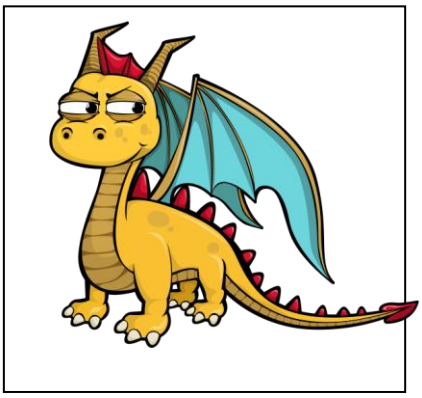
CyberQuests



Purpose

To provide students with opportunities to read and write digitally through science curriculum challenges.

What is it?

Cy is a fun loving dragon who loves to read and write. Cy needs help from students throughout Queensland to help solve curriculum problems.

Cy flies (via email) to classes with CyberQuests that use ICT skills. An email from Cy includes a CyberQuest that involves students reading and writing online. There are practice quests as well as quests that align with science unit investigations. Students communicate their observations and findings in an online space (for example, edStudio, Virtual Classroom blog, discussion forum) providing them opportunity to write digitally for a purpose.

ICT skill teachable moments

- If you have an interactive whiteboard or projector, display the challenges so that you can read them aloud with your students, modelling effective digital reading strategies.
- Seek opportunities to use digital resources (such as learning objects) when solving the challenges and discuss ICT skill use including navigation and on-screen manipulation of objects.
- When sharing your class responses in the online space, model and teach word processing skills including how to edit digital text. If you're jointly constructing text, make a few errors so that students can see how you can easily fix mistakes without deleting whole sentences or paragraphs.
- If you are choosing to play Cy's audio, model how to adjust the volume and how to use a headset or earphones.
- Ask for student volunteers to help compose the digital responses to monitor student strategies and share effective practices.

Getting started

- Create curriculum challenges that align with the Australian Curriculum and your current teaching program.
- Set up an online space where students can share their solutions.
- Invite other classes to be part of the CyberQuests so that students can benefit from collaborative learning.
- Schedule the quests (either email to students and/or publish in your online space)
- Work with your students to solve the challenges and compose a class response or support individual student responses.
- Share your class response in the online space.
- Read the responses of other classes to engage in further discussion.
- Monitor student responses and identify opportunities to discuss cybersafety and online behaviours.

Useful resources

Cy's Den (DET login required)

ICT Skills Guide (DET login required)

Contemporary Practice Resource teaching tips for Online communication * (DET login required)

CyberQuest curriculum overview and schedule

(These sample quests have been aligned with DET's Curriculum into the Classroom science units)

Weeks 1-2	Weeks 3–4 18th October	Weeks 5-6 31st October	Weeks 7-8 14th November	Weeks 9-10 28th November
Practice quest Introduce your class: What year level(s) and how many students Your school's location A description of what it's like in your community Something interesting about your class or school. So get typing and show me your great word processing skills.	**Year 2** *Where is all the water going?* Oh no…. we have a terrible terrible problem, we will run out of water in 9 days. How can you help to conserve water? (C2C science unit 4, L2)	**Year 2** *What material should I use for a treasure cove*? I need to build a new treasure cove for my family to live in. I'm unsure what material would be best to use – I've been thinking about metal, glass or plastic. What do you think? (C2C science unit 4, L5)	**Year 2** *How will we conserve planet Earth*? I wonder what would happen if we all did just one thing to conserve planet Earth. What would be the one thing you would do? Describe it to me. (C2C science unit 4, L10)	*Design a challenge for your peers?* So it looks like you've been learning some amazing things in Science this term. Now it's your turn to give me a challenge. Design a science challenge for your class mates and share it with the rest of our Cyber challengers
	Year 3 *Is sand a solid or liquid?* So you've been learning about solids and liquids and I need your help to understand whether sand is a solid or liquid. So which is it, and how do you know? (C2C unit 4, L3 & L4)	**Year 3** *What if I add heat?* Are you as puzzled as I am? Have you discovered what happens to solids if you add heat to them? Please explain it to me. (C2C unit 4, L9-10)	**Year 3** *Ice cream, Ice cream everywhere!* My favourite food is melting and I can't understand why. Help me find out what's wrong with my Ice cream? (C2C unit 4, L11-12)	
	Year 4 *Ping-pong soccer?* One of my favourite games is *ping-pong soccer* but I want to get much much better at it. If I use a narrower straw do you think this will make me better or worse at the game? How do you know? (C2C unit 4, L3)	**Year 4** *Balloon up and away?* So my second favourite game is *Balloon up and away* but I can't keep the balloon up for more than 30 seconds. How can the game be modified so that I can keep the balloon in the air for longer? (C2C U4, L7)	**Year 4** *60 second slam: What's your design?* So you're busy making a new game I hear for TV Network C2C. Cool! I need a new game but not sure which one to pick out of your classes. Tell me why I should pick your game. (C2C U4, L13-14)	
	Year 5 *Keep Cy safe* I'd like to make my Den a safe place to live in for my family. What suggestions do you have to ensure I stay safe. (C2C unit 4, L3)	**Year 5** *Matter Matters* Does anyone know why a glass of cold water gets wet on the outside? (C2C unit 4, L9-10)	**Year 5** *Greenhouse warrior* I've been nominated as a Greenhouse warrior but I don't really understand much about greenhouse gases. Share your knowledge about a gas – how is it produced and how does it enhance the greenhouse effect? (C2C unit 4, L16-18)	