

Students collect written, oral & visual stories into a digital & printed book



## Years 7-10 Language

Bookform's online tool develops student's knowledge understanding & skills in listening, reading, viewing, speaking, writing and creating.

Students interact with peers, teachers, individuals, family and community members in a range of face-to-face and online/virtual environments.

They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional & global contexts.

**Outcomes: EN5-1A; EN5-2A; EN5-7D; EN5-9E  
ACELA 1528,9; 1532; 1549; 1561,2; 1782; 1764; 1766**

## Years 7-10 Literature

Students use the Bookform technology as a tool to collect written, oral and visual digital content on assigned topics or on topics of interest, encouraging critical thinking and personalisation.

Student's digital stories can be shared in the classroom for peer bonding, collaborative editing and class discussions.

Students identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. And reflect on ideas and opinions about characters, settings and events in each other's texts.

**ACELT 1619,20; 1633,35; 1626,28; 1767,8; 1773; 1805,6**



## Years 7-10 Literacy

Students play the Bookform captured voice recordings in the classroom to identify and discuss main ideas, concepts and points of view in spoken texts and evaluate qualities.

Students have agency over their collected content and are more engaged to collaboratively edit texts for meaning by removing repetition, refining ideas, reordering sentences and changing words for impact.

Bookform facilitates a student's use of a range of software to create and publish texts imaginatively.

**ACELY 1719,20,25,26,31,38; 1740,41,46,47,48; 1811  
General capabilities:**



## The King's School – Write of Passage Project

Year 9 English students visited a local aged care home to interview a resident over a term, using Bookform technology to collect personal stories and create their resident's memoir.

The printed memoirs were presented at a Grandparent's Day ceremony hosted and sponsored by Arcare Aged Care.

Ms Kathryn Fraser, Head of Enrichment and Extension said, *"Intergenerational communication is extremely important and both the young and old have much to learn from each other. I have really enjoyed seeing the genuine friendships form between the residents and the students throughout the project."*

**General capabilities:** 



## Tangara Girl's School – Write of Passage Project

Coordinator of Personalised Education, Rita Sakr, said, *"The students were very interested to meet older people in their community and hear some of the amazing life journeys they've had, from a time and place so different from what they are growing up in now."*

*"They take the responsibility of documenting the lives of these older Australians as very important in saving real Australian history and culture, for future generations to understand and enjoy."*

A Tangara student said, *"My resident wasn't very talkative, so I had to think of ways to prompt longer answers."* Good practice for many situations we laughed.

### STUDENT OUTCOMES:

**Critical and Creative thinking** - Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

**ICT capability** - Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  
**Personal & Social capability** - review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects.  
**Intercultural & Intergenerational understanding** - explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters.

**Communication** - examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts.

**Presentation** - select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes.