

Mystery Skype/ Hangout Workshop

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Website:

<http://francaisformidable.weebly.com/mystery-skype-mystegravere.html>

Mystery Skype or Hangout is an excellent game for your students to play with another class to learn geography and to have a field trip while still being in your classroom. The goal is for your students to locate the other class before the other class finds your city location. This game satisfies Social Studies (geography) and planning, executing and reflecting aspects of Applied Design & Skills Technology (ADST) curriculum. Other curriculum such as French can be incorporated if you choose to make French the language of correspondence for your students.

There are two options or platforms available for connecting with other classes:

1. Skype, with an accompanying Microsoft Education account
2. Hangout using the Google Calendar to schedule and join meetings, with the accompanying Google+ community forum supported by a Google account

Today's Agenda:

1. Overview of Mystery Skype & Google Hangout
2. Pre-call preparations
3. Mystery Skype simulation – break out group activity
4. Reflections/ assessment
5. Sharing & Feedback

Teacher Checklist: Mystery Skype/ Hang-out

| Date | Check | Item | Resources |
|-------------------------|--|---|--|
| 3+ weeks prior to call | <input type="checkbox"/> | Build geography vocabulary with students and have students practice pre-game activities and websites so that they become familiar with vocabulary terms and questioning strategies (general to more specific questions) | Mystery Skype primer.notebook FR prepositions w/ Geog locations.notebook http://francaisformidable.weebly.com/mystery-skype-mystegravere.html |
| | <input type="checkbox"/> | Send permission letters home | Mystery SKYPE permission.docx |
| 2-3 weeks prior to call | <input type="checkbox"/> | Search & book appointments making note of <i>time zone</i> via: <ul style="list-style-type: none"> • MS Education • Google Calendar e-mail Hang-out contact | MS Education contacts: https://education.microsoft.com/skype-in-the-classroom/mystery-skype Google Calendar: https://calendar.google.com Google Hangout contacts: https://plus.google.com/communities/110369120141935358658 https://plus.google.com/communities/113078003988702493173 |
| 3 days prior to call | <input type="checkbox"/> | Confirm appointment by sending e-mail to contact (and conduct audio-visual test call) | Google Calendar: https://calendar.google.com |
| 1-2 days prior to call | <input type="checkbox"/> <input type="checkbox"/> | *Prepare booklets for groups, signs for computer *Students prepare starting questions for the Skype/ Hangout call, and information about city/ province | Preparation for Skype call.notebook Preparation for Skype call- version française.notebook http://francaisformidable.weebly.com/mystery-skype-mystegravere.html |
| 0-1 day prior to call | <input type="checkbox"/> <input type="checkbox"/> | Assign jobs (tâches) to students Confirm appointment and arrange for test call by sending e-mail to contact | Mystery SKYPE – English.docx or SKYPE Mystère – version française.docx |
| Day of call | <input type="checkbox"/> <input type="checkbox"/> | Test call Make call at appointed time with Skype or Google Calendar | Technical check – webcam: audio & visual check “Join meeting” in Google Calendar: https://calendar.google.com |



Dear Parent/ Guardian,

We are learning about the different ways Canada connects with various countries around the world. We are interested in exploring the cultural connections we share with other students. A great way for schools to incorporate technology is through Skype in the Classroom. It is a safe way for educators to connect with other like-minded educators to offer their students collaborative real-time learning opportunities.

Our class will begin participating in Mystery Skype sessions. Mystery Skype is organized by teachers in two different cities (in Canada or around the world) who want their students to interact with similar aged-students with similar linguistic skills. During Mystery Skype, the two classes will compete to locate their competitors. Students must work as a class to formulate good questions, keep track of the responses, use geographic tools and infer through contextual clues to guess the class' location! It is a fun learning experience!

Skype in the Classroom is a safe tool however, in order to respect your privacy, only students whose parents have provided permission, will be seen by the participating classes. All other students will still participate but will not be seen by the participating classes. Please feel free to contact me if you have any questions.

Thank you,

(classroom teacher)

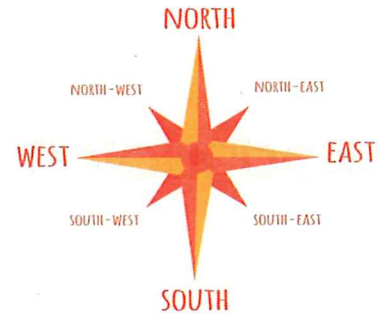
- ☐ I give permission for my child to be seen through Skype in the Classroom.
 - ☐ I do not give permission for my child to be seen through Skype in the Classroom.

Parent signature: _____

Date: _____

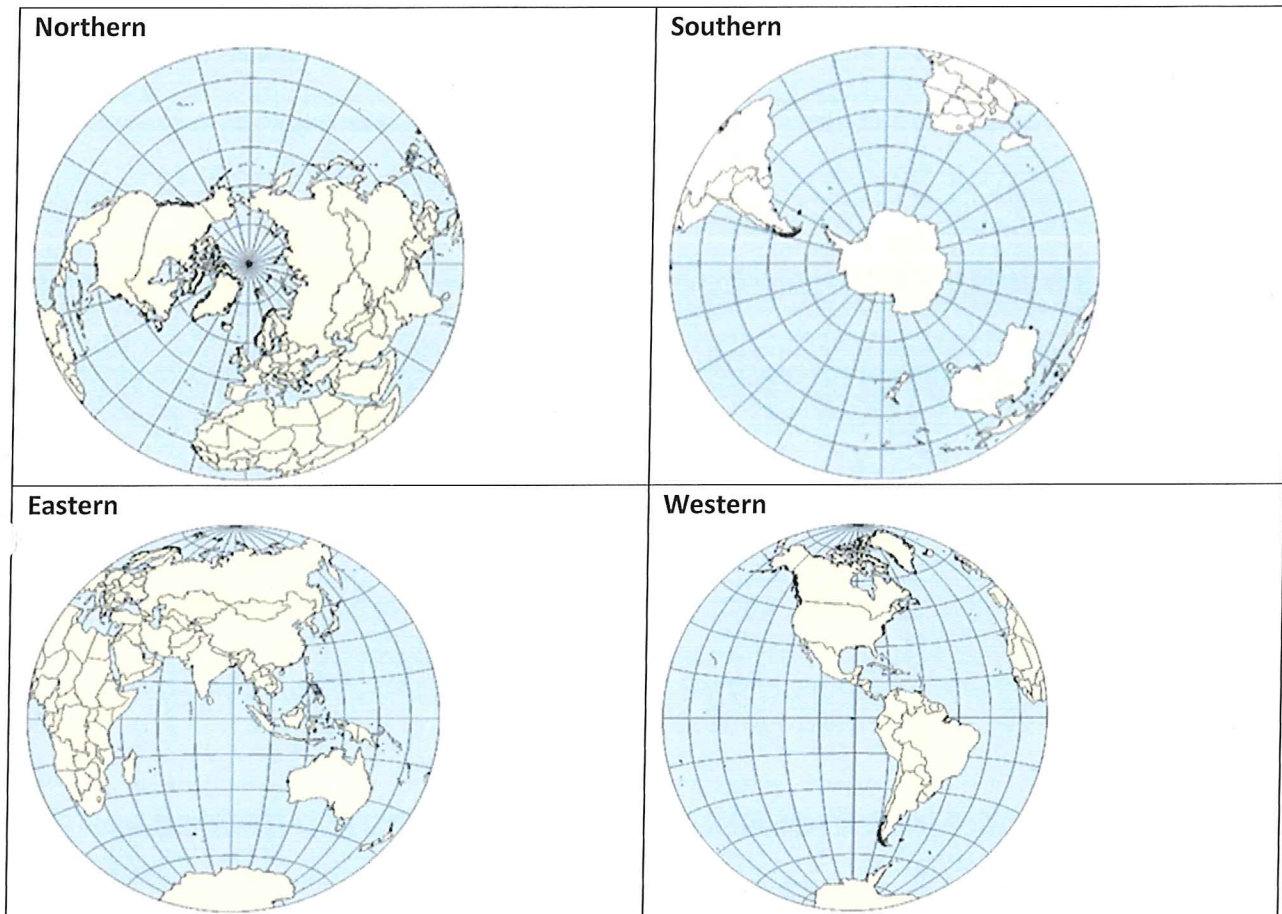
Mystery SKYPE

Directions: Find out where the other class is located by asking questions that lead to yes/no answers.

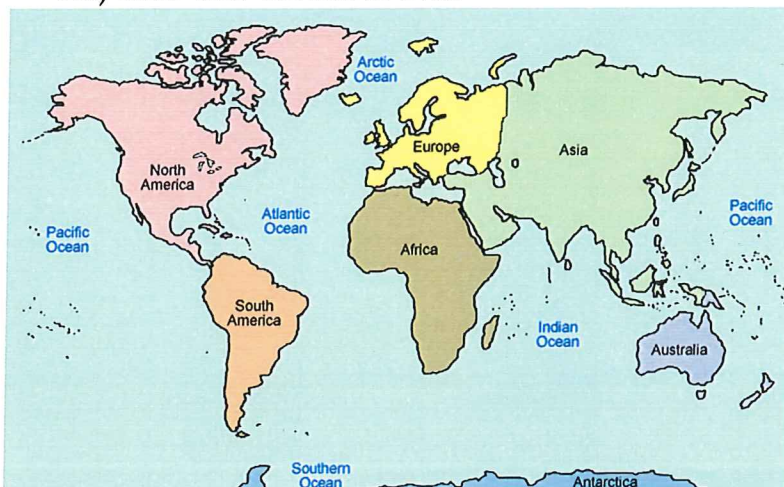


Are you...

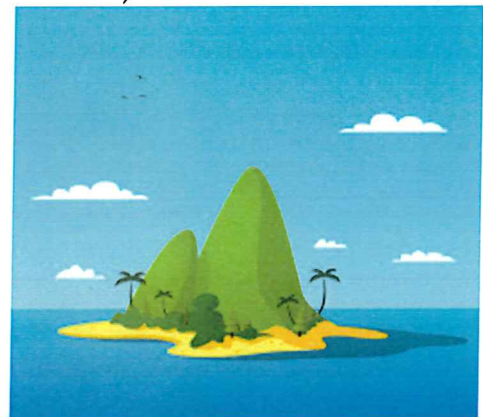
1) ...in the _____ Hemisphere?



2a) ...in the content of...?



2b) ...on an island (in the _____ Ocean)?



3) Are you ...?



| | | | |
|----------------|---|--|--------------------------------------|
| | | | |
| ...next to... | ...in the northwest of... | ...in the north of ... (Northern territories) | ...in the northeast of... |
| | | | |
| ...next to... | ...in the west of ... (Western Canada) | ...in the centre of... (Central Canada) | ...in the east of ... (Maritimes) |
| | | | |
| ...far from... | ...in the southwest of... | ...in the south of.. | ...in the southeast of... |









4) Do you have ...?

Geographic features

| | | | | |
|-----------|-------|-----------------|--------|---------|
| | | | | |
| mountains | ivers | lakes | oceans | forests |
| | | | | |
| deserts | hills | a national park | | |

5) Are there...?

Weather

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| tornados | earthquakes | floods | snowstorms/ blizzards | heavy rainfalls |
|  |  |  | | |
| Extremely hot temperatures | extremely cold temperatures | very humid days | | |

6) Is there ...

Les monuments

| | | | | |
|--|---|---|--|---|
|  |  |  |  |  |
| a football stadium ? | a baseball stadium ? | a basketball stadium ? | a hockey arena ? | a tourist attraction ? |



Common Questions

| | |
|---------------------|------------------|
| Are you... | Do you have... |
| Is your province... | Is your state... |
| Is there... | Are you in... |

Name : _____

Our Questions

| Question | Answer (yes/no) | Location information |
|----------|--------------------|---|
| 1. | | Hemisphere(s) : _____ _____ |
| 2. | | |
| 3. | | Continent : (Ocean) : _____ (_____) |
| 4. | | Country : _____ |
| 5. | | |
| 6. | | Province/ State : _____ |
| 7. | | Location in Prov/State (Region) : _____ |
| 8. | | |
| 9. | | City : _____ |
| 10. | | |

Questions that you want answered (I'm curious to know...):

| Question | Answer |
|----------|--------|
| 1. | |
| 2. | |

Jobs

The class should be divided into groups of 6 students per group. Each group can take turns to be in front the SKYPE screen. All students need to actively research, record information, questions ("Our Questions") and be in dialogue with the group in charge of asking and answering a question. Your job is to work together with your group and other groups to locate the town or city of the other class before they find out the location of your town or city. The challenge begins with a rock-paper-scissors by the first greeter. Here are specific roles that one student needs to be assigned in each group:

Greeter:

The greeter is responsible to introduce the class, make transitions and bring closure to the SKYPE conversation. Brainstorm some questions that you would like to know for the end of the SKYPE call.

Tools : « Your Turn » & « Our Turn », etc. signs



Tweeter:

The tweeter communicates messages with the rest of the group and with other tweeters of the class so that relevant information and potential questions are communicated with the questioner or responder. (Today's Meet website: <https://todaysmeet.com/>).

Tools : laptop



Google Earther:

The Google Earther uses Google Earth and the even better site, **Google Maps** (<https://www.google.ca/maps>) to locate and incrementally zoom into the location of the other class with hints and information provided during the conversation.

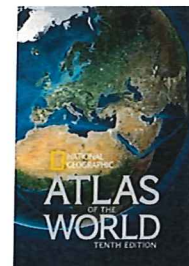
Tools: laptop



Atlas Checker:

The atlas checker uses the atlas and its index to locate the other class with hints and information provided during the conversation.

Tools : world atlases



Questioner:

The questioner records and asks the question that the group wants to ask in order to elicit an answer "yes"/"no." Begin with broad geography questions before asking specific regional or best guess questions.

Tools :



Responder:

The responder records the questions asked by the other class, communicates the question with the tweeters in order to find out how to best answer the question. Answer with "yes", "no" or "please repeat the question."

Tools : books and information about your city/ town





Where in North America?

Today we called a class in:

(City)

(province/
state)

Capital of the
Province/ State:

Weather Conditions?

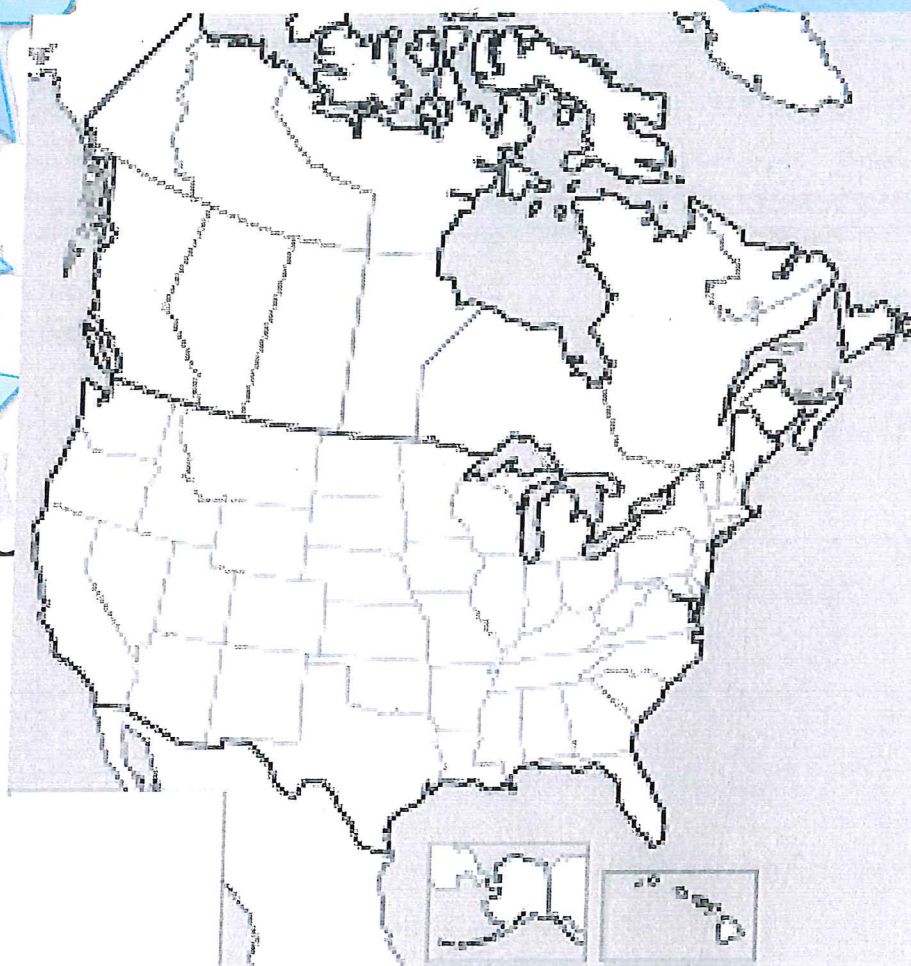


mark the spot

Other facts/ comments
(e.g., distance)

Time Zone

☐ EST ☐ CST ☐ MST ☐ PST
☐ other: _____





Where in the World?

Today we called a class in:

____ (City) ____ (Country)

____ (Continent)

Country's Capital

Time Zone

Season of the Year

- ☐ Spring ☐ Summer
☐ Fall ☐ Winter



mark the spot

Native Language Spoken

Other Comment



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Map Image licensed under Creative Commons The map was made by [User:Vardion](#) and adapted by [User:E Pluribus Anthony](#) for Wikipedia.

Name: _____ Date: _____

Reflection Form: Mystery Skype Call

My job was:

- ☐ Greeter
- ☐ Google Earther

- ☐ Questioner
- ☐ Tweeter

- ☐ Atlas Checker
- ☐ Responder



- ☐ Other: _____



Things that went well



Things that were hard

What would make  become . What we can do differently next time:

I learned...

Mystery Skype assessment rubric

| Name: _____ | Exemplary (4) <i>Exemplaire</i> | Accomplished (3) <i>Bien</i> | Developing (2) <i>En progrès</i> | Beginning (1) <i>Débutant</i> |
|--------------------------------|--|---|---|--|
| Participation/ Attitude | The student always provides useful ideas when participating in the group and in classroom discussion or backchanneling forum. | The student provides useful ideas when participating in the group and in classroom discussion or backchanneling forum. | The student sometimes participates in the group and in classroom discussion or backchanneling forum. | The student does not participate in the group, in classroom discussion or backchanneling forum. |
| Collaboration | Student works with partner or small group, shares the responsibility of completing the group's work, is involved in making important decisions together, and value the work of all team members. | Student works with partner or small group, shares the responsibility of completing group's work, and helps to make important decisions. | Student works with partner or small group and shares the responsibility of completing the group's work. | Student works alone, has difficulties cooperating, wastes time and doesn't participate in whole-group activities/ discussions. |
| Resourceful | The student communicates well with other students of the group. Student always selects and uses appropriate tools or technologies to find information and locations. | The student usually communicates well with other students of the group. Student often selects and uses appropriate tools or technologies to find information and locations. | The student sometimes communicates well with other students of the group. Student sometimes selects and uses appropriate tools or technologies to find information and locations. | The student rarely communicates well with other students of the group. Student has difficulty using appropriate tools or technologies to find information and locations. |
| Role(s): _____ | Here's some evidence that I completed my job very well and helped others: _____ _____ | Here's some evidence that I completed my job well: _____ _____ _____ | Here's some evidence that I minimally completed my job: _____ _____ _____ | I did not complete my job very well because: _____ _____ _____ |

Core Competencies

| Core Competency | Statement | Check | Evidence to support statement |
|-------------------|---|--------------------------|-------------------------------|
| Communication | I share my opinions with my group or with the class. | <input type="checkbox"/> | |
| | *I am an active listener. I support and encourage the person speaking. | <input type="checkbox"/> | |
| | *I recognize that there are different points of view and I can disagree respectfully. | <input type="checkbox"/> | |
| | I say positive encouraging comments to people to keep the work going. | <input type="checkbox"/> | |
| Critical Thinking | I use the right resources/ tools/ technologies to gather ideas and information. | <input type="checkbox"/> | |
| | I identify problems and resolve them successfully. | <input type="checkbox"/> | |
| | I analyse clues and make new connections. | <input type="checkbox"/> | |
| | I create new questions based on new facts. | <input type="checkbox"/> | |
| Creative Thinking | *I can reflect on and evaluate my thinking, performance and actions. | <input type="checkbox"/> | |
| | I suggest new ways to improve our Mystery Skype/ Hangout. | <input type="checkbox"/> | |
| | *I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. | <input type="checkbox"/> | |
| | *I make my ideas work or change them. | <input type="checkbox"/> | |

**denotes Core Competencies specific to B.C. Curriculum*

| Topics | Information about your... | |
|---------------------|---------------------------|----------------|
| | City: _____ | Country: _____ |
| Geography/ location | | |
| Industry/ Economy | | |
| Founded | | |
| Famous people | | |
| Festivals | | |
| Tourist attractions | | |
| Sports teams | | |
| Bodies of water | | |
| Population | | |
| Motto | | |
| Interesting Fact | | |
| Interesting Fact | | |

Google Maps (for Google Earth expert): www.google.ca/maps

Today's Meet (for Tweeter): www.todaysmeet.com/_____

Name : _____

Our Questions

| Question | Answer (yes/no) | Location information |
|----------|--------------------|---|
| 1. | | Hemisphere(s) : _____ |
| 2. | | _____ |
| 3. | | Continent : (Ocean) : _____ (_____) |
| 4. | | Country : _____ |
| 5. | | |
| 6. | | Province/ State : _____ |
| 7. | | Location in Prov/State (Region) : _____ |
| 8. | | _____ |
| 9. | | City : _____ |
| 10. | | |

Questions that you want answered (I'm curious to know...):

| Question | Answer |
|----------|--------|
| 1. | |
| 2. | |