

Sample teaching unit 7.1, lessons 1 and 2, starting points

Lesson

1

Selecting and organising content for a presentation

ICT Framework objectives

EXCHANGING AND SHARING

Refining and presenting information

- Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience.
- Use ICT to draft and refine a presentation by reorganising text using the simple editing functions of common applications.

Key vocabulary

From Year 6: audience, bullet point, draft, image, plan, presentation software, purpose

From Year 7: log on, network, shared area

Preparation and planning

- Ensure that you are familiar with the presentation software you will be using, for example, the outliner function in Microsoft PowerPoint (see 7.1T1b Using the outliner function.ppt, for help).
- If necessary, prepare guidance for pupils to help them to get started with the presentation software to be used.
- Make sure that there is a wall display showing pupils how to use the network system, including how to log on, how to save to own area, how to use the printer.
- Create a key vocabulary wall display for the unit, which can be added to each week as lessons progress.
- Prepare a whiteboard or flipchart with the headings needed for activity 1.

Resources

- Enough computers for pupils to work in pairs or small groups
- Large screen display
- Whiteboard or flipchart with headings for activity 1
- Presentation software
- Resource file 7.1T1a Pat's poor presentation.ppt
- Resource file 7.1T1b Using the outliner function.ppt

Lesson outline**60 minutes**

1	Starter: Identifying key content in a presentation	Viewing presentation Whole class	10 minutes
2	Considering critically the information in a presentation	Viewing presentation Whole class	10 minutes
3	The aim of the unit	Discussion Whole class	5 minutes
4	Organising a presentation	Demonstration Whole class	10 minutes
5	Creating an initial design	Using software Paired work	15 minutes
6	Plenary: Reviewing match of content to audience	Individual presentation Whole class	10 minutes
	Homework	Individual work	

Activities

10 minutes

1 Starter: Identifying key content in a presentation

Questioning: Find out which pupils have used presentation software at school or at home.

Load the presentation file **7.1T1a Pat's poor presentation.ppt** on the large display.

Explain that you are going to show the class a presentation made by an imaginary Year 7 pupil called Pat. The purpose of the presentation was to introduce Pat to the rest of the class.

Show the pupils the headings on the whiteboard or flipchart.

- *Five things I found out about Pat*
- *Five things I would like to know about Pat*

Tell them that after they have watched the presentation they will be asked for this information.

Show the presentation slides, then quickly collect pupils' responses, writing them under the headings on the whiteboard or flipchart.

10 minutes

2 Considering critically the information in a presentation

Questioning: Check understanding of:

- audience;
- purpose;
- which pupils are able to justify and evaluate;
- which pupils need prompting to contribute to discussion.

Tell pupils that in this lesson they are going to think about the information Pat gave in the presentation, not the appearance of the slides. Remind them that they have already identified some key facts about Pat and some things they would like to know. Ask questions such as:

- Why do you think Pat did not include some of the things you would like to know?
- Was the information easy to understand?
- Was there too much or too little information on the slides?
- Did the presentation have a clear beginning, middle and end?
- Were the spelling and grammar correct?
- How could Pat have improved the information in the presentation?
- What impression do you have of Pat at this stage? Summarise:
 - what you are sure about;
 - what the presentation leads you to think, and why.

5 minutes

3 The aim of the unit

Use traffic light skills checklist:
Check pupils' awareness of – and confidence with – skills/techniques.

During discussion:
Check understanding of vocabulary in relation to Pat's presentation – font, background, etc.

Explain that by the end of the six lessons in this unit the pupils should have the skills and understanding to create an effective presentation. Tell them that an effective presentation is one in which the audience finds the information useful and interesting and where fonts, colours, images and sound are used in ways that catch their attention and help to get the information across. Stress that in this lesson they will learn to plan and organise the content of a presentation. Other lessons will cover presentation style.

Ask pupils if they are familiar with the presentation software. Note those that are, so that you can ask them to help other pupils. Stress that they need not worry if they have not used the software before, as part of the process will be to find out what they can do. They will be given opportunities to learn as the unit progresses.

10 minutes

4 Organising a presentation

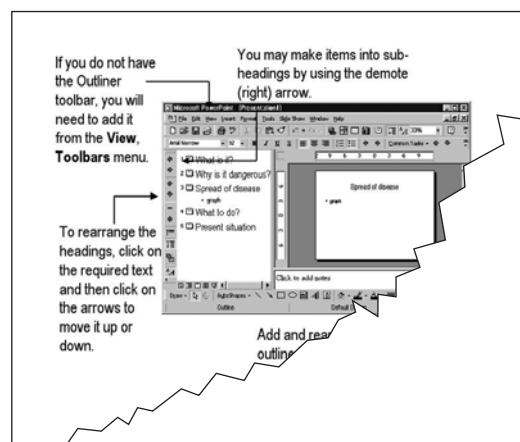
Questioning: Check understanding of audience and purpose, e.g. asking pupils for examples of presentations they have made, who they were for, what the purpose was.

Tell the pupils that they will each produce a presentation to introduce themselves to the rest of the class. Ask them to consider what information they found useful in Pat's presentation, and what else they would have liked to have been told. Suggest that they bear this in mind when they plan their own presentations.

Explain the terms 'purpose' and 'audience'. Say that for this task the purpose is to give useful information about themselves. The audience will be their new Year 7 class, some of whom they have met only recently.

Load the presentation software on the large display. Say that presentation software often includes tools to help organise the content of a presentation, for example, the outliner function in Microsoft PowerPoint (see **7.1T1b Using the outliner function.ppt**).

Check: For knowledge of outliner function.



Ask pupils for ideas for possible content for the presentation. Input these as slide headings within the outliner function, including all suggestions. Generate about eight to ten slides for pupils to choose from in the next activity.

When the ideas have been collected, demonstrate how to group and rearrange the headings, by moving ideas up or down and by promoting or demoting. To do this, they use the arrow buttons on the outliner toolbar (see 7.1T1b).

Use one slide to show pupils how to organise ideas under headings and subheadings, for example, on a slide called 'My favourite sports' there could be bullet points for 'rounders' and 'football'. Tell pupils that they will continue organising their ideas in the next activity.

Explain that this file will be saved in a shared area on the school network, as a common file for all pupils to access. Point out the wall display showing how to work with the network.

15 minutes

5 Creating an initial design

Observation:

Skills/techniques, confidence, planning and organisational skills – audience and purpose.

Questioning: Check justification of choices, understanding of audience and purpose.

Tell pupils that they now have some ideas they can use as a starting point for their presentation. Say that they are going to work in pairs to put together a presentation of six slides about each of them. Show slide 7.1T1b Using the outliner function.ppt, on the large display, so that pupils can refer to it as they work. Ask pupils to decide how to group and organise the ideas suggested, using the techniques already demonstrated. Suggest that they add ideas of their own.

Remind pupils to think about their audience and the purpose of their presentation when they choose the information. Suggest they ask themselves these questions.

- What would other pupils want to know about me?
- Why would this be useful to them?
- Is the information in the right order?
- Am I sure that all the other pupils will understand my presentation?

10 minutes

6 Plenary: Reviewing match of content to audience

Questioning: Check justification of choices, application of skills and techniques, awareness of audience and purpose, pupils' ability to evaluate.

Select one or two pupils to show their presentations on the large display. Encourage other pupils to contribute and draw out the key features of what they have learned. Help pupils to evaluate the presentations by asking these questions.

- Who is the audience?
- What is the purpose of the presentation?
- What do you want the audience to know?
- What would the audience find useful to know?
- What is the most important piece of information in your presentation?
- Does the order of your slides represent the order of importance of the information?
- Is the content of the presentation suitable for the purpose and the audience? Why?

Questioning or skills checklist: Find out which pupils have used clip art, a scanner or digital camera at school or at home.

Homework: Check awareness of audience, sourcing of appropriate materials for audience.

Homework

Ask pupils to choose and collect pictures they might want to use to illustrate their presentation, for example, images on floppy disk, cuttings from a magazine, photographs. They should bring some of the pictures with them to the next lesson.

Provide magazines, and plain paper for sketching ideas, for those pupils doing homework in a homework club or centre.

Selecting and using appropriate images

ICT Framework objectives

EXCHANGING AND SHARING

Refining and presenting information

- Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience.
- Use ICT to draft and refine a presentation, including:
 - capturing still and moving images (e.g. using a scanner, digital camera);
 - combining text and images, using the simple editing functions of common applications.

Key vocabulary

From Year 6: digital camera, scanner

From Year 7: bitmapped graphic, copyright, fitness for purpose, vector graphic

Preparation and planning

- Ensure that you know how to use the digital camera, scanner and software that you will be using, and the different ways in which images can be inserted in a presentation.
- Check the equipment.
- Ensure that all software required for the cameras and scanners is installed correctly.
- Ensure that a wide range of clip art is readily available and accessible to pupils.
- Ensure that any school rules or policies about copyright are displayed.
- Decide how you will manage the use of cameras and scanners. Consider:
 - arranging a carousel of equipment so pupils can use cameras and scanners in turn;
 - preparing step-by-step guides for using the equipment;
 - arranging extra help from a teaching assistant, ICT technician, other pupils or sixth-form students.
- Add new key vocabulary to the wall display.
- Prepare activity cards from the file 7.1P2a Activity cards.doc by mounting them on card, or laminating them.
- Write instructions for activity 1 on a whiteboard or flipchart.
- Write questions for activity 4 on a whiteboard or flipchart.

Resources

- Enough computers for pupils to work in pairs or small groups
- Large screen display
- Whiteboard or flipchart with instructions for activity 1
- Presentation software
- Clip art (a sufficient variety is needed for pupils to make real choices)
- Scanners
- Digital cameras
- Magazines and/or photographs to supplement images pupils have collected
- Wall display of key vocabulary
- File 7.1P2a Activity cards.doc
- File 7.1T2b Using images.ppt
- File 7.1T2c Using images2.ppt
- File 7.1T2d Pat's poor presentation stage 2.ppt

Lesson outline

60 minutes

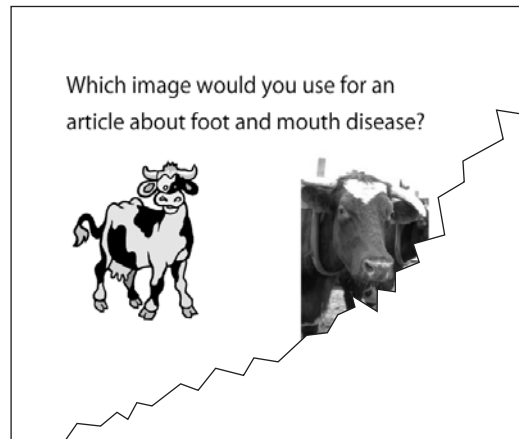
1	Starter: Images for a purpose	Considering images Small groups	5 minutes
2	Choosing images	Discussing images Whole class	10 minutes
3	Adding images to a presentation	Demonstration Whole class	15 minutes
4	Creating a presentation with images	Using software Paired work	20 minutes
5	Plenary: Which images work well, and why	Viewing presentation Paired work Whole class	10 minutes
	Homework	Individual work	

Activities

5 minutes

1 Starter: Images for a purpose

Before pupils arrive, lay out the six activity cards (7.1P2a) so that a different card is available for each group of pupils.



Tell pupils to get into groups of four to six (depending on class size). Show pupils the instructions on the whiteboard/flipchart:

- Look at the card on your table.
- Which image is best for the purpose written at the top of the card?
- Why?

Tell pupils to look at the activity card that their group has been given, and to discuss the questions. Ask each group to identify someone to report their answers back to the rest of the class.

Observation: Check awareness and understanding of audience and purpose, ability to justify choices, quality of contribution to discussion.

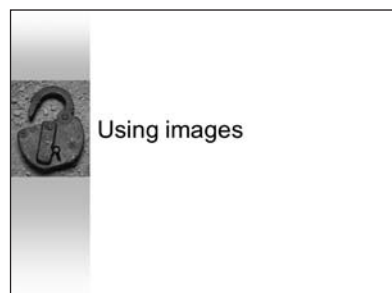
10 minutes

2 Choosing images

Tell pupils that in this lesson they will learn to consider a particular audience and purpose. Load the presentation file **7.1T2b Using images.ppt** on the large display. This comprises a title slide followed by six slides, each showing one of the six activity cards. Show each slide in turn.

Explain that images can be used in many different ways. Use these examples to prompt discussion about why certain images are more effective than others in a particular situation. Explain that this concept is central to the idea of 'Fitness for purpose' and that images in a presentation must be matched to its purpose and to the audience.

Slide 1



Questioning: Check ability to justify choices and apply understanding of audience and purpose.

For each slide, ask the representative for the group with the matching card to report back to the class. Encourage others to contribute. Use these questions as prompts.

- Which image did your group choose for the purpose shown? Why?
- Would your choice be the same if the purpose were different? *Ask pupils to give examples where the image not chosen might be appropriate.*
- Would your choice be the same if the audience were different? *Ask pupils to give examples where the image not chosen might be appropriate.*
- Does the use of colour (rather than just black and white) change your choice? Does it make the image more or less effective?

Use the possible responses below to encourage pupils to discuss a variety of viewpoints. Stress that these may differ from their own.

Slide 2



The coloured image is too complex and has too much detail for the purpose. The black-and-white image conveys its meaning quickly, at a glance, for drivers.

Slide 3



In an outbreak of foot and mouth disease many animals are culled, so this is a delicate issue. A photograph provides a more serious tone for the piece; the cartoon image is too frivolous.

Slide 4



Both options could be considered. Tour operators use different images for different groups of travellers. Photographs are often used for older travellers, cartoon drawings for younger travellers. A combination can also be effective.

Slide 5



Different images have different appeal. The photograph might appear in a glossy magazine and the drawing in a comic. Photographs are more difficult and expensive to reproduce so cost has to be taken into account.

Slide 6

Which image would you use for an advertisement for a swimming pool?



An image for a brochure may be different from an image for a simple advertisement because people want to see what they might buy, in greater detail.

Quality and price of print may also need to be taken into account.

Slide 7

Which image would you use to demonstrate how to use a mouse?

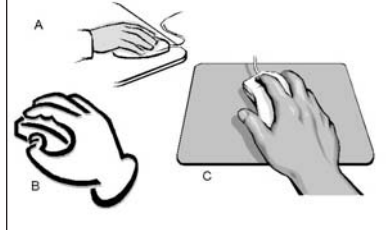


Image C shows most clearly how to use a mouse. The other images could be used in an advertisement or general presentation about computers.

Tell pupils about copyright issues when they are using images and, if appropriate, explain school rules or policies on this.

15 minutes

3 Adding images to a presentation

Questioning or skills checklist:

Find out which pupils have used clip art, a scanner or digital camera at school or at home.

Questioning: Check ability to justify use of images in terms of audience and purpose.

Questioning or skills checklist:

Find out which pupils have used picture editing software (load, rotate, crop, organise, contrast and brightness), which have awareness of SAVE AS... file type, understand key vocabulary.

Explain that the main task in this lesson is to choose images for the presentation they started in the previous lesson. Ask pupils to find the images they collected for homework and decide which they might use.

Emphasise the link between the text, the image and the purpose of the activity. Remind pupils that pictures and text need to complement each other. Tell them to ask themselves if the image adds anything to the presentation and, if not, what its purpose is.

Discuss with pupils ways of inserting images into their presentation, for example, by using a scanner, a camera or clip art. Ask which pupils have already used a digital camera or scanner, then organise a rota for them to use the equipment. Pair pupils so that the more experienced help the less experienced. Explain the role of any technician or assistant supporting the lesson.

Demonstrate how to use simple editing techniques from the picture toolbar, for example, cropping, brightness and contrast.

Explain that there are other reasons to select an image: particular file formats are more suited to particular purposes.

Load the file **7.1T2c Using images2.ppt** to explain the differences between vector-based clip art and bitmapped photographs taken with the digital camera. Show pupils how the two sorts of image change when they are rescaled.

Note: Not all clip art is vector-based.

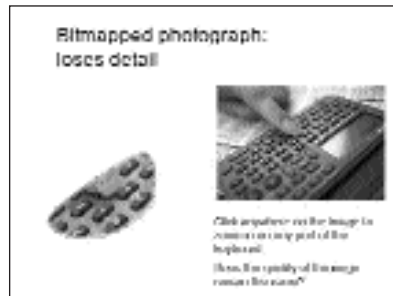
Slide 1



Some images (called vector-based images) can be scaled up or down with no loss of quality. Other images (called bitmapped images) lose quality when they are resized.

The slide shows how part of a vector-based clip art image can be enlarged with no loss of quality.

Slide 2



Bitmapped images such as photographs are realistic but often lose their detail and definition when enlarged.

The slide shows how the photograph of a keyboard has been enlarged resulting in a reduction in clarity.

Poor definition that may not be noticed on a computer screen can become very noticeable when the image is projected on a large screen.

Summarise with pupils:

- vector-based images can be resized without losing quality;
- bitmapped images often lose their detail and definition when resized, for example, zooming in on one part can reduce clarity.

20 minutes

4 Creating a presentation with images

Tell pupils that they should now work in pairs to acquire and edit images and add them to their presentation. Point out the questions written on the whiteboard or flipchart. Say that they should think about these questions as they work.

- *Why did you include an image here?*
- *What sort of image have you chosen here?*
- *How does the image illustrate the point you are making?*
- *Why did you use this type of image?*
- *What effect would it have if you replaced it with a different kind of image?*

Tell pupils that they will have more opportunities to add, change and find new images as the unit progresses.

Explain how they can save different drafts of their work with different names, for example, by using letters in alphabetical order as suffixes, or by adding the date or lesson reference 7.1.2.

Observation of techniques: Check use of hardware and software to acquire images and edit.

Questioning: Check capability, e.g. 'Why did you choose...?', 'Why did you insert it...?', 'How would you change for...?'

Differentiation

Pupils working at levels 3–4 usually have little difficulty in inserting images. However, they may not base their selection of images on the needs of the presentation or the audience. They may need more guidance and prompting about the questions above when they select their images.

Pupils working at higher levels could be introduced to more technical detail, including:

- more complex image manipulations, such as ungrouping and re-colouring of vector-based clip art or use of transparency in bitmapped images when cropping irregular shapes;
- discussion of reasons for manipulating an image.

10 minutes

5 Plenary: Which images work well, and why

Observation of questioning: Check ability to evaluate and apply knowledge of audience and purpose.

Load the presentation file **7.1T2d Pat's poor presentation stage 2.ppt** on the large display. This shows Pat's attempts at adding appropriate images. Ask pupils to work in pairs to comment critically on Pat's choice of images. Remind them to use the questions from activity 4 as they consider audience and content. Ask each pair to jot down three suggestions to give to Pat about the images in the presentation.

Select pupils to report on their groups' responses. Collect key ideas, making brief notes on the whiteboard or other display. Ask individual pupils to suggest alternative images and to explain why they may be more suitable.

Homework

Ask pupils to look in brochures, newspapers, magazines or other materials for examples of text with images. Ask them to select three images that support the message of the text and, for each one, to write a paragraph explaining why the image is effective. Suggestions include:

- an advertisement – what makes the image attractive? what does the image suggest about the product?
- a news story – how does the image help to tell the story?
- a brochure – how does the image help to give the information?
- an instruction leaflet/manual – how do the images help to show the user what to do?
- a sign or logo – how does the image, with little or no text, give information?

Provide magazines for those pupils doing homework in a homework club or centre.

Homework: Check justification of choices, evaluation, understanding of audience and purpose.