**Task Instructions – Adult Reference**

The aim of this task is for children to understand how collaborative writing, including peer-editing, works (similarly to how Wikipedia functions) and how to use this to decide how trustworthy a wiki is.

**Setting up**

Choose a subject for the wiki with or without the children’s help. Easy options would be to choose a subject the class have been learning about and have plenty of facts at their fingertips or anything very familiar to them (the school, a local feature, a seasonal event, etc.). Set out your tables and label each with a different topic heading from the chosen subject of the wiki, e.g.

|  |  |  |
| --- | --- | --- |
| Our School  1. The building and grounds  2. The staff and what they do  3. The school day  4. Types of learning  5. Clubs and activities | Ramadan  1. Religious meaning  2. Holy week  3. Ways to celebrate  4. Special foods  5. Around the world | Ancient Greece  Subject  Topic headings  1. Empire  2. Home life  3. Buildings  4. Olympics  5. Democracy |

Provide large sheets of paper, post-its and coloured pens on each table. Collect references for children to cite (or ask them to collect outside the session). These could be textbooks, trustworthy websites, school prospectus etc.

**Running the Session**

Introduce the task, explaining that the children are going to create a wiki about the subject. They are aiming to produce an informative, accurate, balanced and formal-sounding reference text. Organise children in mixed ability groups at each table.

First, children will work on their own topic heading. Children discuss what the content might be and take turns to write on the post-its and to look for and cite references. Ask each child to choose and keep to one colour pen so that the collaborative nature of the writing becomes apparent (different colours show multiple writers). The group should arrange their post-its in a logical order on their paper and check they are happy. It does not need to be perfect – it is not a finished product – but it should be legible for others.

Next, children will move to work on another table on another group’s writing. Ask children to read it and look for ways to improve it. Encourage children to discuss their plans for improvement with their group to achieve a consensus. If there are any questions over accuracy, ask children to check using the reference materials, remembering to cite if used. Children’s changes may be made directly onto the post-it writing (crossing out or adding words, etc.) or by placing new post-it notes over the originals. Again, coloured pens track different writers’ contributions.

You might choose to send children to a third (and 4th) piece of writing to repeat this process depending on how much progress has been made/how near to a finished piece the children have got.

During the changeovers, sneak some red-herring post-it notes onto the sheets containing clear errors or bias. e.g. ‘*Pancakes are eaten everyday of Advent’* or ‘*Art club is the best thing to do after school’.* Praise when ‘eagle-eyed’ writers spot an error/bias and encourage them to replace the errors with accurate and cited information.