



Reading Wikipedia in the classroom 2.0

Kwara, Nigeria

Using Wikipedia to foster media and information literacy skills.





Reading Wikipedia in the classroom

Using Wikipedia to foster media and information literacy skills.

- Module 1**
- Module 2
- Module 3



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Introduction

Around the world, students and educators are using Wikipedia as a learning resource. As teachers, we can either get frustrated by students misusing Wikipedia or we can use it to teach them important lessons on media and information literacy. We can even use it to teach vital 21st-century skills like critical thinking, communication, and collaboration. In almost every academic subject, students can use Wikipedia as a “first stop” for gathering an overview of a topic.

Let's help them do it responsibly!

The Education team at the [Wikimedia Foundation](#) is excited to present this resource as an integral part of the “Reading Wikipedia in the Classroom” program.

“Reading Wikipedia in the Classroom” is a training program that helps teachers understand and leverage Wikipedia as a learning tool by connecting it to the components of UNESCO’s Media and Information Literacy framework.

This program was designed to align with local education systems and teachers’ realities. Through a critical approach to Wikipedia, we aim to help educators to teach vital media and information literacy skills for the 21st century, including understanding how information is produced, how to access and evaluate content online, and how to understand biases and knowledge gaps. This program also addresses key questions posed by teachers about how to keep students safe online, and how to equip them to face the various forms of disinformation online.

The program resources have been adapted to multiple languages and we encourage further localizations of the available resources.

Wikimedia Foundation

The [Wikimedia Foundation](#) is the non-profit organization that hosts Wikipedia and its sister projects. We work towards a world where everybody can freely share in the sum of all knowledge. We support a global community of volunteers who collaboratively collect, develop, and share educational content, and we advocate for values and policies that guarantee the right to free knowledge.

READING WIKIPEDIA IN THE CLASSROOM PILOT TEAM

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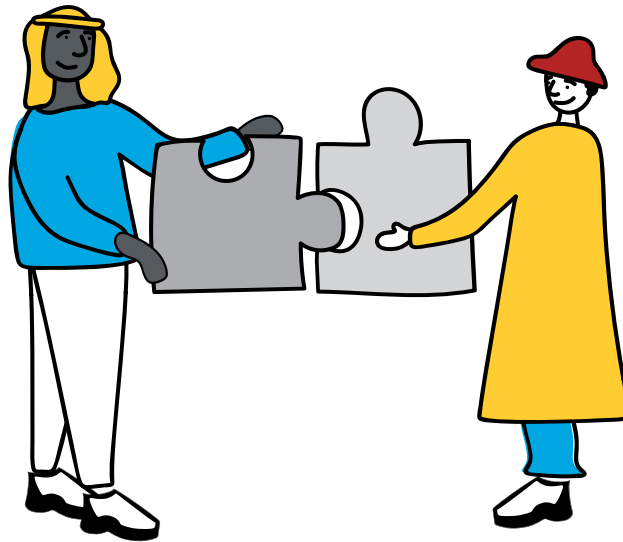


 NIGERIA



About the Teacher's Guide

This Teacher's Guide is aligned with the three components of [UNESCO's Media and Information Literacy \(MIL\) framework](#): access, evaluate, and create.



UNESCO proposes an integrated approach towards an interdisciplinary concept of literacy, and as such MIL is defined as “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, to participate and engage in personal, professional and societal activities”. We believe that learning how to critically engage students with Wikipedia is key to achieving the competencies encompassed by the MIL framework.

For the development of this Teacher's Guide, we have used principles of the [Understanding by Design](#) framework to organize the essential questions and enduring understandings. Each module incorporates clear learning outcomes for teachers as well as classroom applications of the knowledge they will gain.

We have followed a constructivist approach where we connect the teacher's own previous experiences and knowledge with how Wikipedia works.

Reflection questions and activities help teachers construct new knowledge and connect it to their classroom practices and experiences.

This pedagogical approach is in tune with our educational philosophy:

- We believe that open educational resources are vital to providing quality education for all and that participating in open movements helps students grow as 21st-century learners
- We believe students learn best when they facilitate their own learning journey with the support of teachers
- We believe people of all backgrounds and abilities should be able to participate and learn through our programs
- We value local knowledge and experiences and believe that our programs should enable the inclusion of localized learning resources in the classroom
- We believe student wellbeing is imperative to their academic and social development

How to use this Teacher's Guide

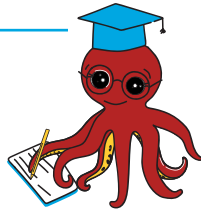


The content of this Teacher's Guide incorporates the wealth of knowledge created by Wikimedia communities and it has been designed to easily adapt to different contexts. It draws from Wikipedia policies, guidelines, essays written by Wikimedians, and a variety of resources helpful to understand Wikipedia, its communities, and practices. You can find the original sources from where this content was adapted in the References section.

This Teacher's Guide is licensed by the Wikimedia Foundation under the [Creative Commons Attribution-ShareAlike 4.0](#) international license. This means that you are free to copy, redistribute, adapt, and translate this resource for any purpose as long as you provide appropriate credit to the authors and use the same Creative Commons license to distribute your contributions.

Navigation Key

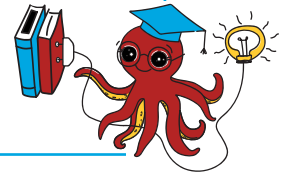
ACTIVITY



Activity box

The activity box indicates an activity required for the training, each section in this guide has at least one. Read the instructions and use the blank pages to take notes if you like. If you're using this Teacher's Guide as part of a learning cohort, you will have a forum dedicated to sharing your work.

PLUG INTO EDUCATION



Plug into Education box

The "Plug into education" boxes indicated content that is directly related to education theories or pedagogical trends. Use this information to make deeper connections between the content and your teaching practice.

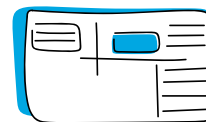
FOR YOUR INFORMATION



For Your Information box

The "For your information" box calls attention to interesting or insightful information about the topic we're reviewing in the section.

ANNEX



Annex

Example lesson plans and activities to integrate Wikipedia in the classroom

Annex

The annex contains sample lesson plans that you can use or adapt to meet the needs of your students. Review the lesson plans before you do the final activity.

Training Schedule

MODULE 1



MODULE 2



MODULE 3

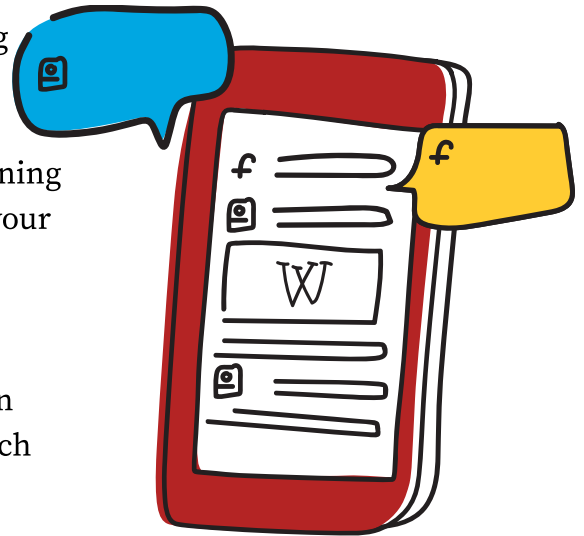


Socializing your learning

No matter where you are, by learning about Wikipedia and bringing it to your classroom you are becoming part of a community of innovative educators committed to lifelong learning.

If you are using these resources through a facilitated learning cohort, your local facilitator will tell you where to share your responses and assignments (eg: Facebook group, Moodle course, Open edX course, Discord channel).

During the training program, you will share and report on your progress as you work through the assignments in each module.

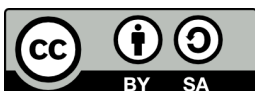
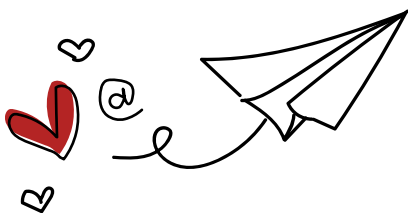


If you are an independent learner, consider the following ideas to make your learning more social:



Find a colleague who is also interested in expanding their knowledge and skills on Wikipedia, media and information literacy, or digital spaces. Schedule bi-weekly check-ins to share your progress and learning, help each other clarify some doubts, or go deeper into the topics that interest you. By the end of Module 3, you could meet monthly to continue learning to contribute content to Wikipedia together!

If you use social media, decide on a day where you can post about your main learnings of the week to, share your reflections, helpful links, and tag us via [@WikimediaEdu](https://twitter.com/WikimediaEdu) on Twitter or [@WikimediaEducationTeam](https://www.facebook.com/WikimediaEducationTeam) on Facebook. We would love to see what you're getting from this experience!



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Module 1

Accessing Information

MIL Competency

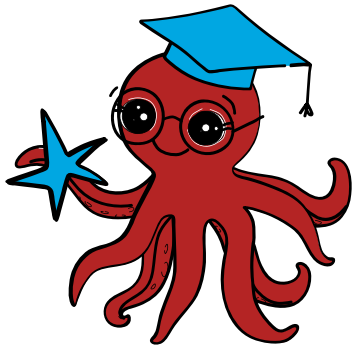
Recognizing the demand for, being able to search for, being able to access and retrieve information and media content.

Learning Outcomes

1. Teachers will be able to distinguish different types of digital learning resources
2. Teachers will be able to debate the merits of Wikipedia as a source of information
3. Teachers will be able to use Wikipedia to gain a general understanding of a topic

Classroom Application

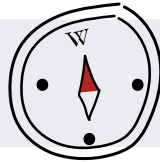
1. Teachers will be able to plan lessons that incorporate Wikipedia as a learning tool
2. Teachers will be able to evaluate students' use of Wikipedia to access information



1.11
Knowledge equity,
Content diversity and
Wikipedia



1.10
Keeping students safe
while reading Wikipedia



1.8
Navigating
Wikipedia



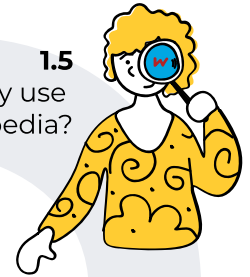
1.9
Other ways to access
Wikipedia



1.7
Who doesn't
write Wikipedia?



1.6
Who writes
Wikipedia?

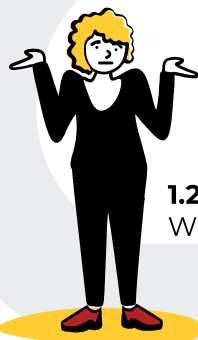
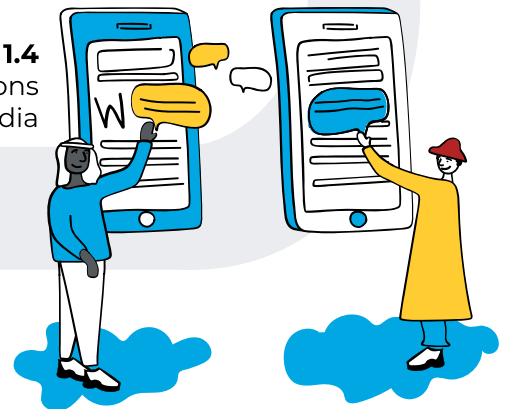


1.5
Why use
Wikipedia?



1.3
What is Wikipedia?

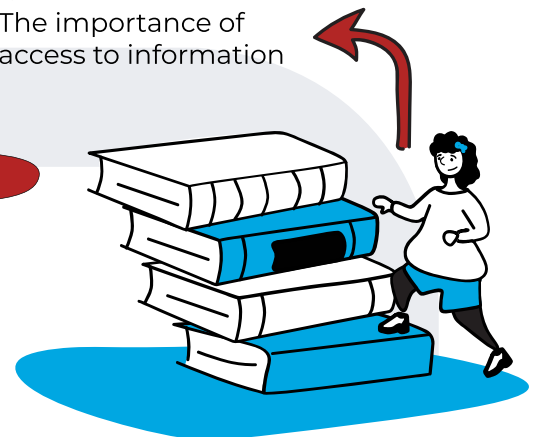
1.4
Common misconceptions
about Wikipedia



1.2
What is a Wiki?

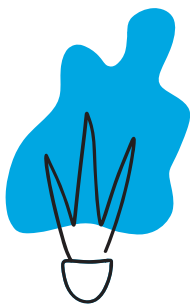


1.1
The importance of
access to information



Module 1 Learning Pathway

Let's start!



1.1 The importance of access to information

Imagine a world where every student has access to the sum of all knowledge, readily available for them to search and reference in their studies.

Freedom of information allows citizens to understand the world they live in, make critical decisions, form their perspectives, and grow into life-long learners. It's key in the fight for human dignity and human rights, as it enables democratic participation in society. Freedom of expression is connected to freedom of information- the unrestricted sharing of information and ideas. One does not exist without the other.

Of course, freedom of information does not guarantee access to information. If people are prevented from the means to access information (due to paywalls, lack of connectivity, or underdeveloped literacies) then the social gaps that already marginalize certain groups of individuals become even more stark. As we grow into an information society it becomes of utmost importance to advance the infrastructure and abilities needed to access information and guide our students through new technologies.

How do we begin to help our students to navigate the extensive amount of content on the web, make sense of it, and use it to support their learning goals? Searching for information online starts with establishing what it is that you want to know, asking the correct questions or keywords to get the information desired, and using the available channels to reach this information.



Wikipedia provides open access to information without any restrictions and it upholds the rights of citizens to access diverse sources of information.

In this module, we will explore:

- How Wikipedia can support students and teachers to have access to information.
- Why Wikipedia is a good tool to facilitate access to information.
- How to navigate Wikipedia.

ACTIVITY

INTRODUCE YOURSELF TO THE OTHER TEACHERS IN THE DEDICATED FORUM.

- Who are you?
- Why do you think it's important to foster media and information literacy skills for the subject you teach?



1.2 What is a Wiki?



There are so many websites, apps, and other digital spaces that use the word “wiki.” It can be confusing to understand exactly what a wiki is, and how all of these various wikis are related. We may even have used an “internal wiki” in our school or district.

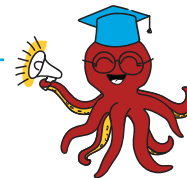
In the Hawaiian language “wiki wiki” means speedy. This word was appropriated to describe a website which allows people to rapidly contribute content. A wiki enables communities of editors and contributors to write documents collaboratively. A single page in a wiki website is referred to as a “wiki page”, while the entire collection of pages, which are usually well-interconnected by hyperlinks, is “the wiki”. A wiki is essentially a database for creating, browsing, and searching through information. A defining characteristic of wiki technology is the ease with which pages can be created and updated.

FOR YOUR INFORMATION

IS EVERY “WIKI” RELATED TO WIKIPEDIA?

No. Many other websites, applications, and networks call themselves “wikis” and are not affiliated with the Wikimedia Foundation or Wikipedia.

The projects affiliated with Wikipedia are listed on the Wikimedia Foundation website: www.wikimediafoundation.org

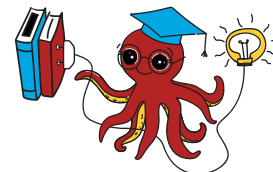


PLUG INTO EDUCATION

COLLABORATION

A wiki is a digital tool that supports collaboration —one of the most important [21st-century skills](#) needed for young people to become successful citizens.

On the surface, collaboration means working together to achieve a common goal, but it actually involves several important skills. To teach positive collaboration, we must also teach and model active listening, asking good questions, negotiating, delegating, and reaching consensus.



ACTIVITY

What are some ways you teach and model collaboration in your classroom?



1.3 What is Wikipedia?



WIKIPEDIA The Free Encyclopedia

Wikipedia is a free online encyclopedia that strives to share the sum of all knowledge. It is written collaboratively by largely anonymous volunteers who write without pay. Anyone with internet access can write and make changes to Wikipedia articles, except in limited cases where editing is restricted to prevent disruption or vandalism.

Since its creation on January 15, 2001, Wikipedia has grown into the world's largest reference website, attracting 1.5 billion unique visitors monthly as of March 2020. It currently has more than 54 million articles in more than 300 languages, including 6,133,962 articles in English, with an average of 100,000 active contributors every month. Wikipedia is free and open for everyone.

FOR YOUR INFORMATION

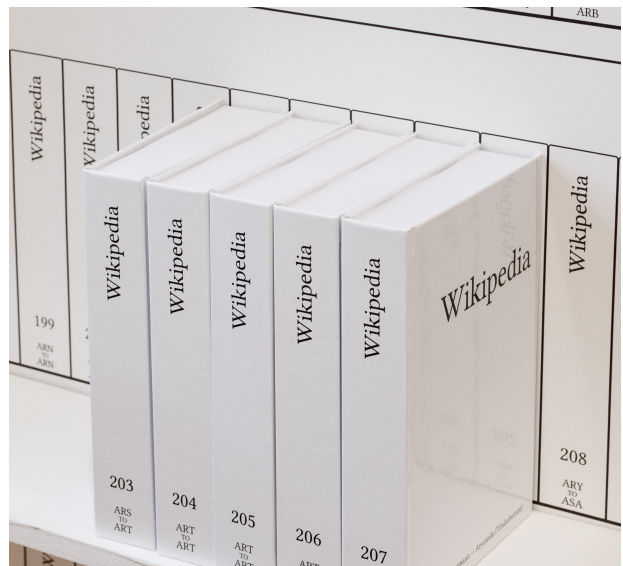


ENCYCLOPÆDIA BRITANNICA

29 volumes at 950 pages each.
44M words of text.



An advertisement for the 1911 Encyclopædia Britannica, from the May 1913 issue of National Geographic Magazine.



PRINTED WIKIPEDIA (2015)

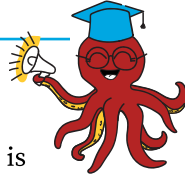
5,231,100 printed pages.
7,473 volumes at 700 pages each:
meet Print Wikipedia

1.3 What is Wikipedia?

FOR YOUR INFORMATION

WHAT DOES “OPEN” MEAN?

Open knowledge (or free knowledge) is knowledge that one is free to use, reuse, and redistribute without legal, social, or technological restriction.



PLUG INTO EDUCATION

OPEN EDUCATIONAL RESOURCES

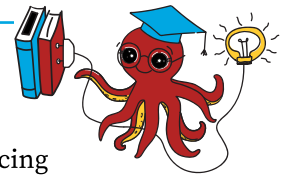
Wikipedia is an Open Educational Resource (OER).

According to [UNESCO](#), Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. In 2019, UNESCO adopted a recommendation on OERs, encouraging governments worldwide to support the production, curation, and use of OERs for classroom learning.

Using OERs instead of traditional publications has many benefits.

First, it reduces the cost of producing educational materials. Secondly, it gives teachers the ability to freely use, adapt, and remix materials without worrying about copyright infringement. Finally, pedagogical considerations around the use of OERs shift our relationship with knowledge and educational resources, helping us as educators to support our students to develop important 21st-century skills.

[Learn more](#) about how the Wikimedia community contributed to the OER Recommendation, our participation in the OER Coalition, and our involvement with the UNESCO Global Education Coalition for COVID-19 response.

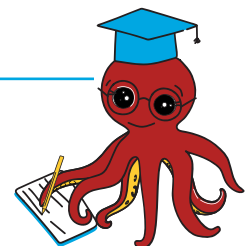


ACTIVITY

What resources do you normally use in the classroom?

Do you primarily rely on copyrighted materials?

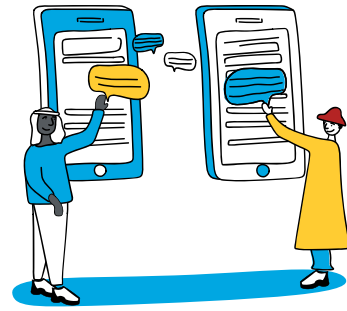
Consider your own opinion on the benefits or drawbacks of using OERs to supplement your teaching resources.



Notes & Questions



1.4 Common Misconceptions about Wikipedia

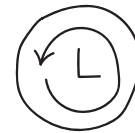


In our work with teachers around the world, we've heard a lot of misconceptions about Wikipedia, and unfortunately, they often lead to teachers feeling uncomfortable using this amazing resource. So, let's take a look at a few of them, and hopefully clear up any misunderstandings:



Anyone can add their opinion and claim it as fact

Opinions are not allowed on Wikipedia. What gets included in a Wikipedia article should be backed by reliable secondary sources and where those sources disagree, all opinions should be documented. If someone adds something that doesn't follow these rules, it will be removed by Wikipedia editors.



Edits done to a Wikipedia article cannot be reversed

Wikipedia articles are dynamic and continuously improved. New edits can be deleted or reversed and old edits can be restored if necessary. All these changes are recorded in the edit history of the page and anybody can see the evolution of an article by comparing the different versions.



The editorial control of Wikipedia is left-leaning/progressive/liberal

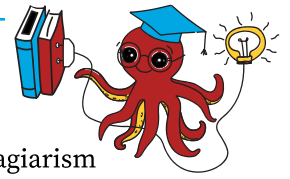
There is not one organization with editorial control over Wikipedia. No single organization has editorial control over Wikipedia. Wikipedia is entirely edited by volunteers and disputes are addressed through open dialogue on the platform. The Wikimedia Foundation may intervene in editing activity only if it violates the [terms of use](#).



Wikipedia makes students lazy, they're more likely to commit plagiarism

When properly introduced and explained, Wikipedia actually empowers students to do self-directed research using the encyclopedia as a starting point. Wikipedia can facilitate the development of key [21st-century skills](#) that prevent students from committing plagiarism.

PLUG INTO EDUCATION



PLAGIARISM

It's very likely that in your role as a teacher you have already encountered cases of plagiarism and you have developed your own strategies and tools to help your students avoid it. Plagiarism is presenting someone else's work – including their language and ideas – as your own, whether intentionally or inadvertently. Plagiarism is not tolerated on Wikipedia - editors will delete, improve the citations, or modify sections where plagiarism is identified. Learning the ways that plagiarism happens on Wikipedia can also provide you with additional strategies to guide your students. Plagiarism on Wikipedia can take the shape of:

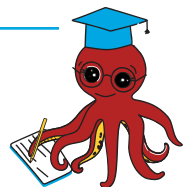
- Copying a text word-for-word or with very few changes from a source that is not acknowledged anywhere in the article (body of the article, footnotes, references section).
- Copying from a source acknowledged in a poorly placed situation, not directly after the sentence or passage that was copied.
- Summarizing a source in your own words without citing the source anywhere in the article (body of the article, footnotes, references section).
- Copying from a source that is properly acknowledged with an inline citation directly after the sentence or passage that was copied but without explicitly naming the source in the text. For example, "Rachel Smith states that...".

ACTIVITY

SETTING THE RECORD STRAIGHT ABOUT WIKIPEDIA

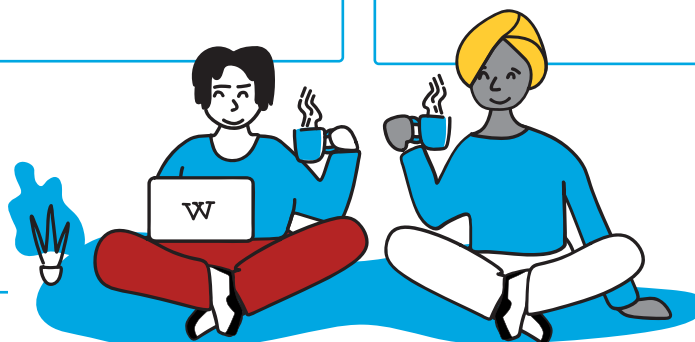
Ask your colleagues what assumptions they have about using Wikipedia as a pedagogical tool.

Pick one and write a clarification statement correcting the assumption.
If it's something we haven't covered here yet, ask for advice in the dedicated forum.



Assumption about Wikipedia:

Clarification statement:



1.5 Why Use Wikipedia?

Now that we've cleared up some common misconceptions, it's time to demonstrate why Wikipedia is a powerful educational tool. When we think about the resources we use in the classroom, how do we evaluate their usefulness? When you choose books, encyclopedias, worksheets, and other educational materials, what do you look for? In the following section, we outline a few reasons why Wikipedia should be added to your teacher toolbox as an educational resource for students:



Wikipedia cites sources

The information presented on each Wikipedia article must come from [reliable, independent, published sources](#). Wikipedia editors work together to identify, evaluate, and cite reliable sources that enrich the articles. If no reliable sources are available the article is not deemed notable enough to exist on Wikipedia and it will get deleted.



Wikipedia strives to be unbiased

The reason Wikipedia can be considered to have less bias than other sources is that Wikipedia is edited by both sides of the argument. Controversial subjects, such as TikTok and Christopher Columbus, are even edit protected to prevent misinformation and biased information from leaking through.



Wikipedia is up to date

Wikipedia has more editors than any other information source, with nearly 25 edits happening per second. This ensures that Wikipedia is generally one of the most up-to-date sites on the Internet.



ACTIVITY

SHARE YOUR ANSWERS IN THE DEDICATED FORUM:

What kind of information do you usually search for on Wikipedia?

Keeping in mind the three aspects indicated in this section (references, neutral point of view, up-to-date), how does Wikipedia perform as a reference material compared to other reference materials your students have access to?



1.6 Who Writes Wikipedia?



Emmanuella of the popular Mark Angel Comedy, featured in a video explaining a term found on Wikipedia.

Click the link below to watch <https://youtu.be/PEA0D3HYHYY>

You do! Yes, anyone can be bold and edit an existing article or create a new one, and volunteers do not need to complete any formal training. The people who create and edit articles in Wikipedia come from many countries, and each of them brings something different: researching skills, technical expertise, writing prowess, organizational skills, local knowledge, but most importantly a willingness to help. Any contributor to this encyclopedia, unregistered and registered alike, is called a “Wikipedian”, or, more formally, an “editor”. Wikipedia editors are volunteers that have various motivations. Some are interested in certain topics like medicine or art. Some edit to ensure their language and culture are represented online.

Some edit because they believe in the mission of the [Wikimedia Movement](#): That everyone in the world should be able to freely share in the sum of all knowledge.

Click on the profiles to the right to hear what some editors have to say about their motivations to edit Wikipedia in their own words:



Olushola Olaniyan, the President of Wikimedia User Group Nigeria, featured on a popular TV programme One on One.

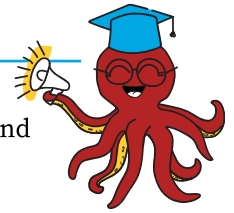
Click the link below to watch https://youtu.be/MGp_YqdOJzY



Veteran Nollywood actor, Pete Edochie, featured in a short drama showing the impact of Wikipedia in an adult education class in Nigeria.

Click the link below to watch <https://youtu.be/AUBPd3PTas0>

FOR YOUR INFORMATION



People sometimes think that the Wikimedia Foundation is the authority who writes and edits Wikipedia articles.

When staff at the Wikimedia Foundation says that their job is not to write Wikipedia articles, but to support the community of editors who do, people often ask how article quality is checked and verified.

Surely, it can't be only volunteers doing all of that work on hundreds of thousands of articles in 300+ languages? It seems impossible for a volunteer effort to be responsible for something so grand, but actually, it is!

Volunteers write, edit, and verify the information on all Wikipedia articles. Additionally, you can find:



Administrators: Trusted volunteer Wikipedia editors selected by the community to perform certain technical actions on Wikipedia such as deleting pages or blocking users to protect the wiki.



Bots: They are automated tools created by Wikipedia editors to support the efforts of maintaining the quality of Wikipedia articles. Take [ClueBot NG](#), for example - this bot identifies and reverts vandalism based on its own dataset and vandalism detection algorithm. Bots are not exempt from biases or inaccuracies so ClueBot NG has systems in place for volunteers to review the bot's performance.

ACTIVITY

SHARE YOUR ANSWERS IN THE DEDICATED FORUM:



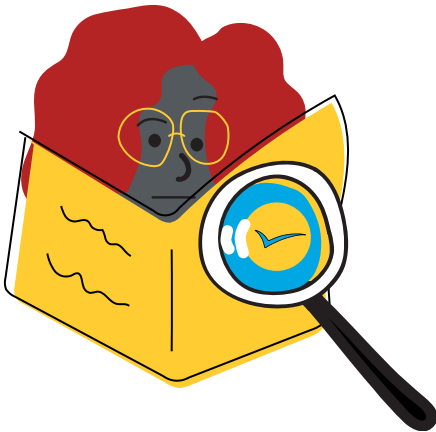
If you've edited Wikipedia before, what inspired you to make your first edit?

If you were to become an editor, what would your main topics of interest be?

If you were to meet a Wikipedia editor face to face, what would you want to ask them?



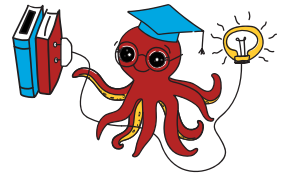
1.7 Who Doesn't Write Wikipedia?



The Wikimedia Movement aims to represent all human knowledge on Wikipedia. This means that coverage should include all languages, cultures, histories, and perspectives. However, the current makeup of Wikipedia editors does not represent the demographics of the world. This is an issue that the different communities supporting Wikipedia are actively trying to solve.

One of the solutions is helping more people understand how Wikipedia works and encouraging anyone interested to become a contributor. One of the core pillars of the Wikimedia Movement's strategy for the future is "Knowledge Equity".

PLUG INTO EDUCATION



KNOWLEDGE EQUITY

The [strategic direction](#) of the Wikimedia movement states that: *"As a social movement, we will focus our efforts on the knowledge and communities that have been left out by structures of power and privilege. We will welcome people from every background to build strong and diverse communities. We will break down the social, political, and technical barriers preventing people from accessing and contributing to free knowledge."*

Brazilian educator Paulo Freire believed that in order to create a more just society, students needed to be given the opportunity to become knowledge constructors. In his book, *Pedagogy of the Oppressed*, Freire said, *"For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."*

The pedagogy of liberation taught by Freire and others encourages students to think critically about information and the world. One of the ways we as teachers can help our students to do this is by taking a critical lens to Wikipedia and other sources of knowledge and asking questions about who has constructed that knowledge, what it means for them and for us, and who has been left out altogether.

ACTIVITY



REFLECT AND SHARE YOUR ANSWERS IN THE DEDICATED FORUM:

How do you and your students think critically about information?

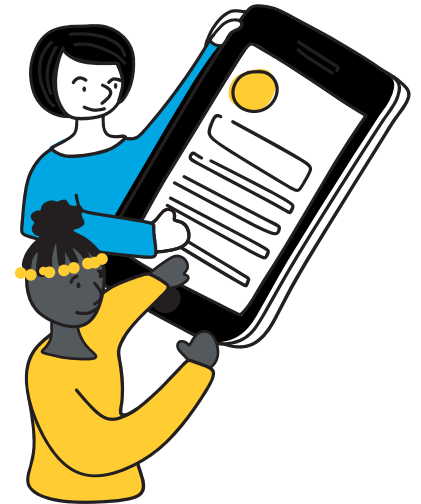
Do you encourage them to be knowledge constructors?

What barriers do your students encounter in this process?

Notes & Questions



1.8 Navigating Wikipedia



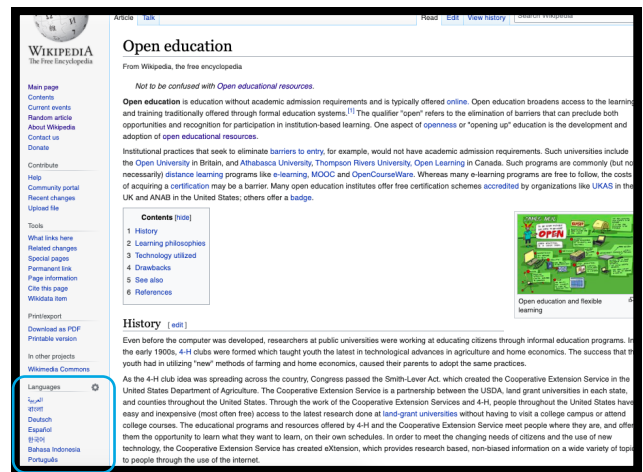
Now that we've learned about what Wikipedia is, and who writes it, let's take a deeper look at how we can navigate Wikipedia and use its many features. In this section, we're going to explore how to search, how to see other language versions of an article, how to explore categories, and how to open links within an article.

A screenshot of the Wikipedia homepage. At the top, it says "Not logged in" with links for "Talk", "Contributions", "Create account", and "Log in". Below this is a search bar labeled "Search Wikipedia" and a "Read" button. The main heading is "Welcome to Wikipedia," followed by the tagline "the free encyclopedia that anyone can edit." and "6,458,423 articles in English". There are three columns of featured content: "From today's featured article" featuring J. R. R. Tolkien and his work on *Beowulf*; "In the news" with a list of recent events including Russia's invasion of Ukraine and the Winter Olympics; and "Ongoing" and "Recent deaths" sections. A "Nominate an article" link is at the bottom right. The left sidebar contains navigation links like "Main page", "Contents", and "Help".

SEARCH

Wikipedia contains a search box on every page. The search box helps to navigate directly to a given page name upon an exact match when you conduct a query about a specific topic. If Wikipedia doesn't have an article about that topic, you will find articles that mention it.

1.8 Navigating Wikipedia



LANGUAGES

Wikipedia is available in more than 300 languages, from English to Tagalog. You can navigate through the different language versions of a Wikipedia article and notice the differences and similarities in each article including the way the information is presented. Each language Wikipedia may have its own rules and dynamics agreed upon by its community of editors.

Categories: [Learning methods](#) | [Pedagogy](#) | [Learning programs](#) | [United States educational programs](#) | [Curricula](#) | [Collaboration](#) | [Skills](#) | [Learning](#)

CATEGORIES

Categories are intended to group together pages on similar subjects on Wikipedia. Categories help readers to find and navigate around, a subject area, to see pages sorted by title, and to thus find article relationships.

Categories are normally found at the bottom of an article page when you navigate Wikipedia from a desktop. Clicking a category name brings up a category page listing the articles (or other

pages) that have been added to that particular category. There may also be a section listing the subcategories of that category. The subcategorization feature makes it possible to organize categories into tree-like structures to aid navigation.

Take a look at the categories where the article on ["21st Century Skills"](#) is included.

LINKS

Hyperlinks are an important feature of Wikipedia. Internal links bind the project together into an interconnected whole. Internal links allow readers to deepen their understanding of a topic by conveniently accessing other articles without leaving Wikipedia. Inter-Wikimedia links bind the project to sister projects such as Wikisource, Wiktionary, and Wikipedia in other languages, and external links bind Wikipedia to the web.

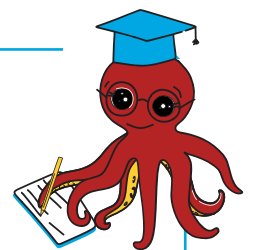
However, there are still gaps in the information available on Wikipedia. As you navigate through different Wikipedia articles on your desktop browser you will notice some internal links in red. This means the Wikipedia article about that topic does not exist yet (but it probably should!).

The screenshot shows the Wikipedia article for Sakena Yacoobi. At the top, there are navigation tabs for 'Article' and 'Talk', and a search bar. The article title is 'Sakena Yacoobi'. Below the title, it says 'From Wikipedia, the free encyclopedia'. The main text describes her as an Afghan activist known for her work in promoting access to education for women and children. It lists several awards she has received, including the 2013 Opus Prize, the 2015 WISE Prize, and the 2016 Harold W. McGraw Prize in Education. There is a 'Contents' box with links to Biography, Afghan Institute of Learning, Recognition, Works, Notes, and External links. A photo of Sakena Yacoobi is shown on the right. Below the photo, her birth date (1949/1950) and nationality (Afghan) are listed. The 'Biography' section details her education at the University of the Pacific and her work with Afghan refugees in Pakistan. It also mentions her role in the Afghan Institute of Learning and her work with Creating Hope International. Another photo shows her with a man, likely a colleague or family member.

ACTIVITY

TRY IT YOURSELF!

1. Open Wikipedia on your language of choice.
2. Locate the search box and look for a topic that is relevant to the subject you teach.
3. Identify how many languages that article is available in.
4. Identify the categories that this article belongs to.
5. Click on a hyperlink in the article that will help you expand your knowledge on the topic.
6. Document your thoughts and discoveries:
 - How easy was it to find information about this topic on Wikipedia?
 - What information is missing about this topic?
 - Why is it important that your students have access to information about this topic?
 - What would happen if they didn't?



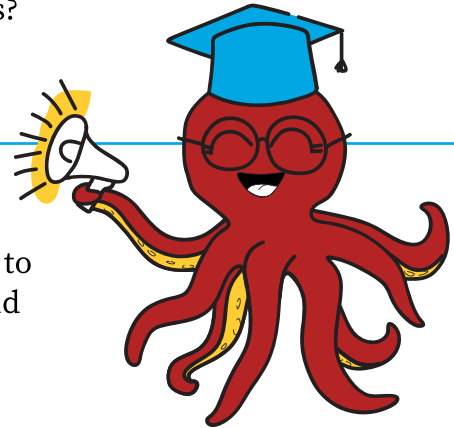
Notes & Questions



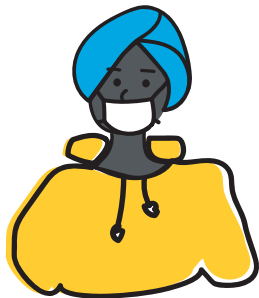
1.9 Other Ways to Access Wikipedia

In 2015 the world came together to draft Sustainable Development Goals that serve as a guide for solving the most pressing problems of our age.

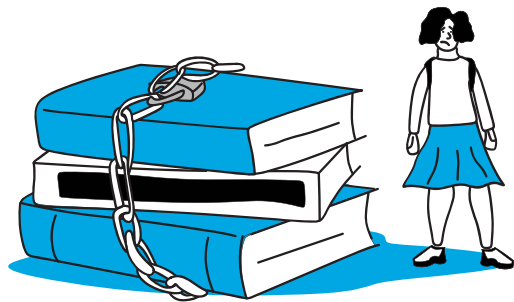
Are you familiar with the Sustainable Development Goals?



[Sustainable Development Goal #4](#) calls governments to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.



Crises such as the COVID-19 pandemic exacerbate the existing inequalities in education...



...causing children to be left out of education systems.

Open knowledge initiatives such as Wikipedia can facilitate equitable access to education and to learning opportunities for all by reducing the costs associated with traditional publishing, and by crowdsourcing content and translations.



But... what about students that have no computers or internet connectivity?

1.9 Other Ways to Access Wikipedia

It can still be a challenge to ensure that students worldwide have access to technology. Many schools are still not equipped with adequate computers or internet access.

If that is the case for you, or anyone you know, there are some other ways you can access Wikipedia:

- You can access Wikipedia through any browser that can connect to the internet, whether it's from a desktop, laptop, tablet, or smartphone.
- You can also download an official Wikipedia app for your smartphone
- For areas where internet connectivity is an issue (whether due to lack of access to a network or elevated prices of data packages), you can also download Kiwix, an app that allows you to access the content of Wikipedia offline.

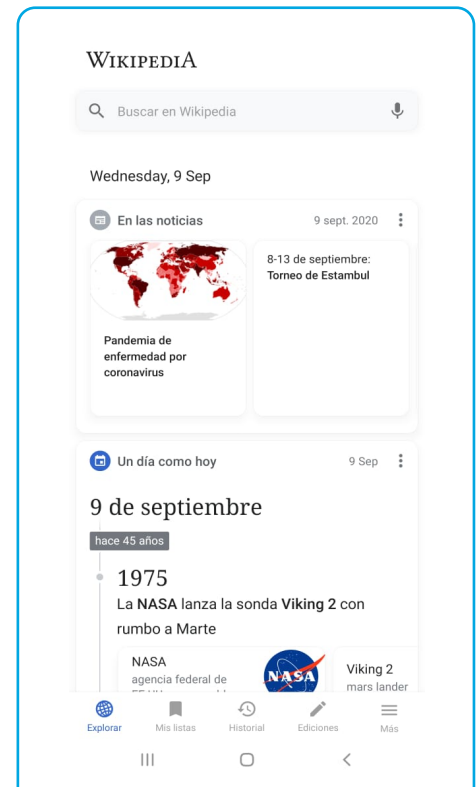
Note: In order to continue facilitating the access to Wikipedia around the world, a Wikipedia app for [KaiOS](#) has recently been launched!



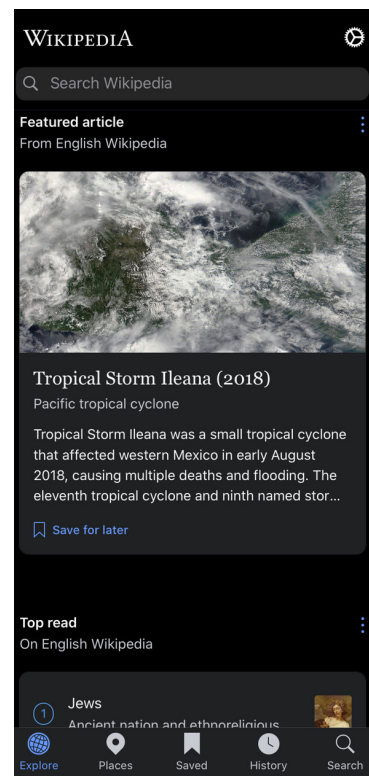
OFFLINE WIKIPEDIA WITH [KIWIX](#)

Kiwix is a free and open-source offline web browser that allows offline access to Wikipedia.

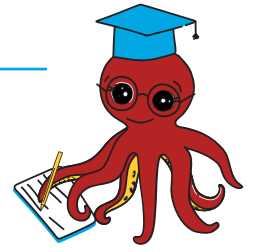
You can store Wikipedia (and its sister projects) in any language on a computer, USB flash drive, or even a DVD, and have access to it without using the internet.



[Wikipedia app for Android](#)



[Wikipedia app for iOS](#)



ACTIVITY

TRY IT YOURSELF!

We're going to reflect on the experience of accessing Wikipedia through a web browser and a phone app. This will allow you to better guide your students in navigating Wikipedia to access information. Follow the same sequence of action below on wikipedia.org on your computer and then on the Wikipedia app on your smartphone (download it from the corresponding app store).



1. Locate the search box and look for the article about planet Earth.
2. Identify the other languages it's available in.
3. Click on a hyperlink that can take you to learn more about the Solar System.
4. Return to the page about planet Earth.
5. Return to Wikipedia's main page.

Share your thoughts about this experience on the dedicated forum.

	WIKIPEDIA ON A BROWSER	WIKIPEDIA APP
What was easy to do?		
What was difficult to do?		
What would be the advantage for students to use this platform?		
What about this platform could be challenging for students?		

Notes & Questions



1.10 Keeping students safe while reading Wikipedia



Learning how to be safe online is an imperative 21st-century skill for all young people. As educators, how can we ensure the safety of our students as they navigate new technology and digital spaces? Participation in Wikipedia requires children to understand basic Internet safety practices. Parent or teacher supervision and guidance is important, depending upon the age of the child, just as in any other online environment.

According to UNICEF, children can be thought of as receivers, actors, and participants in their online environments. As such, the risks they face have been organized into three categories: inappropriate content, inappropriate conduct, and inappropriate contact. Let's explore how we can keep children safe on Wikipedia in these three categories.

Inappropriate Content

Wikipedia is not edited to remove elements deemed inappropriate for children or censored. It contains articles on subjects such as racial slurs, controversial political and religious issues and movements, and sexual acts, including images of nudity.

However, articles on these topics are based on facts and are not meant to incite or provoke the reader. Articles, including those on human reproduction, may contain anatomical, graphic photographs of sexual organs, which certain cultures may find inappropriate for small children. However, Wikipedia can be configured to hide these images if desired.

Because Wikipedia is an open platform, pages which are normally appropriate for children to use are occasionally edited in a malicious or intentionally disruptive manner with rude words or content which may be offensive. This type of [vandalism](#) is normally noticed and removed within a few minutes—if not seconds—but it is still possible that a person may access a page before this is dealt with.

FOR YOUR INFORMATION

WHAT YOU CAN DO TO MAKE WIKIPEDIA SAFER:

- Have a conversation with your students about appropriate search terms.
- Communicate and model what students can do if they see something inappropriate while reading a Wikipedia article.
- Curate content lists for students to read.
- If you're planning to have students search for certain topics, run searches yourself in advance to look for any inappropriate results.



Inappropriate Conduct

UNICEF explains inappropriate conduct as, “Children and adults may use the Internet to harass or even exploit other people. Children may sometimes broadcast hurtful comments or embarrassing images or may steal content or infringe on copyrights.”

There are not many opportunities for inappropriate conduct involved in simply reading Wikipedia, and other sections of this training go further into helping students make appropriate use of Wikipedia content. However, if at any point a student becomes an editor, or engages with other editors on Wikipedia, their risk of exposure to inappropriate conduct increases.

There are reasonable measures that prevent and stop potential problems associated with the use and editing of Wikipedia by children, and the interactions between children and adult predators. These measures are implemented as consistently as possible and with the level of action necessary to protect and maintain the safety, privacy, and identity of children.

If one of your students feels that another Wikipedia user (e.g. an editor or administrator) is behaving in a way that threatens their personal safety, or worries them in any way whatsoever, they should be instructed to inform their teacher or another responsible adult that they trust. They should not continue to communicate with that user.

Inappropriate Contact

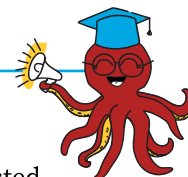
Wikipedia does not ask its users (editors) to state their age or any other personal identifying information, either upon registration or at any other time. However, some users do decide to include personal identifying information on their user page, possibly including contact information (email, instant messaging, etc), a photograph, their real name, their location, information about their areas of expertise and interest, likes, and dislikes, homepages, and so forth. Sometimes, a user may also disclose some personal identifying information elsewhere, such as on a discussion page.

This disclosure raises special concerns in terms of Wikipedia’s younger users, particularly when the user identifies himself or herself as being a child. Unfortunately, some younger users have occasionally treated Wikipedia as a social networking site, and this has resulted in the disclosure of personal information, as well as other conduct that is inappropriate for the project of building an encyclopedia.

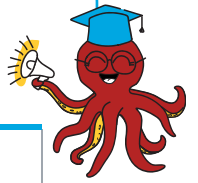
FOR YOUR INFORMATION

WIKIPEDIA ADMINISTRATORS

On Wikipedia, **administrators** are trusted members of the community who have the authority to delete articles, block users and protect the wiki from vandalism and inappropriate editing.



FOR YOUR INFORMATION



TO HELP KEEP STUDENTS SAFE ON WIKIPEDIA, YOU CAN REVIEW THE FOLLOWING GUIDELINES WITH THEM:

	<p>1. When you have an account, always log in and use it when you edit.</p>
	<p>2. Never tell your password to anyone.</p>
	<p>3. If a stranger online asks for your password, you should not give it to them.</p>
	<p>4. Don't let your family or friends use your account. If they do something wrong, you will be held accountable for it.</p>
	<p>5. Log out every time you leave the computer, especially if it is a shared computer.</p>
	<p>6. Don't use more than one account unless you have a good reason.</p>
	<p>7. Never post your address or phone/mobile phone number.</p>
	<p>8. Don't use your real name for your username.</p>
	<p>9. Don't post photos of yourself, your friends, or your family on your user page. People can use this info to find out who you really are, especially if you have used the same information or username on other websites.</p>
	<p>10. Don't start editing your school's page - it's a dead giveaway that you probably go there!</p>
	<p>11. Don't write articles about yourself - if you are a really important person, someone else will probably write an article about you.</p>
	<p>12. If you posted your own information by mistake, ask an administrator to remove it for you, or you can request it to be oversighted, which hides it. Even if you don't ask, an administrator or other editor may delete it if we know that you are very young. Please don't be upset, as this will be done to keep you safe.</p>

Handling and Reporting Issues

Personally identifiable information that is self-disclosed on Wikipedia by apparent children should be removed and reported privately to an [Oversight](#), or the Oversight email group. The user should be notified of the removal, advised that it has been done to ensure their privacy and safety, and discouraged from disclosing such personal information on Wikipedia in the future.

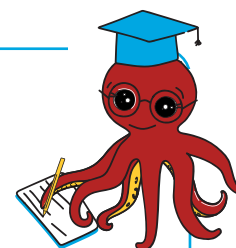
Reports of editors attempting to pursue or facilitate inappropriate adult-child relationships, or otherwise breaching trust and safety, should be made to the Wikimedia Foundation by email: legal-reports@wikimedia.org. Reports of issues concerning inappropriate images of children should be sent to the same email address.

Reports of threats of physical harm should be made to the Wikimedia Foundation emergency team by email: emergency@wikimedia.org.

ACTIVITY

SAFE NAVIGATION ON WIKIPEDIA

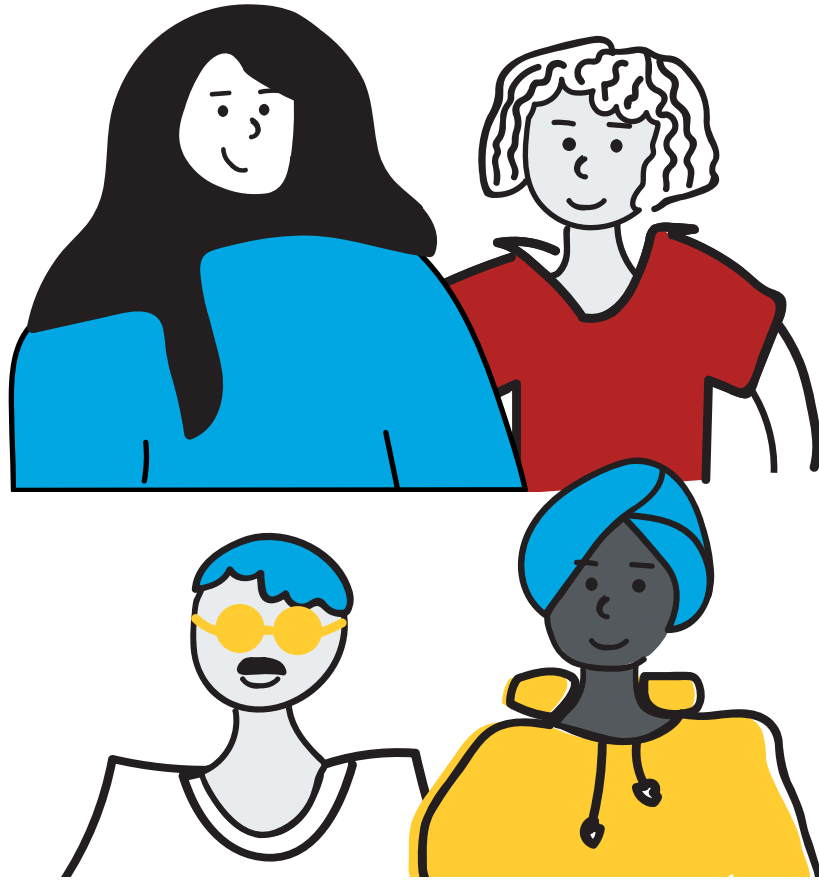
Based on what you learned in this lesson, write 3-4 actions that you could take to help your students use Wikipedia safely. Share them in the forums!



You can take your notes in this box too!



1.11 Knowledge equity, content diversity, and Wikipedia



Wikipedia is not a finished project, and there are still significant gaps in the content available across the different language versions. This results in the exclusion, or under-representation, of certain cultures, languages, histories, and perspectives. Wikipedia contributors such as Marc Miquel work to create research frameworks and tools that can help identify what is missing. For example gaps in geographic representation and locally relevant topics; gaps in gender representation (e.g. the number of biographies of women), and gaps in coverage of marginalized ethnic groups. Efforts like these promote knowledge equity and enable more diverse representation on Wikipedia across languages.

Why is it important for educators to be aware of the knowledge gaps found on Wikipedia? What is the impact of having an increased representation of local languages and knowledge in Wikipedia? In [Marc's words](#):

"[The inclusion of local knowledge on Wikipedia, and its use] in education may be crucial in order to have a chance to pass it on to further generations. Wikipedia's characteristics, such as its wide variety of topics, linked nature and extensive use of images, constitute a corpus of knowledge essential to revitalize a language or to study [a culture's] nuances at any future point."

• • • • 1.11 Knowledge equity, content diversity, and Wikipedia

Before you read Marc’s article, let’s do a quick exercise! Go to Wikipedia and try to find articles that match the statements below. Write your findings in the corresponding text boxes:

An article of a notable person from your community	
An article of a traditional dish	
An article of a historical; event or landmark in your region	

Based on the articles you found, answer the following questions:

How would you describe the quality of these articles in your local language?	
Are these Wikipedia articles available in other languages?	
Can you identify any differences between the same article in a different language version? (You can use a browser translation feature if you have it)	

Through the previous exercise, you might have been able to identify missing content about your local context on Wikipedia, as well as differences in the way the same topic is presented in different languages. How are volunteers working to identify and address these knowledge gaps? You will find out in Marc's article below.

Note: The following article was [originally published](#) on the “[Knowledge Equity Calendar](#)”, a project that featured stories of Wikimedians working towards Knowledge Equity.

“IF WE WANT TO GATHER THE SUM OF HUMAN KNOWLEDGE, WE MUST INCLUDE EVERYONE.”

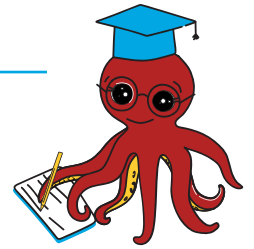
My name is Marc Miquel, I work on a project called [Wikipedia Diversity Observatory \(WDO\)](#), which is a joint space for researchers and activists to study Wikipedia's content diversity coverage, discuss strategic needs, and propose solutions to improve it and fight against knowledge gaps.

The project aims to explain the causes of the gaps and to provide a summary of the cultural representation of every language in every place in the world. At the same time, it intends to stimulate sharing content across languages. To close knowledge gaps, we want to raise awareness by providing different types of resources: datasets, visualizations, and statistics, as well as lists of articles and tools that show the most relevant gaps that need to be bridged.

Solving the problem of knowledge gaps is a daunting challenge. However, in this project, I want to shed some light on the problem and start raising awareness in order to have a common understanding of the problems that stop us from having more content diversity. Our main challenge lies in transforming research into effective communication which can be easily understood by every [Wikimedia] community member and which encourages them to organize different activities in order to bridge some priority gaps. For this reason, we publish academic papers explaining all the different technical methodologies in order to analyze content and how we quantify the most important gaps related to gender and cultural diversity.

I envision that by 2030 every [Wikimedia] community is aware of the gaps both in the content that they should create in order to properly represent their most immediate context (from geographical places, traditions, monuments, prominent figures, ethnic groups, people, etc.) and in the content that relates to the other languages' contexts. I expect that collaborations among Wikipedia language communities in order to cover cultural and contextual content will proliferate in the years to come. Either with projects like [Asian Month](#), which invites everyone to edit about Asia, or [Intercultur](#) and [CEE Spring](#) which promote the exchange of articles between the languages of the Iberian peninsula and between the languages of Central and Eastern European countries.

All in all, I am confident that content diversity will become one of the main objectives in the future and that we will become much better organized and coordinated to address all the content categories that are key to bridging the most pressing knowledge gaps. Knowledge equity is the right way to pay attention to those who provide us with the knowledge we are missing. **Because if we want to gather the sum of human knowledge, we must include everyone.**



POST-READING REFLECTIONS

- Where can students go, either online or offline, to gain easy access to information about local history, traditions, and notable people?
- What parts of your cultural context are underrepresented online? Are there specific groups of people that are underrepresented?
- Why is it important for knowledge about your cultural context to be represented online?
- Based on the research you did in the first exercise, do you think Wikipedia has a good representation of your local culture? What can be done to improve it?

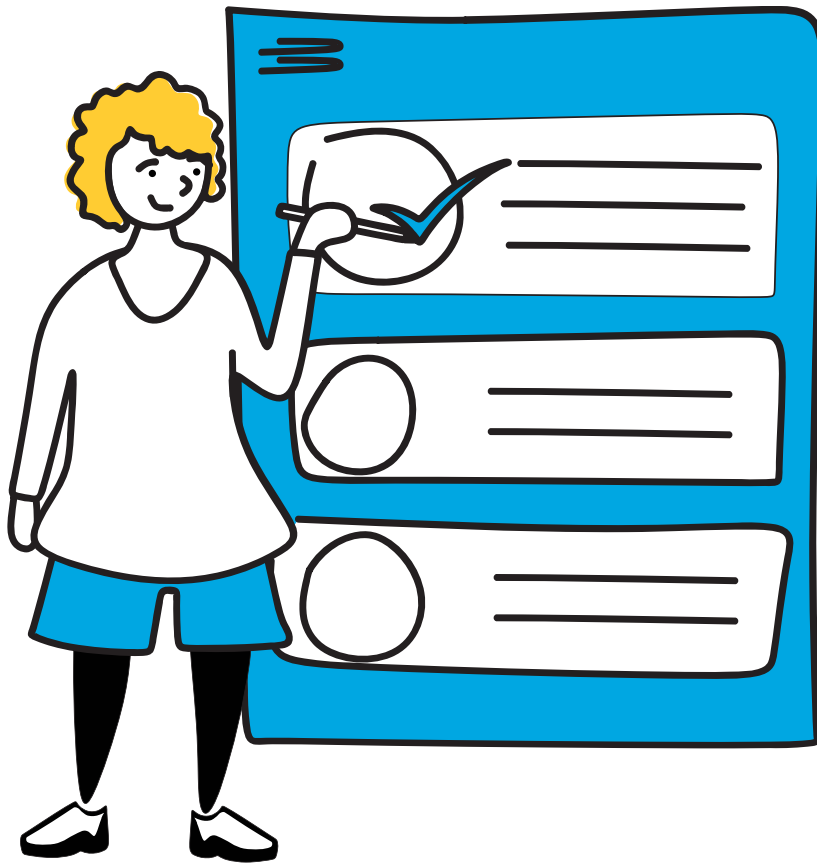
You can take your notes in this box too!



You have **completed** Module 1!

Take a moment to share this achievement in the dedicated forum!

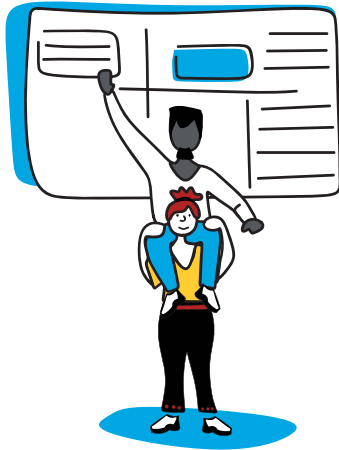




What's next?

Now that you have completed Module 1,
you are ready to start Module 2!

What's next?



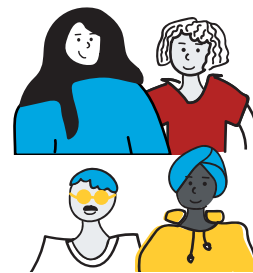
In Module 2 you will learn more about a Wikipedia article's structure and how to help your students better assess the information they find.



Bring your new knowledge to your classroom! Prepare a lesson plan where you can teach your students how to use Wikipedia to strengthen their media and information literacy skills.



Use the lesson plans provided in the Annex for inspiration, you will find examples of how to incorporate Wikipedia in different subject areas.

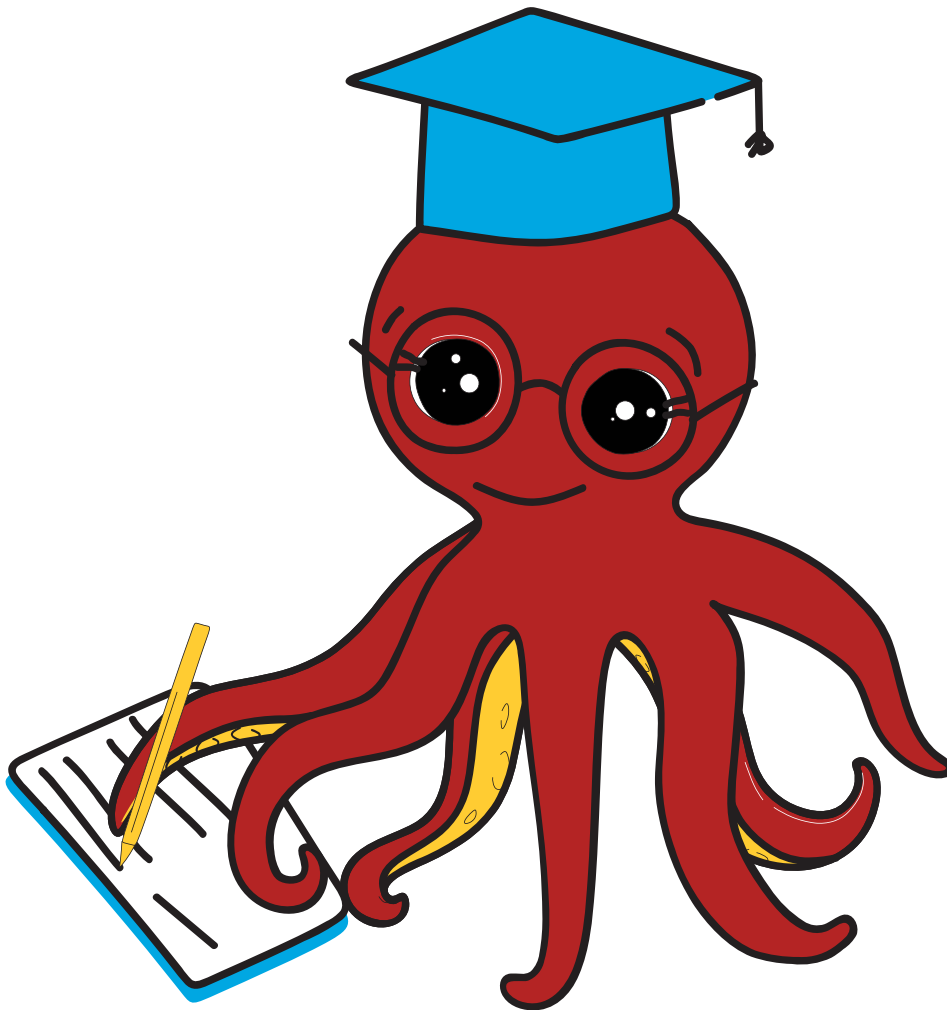


Remember to connect with the larger Wikimedia education community via social media and check if there's a local Wikimedia affiliate [in your region](#).

Use this space to start drafting your ideas for a lesson plan, you can improve on them as you move through Modules 2 and 3.

Notes & Questions





Final Activity

Integrate Wikipedia
into your lessons

Final Activity

Now it's time to put your knowledge in action!

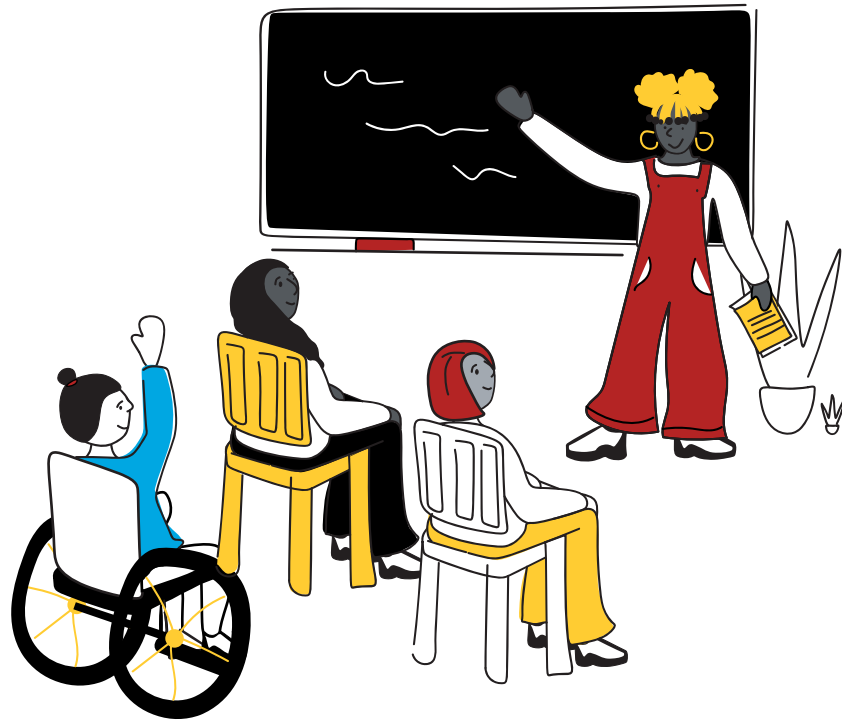
- Reflect on the new aspects you have learned about Wikipedia and its value as a pedagogical tool to develop media and information literacy skills.
- Consider the transferable skills that your students can acquire through critically using Wikipedia in their academic journey.
- Review the example lesson plans and activities in the Annex to find actionable ways to integrate Wikipedia in your virtual classroom.
- Identify an activity, lesson, or module in your class where you could integrate Wikipedia to foster media and information literacy skills.
- Draft a plan for this activity. Use the space below to brainstorm and gather resources. Use the lesson plan template (or another template you already use) to organize your ideas and develop your activity.
- At the end of Module 2 you should review your ideas, incorporate new perspectives and knowledge, and improve your lesson plan draft.



BRAINSTORM:

Notes & Questions





Lesson Plan Template

ACTIVITY:

GRADE:

DISCOVERY QUESTIONS:

RESOURCES:

LEARNING OUTCOMES:

STANDARDS ALIGNMENT:

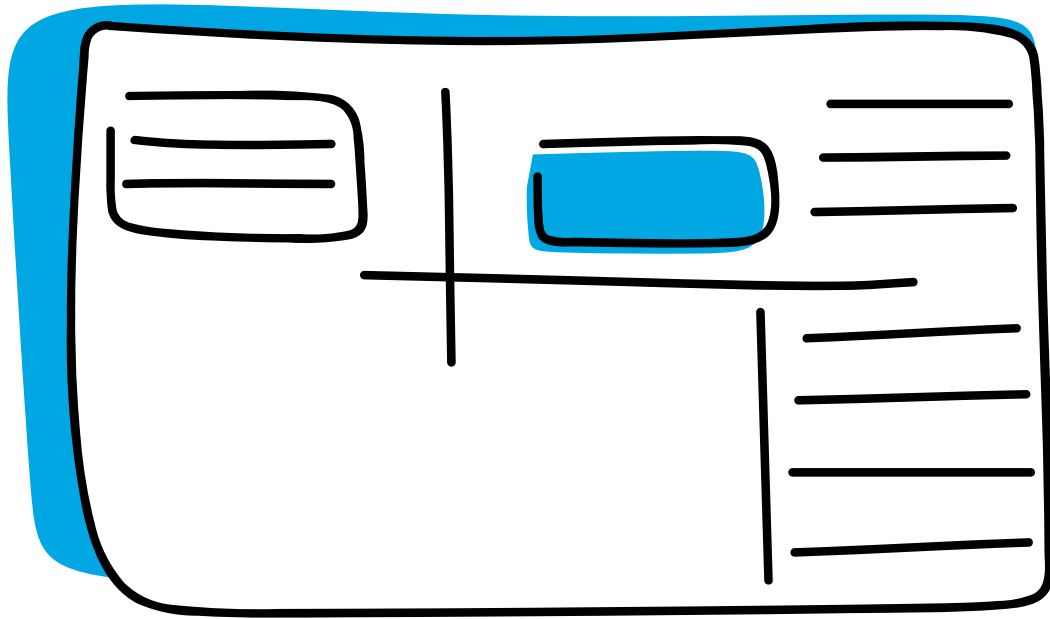
PREPARATION:

INTRODUCTION:

GUIDED PRACTICE:

INDIVIDUAL PRACTICE:

DEMONSTRATION OF LEARNING:



Annex

Example
lesson plans
and activities
to integrate
Wikipedia in
the classroom

Knowledge Quest

ACTIVITY:

My Knowledge Quest

GRADE:

Secondary School

DISCOVERY QUESTIONS:

How can I find the information I need on the internet? How can I evaluate the information I find?

RESOURCES:

Computer, internet access, notebook, writing supplies, Knowledge Quest worksheet

LESSON SUMMARY:

Students reflect on and document their journey navigating Wikipedia as they access and evaluate the information they need to solve a query.

LEARNING OUTCOMES:

Students are able to identify positive and negative indicators of quality to assess the information they find on Wikipedia as a starting point of a research project.

PREPARATION:

- Identify a research project, activity, take-home assignment where students will need to navigate the internet to find information.
- Familiarize yourself with the worksheet “My Knowledge Quest” as well as with the example and evaluation rubric provided.
- Digitally distribute the worksheet “My Knowledge Quest” for students to complete online or print and use at home

INTRODUCTION:

- Present the topic of the research project, activity, or take-home assignment. Ask students to brainstorm the websites they will use to find information to complete their project.
- Lead a discussion for your students to compare the benefits and challenges of finding information online, how reliable the information is, and how to avoid plagiarism in their work. Bring their attention to Wikipedia in particular and tell them they will use it as the starting point in their project.
- Present the positive and negative indicators of quality from Module 2 and tell your students they will use them as they navigate Wikipedia to start their project.

Positive indicators of quality	Negative indicators of quality
<ul style="list-style-type: none">• It contains several references from reliable sources.• It has an informative and clear lead section.• It covers different relevant aspects of one topic.• It presents balanced and organized content.• It is written from a neutral point of view.	<ul style="list-style-type: none">• It does not have any references.• It has a warning banner.• It contains spelling or grammatical errors.• It contains outdated information about a current topic.• It contains unsourced opinions and value statements.

GUIDED PRACTICE:

- Choose one topic as an example to complete the worksheet “My Knowledge Quest”.
- Demonstrate how to search for the topic from the Wikipedia search box, how to document information on the worksheet, and ask your students for input on the positive and negative indicators of quality they are finding on the Wikipedia article.

INDIVIDUAL PRACTICE:

- Give your students time to individually complete the worksheet “My Knowledge Quest”. Alternatively they can work in pairs.
- Make sure they have the positive and negative indicators of quality in hand and they can consult these when needed.
- Provide guidance and input as your students work through the activity.

DEMONSTRATION OF LEARNING:

- Ask your students to send you their completed worksheets: taking a picture of the printed worksheet, a screenshot, etc.
- Ask 2 - 3 students to share the process they followed: What was helpful? What was difficult? What indicators of quality were they able to identify in the articles they found? Was Wikipedia a good starting point for their research?
- Evaluate your students’ work using the suggested rubric and provide feedback.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

My Knowledge Quest

Instructions: Use this worksheet to document your search for information on Wikipedia. Answer each question in the corresponding box to reach the “Finish” line. Compare your findings with your classmates!



Finish!

Blank box for the answer to the first question.

Which sources of information will I visit next?



Blank box for the answer to the second question.

What are the main discussions about this topic “Talk” page?



Blank box for the answer to the third question.

How can I tell if these are facts or opinions?



What key ideas am I finding?



Blank box for the answer to the fourth question.

Blank box for the answer to the fifth question.

What negative indicators can I see in these articles?



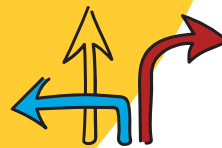
Blank box for the answer to the sixth question.

What positive indicators can I see in these articles?



Blank box for the answer to the seventh question.

What articles am I finding helpful?



What am I looking for?
What keywords could I use in this search?

Blank box for the answer to the eighth question.

Let's Start!

My Knowledge Quest - Example

Here you can find an example of a completed Knowledge Quest worksheet. Adapt and change accordingly!



Finish!

Next, I will visit these references included in the Wikipedia articles I saw:

- [Saint Maya - The New Republic](#)
- [How Maya Angelou influenced hip-hop](#)
- The interview [Laugh and Dare to Love](#)
- Episodes of [Black, Blues, Black!](#)

Which sources of information will I visit next?

In the "Poetry of Maya Angelou" I found it interesting how authors were discussing the best language to present the value of Maya's poetry objectively.

What are the main discussions about this topic "Talk" page?

The main events in Maya Angelou's life: she had many occupations before becoming a writer, she suffered from abuse and moved houses a lot, she had a son very young. Her work includes poetry, autobiographies, plays, and children's books even. She received many awards for her contributions and activism

How can I tell if these are facts or opinions?

What key ideas am I finding?

These are not opinions because I can see the sources that the authors have used to create the text and they describe real events in a neutral and objective way

I didn't find any negative indicators of quality in these articles, they had proper references, updated information, and no warning banners

What negative indicators can I see in these articles?

- [Maya Angelou](#)
- [List of Maya Angelou works](#)
- [Poetry of Maya Angelou, themes](#)
- [Themes in Maya Angelou's autobiographies](#)

What positive indicators can I see in these articles?

The Wikipedia articles I saw have a lot of references, the lead sections were informative and clear, and it covered different aspects of the life and work of Maya Angelou

What articles am I finding helpful?

What am I looking for?
What keywords could I use in this search?

I'm looking for the main events in the life of Maya Angelou, examples of her work, and the main themes in her writings.
Potential keywords:

- Maya Angelou
- Maya Angelou work

Let's Start!

•••• My Knowledge Quest - Rubric

Here you can find an example of a suggested rubric to evaluate the activity. Adapt and change accordingly!

STUDENTS ARE ABLE TO	SCORE
Identify search parameters and relevant keywords	
Examine the article using positive and negative indicators of quality	
Summarize the information they find to answer their original query	
Determine if the article contains facts or opinions	
List other sources of information to continue their research	

3	Clear demonstration of understanding
2	Some demonstration of understanding
1	Unable to complete the task

Mathematics

ACTIVITY:

Fraction on Wikipedia

GRADE:

Math G2

DISCOVERY QUESTIONS:

What did you understand by Fraction? How can you identify proper and improper Fraction?

RESOURCES:

Computer or cellphone, internet connection, note book.

TEACHER'S NAME:

Adeniyi Ibitayo Oluwaseun

SCHOOL:

Iwo Comprehensive High School, Iwo Isin

LESSON SUMMARY:

Students define Fraction. Students identify proper and improper fractions (common Fractions).

LEARNING OUTCOMES:

Students are able to explain the meaning of Fraction, identify common Fractions which can either be Proper or Improper Fractions.

PREPARATION:

- Look for Wikipedia articles about Fractions
- Verify that the source of the articles available are reliable and up to date
- Create the profile of a notable person not featured in the History textbook to show the students as an example.

INTRODUCTION:

- Guide your students about how they navigate the web to find the information they need. What kind of content do they find? How can they evaluate if the content they find is reliable?
- Ask Students about their use of Wikipedia in particular. How do they use the information? Can they trust the Information they find on Wikipedia?
- Note down their ideas and provide guidance as needed.

GUIDED PRACTICE:

- Demonstrate how to search for the topic from the Wikipedia search box.
- Give students time to Independently read the articles
- Ask them to identify common Fractions, i.e; Proper and Improper fractions.

INDIVIDUAL PRACTICE:

- Allow students to navigate and document what they learnt in the article.
- Provide support as needed

DEMONSTRATION OF LEARNING:

- Ask your Students to present the articles they evaluated.
- Prompt a discussion for the Students to reflect on what they have learned about
- Take note of the discussion.

Geography

ACTIVITY:

The Earth's Movement

GRADE:

SS1

DISCOVERY QUESTIONS:

Does the earth move? What is rotation of the earth and revolution of the earth? What are the effects of rotation and revolution of the earth?

RESOURCES:

Internet connection
Computer system
Projector with interactive board.

TEACHER'S NAME:

HASSAN OLOJOKU ABDULRAFIU

SCHOOL:

GOVERNMENT HIGH SCHOOL, ADETA, ILORIN

LESSON SUMMARY:

Students to first know that the earth moves, define rotation of the earth, revolution of the earth.
Students to state the effects of rotation and revolution of the earth.

PREPARATION:

- The teacher searches the internet (wikipedia) to explore different articles on earth movement, verify the source and then highlight the relevant ones to earth rotation and revolution.
- The teacher creates more slides on videos depicting rotation and revolution of the earth (Experiential Approach)
- The teacher also explores more articles on wikipedia to state the effects of rotation and revolution of the earth with relevant imageries for clarity.
- The teacher then prepares another slide to evaluate the lesson taught as a means of evaluation.

INTRODUCTION:

- Having introduced the students to Wikipedia, the teacher then asks questions relating to earth movement and the effects of rotation and revolution as highlighted in the articles to be presented by the teacher.
- Show the students the sources of the information and how they can evaluate other information on the topic to retrieve relevant and genuine information.

GUIDED PRACTICE:

- Present to the students the slides on the subject matter.
- Show the videos of earth rotation and revolution for further clarity.
- Demonstrate and further explain how the earth moves when it rotates and revolves.
- Present another slide on effects of revolution and rotation including imageries of earth rotating and revolving.
- Request responses from the students to ascertain their level of understanding.

INDIVIDUAL PRACTICE:

- Group students to suit the number of computer system that are available.
- Instruct some groups to explore some other articles from Wikipedia different from the one used in class on earth rotation and revolution while some group work on effects of rotation and revolution.

DEMONSTRATION OF LEARNING:

- Collect the output of each group and deliberate extensively on the information presented.

Literature in English

ACTIVITY:

Literature - in - English

GRADE:**DISCOVERY QUESTIONS:**

Prose "Second Class Citizen" By : Buchi Emechetta

RESOURCES:

Internet access, Literature text books, notebook, writing materials

TEACHER'S NAME:

Fadare Abigail Olujemisi

SCHOOL:

Bishop Smith Memorial College, Ilorin, Kwara.

LESSON SUMMARY:

At the end of the lesson the student should be able to answer all the questions raised on the novel. Students explore Wikipedia to create profile about a notable person who is not represented in their Literature in English textbook, the novelist Buchi Emechetta novelist

LEARNING OUTCOMES:

At the end of the lesson the students should be able to discuss the setting, theme and the figures of speech used in the novel. The representation gaps in their Literature text and use Wikipedia to research the life of notable people like Buchi Emmecheta not included in their textbook

PREPARATION:

- Review the textbook with the students in the Literature class.
- The teacher select students randomly to read the text aloud to the class. The student notice the main gaps in representation of notable people it features, gender, nationality, racial identity, mother tongue
- The teacher allows the students to say what they understand from the chapter by chapter reading and analysis. The student will create a grid to highlight the main gap in representation for my students to complete. If I focus on the gender gap, my grid will look like this :

Women featured in my Literature.	Men featured in my Literature
Textbook.	Textbooks
Adah Obi	Francis Obi
- * Create the profile of a notable person not featured in the Literature textbook to show the students example

INTRODUCTION:

- Ask the students to freely share names of notable people in the novel like Pa and Boy. Provide some example to get them started. List them on a shared document or virtual board.
- Ask the student if they can identify some common characteristics of the people they have identified some common characteristics of the people the students have identified from the novel "Second Class Citizens" by Buchi Emechetta and bring their attention to those who are missing. Ask are there mostly men or women in the novel? How did the student know about them? What makes them notable?
- Take notes of the main points of this discussion
- Introduce the purpose of the activity
- "We are going to identify who is featured in and those missing from the Literature textbook. We are going to add the missing stories of notable people ourselves by conducting an initial research on Wikipedia and other pages on the web"

GUIDED PRACTICE:

- Bring the students attention to their Literature textbook and ask them if they think they can find the people they listed in the previous activity there.
- Present them the grid you had prepared and ask them to list the names of the different people they find in their textbook accordingly. E. G

Women featured in my Literature. Textbook. Adah Obi.	Men featured in my Literature Textbook Francis Obi
--	--
- Ask the students to compare their answers with a colleague . Alternatively 2 - 3 student to compare their findings with the whole class
- Choose the examples of one notable person not featured in their textbook and demonstrate conducting a simple search about them on Wikipedia
- Highlight the different sections of a Wikipedia article that are most helpful for this activity. For example : lead section, references, internal links.
- Show the profile you had prepared about a notable person missing from the Literature in English textbook.
- Explain to the students how they can create their own : the main information it should have, the writing style, how Wikipedia should be the starting point, the external references they can conduct.

Note: if there are no articles available on Wikipedia about the missing notable people you have identified, guide the students to search the web using the same applicable principles.

STANDARDS ALIGNMENT:

- Students have learnt the act of Prose writing and are able to analyse representation gaps in their Literature in English textbook and use Wikipedia to research the life of local notable writers like Buchi Emechetta not included in their textbook.

INDIVIDUAL PRACTICE:

- Tell the students to find more information about notable people missing from the textbook.
- Ask them to choose one notable person they want to include in their text book. It could be from the collective list they created or someone else they have identified.
- Give the students appropriate time to conduct the research on the web
- Provide input on the writing style, best practices to avoid plagiarism, citing sources, going beyond Wikipedia and so on.

DEMONSTRATION OF LEARNING:

- The teacher allows the students to ask questions on the novel read. The students are to present the profiles they created. This could be done in small groups in front of the whole class.
- The teacher asked the student to write on the theme of " Gender inequality " The teacher also ask the students to reflect on the process they followed: how they identified the notable people missing, how they looked for information on the web., how they verified the sources of the information, how they chose what to include in the profile, and what lessons they have learned about the activity.
- If available, publish the work created by the students on the school blog, virtual notice board, class Pinterest board and so on.

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