Please refer to the online lesson plan on the DT Hub to access all website links and additional resources.

## Learning hook

1. Watch introductory video *What is a blog*?
2. Next, ask students to complete a 'quick write' activity where they have to write quickly (for five minutes) to record any thoughts that come to mind after viewing this short video. You can use a Visible timer online.
3. Choose a few students to share their reflection with the class.
* What is a blog? Use the below resources:
	+ YouTube
	+ EduBlogs (in case YouTube is restricted)

**Additional Scaffolding/Limited Abstract Thinking Skills:**

You may want to compare blogs to journals and make connections between written journals and typed blogs. A whole class activity would be to do a Venn Diagram on the board where students can contribute similarities and differences between written journals and online blogs. A further comparison can be made between written (typed) blogs and video blogs (vlogs as they are sometimes called).

## Learning map and outcomes

Share learning intentions with students. For example, say:

‘Today we are going to inquire into blogging to find out:

* What is a blog?
* Why do we use blogs?
* What makes a good blog?
* How does our class intend to use the blog?

We are also going to work in teams to begin developing our own class blog.’

Potential here to discuss the specific mindsets, skillsets and toolsets that learners will use. For example, an evaluative mindset, communication skills and a PMI tool.

## Learning input

1. Provide students with 5 different blogging sites (See Possible Blogging Sites for review PDF for ideas.) Explain to students that they will be working together in small groups to review these blogging sites. They will use the PMI (Plus, Minus, Interesting) chart to record their responses. It is recommended that students spend 5–10 minutes per site examining up to 5 different blogs. Briefly explain/model how to critically fill in a PMI and explain that the students are using this particular means of recording their thinking in order to support them in making their own blog.

**Additional Scaffolding**

You may want to model how to use the PMI chart on one of the blog websites to helps students complete the rest of the chart.

**Alternative for Engagement and Expression:** You could have students type up their notes in an online document. Then when it is time to share ideas (see below) all groups can add their responses to a collaborative document, which the teacher can display on the IWB in real time.

1. After students have had some time to look at the sites, groups will come back and share ideas with the whole class. Record these ideas on the whiteboard or IWB ready for use in the ‘learning construction’ phase.

## Learning construction

1. Explain to students that they have an opportunity to develop ideas and/or content for different sections of the new class blog that will be created. The actual blog will then be created in a follow-up lesson with a small working group that you select.
2. Provide students with the opportunity to vote for their preferred choice for the area they wish to develop. Depending on preferences, allocate students into groups, ensuring an even spread amongst the class.

Note: These ideas should come from the discoveries made during the learning input stage. However, you could have different groups working through the development of:

* + logo design, headings and backgrounds
	+ guide to appropriate blog content and rules
	+ guide to writing a good feedback comment
	+ 'About us' page
	+ 'Help' page
	+ calendar
	+ invitation to parents
	+ frequently used resources.
1. To help guide and support students to create their blog, refer to the worksheet, *Developing the initial content to create a class blog*.
2. Fast finishers: If students finish their preparation and presentation early, you may like to encourage them to look at the information about blogs on the BrainPop site and complete the quiz or activities.

## Learning demo

1. Explain to students that they will now share ideas and/or resources with the class through their group presentation. Hand out individual section assessment cards for students to use during presentations. Students to swap the *Assessment Cards for Presentation* after each presentation so they always have a new area to provide feedback on.
2. Collect information and/or files that have been developed during the 'learning construction' section of this sequence from students to compile to place on blog during another focus session.

Note: Select students to help with constructing the blog in a follow-up lesson. To cover the 'collaborating online' component of the Digital Technologies curriculum content description, it is essential for teachers to run a follow-up lesson that enables students to actually use the blog that will be developed.

## Learning reflection

At the end of the class, review the learning intentions with students.

You may like to use the star and a wish strategy for reflection:

* one star for … (positive aspect of work during this session)
* one wish … (something about what the student has achieved this time but would like to change or alter, or something they would like to do next time).

## Curriculum links

| Links with Digital Technologies Curriculum Area |
| --- |
| **Strand** | **Content Description** |
| **Processes and Production Skills** | Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08). |

| Links with other Learning Areas |
| --- |
| **Learning Area** | **Strand and Content Description** |
| **English** | Year 5 English* Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02 )
* Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04 )

Year 6 English* Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (AC9E6LE05 )
* Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02 )
* Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07 )
* Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05 )
 |

## Assessment

#### **PMI (Written work sample)**

PMI can be used to assess the following content descriptions:

* Year 5: Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04)
* Year 6: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)

#### **Presentation (Rubric)**

Oral group presentation can be used to assess the following content descriptions:

* English – Year 5:
	+ Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)
	+ Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E5LY07)
* English – Year 6:
	+ Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
	+ Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)
* Digital Technologies – Years 5 and 6
	+ Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08)