

# Suggested Cyberpilot Activities

## Drawing Projects

### **Low Tech Version:**

To create an Art project (any medium, any topic – although culturally relevant projects, such as drawing the children’s homes). The work must be no bigger than A4. The artwork will be translated into an electronic format via a scanner.

- a) Scan the art work onto a computer as part of the project, to teach basic scanning skills. Email work, or burn onto CD or write onto floppy disk, and send to CWD, CWD who will put the images on the Cyber Pilot Website gallery. At a later date, ensure children can view their work on the website.

OR

- b) Send art to CWD who will put the images on the Cyber Pilot Website gallery. At a later date, ensure children can view their work on the website.

Tools required: Art materials, A4 paper, scanner, computer, floppy disks/CDRW

Skills acquired: scanning.

### Project Achievement:

- a) To contribute to the website, thus helping children to feel part of a dynamic and growing community.
- b) To raise children’s self confidence, and enabling them to value their own work.

## High Tech Version

Create artwork using a basic paint package on a computer. Email work, or burn onto CD or write onto floppy disk, and send to CWD, CWD who will put the images on the Cyber Pilot Website gallery. At a later date, ensure children can view their work on the website.

Tools required: Paint Package - Microsoft “Paint” which can be found on most PC computers in the windows package), Adobe photoshop, Adobe photoshop elements, Jasc Paintshop Pro, an free internet based paint program. Art materials, A4 paper, scanner, computer, floppy disks/CDRW

Skills acquired:

- a) Basic mouse skills
- b) Creating, saving, closing, deleting, printing work
- c) Inserting, deleting and modifying background colours and textures
- d) Selecting, modifying and utilising tools from the tool bar (spray, round brush, drawing circles)
- e) Fill background
- f) Utilising undo/redo
- g) Selecting, modifying and utilising the text tool
- h) Selecting, modifying and utilising the shape tool
- i) Selecting, cutting, copying, pasting, cropping, resizing, reshaping, reordering and rotating elements and drawings

Project Achievement:

- a) Creation of electronic artwork
- b) To contribute to the website, thus helping children to feel part of a dynamic and growing community.
- c) To raise children's self confidence, and enabling them to value their own work.

Email Project

Communicating with other Cyberpilot projects in the UK via email (organised through the CWD). Email access by the children is only allowed through a Cybermentor email account, as such stopping unauthorised and unsupervised contact.

Emails can be sent to make friends with other cyberpilots, creating cyber pen pals. Emails can be sent introducing themselves, and once the children have been paired up, contact can continue.

The project can be further by the sending of attachments, which can be photos or artwork. The project can therefore explore digital photography and scanning if appropriate.

Tools Required:

Computer, modem, email package, email account.

Skills acquired:

- a) Basic keyboard skills
- b) Using a spell checker
- c) Understanding email addresses
- d) Composing and sending new messages
- e) Opening and reading new messages
- c) Forwarding messages
- d) Replying to emails
- e) Sending attachments
- f) Organising messages into folders
- g) Deleting unwanted messages

Project Achievement:

To allow Gypsy-travellers to communicate safely with one another.

## **Story Telling/Poems**

The creation of stories for publication on the CyberPilot website

### **Low Tech**

- a) Writing stories/poems on paper especially for the website. Stories sent to CWD who will type up the work, and publish on the internet. If possible, children should have access to the internet to view their work.
- b) Creation of stories/poems explaining how it feels, or what it is like, to be a young Gypsy or Traveller. Stories sent to CWD who will type up the work, and publish on the internet. If possible, children should have access to the internet to view their work.

Tools:

Pen and paper

Skills acquired:

Basic writing skills

Project Achievement:

Using writing as a means of communicating how they feel, and what they experience as a Young Gypsy Traveller.

### **High Tech**

Create a story/poem using Microsoft Word, or similar word processing package. The work can explain how it feels, or what it is like, to be a young Gypsy or Traveller.

Children can experiment with the word processing package and use different colours, fonts etc. Email work, or burn onto CD or write onto floppy disk, and send to CWD, CWD who will put the work on the Cyber Pilot Website gallery. At a later date, ensure children can view their work on the website.

Tools Required:

Computer, word processor, access to floppy drive/Cd Writer/email.

Skills acquired:

- a) Basic keyboard skills
- b) Spell checking
- c) Composition of original narrative/poem
- d) Word processing skills

Project achievements:

To use ITC to communicate to other children how the children think and feel.

## Oral History

a) For children to interview family members about their family history. For example, the children could ask: Do they have any stories to tell? Did they, or do they currently go to any fairs or festivals? What was/is it like? Have they always travelled? What was their favourite site to go to? Is it there now? How has travelling life changed?

Are there any photographs which can be used to illustrate these stories? These can be scanned in, and sent to the CDW as part of the work.

Interviews can be written down on paper, tape recorded then later transcribed, or typed up on a word processor. Work should then be sent to the CWD for publishing on the Cyberpilot website.

b) Traveller and Gypsy tales and myths. What stories do the children's families know? Encourage the children write them down.

Tools required:

Pen, paper (computer, tape recorder, word processor, email/cd/floppy drive optional).

Skills acquired:

Dependent on method used.

Project Achievement:

## Email Project Attachment

### Ground rules

These should be generated and agreed by the group through discussion, when experience and understanding of the pleasures and pitfalls of e-mail are shared and the reasons for rules are agreed.

- Why do we need rules for e-mail?
- Do you have any rules about e-mail use at home?
- What might go wrong if we don't have rules?
- What should happen if people break our rules?
- What should our rules be?

The children should understand:

- The language in e-mails should be appropriate for a general audience. E-mail is not a private medium and can be used for both 'one to one' and 'one to many' messages.
- Names or pen names must be included, and e-mail should be addressed to a specific recipient, either an individual or a groups.

- Any restrictions on the time when e-mail can be written or sent should be explicit.
- Whether e-mail (and any attachments) should be printed out or stored electronically will have to be decided.
- Rules and sanctions are in place to protect and support people in both organisations.

Whole-group discussion: how and why do we use e-mail?

- Who has used e-mail? Where? Why? What did you think of it?
- What is the difference between e-mail and letters?
- Who has their own e-mail account?
- How was it set up?
- Where and why do family members use e-mail?
- What are the advantages and disadvantages of e-mail?
- What did people do before e-mail?
- Do you think most people communicate by e-mail?
- What is the difference between e-mail and chat?
- What sorts of things can't you communicate using e-mail?
- How can e-mail help with school work?

## **E-mail knowledge and skills**

Following an introduction and an opportunity to practise, the children's writing, sending and retrieval skills will develop as they continue to use e-mail.

## **The amount of e-mail**

The weight of message content or attachments will depend on the project. Initially you might structure the e-mail by suggesting introductory sections such as 'about our group' or 'our ideas'. It may be worth allowing children to determine their own content.