

Showtime

Mod.4.4

TIME

300 (5 x 60) minutes
(including 120 minutes for the Invention Convention event itself)

OVERVIEW

Students are now ready to showcase their inventions. They plan, promote, set up, and hold an Invention Convention.

Note: Since some of the work, such as contacting the media and making various bookings, needs to be done ahead of time, Mod.4.4: Showtime may be introduced before Mod.4.3: Promotion and revisited when needed according to the planning timeline students set up.

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:

- 3.1.1 *Use Personal Knowledge* — Summarize and focus personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions* — Formulate relevant questions to focus information needs for an inquiry.
- 3.1.3 *Contribute to Group Inquiry* — Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan* — Create and follow a plan to collect and record information within a pre-established time frame.
- 4.1.3 *Organize Ideas* — Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...].
- 4.2.3 *Enhance Legibility* — Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate.
- 4.2.4 *Enhance Artistry* — Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.2 *Work in Groups* — Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.

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
- concept mapping

- graphics creation
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processor
- concept mapping
- graphics
- web page authoring

Internet

- IMYM Links Database: <<http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>>
- SPIN (Strategic Press Information Network) Project. Strategic Media Plans: <http://www.spinproject.org/resources/strategic_media_plans/index.html>

Print

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

BLMs

- BLM ICT.1#4: How Was Our Group Work?
- BLM ICT.1#5: Group Work Reflection
- BLM Mod.1.2#3: Solving Problems in Group Work
- BLM Mod.4.4#1: Invention Convention Planning Timeline

TBLMs

- TBLM Mod.2.6#1: Steps for Developing a Survey
- TBLM Mod.4.4#1: Invention Convention Planning Committees
- TBLM Mod.4.4#2: Invention Convention Press Release
- TBLM Mod.4.4#3: Considerations for Participant Satisfaction Survey
- TBLM Mod.4.4#4: Observations of Student Participation and Behaviour

Materials

- tables and chairs
- extension cords
- television and VCR
- poster paper

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Become familiar with the contents of the Strategic Media Plans on the SPIN Project website.
- Read TBLM Mod.4.4#1: Invention Convention Planning Committees to determine which information will be helpful to find ahead of time, to answer student questions as they arise, or to pass on suggestions.
- Inform guests whom students would like in attendance at the Invention Convention event to expect an invitation from students.

Activating Strategies

- Talk about an event that students have witnessed or in which they have participated, such as a school Book Fair, Science Fair, or Music Festival. Students discuss whether they thought the event was well organized and make a class list of what they think contributed to its success (considering aspects such as planning and hosting the event).
- Review questioning skills from Mod.2.6: Customer Service Department.
- Students design a questionnaire based on their class-generated list of elements of success for planning and hosting an event. Students interview persons responsible for organizing events in their school in order to
 - verify that their observations about an event were accurate
 - ask for further details and gather suggestions for planning
 - discuss timelines
 - clarify points of which they are unsure

Acquiring Strategies

- Students discuss what kind of event could be held to showcase their inventions.
- Students brainstorm what would be needed to hold an Invention Convention. Use concept-mapping software to make a wall chart, using the following categories:
 - Timing
 - Facility
 - Guests
 - Invitations
 - Internal Promotion
 - Media Relations
 - Furnishings

Use these categories to form committees, keeping in mind that some will require more members than others (see TBLM Mod.4.4#1: Invention Convention Planning Committees). Review the tasks listed and explain to students what each entails.
- As a class, students establish a work schedule and deadlines for the Invention Convention, using BLM Mod.4.4#1: Invention Convention Planning Timeline. Offer suggestions for setting realistic goals.

Applying Strategies

- Groups of students take charge of each of the Invention Convention committees.
- **Note:** Each student should have a responsibility on the day of the event.
- Students select a leader for each committee. Student groups confer with their teacher, who acts as project manager to oversee the planning process.
- Students advertise their Invention Convention on the class website. They include the URL in any publicity sent out.
- Students meet regularly in committees, at times scheduled for that purpose, to review their collaboration in planning the Invention Convention. They assess the progress of their committee using a BLM appropriate for circumstances brought up at meetings (for example, see BLM Mod.1.2#3: Solving Problems in Group Work, BLM ICT.1#4: How Was Our Group Work?, or BLM ICT.1#5: Group Work Reflection).
- Review the contents of TBLM Mod.2.6#1: Steps for Developing a Survey. Students design a Participant Satisfaction Survey based on each committee's responsibilities in preparing for the Invention Convention event. TBLM Mod.4.4#3: Considerations for Participant Satisfaction Survey lists points to consider in preparing such a survey.
- Students prepare a note-taking sheet, using categories similar to those used in their Participant Satisfaction Survey, to take notes during the Invention Convention event.

SUGGESTIONS FOR ASSESSMENT

- Read the reflections and BLMs emerging from Invention Convention committee work to assess how each group functions and deals with difficulties that may arise.
- Take notes of student work and behaviour during the Invention Convention event, using TBLM Mod.4.4#4: Observations of Student Participation and Behaviour.
- Assessment of the Invention Convention event occurs in Mod.4.5: Mission Accomplished: A Reflection.

BLM Mod.4.4#1: Invention Convention Planning Timeline

Brainstorm for tasks to be undertaken at various points prior to the Invention Convention and add to the list as needed. Establish a realistic work schedule and deadlines.

One Month before Event

- Make a guest list. Consider parents, colleagues from your school and from other schools, superintendents, trustees, local politicians, school benefactors (present and prospective).
- Set a date for the event, as well as an alternate date (check that it does not conflict with other school or community events).
- Reserve facility (e.g., classroom, science room, gymnasium, multipurpose room, library).
-

Two Weeks before Event

- Contact media.
- Make and distribute posters.
- Prepare and send invitations.
-
-

One Week before Event

- Set up touring schedules for other classrooms.
-
-
-
-

Three Days before Event

- Verify attendance of invited guests.
- Prepare welcoming speeches accordingly.
-
-
-

Night before Event

- Set up facility.
-
-
-
-

Day of Invention Convention

-
-
-
-
-

TBLM Mod.4.4#1: Invention Convention Planning Committees

Timing Committee

- Consider scheduling the Invention Convention event to correspond with parent-teacher interviews, a previously planned visit by a politician (e.g., a cabinet minister, MLA, or MP) councillor, or other well-known individual.
- If other classes are invited to attend, set up a touring schedule so that teachers can sign up.

Facility Committee

- Decide on a place to hold the Invention Convention, such as a classroom, science room, gymnasium, multipurpose room, or library (plan with the teacher-librarian).
- Reserve the facility for the event's chosen date.

Guest List Committee

- Prepare a guest list a month before the event. Present the list to the school principal for input.
- Consider inviting parents, colleagues from your school and other schools, superintendents, trustees, local politicians, and school benefactors (present and prospective).
- Consider inviting a class with whom students have exchanged email throughout the *Inventions, Innovations, and Discoveries* interdisciplinary unit.

Invitation Committee

- Create invitations using graphics software. Students can create their own graphics to represent the Invention Convention event. Interesting paper can be purchased at business retail stores.
- Mail invitations well ahead of the event. Keep in mind that politicians and trustees have schedules booked long in advance.
- Write a bulletin for inclusion in the school newsletter during the month preceding the event.
- Prepare a reminder to send home with students one week before the event.
- Make name tags for guests. (Use a digital camera to make personalized photo name tags on the spot.)
- Designate an escort for each guest (coordinate with Media Relations Committee).

Internal Promotion Committee

- Promote the Invention Convention inside the school.
- Make posters and display them on school walls at least one week ahead of the event.
- Visit classrooms in the school to make a five-minute presentation about the event.

Media Relations Committee

- Invite newspaper, radio, and television reporters to record the event for the community.
- Use TBLM Mod.4.4#2: Invention Convention Press Release for suggestions on publicizing the event through a press release.
- Designate a contact person for each media representative for the day of the event (coordinate with Invitation Committee).
- Plan to videotape the event for assessment purposes (see Mod.4.5: Mission Accomplished: A Reflection) and future reference.

Furnishings Committee

- Determine whether extra tables and chairs will be needed in the facility selected for the Invention Convention event. (This is likely if the event includes a sit-down portion with speeches).
- Check whether the extra furnishings are available for loan from the local school division. Request them in plenty of time.
- Have the furniture delivered one day before the event.
- Set up the furniture the day before the event (if possible).

TBLM Mod.4.4#2: Invention Convention Press Release

A press release should include the five Ws (Who, What, Where, When, and Why). Use the sample below to create a short catchy text. Focus on why the Invention Convention is something unique that is worth featuring in the media.

Local newspapers or community inserts in major weekly newspapers usually go to press several days before delivery. They should be contacted three weeks before the event. Dailies may have more latitude with time, and a notice of two weeks is probably sufficient.

To be most effective, find the name of a contact person in the media to whom you should direct the press release. This may be the community reporter or the school events reporter. Better yet, find out whether a parent in your school has ties to the media.

Allow for a delivery time of three or more days, depending on the season. Then telephone the person to whom the press release was addressed. Be prepared to answer questions about why the advertised event is worthy of media attention. If the reporter does not make a commitment when first contacted, call back one week later.

Invention Convention

The Grade 6 students at (school) _____
and their teacher, M _____, are hosting an Invention Convention.

The students showed much creativity in surveying needs
and in developing, testing, and promoting their own inventions.

This event is the culmination of a six-week interdisciplinary project called
Inventions, Innovations, and Discoveries,
which is based on the Manitoba Grade 6 curriculum.

The Invention Convention will take place on (date, time): _____

at (school name, address, location): _____

For more information, contact:
(Name and school telephone number)

TBLM Mod.4.4#3: Considerations for Participant Satisfaction Survey

When designing a Participant Satisfaction Survey, students may want to ask questions such as the following:

- How did you find out about today's event?
- What did you think the event was about?
- Did it meet your expectations?
- Was the information you saw or received clear and complete?
- Was the size of the room appropriate for such an event?
- Did the layout facilitate the flow of traffic?
- Was the timing of "tours" appropriate?
- Was a host/hostess assigned to you? Please comment on the behaviour of that person.
- Did you notice a "happening" that was positive?
- Did you notice an incident that needs to be addressed?
- What is your opinion on having such an event?
- What do you think of the inventions created by students?
- How would you describe the behaviour of students?

Refer to TBLM Mod.2.6#1: Steps for Developing a Survey to decide what kind of survey would be suitable for this situation.

TBLM Mod.4.4#4: Observations of Student Participation and Behaviour

Take notes of student work and behaviour during the Invention Convention event, using this TBLM. Make as many copies as needed.

| Student Name and Responsibility for Invention Convention | Is Task-Oriented | Solves Problems | Is Attentive to Audience | Is Attentive to Others |
|---|---|--|--|--|
| | <ul style="list-style-type: none"> • Is at assigned location. • Carries out responsibility. • Remains on task. | <ul style="list-style-type: none"> • Anticipates needs. • Troubleshoots. | <ul style="list-style-type: none"> • Is courteous. • Gives proper explanations. • Shares information. | <ul style="list-style-type: none"> • Collaborates with others. • Demonstrates effective interpersonal relations. |
| Name: Responsibility: | | | | |
| Name: Responsibility: | | | | |
| Name: Responsibility: | | | | |
| Name: Responsibility: | | | | |
| Name: Responsibility: | | | | |

