

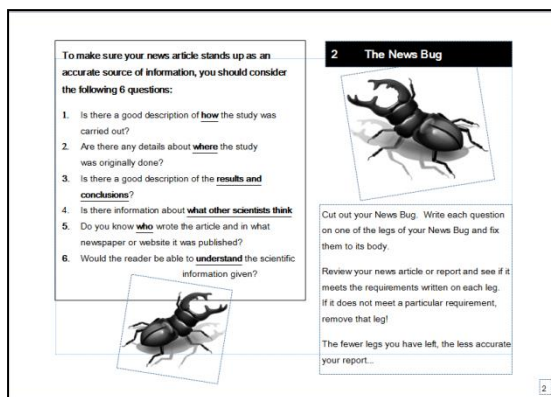
The Library 'SPRING's into Action!

Supporting Teaching and Learning

A major part of any school library's remit is to support the learning that is going on in all subject areas. Information literacy – knowing how to find, evaluate and use information – is a vital skill, especially in this age of internet access. With that in mind, we work closely with subject departments to embed these skills. This term, two science projects have taken place in the library.

Our first form **Science in the Media** project is a highlight of the library's year, giving us an early opportunity to introduce the increasingly important skill of being able to evaluate the information you have found.

Firstly we discuss the importance of always questioning the source of your information. For example, we should ask who has written it, why it has been written and how up to date it is, among other things. We then go on to think about what to consider in particular when we are looking at scientific information – where data has come from; how a study has been carried out; where research has taken place; whether information is verified by a second source, and so on. Students use a 'newsbug' process to help them to evaluate articles:



Groups of three students make their own newsbug to help them analyse a series of articles published recently and to evaluate how scientific they are using the criteria written on the legs.

Finally, we have a fun look at some of the 'scientific' claims made in advertising and think about what the commonly heard phrases, such as "clinically proven" or "100% natural" (not what you'd think!) actually mean.

The second form **Sound Technology** project in Physics develops skills further. It involves groups of students investigating how different musical instruments make sounds and finally giving short presentations to each other. As well as providing resources (books and selected websites) for the students to use and an excellent group working space the library creates worksheets which will guide the users in their research skills. They learn to think about what they already know and then to formulate questions to inform their search. Once information is found it has to be written into their own words and then referenced as part of their task. This is aimed to reinforce the importance of these skills in ALL the subjects the students study in school.



Geography and Literacy

The first half of the Spring term also saw two fabulous author events which combined reading for pleasure with topics being studied in Geography lessons.

Focussing on the first form's *Into Africa module*, we invited **Annabel Claridge**, the author of a book called *The Rhino Farm*. Although it is fiction, the story is set on an African rhino farm which is plagued by rhino poaching; a vast problem which is frequently reported in the news today. This fast-paced adventure brings home the cruelty involved and the effect poaching has on local communities.

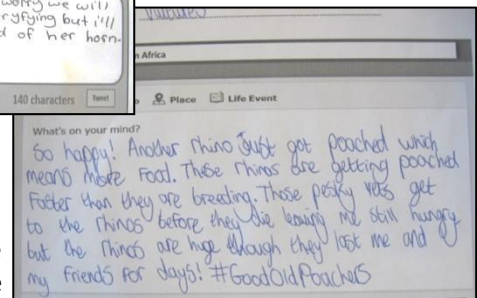
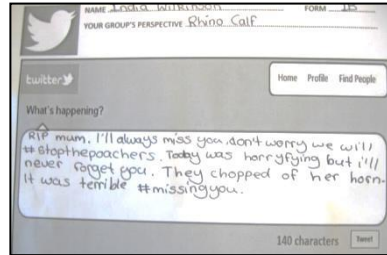
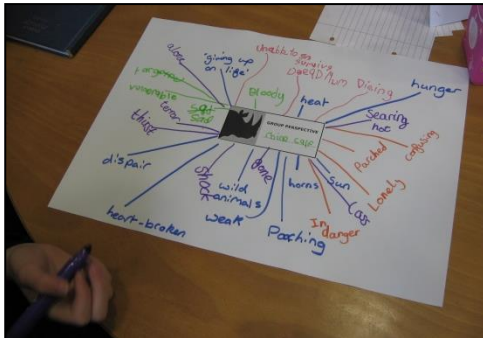
Annabel first gave a presentation to the whole year group. When researching for her book, which was originally intended to be a fantasy story, Annabel had discovered the serious and shocking truth about rhino

poaching and decided to use this as a basis for her story. The presentation was very hard-hitting, conveying the horror of this practice.

Following the presentation, each first form class spent a lesson in the library using what they had learnt in a short piece of creative writing.

Students were given the task of producing either a Facebook or Twitter post based on a particular event in the story. In the extract, the main characters are travelling through the farm and notice vultures circling above. They come across the body of a female rhinoceros which has been mutilated, in order to remove the horn, and then left to bleed to death, orphaning her calf.

The students had to think even more carefully as each of five groups was given a different perspective to work from:- a vet at the scene, a local resident, the rhino calf, a tourist visiting or a vulture circling.



This made everyone think carefully about how one event can have many different effects on those it touches. Certificates were awarded for outstanding effort and outstanding work in each form.



For the third year running we also welcomed **Matt Dickinson**, author of the *Mortal Chaos* series, *The Everest Files* trilogy and new title, *Lie, Kill, Walk Away*, to RGS. As well as being a successful author, Matt is also a film maker and producer and has climbed Mount Everest himself! He's therefore in a unique position to describe what it is like surviving in extreme climates, tying in perfectly with the third form module on *Cold Environments*.

We were treated to a fascinating and extremely informative presentation about climbing Everest, the realities of living in such an environment and the effects of the climate on the geography of the region.

Each class then tackled a literacy task back in the library, with Matt standing by to answer any queries. The students could choose from the following options:



- Research and find a photo related to Matt Dickinson's talk. Print it out and then annotate it with mountain terms.

N.B. Remember, annotation is more than just a label and it includes an explanation.

- Write a poem about the climate or the culture discussed, thinking carefully about the vocabulary you use.

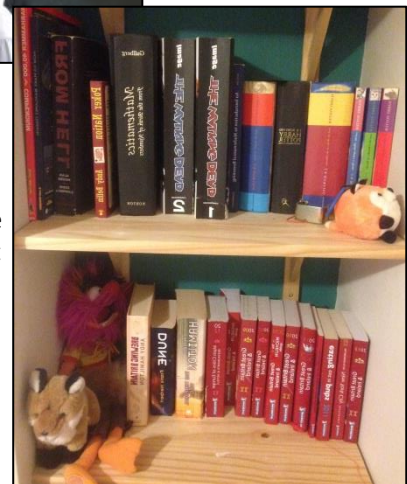
- Write a diary entry or travel journal entry about the environment discussed, told through the eyes of an explorer or an indigenous inhabitant.
- Read the extract from 'The Everest Files' and turn it into a storyboard in 6 parts using the sheet provided. Each of the 6 sections must include an image and a caption.

As in previous years, there was some stunning work, all the more impressive as it had to be completed during a single period of 40 minutes! Matt had clearly engaged the students and inspired them with his talk. Certificates were awarded for outstanding effort and outstanding work.



World Book Day 2017

This year for World Book Day we invited our Patron of Reading, Dave Cryer, back to do some creative writing sessions with our fourth and fifth form students to help prepare them for their GCSEs. He also worked with first form classes who acted out extracts from the texts they are studying: *Private Peaceful* and *Skellig*.



The World Book Day competition was 'Whose Shelfie Is It?', where students had to match up the photographs of bookshelves with the right member of staff, something which proved to be a lot harder than expected!