2**

Reflection may occur during Phases 2 and 3.

How is our committee working?   **Date:** _____

Our newspaper committee is called the _____

It is working on _____

The members of our committee are: _____

_____

_____

_____

Actions	☺ ☹	Our thoughts and feelings	What we need to do next time
Was everyone happy with their job? Was everyone able to do their job?			
Did everyone help each other? Did everyone accept responsibility for their job?			
Did everyone work together and share?			
Did we know what to do if we had a problem while working on a task?			
Did we solve any problems ourselves as a group? What did we do to solve each problem?			

Assessment record — self or peer   **Resource 3**

It is important that this activity is carried out in a warm, supportive and trusting learning environment. Prior to participation in this activity, students may need to have appropriate responses modelled. They may also need to explore the concept of fair and constructive feedback that includes both positive and 'constructive' criticism. For further information about aspects of social education, refer to suggested resources in 'Support materials and references'.

This is a record of how _____ is working on our class newspaper. (student's or peer's name)		
Date/Name of person recording this observation	**Activity or task**	**Thoughts and feelings about this work**

The code of ethics of the Australian Journalists' Association

Resource 4

Use this as a resource to discuss ethical guidelines in language appropriate for students.

The code of ethics

Media Entertainment and Arts Alliance members engaged in journalism commit themselves to:

- Honesty
- Fairness
- Independence
- Respect for the rights of others

1. Report and interpret honestly, striving for accuracy, fairness and disclosure of all essential facts. Do not suppress relevant available facts, or give distorting emphasis. Do your utmost to give a fair opportunity for reply.

2. Do not place unnecessary emphasis on personal characteristics, including race, ethnicity, nationality, gender, age, sexual orientation, family relationships, religious belief, or physical or intellectual disability.

3. Aim to attribute information to its source. Where a source seeks anonymity, do not agree without first considering the source's motives and any alternative attributable source. Where confidences are accepted, respect them in all circumstances.

4. Do not allow personal interest, or any belief, commitment, payment, gift or benefit, to undermine your accuracy, fairness or independence.

5. Disclose conflicts of interest that affect, or could be seen to affect, the accuracy, fairness or independence of your journalism. Do not improperly use a journalistic position for personal gain.

6. Do not allow advertising or other commercial considerations to undermine accuracy, fairness or independence.

7. Do your utmost to ensure disclosure of any direct or indirect payment made for interviews, pictures, information or stories.

8. Use fair, responsible and honest means to obtain material. Identify yourself and your employer before obtaining any interview for publication or broadcast. Never exploit a person's vulnerability or ignorance of media practice.

9. Present pictures and sound which are true and accurate. Any manipulation likely to mislead should be disclosed.

10. Do not plagiarise.

11. Respect private grief and personal privacy. Journalists have the right to resist compulsion to intrude.

12. Do your utmost to achieve fair correction of errors.

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Writing a news article

Resource 5

Most news articles are written using the 'inverted pyramid style'. This means that the most important information appears at the beginning of the article. Explanatory sentences, paragraphs and other details are then added in declining order of importance.

There are two reasons for this.

1. Article sentences have to be shortened to fit available space in the newspaper layout. This style ensures that if any information is deleted, it will be the least important information.

2. Not everybody has the time and interest to read every word in every newspaper article. If the main information is in the headline and first part of the article, readers can be quite well informed and understand the content of the article without reading to the end.

The close of an article is also important for the reader who reads the full article. Investigate a number of articles from newspapers and highlight the strong concluding sentence.

Lead — Who, what, when, where, why, how

Important details

Other details
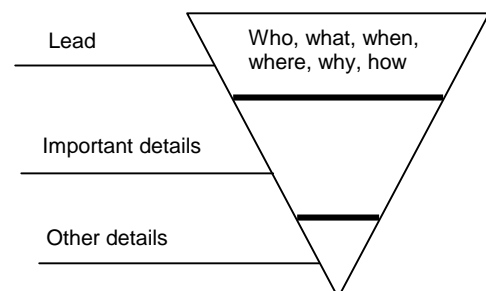
Reproduced with permission from Educational Services, Queensland Newspapers Pty Ltd, Brisbane.

Support materials and references

Teacher reference

Education Department of Western Australia and Queensland Government 1995, *The Year 2 Diagnostic Net Writing Developmental Continuum — Shaping the Future*, Addison Wesley Longman Australia Pty Ltd, South Melbourne, Vic.

Gender Equity Taskforce 1997, *Gender Equity: A Framework for Australian Schools*, Ministerial Council on Education, Employment, Training and Youth Affairs, Canberra.

Leckey, M. & Michael, C. 1991, *Social Education: A Co-Operative Approach*, McGraw-Hill Book Company, Roseville, NSW.

Leckey, M. & Michael, C. 1993, *Social Education: Making Decisions*, McGraw-Hill Book Company, Roseville, NSW.

Ragans, R. 2000, *Arttalk*, 3rd edn, Glencoe McGraw-Hill, Woodland Hills, California.

The State of Queensland (Department of Education) 2000, *Why Wait? A Way into Teaching Critical Literacies in the Early Years*, Brisbane.

Children's literature

Baynton, M. 1988, *Jane and the Dragon*, Ashton Scholastic, Gosford, NSW.

Brott, A. & Marchenko, M. 1990, *Jeremy's Decision*, Oxford University Press, London.

Browne, A. 1986, *Piggybook*, Julia MacRae Books, London.

Jukes, M. & Bloom, L. 1984, *Like Jake and Me*, Alfred A. Knopf, New York.

McCully, E.A. 1993, *Mirette on the High Wire*, Ashton Scholastic, Gosford, NSW.

Kits (including audiovisual)

Queensland Newspapers Pty Ltd, *How to Start a Classroom School Newspaper*. Available from:
Queensland Newspapers
GPO Box 130
Brisbane Qld 4001
Telephone: (07) 3666 6509
Email: headstart@qnp.newsltd.com.au

Journals

Nicholson, J. I. & Risner, G. P. 'Read, Write and Publish — Producing a Classroom Newspaper', *Social Studies and the Young Learner*, Nov/Dec. 1999, pp. 1-4.

Websites

(All websites listed were accessed in June 2002.)

Arbor Heights Elementary School, Seattle, Washington.
www.halcyon.com/arborhts/jrseahaw.html
This website is the home of *The Junior Seahawk Newsletter*, an online student newspaper about school and community activities and events.

Gates Elementary School, Davison, Michigan. www.davison.k12.mi.us/elementary/gateway.html
An award-winning website that contains an online student newspaper written by fourth grade students.

National Library of Australia — Australian Newspapers on the Internet.
www.nla.gov.au/oz/npapers.html
Provides access to diverse newspapers from around Australia, representing different cultures and places such as *Indian Link*, *Fiji Times* and *Koori Mail*, *Farming Online and G'Day Australia*, a newspaper about all things 'Australian'.

Tasmanian Educational Leaders Institute. www.discover.tased.edu.au/proflearn
A teaching unit about visual texts for students in Years 3 and 4. Includes activities such as planning and taking photographs, analysing and reflecting on photographs and analysing a class collection of photographs.

Worldwide Newspapers Online. www.onlinenewspapers.com
Provides access to newspapers from countries around the world.

Acknowledgments

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:
Years 1 to 10 Studies of Society and Environment Syllabus
Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines
Studies of Society and Environment Initial In-service Materials