

## Trainer Notes

## All days

## Routine Tasks

### **Technology Management Strategy at Student Workstations:**

Red cups - Give each participant a red cup to place on or beside the computer. The red cup will be used to indicate the need for help. Participants will be asked to put the red cup up on the computer when they need help. The trainer will use the red cup, saying cups up or cups down, to indicate when participants have finished a process during the lesson.

### **Kiosk:**

There is a kiosk, created in PowerPoint, for each day of the training. Have this playing as the participants enter the training room. Here they will find the daily objectives, software used, daily assignments including the daily diary topic and any information the trainer wants them to have. Update before each training. Kiosks can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

### **Music:**

Have a music CD playing as participants enter the room and are participating in the morning assignments.

### **E-Mail & "Sites of the Day":**

Trainers send email messages to the participants each day after Day 1. The suggested messages can be found with the Trainer materials. You will be sending them an email that has questions pertaining to the reading assignments and several internet "Sites of the Day." These are general reference sites for teachers. Spend a few minutes each morning going over the sites to familiarize participants with them. Emails and "Sites of the Day" can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

### **Daily Diary:**

Participants are asked to reflect in a daily diary. After day 1 this is completed as the participants arrive. It is part of the daily assignments listed on the kiosk. Daily Diary topics can be found with the Trainer materials. Each day participants will be asked to group share their daily diary reflections. After group share the leader of the day will report to the whole group what was discussed. This is a time for the trainer to understand what issues the participants are facing both in the training session and in their classrooms. The trainer will lead the discussions providing input on the "hot" topics. Daily Diary topics can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

## **Trainer Notes**

## **All days**

## **Routine Tasks**

### **Professional Readings -**

Daily participants are required to read from the appendix of the notebook. Questions regarding the readings are part of the email activity.

Day 1 - Appendix Page 1-7

Day 2 - Appendix Page 8-16

Day 3 - Appendix Page 17-24

## Trainer Notes Day 3 Set-up Checklist

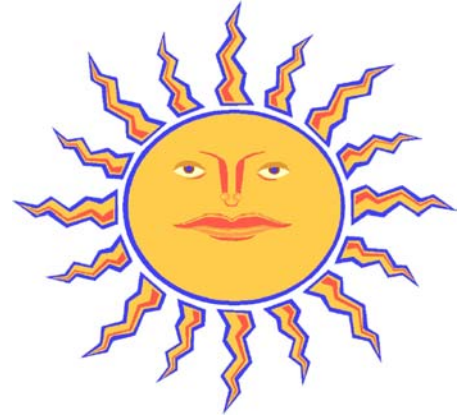
	Check the following website for any resources, templates, etc. you may need to teach i3 training. <a href="http://www.i3forteachers.com/sslatraining">http://www.i3forteachers.com/sslatraining</a>
	Check software: Microsoft Word, Internet Explorer or Netscape, Inspiration and Virtual Globe.
	Check the Internet links that will be used for the day to make sure they are active.
	Test log-ins.
	Update and start the Day 3 Kiosk on the Trainers workstation
	Kiosk update should include dates of trainings, time of classes, lunch break, other breaks, any other information that you want your participants to know.
	Check the workstation desktops for the presence of the participant folder.
	Place post-it notes and pen at each workstation.
	Place red cups at each work station - classroom management strategy or clips on laptops.
	Hang the Grouping charts.
	Assemble Sign-in sheets.
	Set up a crate for group folders.
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.
	Make sure Inspiration templates are loaded on participant machines

## **Trainer Notes Day 3 Agenda**

- Welcome, Housekeeping, Day 2 Questions
- Journal and Email Activity
- What's Your Opinion
- Power Point Activity
- Going By The Numbers
- Rainforest Researchers
- Closing

# Good Morning & Welcome Back!

## Day 3



*" You can have anything you want  
If you will give up the belief that you  
can't have it."*

You are on your own again this morning to complete the daily morning activities: diary writing, email and site of the day.

### 1. Open your diary template:

Find the Training Resources folder on the desktop.

Locate the Diary Template and double click on it to open it.

Respond to the diary question in the slide show.

Print 2 copies. Put one in your group folder and one in your notebook.

Save your document as "Day 3 Diary" in your folder.

### 2. Check your E-mail:

Open Netscape or Internet Explorer.

Click in the location box and type the following address: [www.eudoramail.com](http://www.eudoramail.com)  
(Press Enter)

Click inside the Login Name box and key in your login name.

Click inside the Password box and key in your password.

*Remember that your login name and password are written on the inside cover of your book.*

Click on Enter.

Find the message from me, click on the underlined subject link to open it.

Read and reply to my E-mail if necessary.

### 3. View the "site of the day" How could you use this in your classroom?

## **What's Your Opinion? - Day 3 - page 2**

### **Trainer Notes -**

This is a guided research activity that uses Inspiration templates to guide students through the thought process. . We will be using the information from the research project to produce a slide show using MS PowerPoint.

## What's Your Opinion?

<b>Teaching Strategies Modeled</b>	<b>Technology Strategies Modeled</b>	<b>Instruction:</b> Essential Questions for Teachers: How can I use PowerPoint as a multimedia-authoring tool? How can I use Inspiration software as an electronic template for organizing and note taking?
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		<p><b>Essential Question:</b> How does culture influence opinions?</p> <p><b>Learning Standards (State of Michigan):</b> <b>Assessed:</b> <b>Social Studies Standards</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events.</p> <p>Gather and analyze information using appropriate information technologies to answer the question posed. Construct an answer to the question posed and support their answer with evidence. Report the result of their investigation including the procedures followed.</p> <p>All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.</p> <p>All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.</p> <p><b>Materials:</b> Inspiration, Web browser, storyboard, PowerPoint</p> <p><b>Technology Connections:</b> Students will participate in an on-line cultural debate. They will use an Inspiration template to collect information. Groups will use PowerPoint to produce a multimedia slide show about the opinions. Students will use a digital camera to take pictures for their credits slide.</p>
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## **What's Your Opinion? - Day 3 - page 3**

### **Notes**

<p>Whole group</p>	<p>Web Browser <a href="http://www.teachtsp2.com/cdonline/">http://www.teachtsp2.com/cdonline/</a></p> <p>Inspiration</p> <p>Power Point</p> <p>On-line tutorial for Power Point- <a href="http://www.actden.com/pp/">http://www.actden.com/pp/</a></p> <p>Web Browser <a href="http://www.teachtsp2.com/cdonline/">http://www.teachtsp2.com/cdonline/</a></p> <p>Inspiration</p> <p>Power Point</p> <p>On-line tutorial for Power Point- <a href="http://www.actden.com/pp/">http://www.actden.com/pp/</a></p>	<p><b>Procedures:</b></p> <p><b>Whole Group Work</b></p> <ol style="list-style-type: none"> <li>1. Open the lesson with the question, "Is modern technology always a good thing?" Have students comment on this idea and write on the board their responses.</li> <li>2. Go to the on-line cultural debate site and show the debate video about technology. Pause the video throughout to consider questions posed and ideas presented.</li> <li>3. Open the Inspiration template and gather facts onto the electronic data collection sheet.</li> <li>4. Discuss the 4 opinions and take a vote on which opinion they would choose.</li> <li>5. Ask students to site reasons for their opinions and record their thoughts on the Inspiration chart.</li> <li>6. Discuss how this opinion might change if they were talking about their own life or situation. How would it apply to their life?</li> </ol> <p><b>Individual Work</b></p> <ol style="list-style-type: none"> <li>7. Have students pull a card from the basket that has their debate assignment on it. It will give them a team and a debate.</li> <li>8. Guide them to the templates folder on the desktop.</li> <li>9. Walk them through opening up the template and show them the hyperlink to the debates.</li> <li>10. Students will repeat the same process that was modeled with the whole group. They will take note electronically using the template. When they finish they will print out their template and meet with their issues group and discuss the opinions they have.</li> <li>11. Students will then pull into their assigned groups and discuss the 5 debates and the opinions.</li> <li>12. Students will then use the PowerPoint storyboard to create a slide that represents their opinion and how it might apply in their life.</li> <li>13. Students create a slide for their group's multimedia presentation using the PowerPoint slide template.</li> <li>14. Students will take pictures of their group members</li> </ol>
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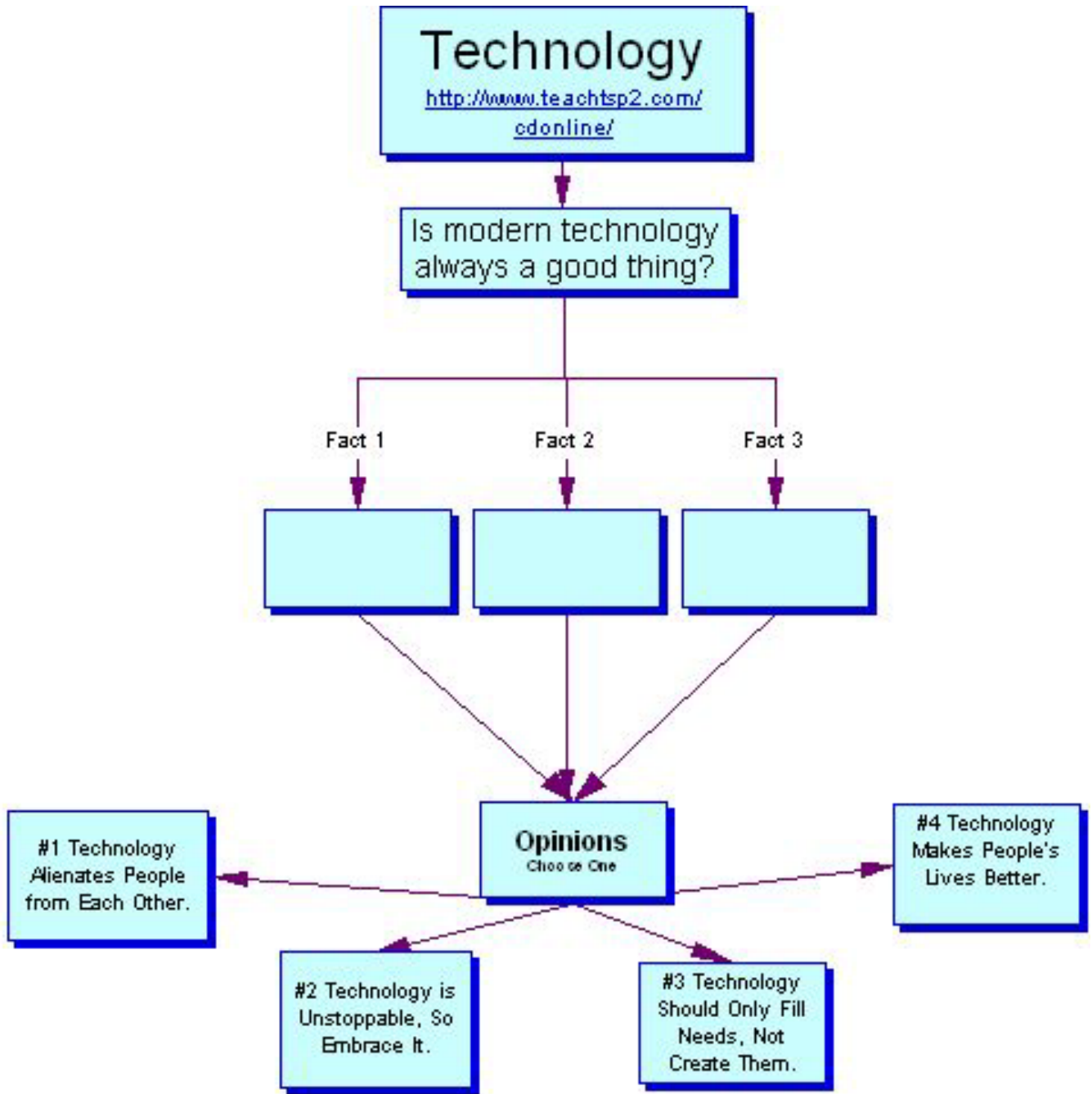
## **What's Your Opinion? - Day 3 - page 4**

### **Notes**

	<a href="http://www.foorsyth.k12.ga.us/sbeck/digital/goingdigital.htm">http://www.foorsyth.k12.ga.us/sbeck/digital/goingdigital.htm</a>	<p>using a digital camera. Each person will have an individual picture and a group shot. The individual picture must in some way represent their opinion on the issue they were assigned.</p> <ol style="list-style-type: none"><li>15. When all the individual slides have been created groups will spilt into two teams and create a "title slide" and "credits slide."</li><li>16. When they have completed the slides they will move the files into a shared folder on the network.</li><li>17. Students will then get back with their group and pull the slides into one slide show.</li><li>18. Present slide shows.</li></ol> <p><b>Assessment:</b> Assess students' presentations according to the rubrics.</p>
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# **What's Your Opinion? - Day 3- page 5 Technology Worksheet**

## **Notes**

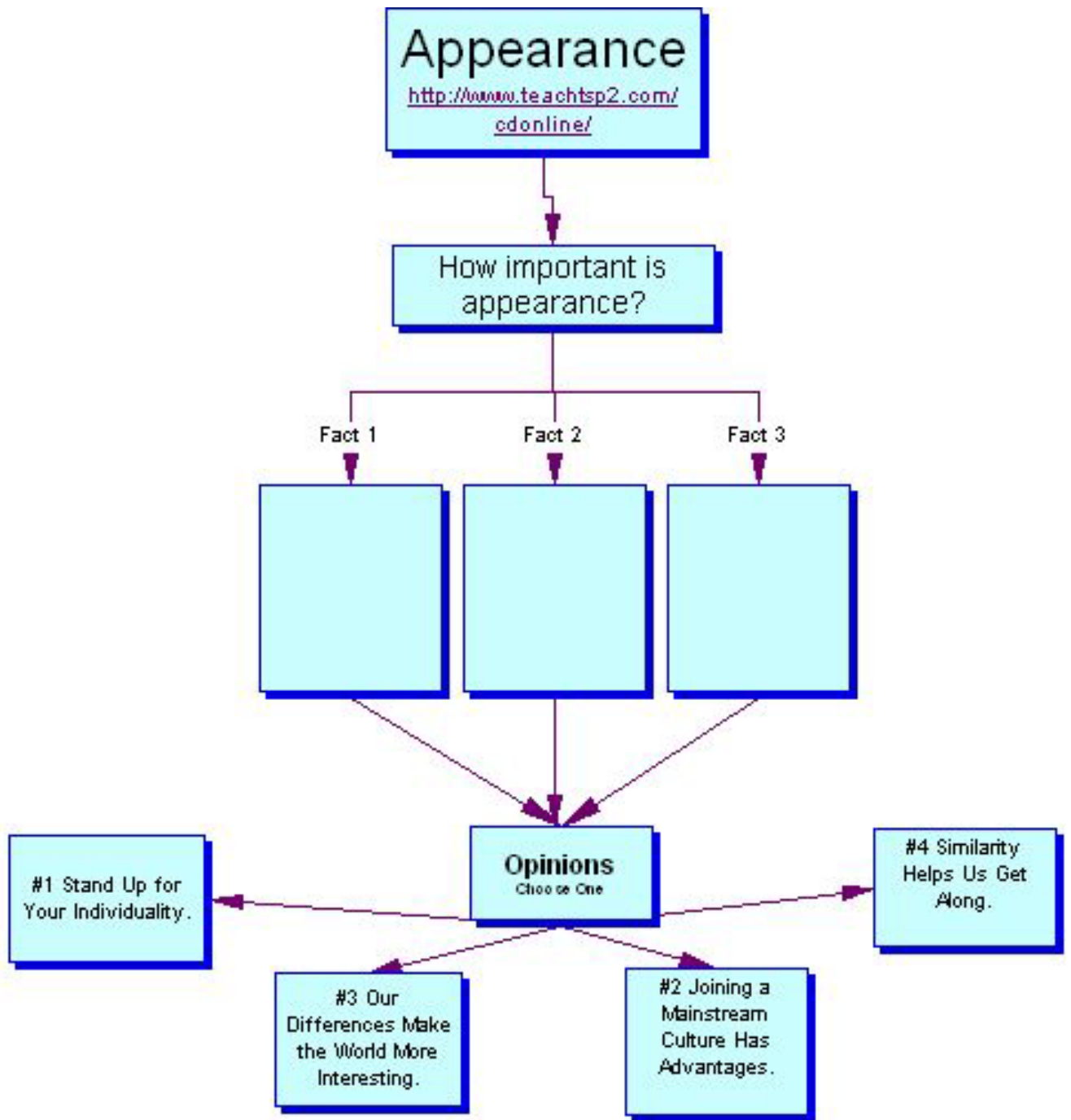


Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 6**

## **Appearance Worksheet**

### **Notes**

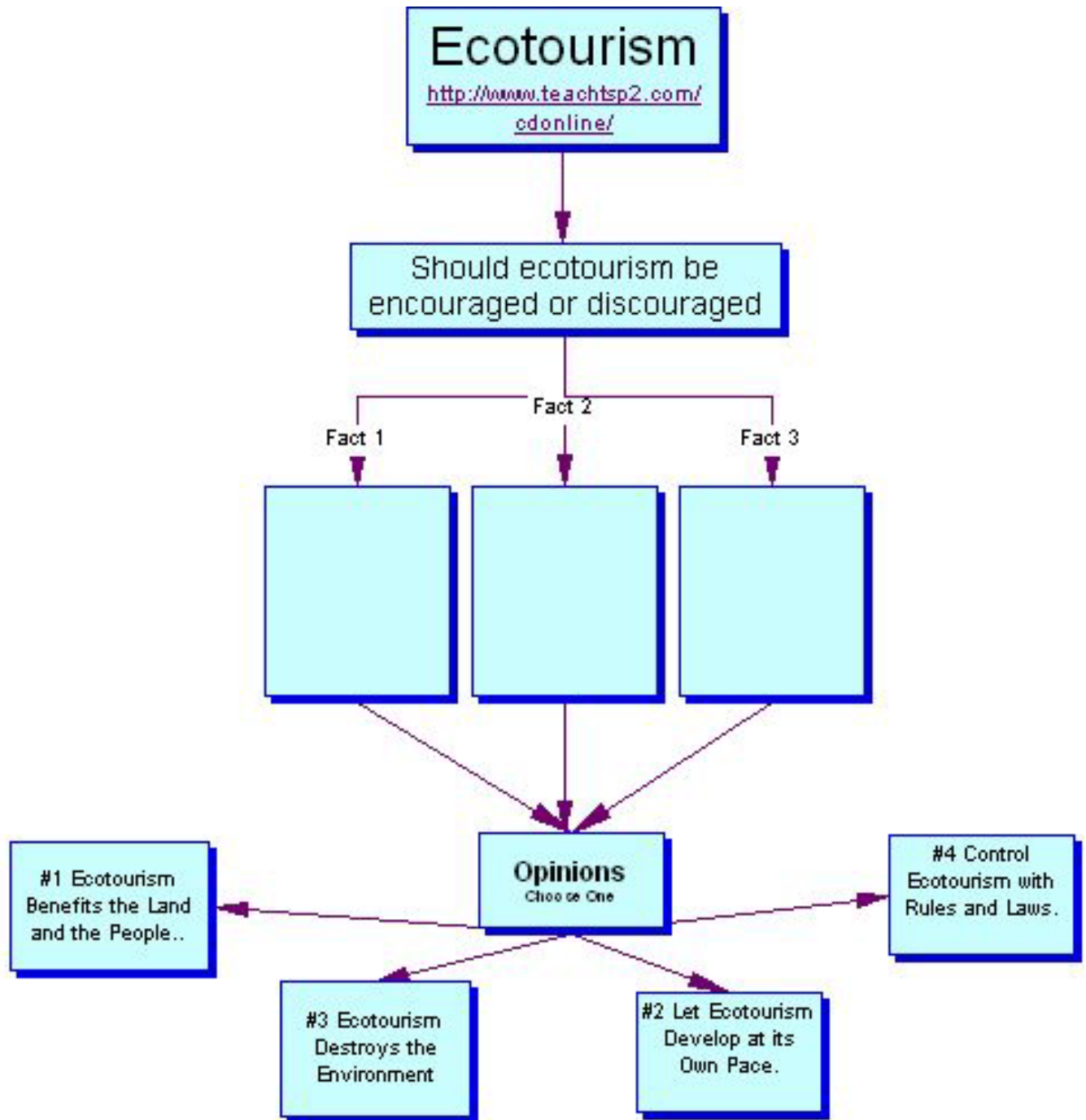


Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 7**

## **Ecotourism Worksheet**

### **Notes**

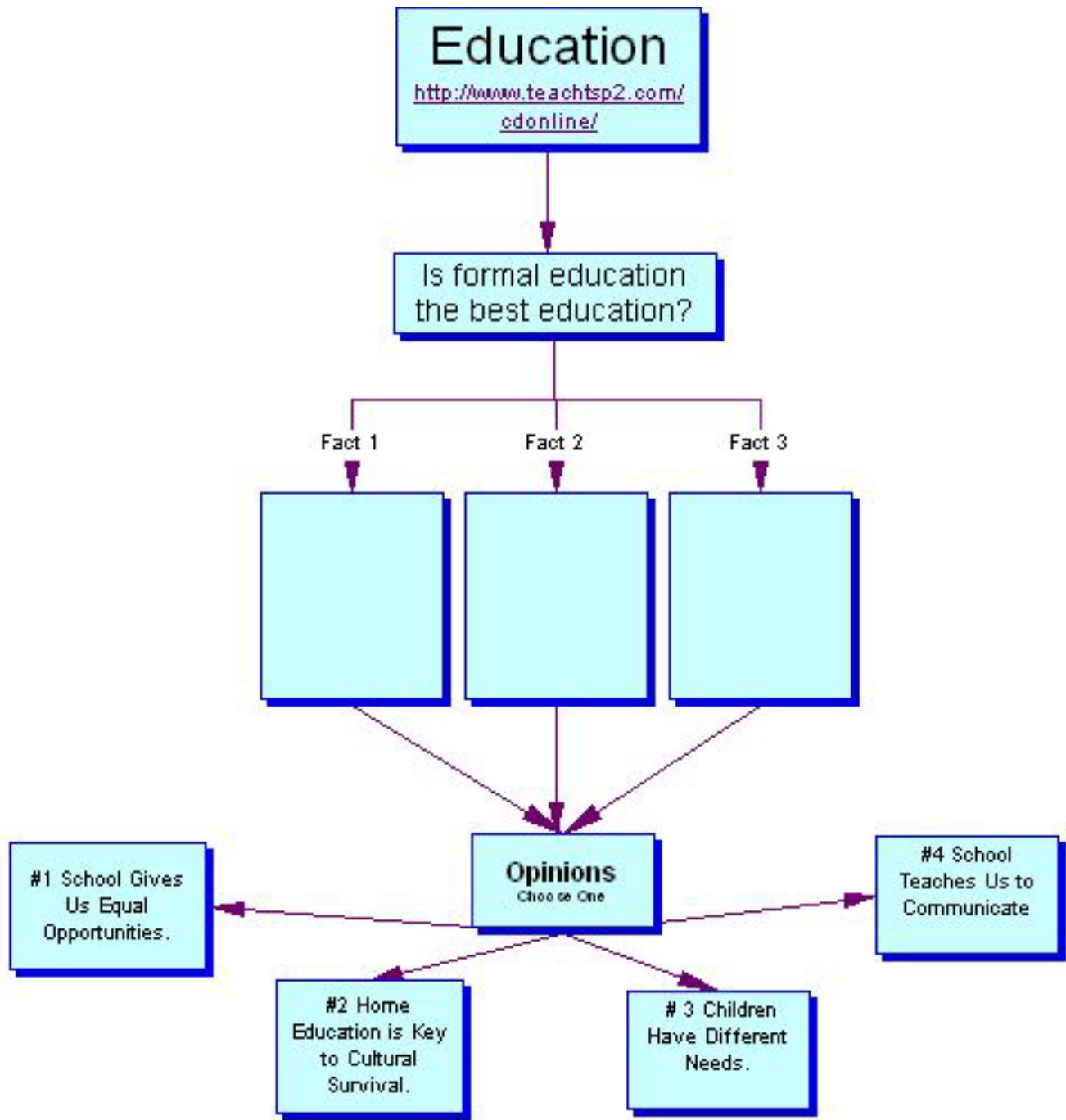


Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 8**

## **Education Worksheet**

### **Notes**

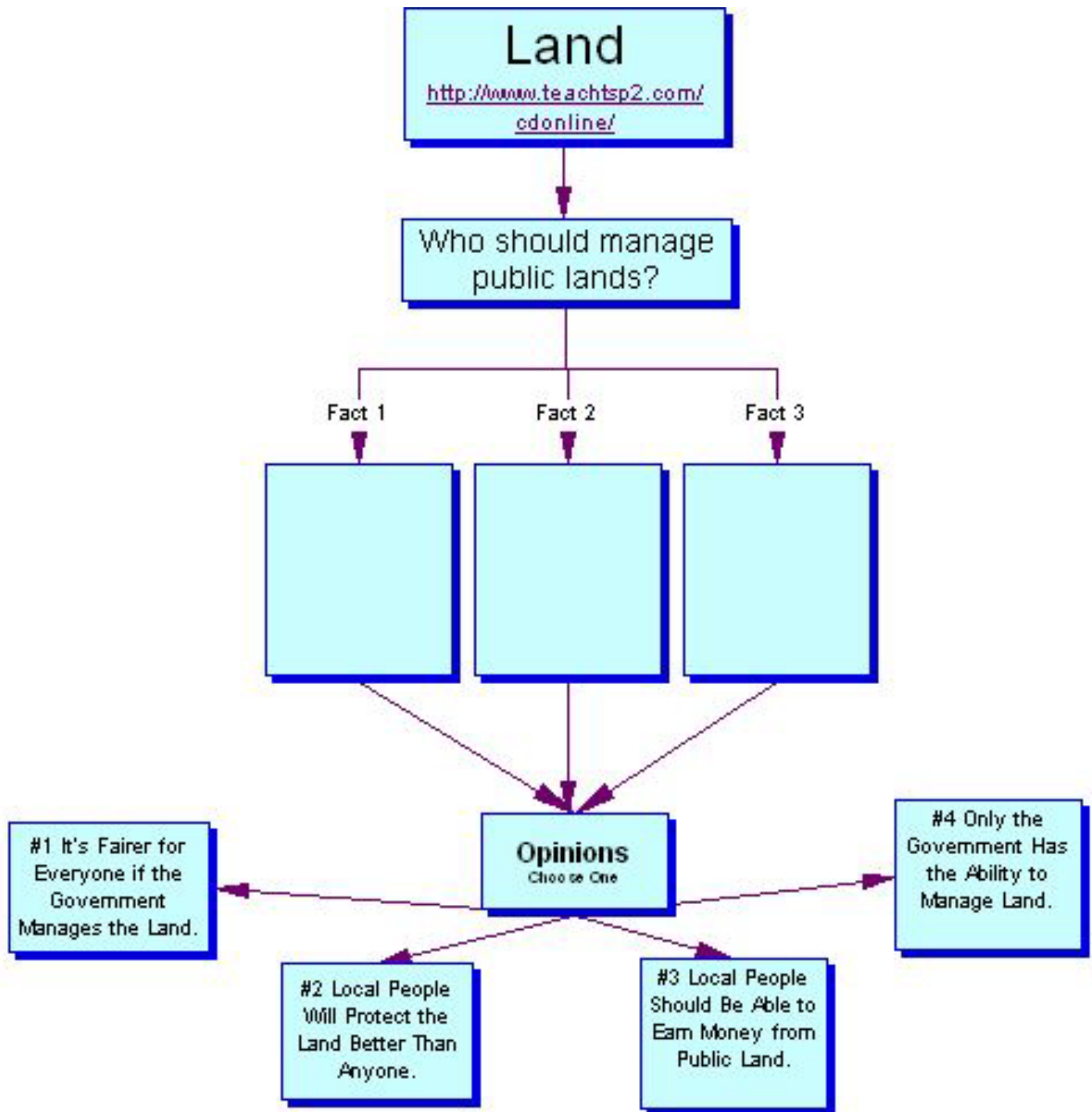


Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 9**

## **Land Worksheet**

### **Notes**

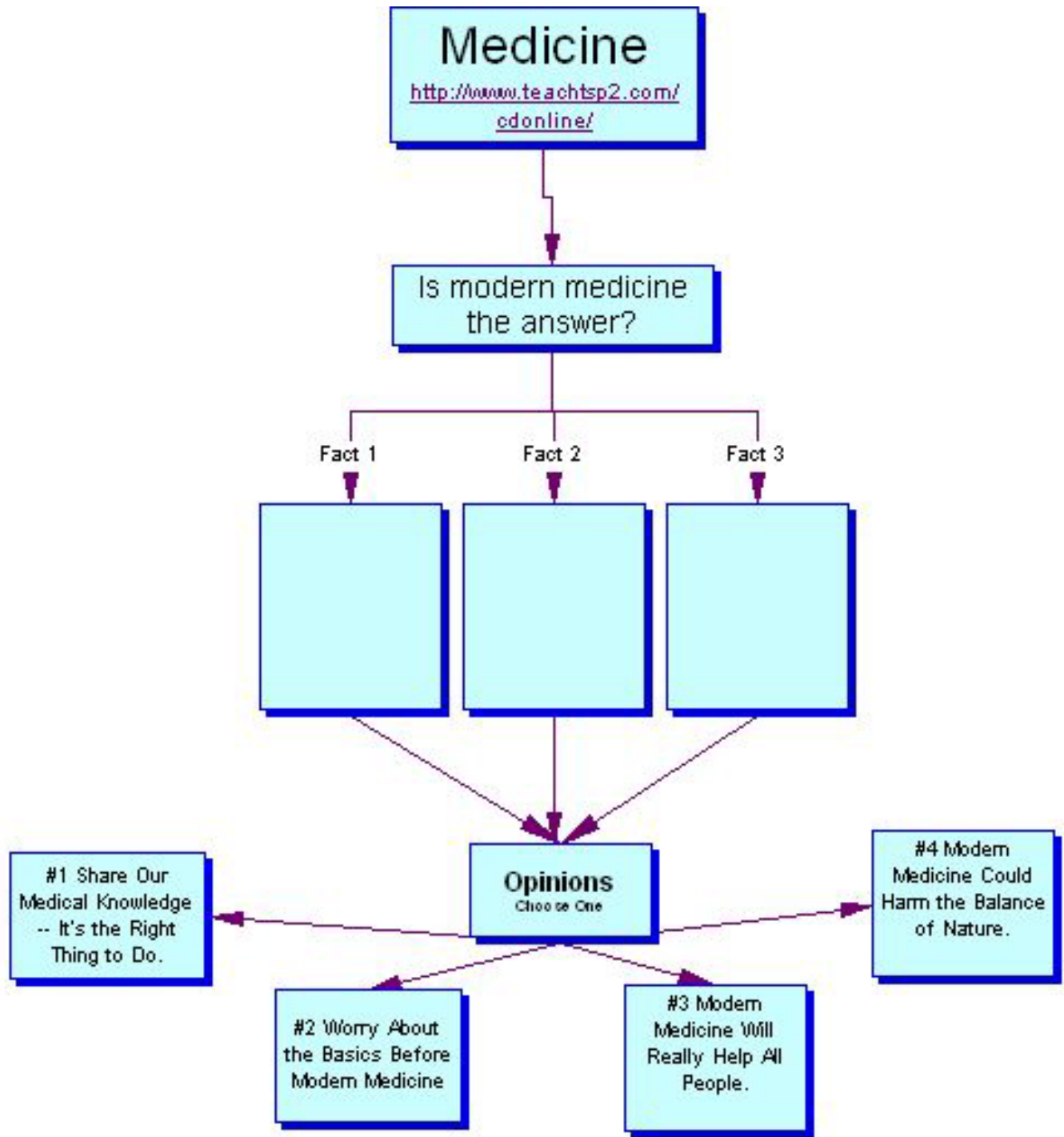


Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 10**

## **Medicine Worksheet**

### **Notes**



Write a statement in support of your opinion and how it might apply to your life. Please include what you think the tribe should do.

# **What's Your Opinion? - Day 3 - page 11**

## **Cultural Debate Group Opinions**

### **Notes**

## Cultural Debate Group Opinions

Issue & Question	Opinion & Personal Application
<p style="text-align: center;"><b>Appearance</b></p> <p>How important is appearance?</p>	Mentawai
	You
<p style="text-align: center;"><b>Ecotourism</b></p> <p>Should ecotourism be encouraged or discouraged?</p>	Mentawai
	You
<p style="text-align: center;"><b>Education</b></p> <p>Is formal education the best education?</p>	Mentawai
	You
<p style="text-align: center;"><b>Land</b></p> <p>Who should manage public lands?</p>	Mentawai
	You
<p style="text-align: center;"><b>Medicine</b></p> <p>Is modern medicine the answer?</p>	Mentawai
	You

# **What's Your Opinion? - Day 3 - page 12**

## **Cultural Debate Slide Storyboard**

### **Notes**

# Cultural Debate Slide Storyboard

<b>Title Slide</b>	
Title of Presentation:	Date:
Student Name:	
Teacher Name:	__1 Graphic
<b>Slide 1 (The Mentawai)</b>	
Debate Issue:	
Question Posed:	
Your Opinion:	
3 Supporting Thoughts:	
	__1 Graphic
<b>Slide 2 (You)</b>	
Debate Issue:	
Question Posed:	
Your Opinion:	
3 Supporting Thoughts:	
	__1 Graphic

# **What's Your Opinion? - Day 3 - page 13**

## **Cultural Debate Slide Rubric**

### **Notes**

## Cultural Debate Slide Rubric

Name: \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Graphics</b>	Required graphics are included on each slide. They are appropriate and relevant to the topic.	Required graphics are included on each slide, but may not always be appropriate or relevant to the topic.	Required graphics are included on at least 3 slides, but some are not appropriate or relevant to the topic.	Required graphics are missing. Graphics that are included are not relevant to the topic.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Content</b>	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.

# **Software Helper - Day 3 - page 14**

## **PowerPoint**

### **Notes**

# Software Helper

## POWERPOINT

### Getting Started:

**Auto Content Wizard-** Gives you a head start on a presentation with a fill-in-the-blank type of form. Choose from pre-made presentations on a variety of subjects.

**Template-** Allows you to start your presentation with a pre-made background for each slide.

**Blank Presentation-** Start your own presentation with a white background. To set the background color click on Format and Background. Click on Format and Apply Design to choose a template background.

### Creating a Slide:

#### Choose an Auto Layout-

- Choose a layout for your slide.
- If you need to go back and add something else later, you can click on Insert and the item that you wish to add.

#### Adding Text-

- Click on the text box to begin typing.
- Click on the top toolbar or Format and Font to make changes.

#### Adding Graphics-

- Click on the graphics box if you selected an auto layout.
- If you wish to add a graphic box to an existing slide, click on Insert and picture. Double click on the picture to select it. Once on the slide, you can click on it and drag it into position or click on the corners to size it.

#### Inserting a Chart-

- Click on Insert and Chart. Enter your data in the table.
- To change the orientation of your chart, click on Data and Series in Rows or Series in Columns.
- To change the type of graph, click on Chart and Chart Type.
- Chart and Chart Options allows you to label the X and Y-axis.
- Chart and 3-D view changes how the shadowing on the chart appears.
- View and Datasheet allows you to go back and make changes to your data.

# **Software Helper - Day 3 - page 15**

## **PowerPoint**

### **Notes**

**Inserting a Table or Spreadsheet-**

- Click on the table button on the top tool bar.
- Choose the size of your table.
- Click to type in each cell.
- If you want a more polished look, click on Table and Table Auto Format. There are many templates to use as a starting point.
- If you wish to enter a formula into a cell in a spreadsheet, click on Table and Formula. Remember all formulas must begin with an equal sign.
- Table and Merge combines selected cells and puts them together to make one larger cell.
- Table and Split separates the selected cell into parts.

**Inserting Shapes-**

- Click on Auto Shapes at the bottom tool bar.
- Choose the shape you wish to include.
- Click beside the Paint Bucket to change the fill color and click on the paintbrush to change the line color.
- Click on the A to begin typing in that shape and click on the arrow beside to change the color.
- Click on the 3-D cube picture to change how the shape appears on the screen.

**Inserting Word Art-**

- Click on the 3-D letter A at the bottom tool bar.
- Select a style for your text.
- Type in your text and click OK.
- Size your text by clicking on the corners and dragging.

**Putting on the Finishing Touches****Adding Animation Effects-**

- Open the slide to which you wish to add effects.
- Click on the first element that you wish to appear on your slide.
- Click on the animated star at the top of the tool bar.
- Choose an effect for your element. Click preview to see how it works.
- Do the same with each element on the slide.
- To preview your slide, click on Slide Show and Animation Preview.

**Choosing a transition-**

- Click on Slide Show and Slide Transition.
- Choose a transition, speed and when you want it to appear or move to the next slide.

# **Software Helper - Day 3 - page 16**

## **PowerPoint**

### **Notes**

- Click apply to set the transition for that one slide, click apply to all to choose that transition for all of the slides.

### **Adding Action Buttons-**

- Click on Slide Show and Action Buttons.
- Action Buttons allow you to create a link to another slide, the Internet, sound clip or video.

### **Check your Spelling-**

- Click on the Check ABC button on the top tool bar to check spelling on all of your slides.

### **Presenting Your Show**

#### **Speaker Notes-**

- Click on View and Speaker Notes to write notes for yourself to review as you give your presentation. You will need to print these notes out, as you will not be able to see them when you give your presentation.

#### **Rehearsing Timings-**

- Click on Slide Show and Rehearse Timings to pull up your screen and see a stopwatch.

#### **Set up the Show-**

- Click on Slide Show and Set up Show to enter your preferences for how to show will advance.
- You can change the color of the pen and how you want it to appear.

#### **Viewing Your Show-**

- Click on Slide Show and View Show to view your show.
- If you wish to exit the show before it is over hit your escape button on the keyboard.

## **Going by the Numbers- Day 3 - page 17**

### **Notes**

## Going by the Numbers

<b>Teaching Strategies Modeled</b>	<b>Technology Strategies Modeled</b>	<b>Instruction:</b> Essential Questions for Teachers: How can I use Excel templates to help my students better understand data?
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		<p><b>Essential Question:</b> How does the data on Indonesia and Michigan compare? What do these numbers tell us about the countries?</p> <p><b>Learning Standards (State of Michigan):</b> <b>Assessed:</b> <b>Social Studies Standards</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events.</p> <p>Gather and analyze information using appropriate information technologies to answer the question posed. Construct an answer to the question posed and support their answer with evidence. Report the result of their investigation including the procedures followed.</p> <p>All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.</p> <p>All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.</p> <p><b>Materials:</b> Web browser, Excel template.</p> <p><b>Technology Connections:</b> Students will gather specific data about Michigan and Indonesia from various Web sites. They will compare this data using an Excel spreadsheet template.</p>
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## **Going by the Numbers- Day 3 - page 18**

### **Notes**

Whole group	<p><a href="http://www.cyberschoolbus.un.org/infonation/index.asp">http://www.cyberschoolbus.un.org/infonation/index.asp</a></p> <p>Excel</p> <p><a href="http://www.google.com">www.google.com</a></p>	<p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Statement: "We live in an information age. There are mountains of data on all sorts of topics. The challenge is to interpret the data and ask what is the data telling us and what we can learn from the data. What we are going to do today is gather some data on Indonesia and on Michigan and make some comparisons.</li> <li>2. Students will use their fact-gathering sheet and the Infonation web site to get started. <a href="http://www.cyberschoolbus.un.org/infonation/index.asp">http://www.cyberschoolbus.un.org/infonation/index.asp</a> Choose Indonesia from the drop-down list and pull up the country profile.</li> <li>3. Students will record the data for land area, population, population density and gross domestic product per capita. Introduce these terms by writing each of them on the board and talking about their meaning.</li> <li>4. Give students a few minutes to gather the data for Indonesia</li> <li>5. Next model for students the process for conducting a Web search for the data on Michigan.</li> <li>6. Go to Google <a href="http://www.google.com">www.google.com</a></li> <li>7. We are looking for Michigan exports so in the search box you might put "Michigan, exports" or "Michigan exports" and see if that pulls the results you are looking for. Now try the same for Indonesia. "Indonesia, exports" then Indonesia exports," remember to use the advance search functions available in Google. Now collect the following data via a Web search.  <i>Total Land, Population, Population Density, GDP per capita</i></li> <li>8. Record data on the data collection sheet.</li> <li>9. Open up the electronic Excel template and input the data into the fields.</li> <li>10. Now that you have the data entered answer the questions on the bottom of the spreadsheet. What is the difference in land area? What is the difference in population? Is Indonesia more or less crowded than Michigan?</li> </ol>
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## **Going by the Numbers- Day 3 - page 19**

### **Notes**

		<p><i>You might want to demonstrate the idea of per square kilometer by taping off an area on the floor and putting two people in it. Talk about the physical space they have and the resources- access to water, clean air .... Then add 2 more people and discuss with the students the difference.</i></p> <p>What do you think of the difference in GDP per capita? The term is the amount of money people earn annually. How much does that work out to each month? Do things cost the same in Indonesia as they do in Michigan? Do people in Indonesia need the same things?</p> <p>11. Talk with the students about the comparison that was done. We compared a country with a state. Have them go and grab the same information of Infonation from the United States and plug that into the graph template. Return to the same questions and discuss how the answers changed.</p> <p>12. Conclude the lesson by asking what other types of data people would want to compare to gain an understanding of a country or a culture. If time allows, gather the data to create other charts.</p> <p><b>Assessment:</b> Assess students information gathering skills by checking the accuracy of their data. Review their replies to the 3 questions.</p>
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**Going by the Numbers- Day 3 - page 20**  
**Comparing Numbers Fact Gathering Sheet**

**Notes**

## Comparing the Numbers Fact Gathering Sheet

<http://www.cyberschoolbus.un.org/infonation/index.asp>

Data	Indonesia	Michigan	United States
Land Area			
Population			
Population Density			
Gross Domestic Product per Capita			

## **Web Harvest Sheet - Day 3 - page 21**

### **NOTES**

# Web Harvest Sheet



Use this sheet to record URLs that you want to remember for later use.

URL	Title	Description

## Daily Closure

### Trainer Notes -

- Recap the day.
- Take questions that participants have.
- Assign Homework
- Have participants straighten up their area.
- Shut down computers