

ICT/Maths Task (Primary)

These suggestions could also be incorporated into a Primary Maths lesson, where the students could be encouraged to spend more time on the percentage task. The ideas are linked with the SS. St Louis case study <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> and the Primary assembly for HMD <http://education.hmd.org.uk/resources/hmd-2011-primary-assembly>

The class taking the assembly could carry out the research and display their findings using their ICT skills or two classes could work together, with one taking the assembly and the other conducting the research for the ICT display.

Tell the students how their skills in ICT can be useful when they want to share an important message with other people. **Explain** that there will be an assembly with a special message on 27 January.

Share the story of the SS. St Louis <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> and **show** the related presentation. <http://education.hmd.org.uk/resources/hmd-2011-primary-assembly-presentation>

Tell the story in your own words and **give** details of how it will be presented in the special assembly. As there are sad elements in the story **remember** to **allow** time for students to talk about their own reactions to the **Untold Stories** of the passengers. **Ask** students to decide what they think the key messages are and **list** them on the board.

Explain that students will gather information on how teachers and students react to the story of the SS. St. Louis when it is presented on 27 January. They will use their ICT skills to present their findings in a display. **Tell** everyone that this ICT display will be very important because it will help people remember the assembly and its message about the importance of listening to **Untold Stories**.

Explain that when people are trying to share important messages with others it is always useful to know how members of an audience feel when the message is presented. ICT students can gather information that helps us discover how people react to the messages presented in the assembly.

Discuss how technology is always developing and offers us different ways to discover and share information. **Ask** students to tell you which ICT tools work best when trying to make sense of information.

Ask students to suggest questions which can be given to people after the assembly. The questions should have simple answers on a five point scale. You only need six to eight questions. The questions should help the researchers to discover whether the audience has understood that the passengers were refugees who all had **Untold Stories** and that they were fleeing from discrimination and hatred. They should also help to find out whether the presentation has encouraged members of the audience to pass the **Untold Stories** on to other people.

Put the questions into a table to make them quick and easy for people to answer. **Print** enough copies for everyone in the audience or **email** it to each teacher or **create** an electronic version for people to answer in their own classrooms. Where possible **encourage** students to perform the above tasks themselves.

You will **find** a table and examples of questions at the end of this document but it will be better if the students create their own. **Explain** that before writing the questions students should make sure they have discussed what they want to find out from the audience and be confident that their questions will help them to do this.

After the assembly **give** out question sheets to the audience or, if an electronic version was created, explain where they will find the questions. **Collect** and **review** the answers later in the day or the following morning.

In class **ask** students to record the information in a simple spread sheet or data base before creating a bar graph or pie chart or other visual aid to share the results.

Display students' findings where the rest of the school can see them and **write** simple sentences about the results using either numbers or percentages.

Students could publish the results in a school newsletter or on the school website or use their own social networking to tell the whole community about the St. Louis assembly and the importance of listening to **Untold Stories** and sharing them with other people.

Example Table (ICT/MATHS TASK – Primary)

Questions	1 = strongly agree 2 = agree 3 = unsure 4 = disagree 5 = strongly disagree
The story made me sad	① ② ③ ④ ⑤
Nazi discrimination forced the passengers to leave Germany	① ② ③ ④ ⑤
Discrimination exists today	① ② ③ ④ ⑤
Captain Schroeder was brave	① ② ③ ④ ⑤
More lives would have been saved if the ship would be allowed into an American port	① ② ③ ④ ⑤
Refugees have untold stories to tell	① ② ③ ④ ⑤
I will tell the stories of the refugee passengers to others	① ② ③ ④ ⑤