Riddle This (Email)   **ICT.3**

TIME
240 minutes

OVERVIEW
Using anonymous email accounts, students are introduced to the email software application or web-based email used by the school, while participating in a riddle activity to learn about each other. Students practise creating and sending email messages, checking email, and reading and replying to messages.

LEARNING OUTCOMES
Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:
- 3.1.2 *Ask Questions* — Formulate relevant questions to focus information needs for an inquiry.
- 3.2.5 *Make Sense of Information* — Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan, and read closely to gather information.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].
- 4.2.1 *Appraise Own and Others' Work* — Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.
- 4.4.1 *Share Ideas and Information* — Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audiovisual and artistic representations…].

ICT LITERACY SKILLS AND COMPETENCIES
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:
- basic operating skills
- communicating electronically
- ethical use of technologies

SUGGESTED LEARNING RESOURCES
Software
- email

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools

Internet
- IMYM Links Database: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>
- Searching the Internet using the terms "free email for students" will return useful hits.

BLMs
- BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.3#1: Planning Identity Clues
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLM
- TBLM ICT.2#1: Skill Know-How Checklist

Materials
- Read-Me files or online help available for the software application

SUGGESTIONS FOR INSTRUCTION
Preparation and Set-up
- Become familiar with the email software installed on the class computers, or with a web-based email provider such as GaggleNet (designed for student use), MSN Hotmail, or Yahoo! Mail.
- Ask a technical support person to set up anonymous email accounts.
  Suggestion: Set up a student username that includes the following: school initials, room number, and teacher-assigned student number. For example, Sir John A. Macdonald Middle School, Room 13, Student 21 could be set up as "SJM13-21."
- If no email software is available, free email accounts can be set up for students using web-based providers. To protect their privacy, students should use a code name, their student number, or an alias such as "SJM13-21."
- Review the database of students' ICT skills, as expressed on BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.3: Riddle This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

Activating Strategies
- Discuss students' previous experiences with electronic mail. Students may not have had a personal experience but may have knowledge of email through parents or friends, or through the media.
- Demonstrate how the email program works, or ask a student who is familiar with it to demonstrate it. Point out similarities with word processing and other programs students are already using.
- Distribute papers randomly with anonymous email usernames. Keep a master list.
- Brainstorm examples of effective clues for riddle messages. Students each make up a hard clue, a medium-hard clue, and an easy clue about themselves or about a character whose identity they are assuming and with whom all students are familiar (e.g., a character from a fairy tale, novel, television show).

Acquiring Strategies
- **Note:** Each student is both a student-sender and a student-receiver, thus gaining experience in sending and receiving email messages.
- Each student-sender emails a hard clue to the anonymous student-receiver whose email username is on the paper provided. The purpose is for the receiver to guess the identity (real or fictitious) of the sender. Students fill out BLM ICT.3#1: Planning Identity Clues and give a copy to the teacher for safekeeping. (If a student is away at the time set for email exchange, the teacher could assume that student's identity based on BLM ICT.3#1: Planning Identity Clues).
- Receivers reply to their respective senders, specifying their guess as to who sent the clue.
- Senders reply in the affirmative if their identity was guessed correctly, or forward the medium-hard clue if the guess was incorrect. This exchange continues, with senders forwarding the easy clue if needed.
- When senders confirm their identity by responding with an email, they send a copy to the teacher. The teacher keeps a list as all students' identities are found.
- Senders use a signature with their last message confirming their identity. Teach students what a student-appropriate signature should contain. As a safety issue, students should use first name and initial of last name only, room number, and school name and address. (No information identifying an individual should be included.)

Applying Strategies
- Students participate in email exchanges with each other, their teacher, and students in other classes in their own school or elsewhere in the world.
- Students email an "expert" to obtain feedback about their work or to get specific information needed to complete an assignment on a topic they are currently studying in class.
- Students set up distribution lists with all students in the class and ICT distribution lists with the name of the student from each collaborative group responsible for updating ICTs in their group's Toolbox Binder (see ICT.1: Toolbox Binder).

Variations/Extensions
- Students write the biography of a classmate, collecting information by email.
- Using the email attachment feature, students send a personal text to a classmate for comments.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT
- Check whether each student was able to guess the identity of his or her unknown classmate.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT through the LEs in this interdisciplinary unit.

***CONNECTION TO* INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Students use email to research, share, and request information and feedback. For example, students participate in an email exchange with another class, collect biographical information from a key pal, and write a biography of the key pal, in preparation for Mod.2.2: Biography of an Inventor or a Scientist.
- Students contact experts who may be able to help with their invention.

BLM ICT.3#1: Planning Identity Clues

Name _____   Date _____

Use the chart below to plan clues for the email exchange.

Character	Hard Clue	Medium-Hard Clue	Easy Clue
Example: • Jack and the Beanstalk	• I am a thief.	• I am not afraid of heights or giants.	• I like to climb beanstalks.
• Tim Smith	• My mom calls me "Honey" at home.	• I don't like hot dogs.	• I have red hair.