

# Mantra Lingua - RecorderPEN Trial

## Case Study Form



Name of establishment: St. Mark's Church of England Junior School

Name of Practitioner: Louise Blightman and Peter Beare

In what context did you trial this resource? KS2

Give further details (if necessary) : 2 x whole class situations - Year 3 and Year 6

Please give a synopsis of the focus pupils/students or family involved in the trial:

6B (Peter)

Children were asked to consider different situations in which bullying might occur. In groups, they produced two freeze frames representing different scenarios and these were photographed and printed. Using each photograph as the centre of a piece of paper, the children planned a page for a guidance document to give to children being bullied within the school. They discussed ways of describing each scenario clearly and the advice to be given to victims before recording this using the Recorder Pens. The stickers were then placed around their pictures as part of their page design so that people reading could listen back to the advice given. Each group had at least one member speaking a language other than English who was able to record translations as well. Advice was presented in a variety of forms and five or six different languages.

3B (Louise)

Children worked on a similar activity, again in small groups, to produce a page for a book for anti-bullying week.

How did you use this resource? E.g. What activities did you undertake? Was this resource used in group work, pairs or individuals? Was the pen used with its own internal speaker, headphones/splitter headphones or external speakers? Please include as much detail as possible:

This was a 1/2 day activity in each class. Each class was organised into groups of 4 or 5 pupils. Each group was provided with a RecorderPEN and a set of sticky labels.

The focus of the work was on bullying (the school is in the middle of anti-bullying week).

Each group was asked to focus on an aspect of bullying and to choose 2 types to visualise in a freeze frame. These were captured via digital camera and printed out. The group was asked to build a guidance booklet for new arrival pupils and families about bullying and what to do if a child were to experience any kind of bullying at school.

Using the sticky labels the group was asked to -

- Narrate what is happening in each of their freeze frame photographs
- Provide audio guidance for parents and pupils about what to do if bullying has occurred

Bilingual pupils with another language were encouraged to provide audio elements in their first languages.

Each group would showcase their booklets at the end of the session.

Please summarise any positive benefits for those individuals taking part in the trial. E.g for mainstream learners, pupils learning EAL or those with SEN. Try to include quotes from the ‘target group’ where possible:

All children found the activity fun and were able to join in. There was very little writing involved so SEN children were not hampered. EAL children were allowed to use their home languages. One Lithuanian girl in Year 6, who was too embarrassed to record her own voice using the pen, taught two other boys how to say some Lithuanian words and then record them. All three of them were laughing and having a lot of fun at the time and the boys appreciated some of what she has had to do to learn English. One boy even remembers some of the Lithuanian words. In Year 3 some quite under-confident children with EAL were able to show off and participate in new ways and their peers were able to see them in a new light and realise they are actually perfectly capable!

Please comment on any of the following aspects of the resource – both positive and negative:

Aspect	Comment
RecorderPEN Functionality – simplicity of use etc.	Very easy to use but also very easy to correct errors whilst learning!
How to use the pen – was the accompanying information useful?	Useful being shown by an expert. Now we'd like to use those children as experts to teach others. Works best when someone shows you how.
Accessibility – hearing/visual impairment, colour contrast issues	Visually impaired child had no major issues with the task.
Quality of audio recording	This was an issue with more than one group recording at a time. The microphone picked up other sound and children had to be very loud and clear, although this was also a good teaching point.

Please rate the success of using the resource with this ‘target group’ in your chosen context:

Very successful       Quite successful       Unsuccessful

Please add any further comments e.g. improvements, additions, ideas for spin-off resources etc...

Date: June 2009