

OUTREACH OCEANIA: INTEGRATING WIKIMEDIA INTO THE CURRICULUM

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Contents and Learning Standards

This book contains lesson plans. The language arts lesson plans designed to address National Curriculum Standards and Benchmarks for the Federated States of Micronesia. A copy of English Student Learning Outcomes for grades 9 to 12 is available at http://www.fsmed.fm/9-12_English__Student_Learning_Outcomes_Dec23%5B1%5D.pdf.

Business and art lesson plans are based on general course descriptions by the College of the Marshall Islands found at <http://www.cmi.edu/images/stories/catalog/2010-2011.pdf>.

Why use Wikipedia, Wikinews and Commons in the classroom?

Many of the lessons found in this book could easily be modified to not include Wikipedia, Wikinews or Commons. If that is the case, why should you consider using these lesson plans? The answer is because in contributing to these projects, your students will help contribute to a collaborative effort to share knowledge with the rest of the world. If your students chose to share their contributions on Wikimedia Foundation projects, they will be able to use them as part of a virtual portfolio of work that could help them with future employment opportunities. By contributing to Wikipedia and related projects, students can make connections with people around the world that can help them accomplish their goals. This can include networking with academics to help with higher education goals, or connecting with chapter representatives who can help them gain leadership experience. It can also include connecting with researchers who might provide them with a chance to travel and present student conducted research about the local and international wiki community. Students might also find guidance from photographers, who can help them improve their art. Wikimedia Foundation projects also represent an opportunity to promote local interests to an international community. This can be done by uploading pictures of the Pacific Region that could help increase tourism or alert people to the issues the local population is dealing with. It can also be done by publishing news stories on Wikinews, which let others know about situations that could impact them in areas like global warming and immigration policy, and the impact of the economic global downturn on smaller markets. Pacific Region school led involvement as a local interest can help with international efforts to preserve local languages, and students can contribute to Wikipedia in local languages such as Chamorro, Kajin M̧ajeļ and Fijian or to similar Wiktionary projects to help in this effort.

LANGUAGE ARTS LESSON PLANS

Spoken Word Wikipedia

Learning Area: :Language Arts

Grade Level :
9-12

Class Size:

Timing: Three to four one hour class sessions.**Topic:** Chosen by students or the teacher.**Curriculum Standard:**

Students will become competent speakers, listeners, and viewers, constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and to a variety of audiences.

Apply listening and speaking skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.

Apply listening and speaking skills appropriate to Grade 9/10/11/12 level in the development of a media broadcast or presentation on an issue or subject of topical interest, using freely available downloadable sound-mixing software.

Intended Learning Outcomes: Students will be able to pace their rate of speech in order to be understood by a wide range of listeners. Students will be able to record their own speech and share it in an appropriate venue.

Assessment: Students will be assessed based on a spoken word recording of an article from Wikipedia . Criteria for assessment will include completeness of the recording (did they read the whole article?), clarity of speech (can people clearly understand what the speaker is saying?) and pacing (was the article read to fast or slow?).

Preparation: Before doing this lesson read http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Spoken_Wikipedia and http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Spoken_Wikipedia/Recording_guidelines . Identify computers that students can use to make recordings. Determine what articles you want students to record: Do you want students to select their own? Do you want articles that relate to where you are from? Do you want articles that may be useful to support other curriculum areas? Are articles you selected of suitable length? When selecting articles, remember to record the version of the article that will be read as Wikipedia articles can change. Also consider if you want students to upload finished files to Wikipedia: Do you have the bandwidth or will you need some one else to upload?

Materials: Computers with sound recording tools that students can use and save work to in ogg format
Printed Wikipedia articles
Student handout with advice on recording articles

Procedure:

1. Have a discussion with students. Ask students if they know people who cannot read very well, who can speak a language but cannot read it or who have visual problems that make reading difficult. Ask students about issues that may arise from this: How do you communicate with people who have those problems in print and via speech?
2. Tell students they will be making spoken word versions of Wikipedia articles. Explain to students the purpose of spoken word articles on Wikipedia is to make knowledge more accessible to people with site problems, who have difficult reading, who learn better by hearing instead of listening, or who can understand English when spoken but not as well when written. Show students sample articles. Ask students students what they may to consider when making a recording for people. Example questions: How fast should you speak? How loud should you speak?

- Procedure:**
3. Give students the student handout with advice on recording articles and a copy of the article they will be asked to make a recorded version of. Ask students to practice reading the article out loud for homework. Ask students to create lists of words they are not sure how to pronounce so you can help them pronounce them correctly
 4. Have students go to a computer with the sound recording tools. Show students how to record sounds, and how to save the files in ogg format (or save in another file format, and convert the other format to ogg). Show students how to combine multiple files into a single file. Show students where to save final versions for assessment.
 5. After students have taught how to record and save, inform students they have a class period to practice saving and working on recording practice versions of their articles. Inform them they will make final versions of their spoken word article during the next class period or other period, depending on the availability of computers with sound recording. Give students a class period to familiarise themselves with saving and recording. During this practice time, work with any students who have identified words they do not know how to pronounce so that the students can learn how to pronounce the words correctly.
 6. Have students produce a final spoken word version of the article they were assigned.
 7. After students have completed their final versions of their spoken word articles, discuss with students issues of making the spoken word article. Did they figure out the pacing? Was it hard to go that fast or slow? Was it harder to speak into a microphone than to a person? Do they think others will be able to understand their article?
 8. Encourage (but do not mandate) students to share spoken word versions on Wikipedia.

Procedure for uploading to Wikipedia:

Before files can be uploaded, students need to allow the files to be copyrighted using a Creative Commons license. See attached page for students if this has not been previously discussed in class. If students do not wish to share their articles using this license, they should not be penalised as this runs counter to Wikipedia's culture.

Student uploading: Have students go to <http://en.wikipedia.org/wiki/>

Wikipedia:WikiProject_Spoken_Wikipedia/Uploading_guidelines and follow the directions.

Teacher uploading: Ask students to write you an e-mail like the one outlined on <http://commons.wikimedia.org/wiki/OTRS> . With those e-mails, contact OTRS and follow the upload directions.

Wikimedia Australia uploading: Contact Wikimedia Australia at oceania@wikimedia.org.au. Inform them your class has completed the Spoken Word Wikipedia Lesson Plan. Ask for a physical address to send a CD, DVD or USB dongle to send recordings of spoken to. When sending the recordings, include e-mails or letters giving copyright permission from students that release their work as Creative Commons licensed. Also include links to the article versions that students used to upload. Wikimedia Australia will respond back with an address and they will use their bandwidth to upload the articles.

Wikipedia Guidelines

- Add a half second (500 milliseconds) of silence at the beginning of your sound file. This will eliminate buffering ‘hiccups,’ which may cause the first syllable in your spoken article to be inaudible as the file begins to stream (play).
- Properly format the filename. It should consist of the article title in canonicalized form plus the ogg extension. If you upload it to the Commons, the title must be prefixed by "en-" to show that the recording is in English.
- Treat links like text when reading. Any vocal indication of every link would disrupt the flow.
- Speak more slowly than normal, by about 25%. You should have about 150–160 words per minute so people can comfortably hear an article. Most conversational speech is at 200 words per minute or more.
- Tell people where it's from. Begin your recordings with:

"Article name, from Wikipedia, the free encyclopaedia, at E N dot Wikipedia dot org."
- Read out all headings as you come to them like this: "Section one: History", "Section two: Modern uses" etc. To make it easier to remember the numbering, go to your preferences, and under "Appearance" check the box "Auto-number headings".
- If you want to upload your article to Wikipedia, tell people how it's licensed. Wikipedia articles are licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License. Spoken versions are derivative works, so end your recordings with:

"This sound file and all text in the article are licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License, available at <http://creativecommons.org/licenses/by-sa/3.0>"

Productions Tips

- **Warm up.** The vagaries of the day can leave your vocal cords clogged, especially if you have recently been eating or drinking milk-based foods such as cheese and chocolate. Some gentle humming before starting to record can cleanse and moisten the vocal cords leading to a better sound to the voice.
- **Stay relaxed.** Whenever you realize that your voice is becoming tenser than normal, or you're having more and more trouble speaking fluently, take a break, and resume when you feel muscular tension going away. Keep some fresh (not cold) water in reach, and drink some whenever you feel your mouth drying out. Also, speak outward, with your chin up. Posture and facial expressions can affect voice recordings.
- **Try standing up.** If you think your voice sounds a little thin or lacking in expression, standing while recording might help. Radio announcers and actors regularly stand while speaking to lend additional depth and confidence to their performance.
- **Speak across the microphone** or to the side of it, rather than directly into it, to avoid pops and breath noise. A distance of several centimetres or inches away from the microphone is recommended.
- **Volume levels** — make sure your audio levels are high but not clipping and, if you can, compress and normalize your audio.

For those unfamiliar with "audio" terminology, a brief description of these terms:

Compression is a dynamic levelling of audio, making loud parts quieter, and the quiet parts louder, so that a consistent sound level is achieved (on professional audio gear where 0 dB is maximum, -12 dB is a good place to level the average RMS for speech). Beware of excessive compression, as it will make noise stand out (even after noise reduction) and could exaggerate some sounds of speech.

Normalization is a calculated adjusting of audio so that the loudest peak is set to maximum potential volume, generally it is close to 0 dB (on professional audio gear where 0 dB is maximum, -10 dB is a good place to normalize the average RMS for speech).

Mess up a take? — Instead of stopping the recording, just stop speaking, then speak out "three, two, one" and then start reading again. You can easily edit out the "flub" since the countdown gives you a cue on where to make the edit, and gives you some "silence" to edit in.

Learning Area: :Language Arts	Grade Level : 9-12	Class Size:
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Timing: Two to three one hour class sessions.

Topic: Chosen by students or the teacher.

Curriculum Standard:

Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 9/10/11/12 level text, including making notes on main ideas and supporting details and compiling a bibliography of works consulted.

Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 9/10/11/12 texts.

graphic organizer would assist in illustrating parts of the article that may need clarification to further other people’s understanding of the text. Students will be able to identify and use appropriate sources when none are found in the original text.

Assessment: Students will be assessed based the graphic organizer’s ability to support the text it was intended to illustrate, and the use of appropriate sources to support the information found in their graphic organizer. If students chose to upload their image to Commons, they will be assessed on that. Suggestion: Offer extra credit points for completing Commons portion of assignment.

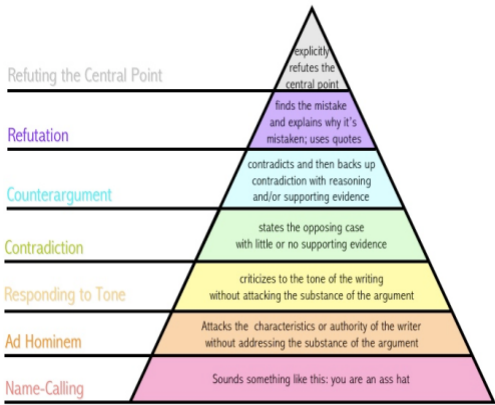
Preparation: Before doing this lesson, look at http://commons.wikimedia.org/wiki/Specific_diagram_types , <http://commons.wikimedia.org/wiki/Chart> , <http://commons.wikimedia.org/wiki/Diagram> and http://commons.wikimedia.org/wiki/Logic_diagram to familiarise yourself with the types of graphic organisers used on Commons and Wikipedia. View a few graphic organisers / charts / diagrams on Commons. Familiarise yourself with how existing contributors use descriptions and sources. Before doing this lesson plan, find grade appropriate articles in terms of topic or reading level that do not have graphic organizers already on them. The articles you identify will be used by students to create their graphic organizers. If you need ideas for articles that could benefit from a graphic organizer, look at the articles included in http://en.wikipedia.org/wiki/Category:Wikipedia_requested_images or the category’s subcategories. When selecting articles, remember that students will need to be able to find sources.

Materials: Printed grade level appropriate Wikipedia articles
Sources, in print or online, that students can use to create a graphic organizer
Student handout with Wikimedia Commons Graphic Organizers examples
Student graphic organizer assessment sheet
Computer with a program to create a graphic organizer OR a scanner

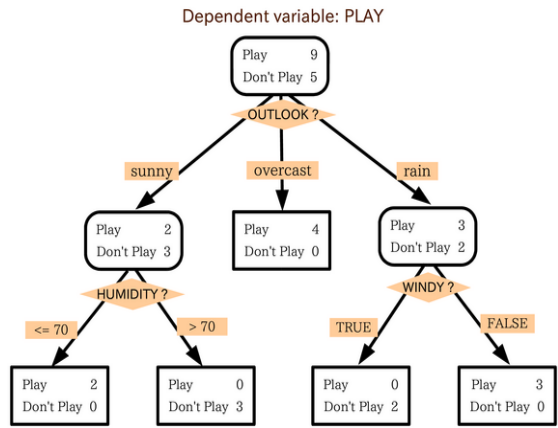
Procedure:

1. Give students a copy of the Wikimedia Commons Graphic Organizers handout. Have a conversation with students about different types of graphic organizers. Ask them to identify some of the types of graphic organizers on the handout. Discuss with students when you might use different types of graphic organizers: You might use a timeline to visualize history. You might use a flow chart or decision tree when giving directions.
2. Give students a copy of a Wikipedia article and the assessment sheet. Review assessment criteria with students. Ask students if they have any questions. For homework, students should read the article, start thinking of points that a graphic organizer could help convey and start thinking about sources they can use.

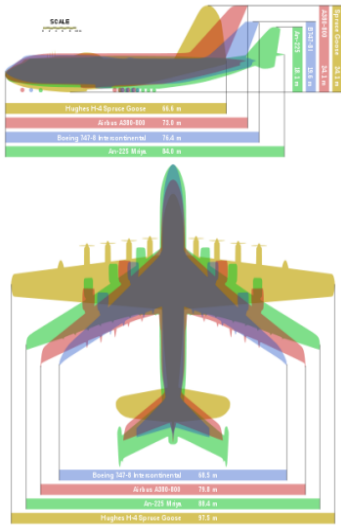
- Procedure:**
3. On the second day, give students time to create graphic organizers either on a computer or on paper if their graphic organizers will be scanned for uploading. Make available to students reference materials to help them provide citations for their bibliography in the notes portion of the assignment. Walk around the classroom and provide students with assistance in defining words, thinking about where an article might be improved by providing a graphic organizer, creating a bibliography or finding sources.
 4. Ask students to turn in the completed graphic organizer and notes the next for homework and to upload their images to commons . The form to upload can be found at <http://commons.wikimedia.org/wiki/Special:Upload> and students should follow the example found on the Examples handout for completing the form. If necessary, extend time to research and create the graphic organizer for a third period.



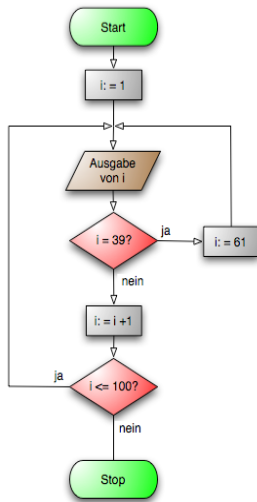
http://commons.wikimedia.org/wiki/File:Graham%27s_Hierarchy_of_Disagreement.jpg
 This file is licensed under the Creative Commons Attribution 3.0 Unported license.



http://commons.wikimedia.org/wiki/File:Decision_tree_model.png
 This work has been released into the public domain by its author, T-kita at the wikipedia project. This applies worldwide.

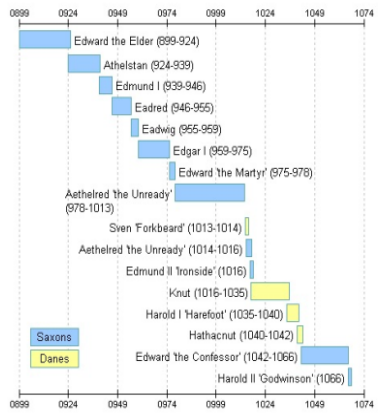


http://commons.wikimedia.org/wiki/File:Giant_planes_comparison.svg
 This file is licensed under the Creative Commons Attribution-Share Alike 2.5 Generic license.



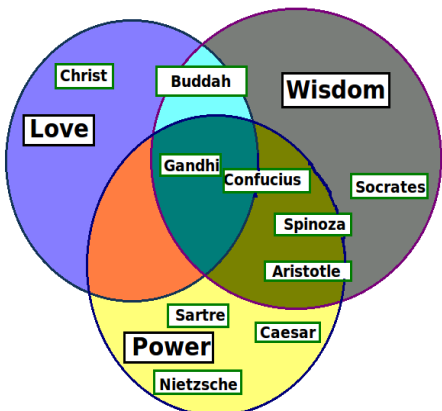
http://commons.wikimedia.org/wiki/File:Flussdiagramm_%28Programmablaufplan%29.png
 This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Rulers of England: Saxons and Danes



Created with Progeny's Timeline Maker on @TODAY

<http://commons.wikimedia.org/wiki/File:Saxons.jpg>
 This file is made available under the Creative Commons CC0 1.0 Universal Public Domain Dedication.



http://commons.wikimedia.org/wiki/File:Philosophy_Venn_Diagrams_Png_version.png
 This file is made available under the Creative Commons CC0 1.0 Universal Public Domain Dedication.



http://commons.wikimedia.org/wiki/File:Gluteal_Region_and_and_Posterior_Thigh2.GIF
 This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Examples of Wikimedia Commons Graphic Organizers Descriptions

Source file

Local filename:

Maximum file size: 100 MB (a file on your computer)

Permitted file types: png, gif, jpg, jpeg, xcf, mid, ogg, ogv, svg, djvu, tiff, tif, oga.

File description

Destination filename:

Summary

```

{{Information
|Description= DESCRIBE YOUR GRAPHIC ORGANIZER. INCLUDE SOURCES YOU USED FOR INFORMATION FOUND IN THE GRAPHIC ORGANIZER.
|Source={{own}}
|Date=
|Author= [[User:YOURNAME|YOURNAME]]
|Permission=
|other_versions=
}}
    
```

Standard

Licensing: Creative Commons Attribution-Share Alike 3.0

Below are examples from uploaded images that have cited sources in their article description. Your goal is to do as well or better than these: Cite all the sources you used and provide a detailed description.

Description	English: vector map of fort nelson. Not entirely accurate but will do for some functions
Date	may 2011
Source	Tracing over a 1931 6 inch to the mile OS map
Author	ordnance survey user:geni

Description	<p>English: This figure shows the history of <i>atmospheric carbon dioxide</i> concentrations as directly measured at <i>Mauna Loa, Hawaii</i>. This curve is known as the <i>Keeling curve</i>, and is an essential piece of evidence of the man-made increases in <i>greenhouse gases</i> that some believe to be the cause of <i>global warming</i>. The longest such record exists at Mauna Loa, but these measurements have been independently confirmed at many other sites around the world [1] ↗.</p> <p>The annual fluctuation in carbon dioxide is caused by seasonal variations in carbon dioxide uptake by <i>land plants</i>. Since many more forests are concentrated in the <i>Northern Hemisphere</i>, more carbon dioxide is removed from the atmosphere during Northern Hemisphere <i>summer</i> than Southern Hemisphere summer. This annual cycle is shown in the inset figure by taking the average concentration for each month across all measured years.</p> <p>The grey curve shows the average monthly concentrations, and red curve is a moving 12 month average.</p> <p>Français : Évolution de la teneur atmosphérique en dioxyde de carbone, mesurée depuis le volcan <i>Mauna Loa</i>, dans <i>l'île de Hawaii</i>. La courbe de cette évolution est connue sous le nom de « <i>courbe de Keeling</i> », et est une preuve évidente de la production humaine de <i>gaz à effet de serre</i> et de son impact sur le <i>réchauffement climatique</i>. C'est sur le Mauna Loa que les taux mesurés sont les plus élevés, mais on retrouve la même évolution sur d'autres sites dans le monde (voir ici ↗).</p> <p>La fluctuation annuelle de dioxyde de carbone est due aux variations saisonnières causées par les plantes. Comme beaucoup de forêts se trouvent dans l'<i>hémisphère nord</i>, il y a plus de rejet de gaz carbonique dans l'atmosphère durant l'été septentrional que pendant l'été austral. Ce cycle annuel est indiqué dans l'encart en bas à droite de l'image, et montre la concentration moyenne de gaz au cours des différents mois. Ce cycle se répète quelle que soit l'année observée.</p> <p>La courbe grise montre la teneur moyenne mensuelle de dioxyde de carbone, et la courbe rouge représente la moyenne annuelle.</p>
Date	23 April 2008
Source	Own work, from Image:Mauna Loa Carbon Dioxide.png, uploaded in Commons by Nils Simon under licence GFDL & CC-NC-SA; itself created by Robert A. Rohde from NOAA published data ↗ and is incorporated into the Global Warming Art project.
Author	Sémhur

Description	English: Chart: Numbers of slaves in the USA, Northern States only, 1680 thru 1860; data source: Ira Berlin: Generations of Captivity: A History of African-American Slaves, Cambridge, London: The Belknap Press of Harvard University Press, 2003, ISBN 0-674-01061-2
Date	24 July 2008
Source	Own work
Author	Stiffahlar

Name: _____

Article: _____

This assignment has two parts: A graphic organizer and related notes, and an image that will be uploaded to Commons using <http://commons.wikimedia.org/w/index.php?title=Special:Upload&uselang=ownwork> .

Assessment Criteria

1. Graphic organizer illustrates a point that is unclear in the article, or that could be made more clear by the creation of the graphic organizer.
2. Graphic organizer demonstrates knowledge about the subject of the article.
3. Graph organizer connects several ideas, facts or concepts in a logical manner.
4. Notes for the graphic organizer includes two or more sources used to get the information to create it. Sources should be formatted as a bibliography. Wikipedia cannot be used as a source. Sources used on Wikipedia can be used if the information on the articles is not used on the article already.
5. Notes should include why the type of graphic organizer was chosen. Example: A timeline was chosen because the graphic organizer shows events that take place over time as the exact sequence of events was unclear in the article.
6. Notes should summarize and describe the information found in the graphic organizer.

Commons Assessment Criteria

1. Image has a description that includes all sources used to create the graphic organizer.
2. Image has a description that accurately and thoroughly describes the contents.
3. Image has an appropriate copyright, lists who created the actual image and the date the image was created.
4. Image does not get deleted from Commons.

Learning Area: Language Arts	Grade Level : 9-12	Class Size:
Timing: Two one hour class sessions.		
Topic: Chosen by students or the teacher.		
Curriculum Standard: Independently use reference books, catalogue systems (including Dewey Decimal Classification System), electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 9 level texts and other materials.		

Intended Learning Outcomes: Students will be able to define words from a vocabulary list and be able to cite sources for where their definitions come from. Students will be able to use Wiktionary to share definitions with others and to find definitions to help them improve their vocabulary.

Assessment: Students will be assessed based on the completeness of the words they define, and having references for their definitions. Students may also be assessed the length of their contributions, and their contributions being kept on Wiktionary.

Preparation: Create a vocabulary list. Check Wiktionary for words on the list. Do pages exist? How good are the pages for these words? Do you think they have room for student improvement? If the articles would be hard to update, consider choosing alternative words. Are there multiple definitions for words? Can multiple students update the same Wiktionary article with unique definitions, quotes and example showing how the word should be used, other word forms and pictures? When developing a word list, consider how many words you want students to define. If students do not have accounts on Wikipedia and related projects, time may need to be given to have students register so they can contribute.

Materials: Wiktionary Layout Example
Print or online dictionaries that students can use
Dictionary worksheet
Computer with access to the internet

Procedure:

1. On a computer, show students what Wiktionary looks like. Search for a couple of words. Have students look at what is included on the articles for those words. (Individual word articles may be printed if a computer is not available.) Ask students to identify things on these pages, and for examples. Example: footballer is a noun. The definition of footballer is a person who plays football. The word is English. ER is a suffix in the word footballer.
2. Give students their list of vocabulary words. Each student should have at least five words where they can help improve Wiktionary pages. Also give students Wiktionary Layout Examples handout, and Dictionary Worksheet. Tell students they will be defining the words on the list. These definitions will first be done on paper. Then, they will take the work they did on paper and update the article page for each word on Wiktionary. Spend some time talking to students and comparing and contrasting the Wiktionary examples with the worksheet in order to prepare students for editing Wiktionary the next day.

- Procedure:**
3. Give students the remaining class period to work on defining words. Tell students the assignment of having the paper version completed is due the following day. If they do not have them completed, they will not be allowed to use computers to define words on Wiktionary.
 4. At the beginning of the second period, demonstrate how to use Wiktionary if students are not familiar with this. After that, ask students to login and edit the Wiktionary articles for the words they defined.

IEO

==English==

===Initialism===

""IEO""

Informal Eating Out which is a term used to categorize sectors of the food industry where you can buy food but don't need to book a table.

===References===

* A mcdonalds report http://www.mcd-holdings.co.jp/pdf/2005/2005_result_e.pdf

ola

==Samoan==

===Interjection===

""Ola!""

An exclamation to mean wonderful.

===References===

* Pratt, G. (1862). A Samoan dictionary: English and Samoan, and Samoan and English; with a short grammar of the Samoan dialect. Samoa: London Missionary Society's Press. Page 12.

ringette

==English==

===Etymology===

{{suffix|ring|ette}}

===Noun===

{{sports}} A [[team sport]] played on [[ice]] and primarily by [[female]]s, the players using [[stick]]s to control a [[rubber]] [[ring]] and attempting to score [[goal]]s by landing it in the opponents' [[net]].

#*{{quote-news|year=2007|date=May 9|author=The Associated Press|title=Sports Briefing|work=New York Times|url=http://www.nytimes.com/2007/05/09/sports/09sportsbriefs.html|passage=Sam Jacks, the inventor of ""ringette"" and floor hockey, and Robert Steadward, whose efforts spearheaded the growth of Paralympic sports, are being inducted in the builder category. }}

===References===

* ringette. MacMillan Dictionary. Access date: 29 October 2011. [<http://www.macmillandictionary.com/dictionary/american/ringette>]

* Ringette Canada (Aug. 22, 2006). "Information about Stick Approval/Legal Sticks"

wrestler

==English==

===Noun===

A person who [[wrestle]]s.

#* "'2005'", [[w:Plato|Plato]], "Sophist". Translation by Lesley Brown. [[w:Stephanus pagination|231c]].

#*: "it isn't easy to avoid all the "'wrestler"'s holds."

===Reference===

* "Wrestler." MacMillian Dictionary. Access date: 29 October 2011. [http://www.macmillandictionary.com/dictionary/american/wrestler]

high jumper

==English==

[[File:Bundesarchiv Bild 183-1986-0118-020, Andrea Bienias.jpg|thumb]]

===Alternative forms===

* [[high-jumper]]

===Noun===

An [[athlete]] who competes in the [[high jump]]

===References===

- "high jumper." Cambridge Dictionaries Online. Access date: 29 October 2011. [http://dictionary.cambridge.org/dictionary/british/high-jumper]

beach volleyball

==English==

[[File:Beach volleyball-Huntington Beach-California 2.jpg|thumb|People playing beach volleyball Huntington Beach, California]]]

===Noun===

{{uncountable}} An outdoor variant of [[volleyball]] played on sand.

{{countable}} The [[ball]] used to play this sport.

====Synonyms====

* [[outdoor volleyball]], [[sand volleyball]]

===References===

* "beach volleyball." Dictionary.com Unabridged. Random House, Inc. 28 Oct. 2011. <Dictionary.com http://dictionary.reference.com/browse/beach volleyball>.

Name: _____

Using the words assigned to you, complete the form below. You will be graded on completeness. Quotes and alternative forms are optional. Wiktionary cannot be used as a reference. If you have more words than forms, hand write or type the rest on a separate sheet of paper using the form below.

Word: _____

Language: _____ **Part of speech:** _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

Word: _____

Language: _____ **Part of speech:** _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

Word: _____

Language: _____ **Part of speech:** _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

Name: _____

Word: _____

Language: _____ Part of speech: _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

Word: _____

Language: _____ Part of speech: _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

Word: _____

Language: _____ Part of speech: _____

Definition: _____

Used in a sentence: _____

Quote: _____

Alternative forms: _____

References: _____

BUSINESS LESSON PLANS

Learning Area: Business**Grade Level : 13****Class Size:****Timing: Two in class sessions. Third class session for handing in completed work.****Topic:** Grant applications for local businesses, non-profits and governments**Curriculum Standard:**

Explores the principles and forms of effective written, oral, and nonverbal communication as applied to businesses with emphasis on the ability to convey ideas to others.

Provides the opportunity for students to understand and apply concepts, and to develop skills necessary for the success of a business. Covers the development of a Business plan.

Intended Learning Outcomes: Students will become familiar with business communication through the process of researching and completing a grant application.

Assessment: Students will be assessed based on choosing the correct grant to meet objective stated in their grant, the completeness of their application, the ability to implement the proposal should it be submitted and approved, the measurables actually being measurable, and spelling and grammar.

Preparation: Read <http://meta.wikimedia.org/wiki/Grant> , <http://uk.wikimedia.org/wiki/Microgrants> and http://wikimedia.org.au/wiki/Small_grants to familiarize yourself with the grant application process. Look at some of the grants that the organizations have awarded. Understand the grant application process can appear be informal, but there is nothing inappropriate about submitting a completed application in a formal application that meets classroom objectives regarding effective formal written communication. Read <http://meta.wikimedia.org/wiki/Mission/en> , <http://outreach.wikimedia.org/wiki/GLAM> , <http://en.wikipedia.org/wiki/Wikipedia:About> , http://www.wikimedia.org.au/wiki/Statement_of_Purpose , http://meta.wikimedia.org/wiki/Wikimedia_chapter and http://meta.wikimedia.org/wiki/Language_committee to familiarize with Wikimedia Foundation's mission.

Materials:

- Wikimedia Foundation grant application
- Wikimedia Australia grant application
- Wikimedia United Kingdom grant application
- Computer with access to the internet

Procedure:

1. Talk to students about about what grants are and discuss the process of applying for grants. Ask why businesses, non-profits and government organizations may want to apply for grants.
2. Hand out the grant applications for the Wikimedia Foundation, Wikimedia Australia, and Wikimedia United Kingdom. Give students a few minutes to read the applications.
3. Spend time talking about Wikimedia Foundation, Wikipedia, Commons and Wikinews. Discuss the general goals of the Foundation and its chapters if students are not familiar with this already.
4. Divide the class into groups, with no more than seven groups. This total assumes that the groups will not apply to the same group, and if they do, that only five will be good enough to actually submit.
5. Tell students that their group will be completing one of the grants, first on paper before eventually submitting it corresponding organization. Between now the the next class meeting, they should read the all grant applications and brain storm ideas for what they could use the grant for. Suggest students discuss some of their ideas with local non-profits, government organizations or businesses if their grant idea involves working with them.

- Procedure:**
6. Students should get into their groups. Instruct students to brain storm ideas for their grant application. Students should understand they should make realistic grant proposals and be willing to complete the grant if they were rewarded it. Remind students the purpose of grant application should be to help with the goals of the Wikimedia organization they are applying to and help the people the grant involves in the local community. Inform students the completed grant application will be due in one week. After the grant has been assessed by you, it will be returned to the group and they will be expected to submit the grant to the granting organization. Students will need to
 7. Give students time to work in class to work on brain storm on ideas and start writing their grant proposals. Two of the applications require only a page of writing, so the actual process of writing the grant may not take that long. Encourage students to talk to outside groups if they are referenced in their grant. This session may be in a computer lab to make it easier for students to type up their application.
 8. At the end of the second session, give students a week to complete their grant applications and hand them in to you. Assess them. If the grant applications fit the criteria on the application and the application is something students can do, require/ask students to submit grants with the understanding they would implement the grant if they are successful.

Key guidelines and criteria

- All grants should support the achievement of Wikimedia's mission and strategic priorities. We will favor high impact requests over low impact ones; try to break new ground, to increase your group's capacity for new programs and partnerships. Example grants could include: An article contribution competition, outreach activities to recruit and train new contributors, partnership activities with GLAMs or other institutions, efforts to add local content to the projects (e.g., Monuments).
- This process is open to chapters officially recognized by the Wikimedia Foundation as well as to other groups or individuals whose work aligns with the Wikimedia mission and strategy. Groups that are in the process of applying to be a chapter may apply for grants under the second category.
- If you would like to ask for a grant to fund your participation at an event, please use the Wikimedia Participation Grants program.
- Grants may be submitted in any language. If you have questions about submitting a grant request in a language other than English, please contact Asaf Bartov at asaf at wikimedia dot org.
- The minimum amount a chapter can ask for is USD 500. There is no set maximum amount, however we expect most grants to be under USD 10,000.
- Note that grants can be disbursed in local currency as well, to spare grantees conversion fees and hassle. The WMF can wire money in local currency everywhere except for the following countries (due to local limitations on local currency money transfers): Argentina; Estonia; Indonesia; Macedonia; India; Philippines; Taiwan; Ukraine
- Grants should not replace volunteer action to accomplish valuable work. They are intended as a supplement that supports volunteer effectiveness.
- WMF funding should not come instead of outreach and liaison efforts on your chapter/group's part with sponsors, allies, and like-minded local groups.
- With some exceptions for larger more complex grants, grants should not fund staff salaries and other recurring expenses (e.g. rent).
- In order to receive a grant, organizations must be able to show that they are a non-profit organization under their local regulations.
- Any chapter/group that is awarded a grant must abide by the reporting requirements outlined below.
- All grants must be publicly announced to the community in the geography(ies) involved via either a mailing list or on village pumps. New grants will be publicly announced by WMF in our monthly Report to the Board.
- If the grant request includes travel, the Foundation's Travel Policy is to be followed (i.e. travel economy class, use 75% of US government per-diem rates, etc.)

Legal name of chapter or non-chapter group:

Grant contact name:

Grant contact username or email:

Grant contact title (position):

Project lead name:

Project lead username or email:

Project lead title (position), if any:

Full project name:

Amount requested (in USD):

Provisional target start date:

Provisional completion date:

Budget breakdown

Provide a more detailed breakdown of your funding needs here. Please provide all amounts in USD and feel free to add some padding to prevent currency conversion losses at the time of disbursement. For example:

* Travel: USD 1,500

* Legal fees: USD 750

* Software development (contractor): USD 800

Annotate each line item with footnotes to give more details on the nature of the expense if details are available and explain the necessity of the purchase.

Project scope

Answer the question: What will you spend your time doing if this project is funded? Example:

"Wikimedia Australia has already negotiated with the Guam Museum, that if the museum's out of copyright Chamorro language books and journals can be digitized, they will release the collection under a free license. Funding for this project will pay for the encyclopedia to be digitized and put into Wikisource and Commons. After that, it will be available for individual volunteers to use however they like, in the English and Chamorro Wikipedia."

Project goal

Answer the question: What will be accomplished if the project is successful? Example: "The goal of this project is to digitize and put into Wikisource and Commons under a free license the public domain Chamorro language materials found in the Guam Museum." Be as detailed as possible.

Non-financial requirements

Answer the question: Will you need any additional support from the Wikimedia Foundation? Example: "Jay's support would be sought to assist with a press release, once the project is complete."

Fit to strategy

Answer the question: Will this project support the key organizational objectives of:

- increasing reach (more people being able to access or contribute to Wikipedia or our other projects),
- participation (more people actually contributing),
- quality (more useful content or higher quality existing content),
- credibility (more trust in our projects),
- organizational maturity and effectiveness (how it will move your chapter or the Wikimedia community as a whole forward), or
- financial sustainability (how it will help your chapter achieve more in the long run)?

Example: "The project will provide a large amount of previously unavailable high-quality material that Chamorro-speaking Wikipedians will be able to immediately incorporate into the English and Chamorro Wikipedia. It will therefore primarily benefit the quality of the project. It will help increase participation on Chamorro speakers by providing them with an incentive to edit as the Wikimedia Foundation will be seen actively supporting the local community."

Other benefits

Answer the question: What other benefits will result from supporting this grant? Example: "We believe we can get some positive media attention for this project, which may also persuade other content owners to free up their material."

Measures of success

Answer the question: What measurable criteria will you use to determine that your project was successful? These are the measures that you will need to report on three months after the completion of the project. Be as specific as possible. Measures of success should be measurable. Example: "This project a success if the materials are published on Commons and wikisource after being successfully digitized. There will be ten new editors to Chamorro Wikipedia, who will have made fifty plus edits each consistently over a three month period."

Team members

List all people people participating in implementation of the grant. Provide additional information about participants as necessary to demonstrate commitment to making the project happen.

Wikimedia Australia grant application

Wikimedia Australia offers a series of Small Grants to its members to assist them with their work on Wikimedia projects or other activities directly related to Wikimedia Australia's mission. Up to \$200 per application is available to assist with funding activities which members may otherwise be unable to undertake – see footnotes for further detail.

Please note that under Rules no. 37, no monies can be distributed to members except as bona fide compensation for services rendered or expenses incurred on behalf of the organisation – if you're unsure as to whether or not your idea falls within this remit, please do apply, or raise the matter, and further advice will be forthcoming.

Application

- Your membership and contact details.
- Title of your proposed project.
- A brief description of your proposed project or purchase.
- A brief explanation of how your proposed project fits with the chapter's Statement of Purpose.
- A brief description of your project goals and how the success of your project will be measured.
- The amount of money you would like in Australian dollars and how you would like to receive it.

The application should not be long – a couple of paragraphs is sufficient.

Is there a rare book you need for your Wikipedia article research? A location that you need to get to for a vital piece of information, or to do some outreach? An essential piece of equipment that will help your Wikimedia activities? We might be able to help. Microgrants are grants of between £5 and £250 that help improve or facilitate your editing or outreach activities on any Wikimedia project. You need to be a member of Wikimedia UK to apply for a microgrant - but if you're not one already, then it's easy to join! We've made some examples available to give you some ideas.

Examples

Below are some examples of what you could apply for a microgrant to do. This list is not intended to be complete, so if you don't see what you're thinking about here don't let that stop you from putting in an application.

Microgrants are for amounts between £5 and £250. Requests for larger grants are also welcome, and you can submit them through these pages, but they will not follow the standard approval process - they will be discussed by the Board individually.

Travel funds

Travel funds to get to conferences, events, museums, archives, libraries, etc. Potential purposes:

- To do outreach
- To carry out research
- To take photographs of specific objects
- To investigate partnership possibilities (e.g. between Wikimedia and museums)

The microgrant could cover train fares, bus tickets, private car journeys at HMRC rates or lower (45/p mile for the first 150 miles, 25p/mile thereafter), ferry journeys, etc. It may also cover low-cost accommodation and registration fees. It will not, however, cover taxis or traveling in first class.

Books and other information sources

Potential purposes:

- Making information in a book available in Wikipedia articles (with citations)
- Digitizing and making the books available on Wikisource and/or [commons.wikimedia.org Wikimedia Commons] (if the material is not copyrighted)

Please check whether the book is available from your local libraries. In some circumstances you might also be able to achieve the result you want by consulting the book at the British Library or another copyright library. Wikimedia UK will retain ownership of the books, and you will need to keep them safe to pass on in future.

Equipment

Potential purposes:

- Microphones for recording audio Wikipedia / Wikinews / etc. articles
- Scanners for scanning in books and other documents
- Cameras for intensive work photographing collections / locations
- Video recorders for recording events and locations

Applications should also consider insurance and extended warranties to ensure longer useful lifetimes for the objects. Wikimedia UK will retain ownership of the equipment.

Supporting Wikimedia-related events

Potential purposes:

- Venue hire for an appropriate venue, where necessary
- Internet access costs
- Tea/coffee, biscuits, sandwiches

Events should be widely publicised to encourage participation. Wikimedia UK is happy to help publicise events, though there is much you can do to publicise the event yourself, for instance by using a Geonotice.

Things to avoid

Things that won't be considered include:

- Anything that does not fit in with our objectives
- Anything that could be done independently/for free without having a microgrant
- Website hosting (although webspace can be provided if needed by other means)

Application

Please provide the outline of your microgrant request below.

Overview

A description of what you want the microgrant.

Budget

How much money are you asking for, and what do you want to spend it on? Provide as much detail as you can.

Timeline

How long will the grant last for? (e.g. if it's for a book, how long do you expect to need it for to make best use of it? Note that long duration microgrants are perfectly fine.) When would you expect to be able to report on the outcomes?

Expected outcomes

What will this microgrant let you do? What will be the measurable outcomes?

Who I am

Provide information about who you are: Where you're based (roughly), which projects you are involved in and any experience you have that is related to this microgrant activity.

ART LESSON PLANS

Learning Area: Art	Grade Level : 13	Class Size:
Timing: Two in class sessions.		
Topic: Teacher chosen topic for pictures.		
Curriculum Standard: Covers basic digital photography techniques including framing, composing, capturing good photos and digital enhancement		

Intended Learning Outcomes: Students will become familiar with digital photography techniques with the intention of meeting client expectations regarding image quality.

Assessment: Students will be assessed based on five images they submit, and how well those images match the criteria as defined by the client worksheet . Either for extra credit points or as a requirement of the assignment, students should be offered the opportunity to upload their pictures to Commons.

Preparation: Read http://commons.wikimedia.org/wiki/Commons:Image_guidelines . These are Commons guidelines for all pictures that are submitted for Featured status. They give an idea of what high quality pictures on Commons.

Materials: Wikimedia Commons as a Client worksheet
 Wikimedia Commons as a Client worksheet: Client Assessment
 Digital camera
 Computer with access to the internet

Procedure:

1. Talk to students about about working with clients for paid photography assignments.
2. Hand out client expectation worksheet. Discuss some of the criteria. Explain students will treat the criteria on the client sheet like they would for a paid assignment, and provide students with a topic for images you wish them to take. Tell students they will take five pictures for this assignment. They will be given an opportunity to upload these pictures on Commons at the completion of the assignment.
3. Spend additional time reviewing the criteria in the context of earlier course work.
4. Give students an allotted time to take pictures.
5. After students have taken their pictures, have students bring their images to class. Using the client assessment worksheet, have students review at least one of their classmates photographs against the criteria. When students have completed assessing at least one photograph, collect them. This component may not be graded. It is intended to allow students to examine other work and critically assess it with an eye towards improving their own photography.
6. Grade student images based on matching criteria. If students did a good job with meeting the criteria, urge them to upload their images to commons when returning assessment to students.

Image Size

- Images should have at least 2 real megapixels of information, for example, 1600x1250. For “easy to take” images, reviewers may choose to demand more if the image would benefit from it.
- Images should not be downsampled (sized down in order to appear of better quality). Downsampling reduces the amount of information stored in the image file.

Graphics located on Commons may be used in ways other than viewing on a conventional computer screen. They may be also used for printing or for viewing on very high resolution monitors. We can't predict what devices may be used in the future, so it is important that our best pictures have as high a resolution as possible.

JPEG Compression

- Images should not use too strong compression.

Use high quality settings in your camera and imaging software. For example, set JPEG quality "superfine" in camera, or shoot in a lossless image format such as RAW or NEF, or save with 95% quality in image editing programs. If editing a JPEG multiple times, perform all edits starting with the original, or use a lossless format (such as XCF). Repeatedly editing and saving a JPEG image will gradually lose quality. And do not save edited JPEGs with a significantly higher quality than the original —doing so increases an image's file size but not its quality.

Noise

- Images should not have distracting amount of noise when viewed in full size.

To reduce noise, use the lowest practical sensitivity or film speed (for example: 200 ISO film is less grainy than 1600 ISO!). If the photo was taken in unique circumstances and cannot be repeated, the image can sometimes be improved by filtering. Quality noise reduction software is expensive and algorithms computationally intensive.

Exposure

- Considering the circumstances, images should be correctly and appropriately exposed.

In correctly exposed images, details in a significant part of image are retained. It should be noted that exposure may serve a creative purpose, and this guideline should be evaluated with understanding of the idea or intent of the image. Exposure refers to the shutter diaphragm combination that renders an image with a tonal curve that ideally is able to represent in acceptable detail shadows and highlights within the image. This is called exposure latitude. Images can be on the low side of the tonal curve (low range), the middle (middle range) or high side (upper range). Digital cameras (or images) have a narrower latitude than film. Lack of shadow detail is not necessarily a negative characteristic. In fact, it can be part of the desired effect. Burned highlights in large areas are a distracting element. When shooting with a digital camera, inspect the histogram. In challenging circumstances you may be forced to use overlap several photographs with different exposures – this is called HDR stitching.

Color

- Quality images must have reasonable colors. Note that this does not necessarily mean natural colors.

http://commons.wikimedia.org/wiki/Commons:Image_guidelines

Focus and Depth of Field

- Every important object on the picture should be sharp, considering the idea of the image.
- The overall image should have clearly defined focus, for example, the main subject is in focus and the foreground and background are out of focus, or else, the whole scene is in focus.

Depth of field is often low intentionally. If in doubt, ask. "Depth of field" (DOF) refers to the area in focus in front of and beyond main subject. Depth of field is chosen according to the specific needs of every picture. Large or small DOF can add to or detract from the quality of the image. Low depth of field can be used to bring attention to the main subject, separating it from the general environment. High depth of field can be used to emphasize space. At a given subject distance, short focal length lenses (wide angles) yield larger DOF than longer focal length lenses (telephotos). Narrow apertures (high f-numbers) yield larger DOF than wide apertures (low f-numbers).

Motion Blur

- Motion blur should have a purpose, most often to emphasize motion.

"Movement control" refers to the manner in which motion is represented in the image. Motion can be frozen or blurred. Neither is better over the other by itself – it's representation that matters. Movement is relative within the objects of the image. For example, photographing a race car that appears frozen in relation to the background does not give us a sense of speed or motion, so technique dictates to represent the car in a frozen manner but with a blurred background, thus creating a sense of motion. This is called "panning". On the other hand, representing a basketball player in a high jump frozen in relation to everything else, due to the "unnatural" nature of the pose may well be a good photograph.

Lightning

- Lighting should be appropriate for portraying the subject.

Editing

- Digital manipulation for the purpose of correcting flaws in a photographic image is generally acceptable, provided it is limited, well-done, and not intended to deceive. Typical acceptable manipulations include cropping, perspective correction, sharpening/blurring, colour/exposure correction, and removal of distracting background elements.
- Extensive manipulations must be clearly described in the image text, for example by means of the `{{RetouchedPicture}}` template. Unmentioned or misrepresented manipulations, or manipulations which cause the main subject to be misrepresented are never acceptable.

Composition

- The arrangement of the elements within the image should support depiction of the subject, not distract from it.
- Foreground and background objects should not be distracting.

Distortions

- Images should not be unintentionally tilted.
- Images of architecture should usually be rectilinear.
- Perspective distortion should either have a purpose or be insignificant.

http://commons.wikimedia.org/wiki/Commons:Image_guidelines

Client: _____

Photographer: _____

Photo description: _____

This is a client assessment form. Look at the photograph that the photographer has given you and determine if it meets the criteria outlined on the client requirement sheet. Write a summary of the picture and whether or not it meets the criteria on the line provide.

Image Size

JPEG Compression

Noise

Exposure

Color

Focus and Depth of Field

Motion Blur

Lightning

Editing

Composition

Distortions
