

Poppyscotland website challenge

Teacher's notes

The big question

What is the significance of the Poppy?

Level

Second

Experiences and outcomes

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

Additional resources

Poppyscotland learning pack: <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website: <http://learning.poppyscotland.org.uk/resources-category/films/> or by ordering the 'Sowing the Poppy seed' DVD via this link: <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Introduction

Task 1

The first part of this challenge could be used as an initial starter for children to identify what they know already and to develop their knowledge and understanding through investigating the challenge questions on Poppyscotland (below). This part could be used for other challenges as a starting point.

Using the challenge questions the children should explore the Poppyscotland website to find answers. The children may work in pairs or in groups of three depending on the level of IT skills and stage of children.

Task 2

The children, in groups of two or three, should record their answers to the questions. They should save any images they find on the website which they consider relevant. These should be saved in a separate folder which they can access. Using the information and images they have collected, the groups should have the opportunity to share this with the rest of the class.

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The class should agree upon how they would like to present their findings to the school. This may be in the form of a Microsoft PowerPoint presentation – the format should be decided upon collectively. The children should then agree on the messages and images to be included within the presentation. The children should then agree upon a fundraising idea (this may be the traditional method of selling poppies or one of the challenge ideas). A script for the presentation should also be finalised.

The class (or a group from the class) should present to a school assembly.

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Your challenge

Task 1

Use the Poppyscotland website www.poppyscotland.org.uk/ to find your information.

1. What is Poppyscotland?
2. How did the poppy become the symbol of remembrance?
3. When did Poppyscotland begin and what was it first called?
4. What is made at Lady Haig's Poppy Factory?
5. Who works at Lady Haig's Poppy Factory?
6. What is the money raised from the Scottish Poppy Appeal used for?
7. How much money was raised last year?
8. How many poppies and wreaths are made each year?
9. Apart from selling poppies, how else does Poppyscotland raise money?
10. What recent fundraising events have there been?
11. Why are there no leaves on Scottish poppies?
12. Who would you contact if you wanted to be a volunteer?

Now ask your teacher if you could watch the film 'Keeping the Poppy growing in Scotland' via this link <http://learning.poppyscotland.org.uk/resource/keeping-the-poppy-growing-in-scotland/> to find out more information about social enterprise.

Learning intention

I am learning to use the internet to help me with my learning and research the answers to different questions.

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Success criteria

- Use the internet to find information.
- Answer the set questions.

Task 2

Poppyscotland would like your help in raising funds for the Scottish Poppy Appeal. In order to do so, you need to find out about Poppyscotland: who they are and what they do, so that you can speak at assembly and explain to the rest of the school.

You need to collect facts and then organise them in a way that would best show off your findings to the whole school.

Rules

- Work in groups of two or three.
- Record your findings on the fact sheet.
- Save any images you may find useful.
- You may choose to do a Microsoft PowerPoint presentation or another form of sharing.

Timescale

- To complete facts - 2 hours in total.
- To prepare for presenting facts - 2 hours.
- We will share all talks as a class and then choose who to represent us at the next assembly.

Learning intention

I am learning to work with a group to select relevant images for a presentation in order to present to an audience and a clear voice.

Success criteria

- Participate within group.
- Select appropriate images.
- Create a presentation.
- Present to audience in clear voice.

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Peer marking exercise / self-assessment

■ ■ ■ Traffic light the following statements.

Experiences and outcomes

- I am developing confidence when engaging with others in group tasks. **LIT 2-10a**
- I can communicate in a clear, expressive way when presenting to an audience. **LIT 2-10a**
- I am able to select and organise resources independently. **LIT 2-10a**
- I can use search facilities to access and retrieve information. **TCH 2-03b**
- I can research facts and answer questions about a given topic using the internet. **TCH 2-03b**
- I can capture and manipulate text and images to communicate information in creative and engaging ways. **TCH 2-04b**

What I did best:

I am still working on: