

## ***Sharing the Present – Shaping the Future***

**This shared learning activity has been developed for Key Stage 2 pupils to celebrate the first Shared Education Week in Northern Ireland's schools**

### **Anticipated Outcomes**

#### **Learning Outcomes (General)**

Teachers may need to consider more specific Learning Outcomes, which are relevant to the particular group or groups of learners.

Children will:

- Know the names of the children in their group
- Participate in and contribute to group discussion
- Generate questions to underpin learning
- Respond to questions
- Know what a scrapbook is and how to layout and create pages of a scrapbook
- Respond to a written stimulus (poem)
- Use reading to generate ideas and formulate answers
- Plan the presentation of their work
- Record information in a variety of formats
- Use ICT effectively to support and present learning
- Present their work in a variety of written and visual forms
- Work together collaboratively
- Listen to each other

- Share and negotiate their input
- Make decisions
- Reflect on their learning and the learning of others
- Assess the impact of their work together
- Be able to identify outcomes of their work

## KS2 Lesson Idea- 'Scrapbookers'

### Icebreaker

A quick icebreaker is suggested, as this is a long lesson. Children could be put into groups. They should be asked to introduce themselves to the group and tell the group that if they were a book what sort of book would they be.

### Main Body of Lesson Part One

#### Introduction

The teacher should pose the question... 'What is a Scrapbook?'

If the children are unsure, the teacher should explain and then give the children the sample scrapbook pages that have been provided below. The children should have time to view these and to think about and talk about what a scrapbook is.

The teacher should pose questions such as:

- What can we see on the pages?
- What has the person been doing?
- How have they made a record of their travelling or of their achievement?
- Have you ever made a scrapbook?
- What sort of things would you put in a scrapbook?

Once the children know what a scrapbook is, the teacher could introduce the poem, A Scrapbooker (Anon). **The teacher should read the poem for the class.**

The different verses of the poem are going to be used as the focus or basis of the rest of the lessons. They will underpin and be the stimuli for the thinking, discussion and the activities.

The first two verses will be used for the first part of the activity, along with the sample pages. The teacher should ask the children to consider how the 'scrapbooker' is all of the things she is made out to be by this part of the poem.

The children should have time to consider the statements in their groups. They should complete the record sheet (Recording Sheet 1) that is provided below. It has some questions and some prompts to guide their thinking and discussion.

**Note for the purposes of time different groups could consider one or two of the questions each. So, every group does not have to do every question.**

## **A Scrapbooker**

A scrapbooker  
is a treasure seeker,  
a rainbow chaser,  
a smile maker,  
a memory keeper.

She preserves a moment  
in time and saves a dream  
from being forgotten.

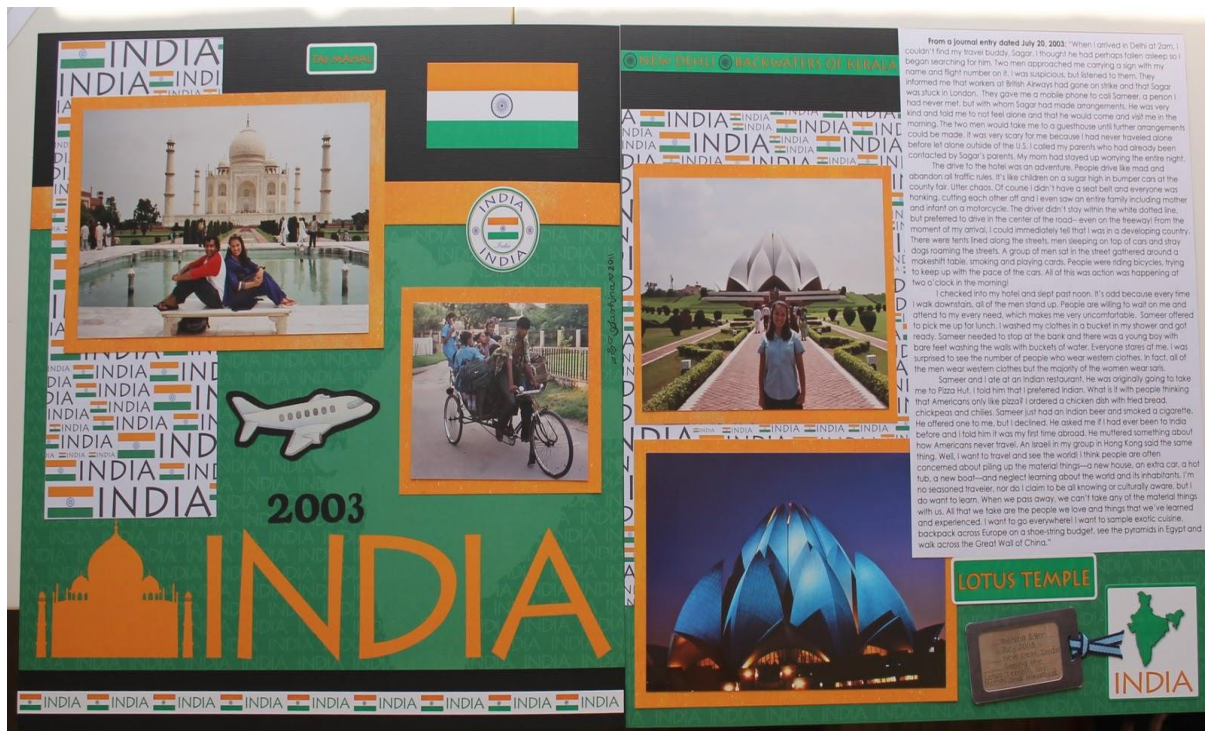
She clothes a piece  
of yesterday in the caring hands  
of today and makes a legacy  
of love for tomorrow.

A scrapbooker  
is a treasure seeker,  
a rainbow chaser,  
a smile maker,  
a memory keeper.

She's one who sees  
that knowing our roots  
gives us wings...  
and understanding our past  
gives us hope to celebrate  
our future.

*Author: unknown*

# Sample Scrapbook Pages







## Recording Sheet 1

Use the poem *The Scrapbooker* and the sample scrapbook pages provided to answer the questions:

<b>How is the 'scrapbooker' in these examples:</b>	
<b>'a treasure seeker'</b> (consider what sort of treasure are they seeking?)	
<b>'a rainbow chaser'</b> (Consider what might they be chasing at the end of the rainbow?)	
<b>'a smile maker'</b> (Consider who will they make smile?)	
<b>'a memory keeper'</b> (Consider how are they keeping the memories? Who might they keep them for?)	

Next, the teacher should ask the groups to identify which aspects of the pages they have viewed mean that the 'scrapbooker' is able to make this happen.

'She preserves a moment in time and saves a dream from being forgotten.'

How has the 'scrapbooker' preserved a moment?

How has she saved a dream from being forgotten?

**The children should identify aspects such as:**

Photographs

Written information

Images

Memorabilia, like the tickets

Captions and statements

Decorations

Connected and relevant details such as the flags or maps

The teacher could ask them to consider what a good scrapbook page should contain. They could create a checklist.

### Recording Sheet 2

**Things a good scrapbook page should have:**


**Note:** The children will use this checklist as they go on to create their own pages for their Scrapbooker Day. This is the main focus of the lesson.

## Main Body of Lesson Part Two

During this part of the lesson the children will work together to **create scrapbook pages to record their day together**. To do this they are going to create a plan of all the things they will put onto their pages. Some 'must have' items have been suggested to ensure that they get to know each other while they do this. Perhaps things such as the school crests could be given to the children to include in their designs.

The teacher should provide the groups with:

Paper

Glue

Scissors

Camera (access to printer)

Pens

Pencils

Things to decorate pages with

Rulers

Drawing materials



The teacher can tell the children that the **MUST HAVE ELEMENTS** are:

They must include everyone's name in captions etc.

They must have information about their day together.

They must have some things that have learned about each other and their school today.

**The children can use the checklist, made earlier, and the 'MUST HAVES' to help them design and then go on to create their Scrapbook Pages.**

The children should have time to **plan** the elements of their pages.



1. The children should decide exactly what they are going to include on their pages.
2. They should allocate jobs to each other, some might write or create captions. Others take photographs and print them. Some might decorate the pages.
3. They should **take group selfies and caption them. They must include everyone name on these.**
4. They should **ensure that the pages they make up the pages to show some information about their day together.**
5. They could **include a timetable or timeline of their day.**
6. They could **have photographs of:**
  - ❖ **Them working together**
  - ❖ **Playing together**
  - ❖ **The school or area they are working in**
  - ❖ **New friends, in pairs, groups or other**

**They are now being SCRAPBOOKERS!**

**The outcome of this work should be one or two large pages, which form a scrapbook record of their day together.**

**Once completed the pages can be viewed. They can be shared between the groups so that each school has some as a record of the work done.**

### **Plenary Activity**

During this part of the lesson, the children are going to consider this part of the poem.

‘... a piece  
of yesterday in the caring hands  
of today and makes a legacy  
of love for tomorrow.’

The children should be asked to consider how they have just used **‘caring hands’ today to make a legacy of love for tomorrow.**

**NOTE: The teacher may need to explain the meaning of words such as ‘legacy’ for this part of the lesson.**

The teacher should ask the children to think about and discuss the question:

**Recording Sheet 3 Plenary**

**When we look back at our scrapbook pages we will remember:**


**The teacher may wish to do this as a group and/or an individual activity.**

Then the children should consider, think about and **discuss how they worked together to achieve what they have.**

They should think about all of the things that they cannot see on their scrapbook pages but which had to happen for them to complete the work.

The sort of things that they should be encouraged to discuss include:

- ❖ Group work
- ❖ Sharing ideas
- ❖ Learning about each other
- ❖ Communicating
- ❖ Planning
- ❖ Creating
- ❖ Thinking
- ❖ Discussing
- ❖ Decision making
- ❖ Generating ideas
- ❖ Using information

Their thoughts and ideas can be recorded on one of the proforma provided below. The children should be asked to think about the skills they used as they worked together to plan and create their pages.

How I worked with my group today... Personal Skills







## Extension Activity

The final verse of the poem is very appropriate for Shared Education.

‘She’s one who sees  
that knowing our roots  
gives us wings...  
and understanding our past  
gives us hope to celebrate  
our future.’

As an extension of the work undertaken the teachers could consider with their children how the activity of creating a scrapbook page together has fulfilled the aims of this part of the poem.

They children should consider, talk about and discuss what really working together means.

What have they learned about themselves?

How have they learned about themselves?

What have they learned about others?

How have they learned about others?

Why are we learning together?

What are the hopes for the future?