

An Enterprising Approach	
Subject	7UP Magazine – Inverness Royal Academy
Lesson	Cross-curricular project – S1 pupils

Brief description

During S1 Activities Week were able to opt into the 7UP Magazine group. The aim being to produce a magazine which would be given to the P7 pupils from the school’s feeder primaries. The project had a 2 week completion window.

“Enterprising” it!

1. How we made learning **relevant** by putting into a **real context**

35/38 pupils choose this option for their activities week. From this group 6 editors were selected. They were given complete editorial control over material selected for the magazine. Pupils were responsible for taking photographs, design elements, finance, publishing layout and writing material for the magazine.

2 How we encouraged pupils to take **responsibility**

Pupils were completely responsible for organizing, compiling and arranging the finance of the magazine. At their first meeting they ‘brainstormed’ their ideas and came up with the following ideas – puzzle page, interviewing staff, problem pages, photographs and articles. From this pupils were allocated tasks within the group – roles such as photographer, journalist, puzzle compiler and interviewer. The English department assisted pupils with interview techniques, computing staff helped pupils with photographic techniques and graphics. Six editors were appointed by the group; they had regular meetings where they decided what went into the magazine. Smaller focus groups were formed taking on specific tasks and all were given ID badges. One person was appointed to look after the finance working within a budget figure of £100.

Teams of interviewers were formed (1 reporter, 1 photographer), they conducted 15 interviews and those interviews which were not included in the magazine were added to the school’s website.

The graphic artist was given some training by teaching staff. A selection of designs was presented to the editorial committee who selected the most effective design.

The pupils enjoyed the challenge and worked in a very co-operative way. Their IT skills, writing skills and confidence were improved. There was a great deal of peer teaching which also enhanced pupil skills.

All pupils were asked for feedback about their experience – responses were very positive.

The group then organized a ‘Launch Party’. They invited all those people who had helped them with the magazine and celebrated with cake and juice. All participants received a certificate presented by the Headteacher.

3 How we involved partners in learning – building **relationships**

External = Business / Community / Parents & Families

Primary school pupils and staff were involved in that the compilers of the magazine were seeking feedback from their consumers.

Internal = Other adults in school

English, Learning Support, IT Staff, Librarian, were all directly involved. Staff who were interviewed for articles in the magazine and other staff who helped as and when required.

4 How we **reflected** on its success - assessment

All pupils were asked to review their experiences and all who received the magazine were also asked for feedback. This feedback will be used to inform future practice.

5 **Review** - further ideas for development

- Not happy about using Publisher as it seemed to have a lot of problems (eg some work didn't save) and the number of pages had to be decided at the start.
- Would check which primary schools participants came from as 4 of the 6 editors were from one primary school. I hadn't realised that as they were in different S1 classes.
- Would think carefully about the size of the group and might make it a little smaller.
- Would try to issue the magazine at a different time. They got it with their induction pack when they came for their visit. I think it would be better if they got it before their visit. Perhaps it could be given out by the S1s and they could explain how they made it. It was also difficult for PT who gets Publisher documents ready for printing and for office staff as they also had the school newsletter to prepare for the same date.

6. **Links** with ACfE

Successful Learners

Pupils were able to be creative and independent. They were able to link and apply different types of learning in new situations.

Effective Contributors

Pupils were able to communicate in different ways and in different settings. They were able to work in teams and solve problems as and when they arose.

Confident Individuals

Pupils were able to achieve success in different areas of activity. They also became more self-aware as they performed their roles within the group.

Responsible Citizens

Pupils were making informed choices and decision based on personal research.

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