

The GiggleIT Project

**Staff Professional Development
Manual**

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Introduction

The GiggleIT Project is a global collaborative publishing project hosted by the [International Association of School Librarianship \(IASL\)](#), working in partnership with the [International Children's Digital Library \(ICDL\)](#).

The GiggleIT Team recognises the potential of using the digital library to promote cultural understandings, while encouraging children's literacy skills development. Humour is a wonderful "feel good" motivator.

GiggleIT is also registered with the [International Year of Reconciliation](#) as an example of how people around the world can connect with each other.

Learning Outcomes

The project is designed to:

- improve English literacy skills;
- use Information Communication Technologies (ICTs) to enhance the global exchange of information and ideas between children;
- engage children in reading and writing with a purpose i.e. an official publication;
- give them a feeling of self-worth and pride in their cultural heritage; and
- and to encourage school communities to have a presence on the IASL website.

The Project is free and published under a [creative commons license](#).

There is a website for the [student participants](#) with a section [For Teachers](#), plus a complete [teaching program and 45+ resources](#).

Let's get started!

- [Student pages](#)
- [Teacher pages](#)





GiggleIT Student Website

The student part of the GiggleIT website sits over the top of the For Teachers section.

To navigate the student part of the website, either:

- use the **back button** (because this part of the site dips into the teacher part of the website); or
- use the side menu to go back to the GiggleIT home page; or
- use a specific instruction to go on to another page/section.

As students work through the program they will be creating either print or eportfolios where they keep both team and individual work. There are a number of assessment resources included in the teaching program.

Organisation of the Learning Environment

Organising the learning environment for optimum engagement and the opportunity for learners to review where they are in the process at any given time, is crucial if learning and the internalisation of thinking skills and processes are to occur. Sometimes really small things can make a huge difference.

- If working in groups take the time to establish group guidelines (students do this) that apply to the whole class - use these in your checklist to assess teamwork and interaction/participation, and to design peer and individual assessment sheets. These can be re-used. Assessment sheets have been provided for the GiggleIT Project and suggestions for assessing learning outcomes appear in the Teaching Program
- If students are working in a group then set up a group blog (teach them how), provide a group folder, use coloured paper to differentiate, encourage them to provide a name and logo (take ownership). You can set up groups or blogs in [the ning environment](#) quite easily. Nings are collaborative community tools which can be locked down and kept private – members have to be invited by the administrator (teacher).
- Always give students a starting point if you expect them to record or respond to their work, i.e. a template. Some students will always use these; others will adapt them, while others will create their own.
- If you have a set instructions or questions, then display these - don't rely on the student memory.
- If you want students to file a handout, make sure it has been hole-punched.
- If papers are to remain together, staple them before handing out.
- Be consistent, eg. drafts always go on yellow paper.
- Provide detailed instructions on how to present their work if this is part of the assessment.
- Give them time to get organised and stay organised.
- If working in a print environment, give them a plastic folder for the portfolio with their name on it. If working with eportfolios, include a FAQ/information resource sheet that helps them to organise their information and store it either on the server or on a USB stick/thumb drive (file structure and how to use the computer operating system to manage information).





Teaching moments

If you are asking students to use a word processor then also include instructions/FAQ on how to create good word processed documents.

Running a professional development session with teachers and/or students

- open up the GiggleIT Project homepage in a separate browser @ <http://www.iasl-online.org/sla/giggleIT/index.htm> so you can dip between the tutorial and the website
- using alt-tab allows you to switch between the two sites on the screen or use the bar at the bottom of the page.

The tutorial works best if your participants have access to a computer so they can have a hands-on experience, but this isn't necessary. [The GiggleIT Project home page](#) is the first page of the student site.

What to do first?

There is a message from Gigglecritter Author - click on the image to see a message. This will take you to the [GiggleIT News page](#). There is also a recorded message from the GiggleIT Coordinator Pat Carmichael. You can see information about team members on the [Copyright](#) page.

Here you will find information about the **GiggleIT Competition**. Participants have to decide on a brand new word that provides a better description of an online book than the term e-book. The term e-book has too many ties to the word book which belongs to the world of print. We want the children of the world to coin a new word that will describe their online publication.

Click on the [competition link](#) on this page to go to the GiggleIT Competition page - this is located in the Teacher section of the website.

From this page you can go to:

- The [GiggleIT Resource](#) bank located in the ***School Libraries in Action*** section of the IASL website.
- [Competition entry conditions](#) (PDF)
- A link back to the GiggleIT News page - [engaging students](#)
- Competition entry form as a [PDF](#) or a [Word](#) doc
- [Contact information](#) to email or post your registration off to the GiggleIT team.

Now click on the [GiggleIT home page](#) on the left-hand side menu bar. This menu bar is always available if you get lost on the site.

Scroll down the page and the first link will take you to the [Registration page](#) for the Project - this is also located in the Teacher section of the website.





From this page you can go to:

- the registration form for the project as a [PDF](#) or a [Word Doc](#)
- [Contact information](#) to email or post your registration off to the GiggleIT team.
- the [Giggle Town](#) page to choose the Gigglecritters for your school webpages.
 - On the Giggle Town page you will find a **voting form** ([PDF](#) or [Word doc](#)), a **results recording sheet** ([PDF](#) or [Word doc](#)) to use when voting for your Gigglecritters.
 - a link back to the Registration page
 - [The Gigglecritters \(PDF\)](#) to choose for your school pages.
- Instructions and a link to the [Project consent form](#) which must be completed by student participants if they want their work to be published in the online book.
- A link to the [GiggleIT Competition](#) page.
- A link to the [GiggleIT Teaching-Learning Program](#) (PDF).
- A link to the [GiggleIT Resource](#) bank located in the *School Libraries in Action* section of the IASL website.

Let's get started with the student program – this is [step 3 on the GiggleIT Home](#) page.





GiggleIT - Starting the Student Program

Using the side menu bar go to the [GiggleIT Project home page](#).

Scroll down the page and click on Step 3: [The GiggleIT Project - Getting started](#).

Task 1 - Choosing your Gigglecritters

These 3 Gigglecritters will be on your school pages (where The GiggleIT team will publish your students' work, IASL website). You will also receive 3 Flat Gigglecritters to use during the project.

This exercise is an introduction to the site and the Gigglecritters. It also provides the students with their first taste of autonomy - being in control. They vote for their Gigglecritters and learn some Maths along the way.

Task 2 (links down page) Choosing a partner.

Again students practise voting. This time they create their voting slip by filling in a [blank Gigglecritter](#) (PDF). Younger participants (older ones too!) may like to decorate these and personalise their Gigglecritter. You can also use these to identify print, student portfolios.

The voting slips are folded into quarters and placed into a large bin/container. These are then drawn out two at a time to create the first partnership for the project. When the partnerships are all completed, the critters go back into the bin to be used next time. These can be used at any time to create new partnerships.

You can navigate this page by using the back to page menu options or scroll down the page.

Task 3 (links down page) Green IT GiggleIT.

In this section, students work with their partners to come up with some tips to keep their classroom environmentally friendly. Students add their suggestions to a class list. You can do this using either coloured paper with velcro on a display board, a smart board, a blackboard or different coloured sticky notes.

Teaching moment

How to match and collate information into categories.

When they have done this, decide as a class (vote) on 5 rules the students will follow to keep their classroom environmentally friendly for the rest of the year. Create a large chart and display for everyone to see.





Task 4 (links down page) Doing some research about you.

This is where students establish their research process. They begin by working from the familiar to the unknown. In this section they work with their partner to find information about their:

- country
- city/town
- school and
- class

They use mind maps to establish prior knowledge and what they need to find out. There is a word limit on this section of 300 words per section.

Teaching moment

How to write succinctly, use of bullet/dot points. There are also links to resources about [copyright](#) and [Internet safety](#) here.

Each team then writes up their best information as it will appear on their school pages of the GiggleIT website. Teams will then use the Assessment Recording Sheet [[PDF](#) or [Word doc](#)] to evaluate the efforts provided by the other teams.

Teams can use the feedback to refine their work. Display everyone's work and then the class decides which information will be included on the website. There is a link to the contact details for the project when they are ready to post off their finished product.

Task 5 - go back to the menu options and click on [What do we find funny?](#)





GiggleIT - Researching Humour - What do we find funny?

Task 1

Select new partners.

Task 2

Students create a mind map with their partner - what do they find funny? What makes us laugh?

Task 3






Students then form teams of 4 and compare their mind maps, adding as they go. This is called jig-sawing where students work collaboratively to add to their knowledge base.

Another way of doing this is to have the pairs move around the room to add to all the mind maps as they go. They learn to see how other people are thinking, new perspectives and add to their own knowledge (great activity to cater for kinaesthetic learners).

Teachers can also do the next part as a class call out to create a class mind map - students work from the known to the unknown.

Task 4

When the class mind map is completed students work in their teams of 4 to answer the 5 questions:

-  Are there common themes appearing?
-  Why do you think this is so?
-  Are some of these themes peculiar to our culture, way of life or country?
-  Which ones?
-  Anything else?

These will assist students to evaluate, discuss and analyse their findings. Use a Flat Gigglecritter (these will arrive when you have registered for the project) as a notes template.

Task 5

The class mind map and the collated answers to the questions should be clearly displayed so students have them available while they work on the next task.

Task 6

Time to read - fiction, non-fiction, poetry, magazines, newspapers, comics/cartoons, jokes...

Teaching moment

How to use the library effectively to find examples of humorous literature.

This may be a lesson on the physical navigation of the library and Dewey or how to use an OPAC, the library catalogue and searching a database (if doing the latter then make sure you explain the notion of the Deep Web, how databases search differently, and how Google-type searches won't work as well here).





Members in each team of 4 should choose a different resource type to study. They should use the note making sheets provided - **enotes** or **print notes**, and the **how to write a bibliography** resource sheet (PDFs or Word docs).

They need to answer 2 questions:

- how does the author create humour; and
- what does the item say about humour in your culture/country?

Task 7

When team members have finished their reading and note taking they go back to their teams. There are a number of questions for answer and additions to be made to their mind map.

Task 8

Add findings to the class mind map.

Task 9

Go to [the International Children's Digital Library \(ICDL\)](#)





GiggleIT - International Children's Digital Library (ICDL)

This part of the program is to give students the opportunity to research a range of children's literature from many countries, in multiple languages. If you do not have good Internet access then use prints items from your school or public library instead.

Task 1

With your partner (these may be new).

Task 2

Using a graphic organiser.

Teaching moment

What are these and how do they work? Why are they useful?

There is a link to a **GiggleIT Graphic Organiser** (PDF or Word doc).

There are 6 genres in the GiggleIT Project - this part of the discussion is to familiarise students with these genres, attributes/characteristics, conventions and vocabulary/meaning. They can add terms to their personal vocabulary lists (a **GiggleIT Vocab sheet** is available in the **School Libraries in Action** resources section) or to a class list that is clearly displayed.

Task 3

Students use the graphic organiser to answer three questions and organise their thoughts.

Task 4

This can also be brought back to a whole class discussion and added to a class graphic organiser that is clearly displayed.

Task 5

Working in pairs, students go to the International Children's Digital Library and try to find at least 2 examples of each genre from the culture/country. Remember to give them enough time to complete the task, while encouraging them to meet their deadlines.

Task 6

Work with their partner to add to their graphic organiser while they conduct their research.

Task 7

Students re-join their team of 4 and create a team graphic organiser.

Task 8

Jig-Saw - everyone moves around the room in 5 minute sessions to examine every other team's organiser adding to them as they go.

Jig Saw sessions can be time consuming. Always have a large clock available so students know exactly how much time is available. These sessions are also a lot of fun and building preliminary skills necessary for peer assessment activities later in the program.





Task 9

Back to their original organiser. Examine any additions.

Teaching moment

This might be a good time to get students to do some reflective practice (metacognitive thought) and evaluation about the process they have just conducted and whether it was useful. They can write their thoughts down on a **Flat Gigglecriter** and add it to their print or eportfolio.

Task 10

Display the team graphic organisers. Individuals may add to their personal organisers at this point.
Next step - [Personal research](#)





GiggleIT - Personal Research

Students now get to do some personal research using their family members and friends. They also learn about data collection and recording information. This is independent research as each individual works by themselves.

Task 1

By yourself.

Task 2

Using the **Research template** for data collection (PDF or Word doc), students ask family members and friends for one joke, limerick, personal anecdote and favourite story from their childhood. Students are encouraged to seek a range of age groups. You can set a limit on the number of people they interview.

Teaching moment

A good time to discuss interview techniques with the whole class. Use this discussion to create a list of the 5 essential things for a successful interview. For example, a successful interview depends on:

- having your interview questions ready (why?).
- giving the questions to the person you are interviewing to read before you begin (why?);
- making sure your recording equipment is working (why not take notes instead?);
- choosing a quiet location where you know you won't be interrupted; and
- keeping the interview to a time limit (why?).

The research template contains a starting point for students. If available, you may get students to use recording equipment and include a how to use FAQ. Add the research to your portfolio.

Task 3

Rejoin your team members and compare your research results. These findings can be added to the class mind maps, and team/individual graphic organisers. The research should be added to their portfolios.

Teaching moment

Another good place for some reflective practice. Does humour change and is it different for different generations? Why do you think this is so?

At last! - [Writing on their own](#)

Additional Activity

Students could use their research to publish their own book/e-book or display of humour for a parent night.











GiggleIT - Let's Write!

Students may work as individuals, pairs, teams of 4 or the whole class can work on each genre at once.

Tasks 1 – 3

Use the GiggleIT samples for each genre to get the students started. **The Fractured Fairytale** for instance, is an example of interactive group theatre and is great fun to enact as a live performance. There are 6 genres.

-  Poetry
-  Tall stories
-  Jokes
-  Personal anecdotes
-  Collateralised well known stories
-  Fractured or modern fairytales

Teaching moment

Using the class graphic organiser, mind map and genre samples, to revise and review:

- characteristics/attributes of each genre;
- what makes us laugh; and
- how use of language can create humour

Students can use the **Creative Writing template** to get started. Encourage students to use their graphic organisers, the class mind map and their vocabulary sheets for assistance.

The samples also contain glossary sections which explain idioms and slang terms that are peculiar to a particular country.

Students can write in their own language first and then practice their English skills. Submissions to the IASL website can be in both.

Task 4

*Peer evaluation. Peer Evaluation sheets and Assessment recording sheets are available in the **School Libraries in Action** section of the IASL website.*

Task 5

The class must choose their 6 genre pieces to be submitted to the IASL website for their school/class. Each class/school may submit 5 pieces for each genre.

Teaching moment - this is where students learn about publishing and the importance of proofreading, spelling and using correct grammar.





School Libraries in Action (SLA) Series

The GiggleIT Project -- Resources (© IASL, All rights reserved)

The following files are in PDF format at: <http://www.iasl-online.org/sla/giggleIT.htm>

The GiggleIT Project

[GiggleIT Teaching and Learning Program](#)

Advertising

[GiggleIT Posters](#)



Management

[Competition Conditions of Entry](#)

[Competition Registration Form](#)

[GiggleIT Project Consent Form](#)

[GiggleIT Project Registration Form](#)

[Pre-Project Checklist](#)

[GiggleIT Project Handout](#)

[Team Portfolio Labels](#)

[Student Portfolio Labels](#)



Getting Started

[GiggleIT Voting Form Blank](#)

[GiggleIT Gigglecritters](#)

[GiggleIT Jobs Recording Sheet](#)

[GiggleIT Mindmap sample](#)

[GiggleIT Mindmap1](#)

[GiggleIT Copyright](#)

[GiggleIT Email Sample](#)

[GiggleIT Internet Safety](#)

[GiggleIT Vocabulary List](#)



Teaching Resources

[GiggleIT Bibliography](#)

[GiggleIT Blank Template](#)

[GiggleIT Creative Writing Outline](#)

[GiggleIT Notes](#)

[GiggleIT eNotes](#)
[GiggleIT Personal Research Notes](#)
[GiggleIT How to publish](#)



Genre Samples

[GiggleIT Acrostic Poem](#)
[GiggleIT Fractured Fairy Tale example](#)
[GiggleIT Free Verse](#)
[GiggleIT jokes](#)
[GiggleIT Limerick](#)
[GiggleIT Personal Anecdote example](#)
[GiggleIT Shape Poem](#)
[GiggleIT Tall Story example](#)
[GiggleIT Culturalised Story sample](#)



Evaluation and Assessment

[GiggleIT Assessment Recording Sheet](#)
[GiggleIT Peer Assessment Recording Sheet](#)
[GiggleIT Final Assessment Recording Sheet](#)
[GiggleIT Peer Assessment Instructions & Criteria](#)
[GiggleIT Results Recording Sheet](#)
[GiggleIT Self Assessment Checklist](#)
[GiggleIT Self Assessment Vocab Checklist](#)
[GiggleIT Student Portfolio Assessment Checklist](#)
[GiggleIT Team Assessment Checklist](#)
[GiggleIT Team Portfolio Assessment Checklist](#)
[GiggleIT Voting Form](#)

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Submission

Submit your finished product to the GiggleIT team. If any of your submissions are to be included in the final publication, your school will be notified. Students should keep an eye on other contributions - you can conduct compare and contrast sessions using graphic organisers to discuss humour in other cultures using submissions from other schools.

Future collaborations

Later in the project, the GiggleIT team will set up a directory for schools that wish to establish contact and collaborate on the Traveldoc.

Envoy Schools, Ambassadors and Friends of GiggleIT

Envoy School Status

An Envoy School enjoys a special online presence as part of the GiggleIT Project website which notes the school as Envoy School and Literacy Leader for a Region of the International Association of School Librarianship.

An Envoy School promotes the GiggleIT Project locally, nationally and internationally

An Envoy School's teachers and students participate, create and learn together to promote cultural understanding and excellence through literacy initiatives of the GiggleIT Project.

An Envoy School's teachers take part in promotion of the GiggleIT project through Professional Development with other professionals.

An Envoy School acts as a GiggleIT Project Consulate for the GiggleIT Ambassador, Mr. Giggle, and promotes his travels locally, nationally and internationally by way of the online Traveldoc, a communicating platform for GiggleIT participants.

An Envoy School promotes cultural understanding and excellence in literacy through the GiggleIT Project by showing a link to this project on the school website.

All schools awarded Envoy Status have displayed these promotional and participatory qualities to an excellent level.

A Certificate is available for this award

Personal Envoys and Friends of GiggleIT

A Personal Envoy enjoys a special online presence as part of the GiggleIT Project website which notes the person as a Personal Envoy and Literacy Leader for a Region of the International Association of School Librarianship.

A Personal Envoy promotes the GiggleIT Project locally, nationally and internationally

A Personal Envoy collaborates with teachers and students to participate, create and learn together to promote cultural understanding and excellence through literacy initiatives of the GiggleIT Project.

A Personal Envoy takes part in promotion of the GiggleIT project through Professional Development with other professionals.

A Personal Envoy promotes cultural understanding and excellence in literacy through the GiggleIT Project by showing a link to this project on his or her website.

A Personal Envoy acts as a GiggleIT Project Consulate for the GiggleIT Ambassador, Mr. Giggle and promotes his travels locally, nationally and internationally on the online Traveldoc - a communicating platform for GiggleIT participants.

All persons awarded Personal Envoy Status have displayed these promotional and participatory qualities to an excellent level.

A Certificate is available for this award



Ambassadors

World Ambassador – Mr Giggle

"The right to create, allocate or distribute three-dimensional representations of any GiggleCriter or derivation thereof is strictly and expressly reserved to the GiggleIT Project Team."



Traveldoc

Welcome to the GiggleIT Projects online traveldoc. This is the place you can follow Mr Giggle's travels around the world as he accompanies children from our participating Special Envoy Schools. These schools act as consulates for Mr Giggle, protecting and keeping him safe on his travels. Mr Giggle is the World Ambassador for the GiggleIT Project.

Special Envoy Schools can take a photograph/video/voicethread/animoto/Voki of Mr Giggle in different parts of the world, country, local area on school trips, or just relaxing around school. These are then sent back to the GiggleIT Team to be displayed up on the Traveldoc with accompanying text which allows your students to practice English writing skills and or speaking skills about their special area of the world.

