

Lockdown Case Study:

Cathi Woods, Farnborough Hill School, Hampshire

Library Lessons and interactive Library-related communications via Microsoft Teams and email during Lockdown 2020

During what has been an unprecedented time in education, school buildings were locked down which meant moving lessons online and students learning and teachers teaching from the comfort of their own living room, bedroom, garden etc, wearing pyjamas all day if they chose! At this time many employees in education support are being furloughed; however, I have the pleasure of working for a school who recognises the support that a trained librarian can have in this situation and have continued working. Learning is all about imparting and absorbing information, using technology, and understanding copyright or which platforms to use, who has the best access to what information - the librarian has the answer to all of these.

Daily Communication

During Lockdown I have created a Bingo Challenge card of different categories. Some are creative, others are family orientated, a few can be completed with others or individually. Websites are tried and tested, such as Storyboardthat.com, Canva.com, WordPress or Pinterest, for the students to use for a variety of tasks. Some are chores that the students can get on with, for instance, each week I have reminded them to change their bedding but turned it into something fun. Other times I have given them written tasks to do such as creative poetry or keeping a blog of their time during Lockdown. These Bingo Challenge cards are sent out weekly via email to all students, teaching staff and support staff. See below for an example.

As well as the Bingo Challenge cards, I have sent out a 'Daily Dose of Fun' email with three different conundrums to try to do. I keep the tone light-hearted and chatty as these are not compulsory but for pupils and staff to complete instead of coming to the Library at lunchtime.

These take a bit of time: I have replies to go through from individuals who send me the answers; writing the introduction each day keeps me on my toes as it has to be current and hopefully informative; and searching for different conundrums or quizzes each day takes time too. I bought several quiz type books online (or brought them home from school) to keep up the variety. I include recipes or links to what is going on in the book world too. It is meant to be a lively and humorous connection to the staff and pupils from the Library and I hope that it comes across as such. Some days I get lots of replies; others I do not hear anything back. However, when I do get a reply it is always appended with a thank you, which keeps me positive too.

Library Lessons

Library lessons with Year 7 & 8. We have five Year 8 classes and four Year 7 classes each week. Before lockdown, these lessons took place in the library space and included the librarian in the lesson. I did not take these lessons as such; I was more of a supporting role. Pupils would change their reading books, have conversation with me about what they were reading, or ask for recommendations. We would then have five to ten minutes at the end of lesson, whereby I would bring out the interactive Promethean board and have the latest caption competition from The Day online on the screen. I would ask them what they saw; colours, shapes, details, etc. then I would ask them to do word associations or clever quips about the image. This would lead on to group discussions on each table to come up with the wittiest caption for the image that we could send in as our entry. We, to date, have never won this, but we keep trying!

So, when asked by my Line Manager during the Easter holidays to collaborate with the Head of English regarding the English lessons, it was a fabulous opportunity to extend my remit. Via emails the Head of English suggested we concentrate on Year 7 & 8 and gave them a term long task to complete.

For Year 7, we discuss what book they are currently reading for pleasure during the first lesson and they do task 1 on the list; to redesign the front cover. They are then asked to read for the rest of the lesson. For week 2 the plan is to get them to choose one or more of the tasks to do during the lesson time and on it goes until towards the end of term when we will have a 'gallery' of creations. (Lesson sheet below)

For Year 8, the first lesson we have a word association game on the word 'jumper' and 'space'. They wrote on the screen chat words that they had thought of, some of which were quite telling. Almost all of them automatically went for 'woolly', 'cold', 'comfy', 'Christmas' or 'school' for 'jumper'. I did have a couple who said 'trampoline' and, when they all started thinking about it, 'long', 'high, and 'kangaroo'. 'Space' had a similar result. They firstly thought about the star and planet-filled kind of space, but when one of them went off-piste and said, 'social distancing', the ideas then had a string effect with one saying 'milky way' and this being followed by another saying 'chocolate bar'. Another thought of the 'blank space on a piece of paper to fill'.

We went on to choose a topic from a list of questions and I asked them to choose for themselves which one they would like to do; first come, first served with a maximum of 4 people per question. Chaos ensued! Eventually I worked out who was doing which question. Not everyone got their preferred option; however, so far I have not had any complaints. We then had a bit of a conversation about each topic and they were asked to produce a mind map of their topic question. What did they already know about the topic? What words could they associate with the topic? Positives and negatives too. This went on for the rest of the lesson followed by them uploading pictures of their mind maps to the class chat. Some fantastic work was produced either online, in their books or on a piece of paper. They really thought laterally about it. I asked them to share with pupils also given the same topic any hints, tips or sources to help one another. Although their final piece will be completed individually, they could work as a group to research.

Lesson 2 was a plunge into how to research using specific routes. I showed them Google Scholar and we chatted about the articles on here being written by "scholars", as one pupil put it. I said that they are written by people in academia, or who work for universities etc. and went on to tell them about peer reviewing. I also told them about the paywall of some information, which they did not think was fair, so I demonstrated using the pdf versions on the right of the screen.

We discussed how to flip the question around in order to access more information. For example, "should there only ever be one winner?" to "do you think losing is a bad thing?" We talked about psychological feelings of winning and losing. I also asked them to refer back to the mind-maps from last week and see if they could use any of those keywords to find information. I did get the feeling that pupils were surprised that they had to read through and pick out the relevant information. Research beyond asking Alexa!

I am looking forward to the results towards the end of term for both Year 7 and Year 8.

PSHEE is a weekly lesson and I was asked if I could contribute towards resources or ideas for the next few week's lessons in Lockdown. The themes were identified, and we tied them to the Monday morning assembly which is given via video link to the whole school community by either the Head or the Chaplain. A productive Teams chat produced a plethora of ideas for the pupils to link to PSHEE each week.

- **Week 1:** Maintaining positivity during Lockdown – Use the Bingo Challenge Card.
- **Week 2:** Here I am – A look at daily random acts of kindness. Asking the pupils how they can make themselves useful, how to make the lives of those around them better. They were asked to write a letter to someone in their community keeping them up-to-date with news and goings on and asking how life was for them. We asked our pupils to write to the Sisters who had all recently retired.

- **Week 3:** VE Day (& Star Wars Day) – The importance of peace and unity.
- **Week 4:** No one can steal your joy if you don't let them take it – We all share the same 24 hrs so we should all be looking for and actively choosing positivity. The Library will be purchasing and introducing the quarterly magazine Positive News.
- **Week 5:** Changing Attitudes – What has changed in society since the beginning of Lockdown. What will we do differently after Lockdown is lifted and life starts to get back to “normal”? What is “normal”? We shall be asking them to make a collage of their time during Lockdown.

These lessons are designed to include the Librarian in English Lessons and give some reprieve to the teaching staff. This also gave continuity to the pupils as they were missing their physical ‘in library’ lessons. The Librarian was also able to extend and explore technological ways in which to help teach research topics with Year 8, and enjoy both 7&8 reading for pleasure choices in Lockdown. PSHEE lessons planning as well as helping with resources for the pupils to use during lockdown are at the core of what a Librarian can do. It is hoped that the Librarian is seen as a useful part of the teaching team and using the Librarian’s knowledge of research skills in English lessons will have a knock on effect in other subject areas such as History, Geography, Science, RE and for the EP later in their school career.

OUTCOMES: – Please see above. The full outcome may not be fully realised until the end of the half term with the conclusion of projects.

ADVICE:

- Ensure that the technology works.
- Keep a close eye on what they produce, they are very proud of their work and continuous praise is a must.
- Collaborating with departments needs senior leadership endorsement in order for it to work to its best advantage, however, once you have that, it is down to the individual Librarian to keep the momentum going as departments are too busy.

Bingo Card example:

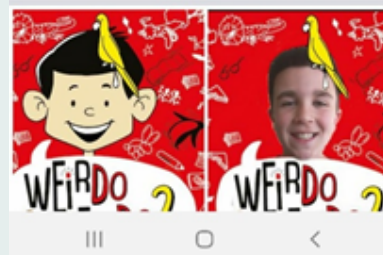
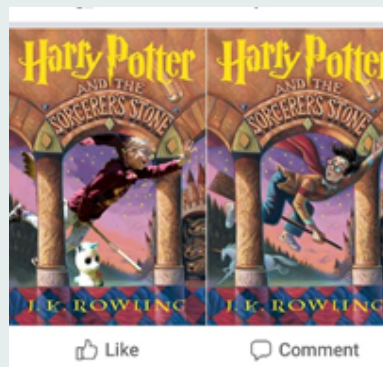
<p>Watch a film trilogy or a Disney Film</p>	<p>Write a Blog/Diary entry about Easter in Lockdown (use Wordpress.com)</p>	<p>Create birthday cards for everyone for the rest of the year! Then be ready to send them</p>	<p>Photography Challenge Competition with your family and friends: This week's theme is... Positivity and Laughter</p>	<p>Write a bullet point list of qualities that you admire in a person</p>
<p>Family Tree: See attached sheet of questions to ask your family and help build your family tree</p>	<p>Make popcorn (for your film trilogy of course!)</p>	<p>Have an online tea party with your friends, but this week do it dressed in your finest clothes</p>	<p>Use storyboardthat.com to create a cartoon panel about Online Safety Awareness</p>	<p>Use Google maps to look around the world's deserted islands</p>
<p>Paint a rock or pebble with an inspirational quote</p>	<p>Try out jigsawplanet.com Do a puzzle a day... start small and increase in difficulty</p>	<p>Have a Mario Cart Championship</p>	<p>Buy a book online for a friend, get their address and have it delivered to them as a surprise</p>	<p>Create a mini golf course in your back garden or living room (please do this safely)</p>
<p>With whomever does the shopping in your household, create a healthy meal plan for your family for a week</p>	<p>Make something useful out of paper mache Pinterest.com</p>	<p>Read a book with a mythical creature featured in it</p>	<p>Thumbwars competition with your household</p>	<p>Learn a Latin phrase a day and drop it into conversation</p>
<p>Make Ice Lollies/ Ice Cream or a smoothie</p>	<p>Learn how to say your name and those of your family/pets in sign language</p>	<p><i>This is for fun whilst in quarantine or lockdown.</i></p>	<p>Poetry Writing weekly challenge:</p>	<p>Do you have squirrels in your garden?</p>

		<i>Enjoy! Please send all pics to Librarian on Teams</i>	This week's theme... What is 'normal'?	Build a squirrel assault course and video them. (see the link in the email)
Visit a museum online (links in the email)	Create a picture or sculpture using things found on your daily walk	Bet you can't wait to jump into your new fresh bed... it's that time of the week again!	Invent a new word for 'Maths'	Recommend a book to one of your teachers
Create a bucket list of inspirational quotes about friendship on a Pinterest board	Use Canva.com to create a poster about the photography or poetry competition (see challenges above)	Make a pom pom. Make a series of pom poms and turn them into decorative bunting	Have a charades night with your family	Update your Spotify/Apple Music list. Add a piece featuring a trumpet
Create a funny TikTok about life in lockdown	Learn how to draw a Disney character	Organise your jewellery box and make up box	Blow bubbles in the garden	Try ☐♀ Pilates online

Year 7 Independent Reading Project with Mrs Woods, the Librarian

Your task is to produce a project, based on your reading of a new novel. This should be a book that you haven't read before! You can read it as an eBook, a paper version, or an audiobook. Please specify the title and author AND which of these challenges.

- 1. Redesign the front cover of your novel – put yourself into the book cover or create a whole new cover, think about the font and what would entice people to read the book. Look at the pic here for inspiration.
- 2. Produce some publicity material for your novel e.g. a poster, leaflet, radio advert, fake insta post etc.
- 3. Produce a factfile about your author. You may even be able to get in touch with them and ask them some questions! This pic is only to give you an idea of what to ask and general layout, be as creative as you like.
- 4. Produce a profile of your favourite and least favourite characters in your book. You should explain why you like/dislike them and include 3 quotations about each that show what they are like.
- 5. Choose a key moment in the novel and write a diary entry from the perspective of one of the characters.
- 6. Write an additional (short!) chapter to follow on or go before the novel itself.
- 7. Write a review of the novel. Remember to avoid giving the ending away! No spoilers!
- 8. Conduct and write up an imaginary interview with a character. It might include asking them about things like their most embarrassing moment, their favourite song, or what they're most afraid of. Be creative with your questions and try to imagine what they would say.



- 9. Draw a picture or create a diorama of one of the settings in your book, and label it with quotations.
- 10. Choose one page from your book and write 5 comprehension questions about what's happening on that page. You should write the correct answers too but keep them separate from the questions!

This is going to be your library task to work on after Easter.

You will need to choose at least 2 bold tasks and 2 other tasks to complete while you read your book. If you wish, you may choose more than that, perhaps aim for one a week. There will be some prizes available for the best projects in Year 7.

You will have plenty of time to work on this task, today is just the starting point!

Year 8 English - Non Fiction Project with Mrs Woods

Focusing on key skills:

- Research skills
- Note taking skills
- Discursive writing
- Presenting/ Debating
- Reading and storyboarding

Research Topics:

- Should teachers be replaced by computers?
- Should recycling be enforced?
- Is Shakespeare the greatest writer of all time?
- Is 24hr news a good thing?
- Do celebrities have the right to privacy?
- Should there only ever be one winner?

Week 1 – Pupils choose one of the above debate topics

Before you begin you must let Mrs Woods know which topic you are choosing. There will be a limited number allowed to complete each topic so choose wisely, choose quickly. First come first, served. Reply in Teams Chat which one you would like.

Begin to research. Use the research logs (below) with details of your ideas came from include:

- One internet source
- Known knowledge - ideas from your head (mind map)
- One internet video
- Seeking information by asking one other person.
- Books if you have access to them

In the log you must record when and WHEN you got this information. If it was from the internet, copy down the URL.

Also allow personal reading time – enjoy some time reading a book for pleasure. Tell the Librarian what you are currently reading.

Week 2 – continue note taking from previous week, add to your log.

Personal reading time – update the Librarian with what you are currently reading.

Week 3 – Discussion about how to express a strong opinion – look at an example video and tick off things the speaker is doing e.g. rhetorical devices, tone of voice, structured speech. Look at the example given on the ClickView link and answer the questions

Personal reading time – update the Librarian with what you are currently reading.

Week 4 – Write own response to the debate statement to submit as written piece; or write the script or bullet points for a videoed version or audio recording that can be sent to the group. 2 minutes ish each.

Personal reading time – update the Librarian with what you are currently reading.

Week 5 – Share videos/ speeches/ ask questions of each other

Personal reading time – update the Librarian with what you are currently reading.

Week 6 – Finish sharing speeches and share reading recommendations.

Personal reading time – update the Librarian with what you are currently reading.

Research Log (Bibliography)

Topic:

Date	Resource type: Online / Book/ Own knowledge / Other knowledge	URL / book title / author / page no / any other useful information	Notes of information found: Primary or Secondary? Keywords? Useful sentences

Introduction:

Argument for:

-
-
-

Argument against:

-
-
-

Conclusion

Things to think about:

- Think outside the box – mind map all keywords that you can associate with your topic eg.
Apple – technology, fruit, red, green, seeds, cyber space, trees, juicy, tasty, pie, orchard, apps, etc
- Think about Who, What, When, Where, Why and How?
- Is your source trustworthy, reliable, correct, factual, common sense?
- Do NOT use Wikipedia for your primary research, though you may *data-mine the bibliography at the end of a Wikipedia page. *hunt through the bit at the bottom of the Wikipedia page and click on the links of the resources that the author has used.
- Beware 'Fake News'...
- **Primary source** – contemporary or first-hand information, straight from the original source – diaries, letters, memoirs, journals, speeches, manuscripts, interviews, eg. a journalist writing an article about something they have witnessed themselves and immediately writing it down.
- **Secondary source** – internet – published research, newspaper articles, media video etc. These are usually one step removed from the event, so written by a person who is using primary sources eg, a journalist conveying the experiences, opinions, research or information from other witnesses and bringing it together.

"Where do I find these sources of information?"

- Go to the Library page on Firefly - <https://farnborough-hill.fireflycloud.net/library/online-resources-1>
- Click on the Online Sources tab – sub headings include newspaper links / research articles / useful websites.
- Use these resources – the passwords are in the information bit at the bottom of the page
- Use Google Scholar for research articles too, though some may be written at university level language, you may be able to pick a few facts/keywords from them.

"Can I ask my friends, my teacher, my parents, my dog for help with this?"

- Of course you can but ultimately it will be your piece of writing and/or video, so by using the tools above you should be able to find enough information to be able to discuss your topic at length.