

A Day In The Life Of

Desirable Features: **Presentation**
Researching (optional)

Task Description

This is a generic ICT task that requires pupils to use features of LearningNI and to create a slideshow presentation at Levels 3 and 4. Teachers can set this task in a curricular context of their choice.

In this task pupils are required to access a bank of photographs showing a range of jobs one might do. They then can research the internet to find out more information about the job they have chosen or can interview people about their jobs and create a slideshow about 'A Day In The

Life Of...'. This could be in the form of a piece of writing or a poem. They then access the LearningNI Audio Networks, browse and search for pieces of music to represent the job they have selected. Pupils should show an awareness of audience and purpose. This task can be used by the teacher for any topic of their choice. It could also be used to support work in the area of STEM.

This task also provides opportunities for teachers to develop pupils' skills in literacy (Communication).

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- **communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.**

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

| | |
|--|---|
| The Arts | ✓ |
| Language and Literacy | ✓ |
| Mathematics and Numeracy | |
| Personal Development and Mutual Understanding | ✓ |
| Physical Education | |
| The World Around Us | ✓ |

A Day In The Life Of

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
Thinking, Problem-Solving and Decision-Making
Being Creative
Working with Others
Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using the LearningNI Audio Networks;
- using a slideshow presentation tool such as PowerPoint or Blackcat Slideshow;
- accessing and saving images; and
- accessing and saving sound files.

Resources

LearningNI.

LearningNI – Links – All Links - Audio Networks.

Photo Bank - <http://picasaweb.google.com/pictures4ni> or another bank of graphics.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should have a look at the 'jobs' photo album on <http://picasaweb.google.com/pictures4ni> and consider what it would be like to be in that job for a day. They should choose an image/job that interests them and think about how they would create a presentation using the picture(s) they have accessed. Through the LearningNI Audio Networks, the pupils should explore the music files available and consider how they could be used to complement their 'A Day In The Life Of...' presentation.

Pupils should do some research on their chosen job.

Pupils will create their own presentation to be viewed by their peers and possibly other schools in Northern Ireland and across the UK. Pupils will need to include text, use sounds and photographs and make the presentation as interesting as possible to appeal to a wide audience.

Once the pupils have completed the activity, it should be saved with a meaningful file name.

If additional photographs and music have been used, the pupils will need to be aware of asking for permission to use and share photographs.

Do

Pupils should work individually to create a presentation using suitable software, such as PowerPoint or Blackcat Slideshow. They should make use of text, sounds and photographs and make the presentation as interesting as possible to appeal to a wide audience.

Review

Pupils should be given the opportunity to share and discuss their presentation with their peers. They should reflect on the process and make any improvements if required.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Presentation, Working with Text and Working with Sound at Levels 2 and 3. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgment of the

pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

| Assessment Criteria Grid | | |
|--|--|---|
| UICT Requirements | Level 3 | Level 4 |
| Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. | <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); | <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); |
| Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. | <ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text and/or data onscreen – combining this with an appropriate selection of images and/or sounds (express); | <ul style="list-style-type: none"> • process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); |
| Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally; | <ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); | <ul style="list-style-type: none"> • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); |
| Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. | <ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and | <ul style="list-style-type: none"> • use appropriate ICT tools and features to improve work (evaluate); and |
| Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. | <ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit). | <ul style="list-style-type: none"> • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). |

Assessment Criteria Grid

| UICT Requirements | Desirable Features - Level 3 (Researching - Optional) | Desirable Features - Level 4 (Researching - Optional) |
|---|--|---|
| <p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. | <p>Typically the pupil can:</p> <ul style="list-style-type: none"> • use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore); • search for documents, sound or pictures on internet or shared folders (explore) • find content (explore); • demonstrate some awareness of referencing sources (explore); | <p>Typically the pupil can:</p> <ul style="list-style-type: none"> • make suggestions on searches for a given topic (explore); • gather information from a limited range of sources with some relevance, quality, depth and balance (explore); • select information to download in suitable format, for example, partial content from a website (explore); |
| <p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. | <ul style="list-style-type: none"> • discuss where information on a topic might be found (explore); • work collaboratively online if appropriate (exchange); • talk about their choices, restating information, sometimes supported by evidence (evaluate); • save work and give it a suitable file name (exhibit); and | <ul style="list-style-type: none"> • edit found text (explore); • provide some reference to sources (explore); • work collaboratively online when appropriate (exchange); • talk about reasons for their choices – text, images, sounds and moving images (evaluate); • show an awareness that not all information is accurate (evaluate); |
| <p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. | <ul style="list-style-type: none"> • save work to a specified location (exhibit). | <ul style="list-style-type: none"> • add appropriate websites to favourites/ bookmarks (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). |
| <p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. | | |
| <p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. | | |

Assessment Criteria Grid

| UICT Requirements | Desirable Features - Level 3 (Presentation) | Desirable Features - Level 4 (Desk Top Publishing) |
|---|--|--|
| <p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. | <p>Typically the pupil can:</p> <ul style="list-style-type: none"> • choose and use a slide layout (express) • add a background colour (express) • combine selected images/sound with text (express) • create text and then alter font, size, style and/or colour (express) • spell frequently used words correctly (express) | <p>Typically the pupil can:</p> <ul style="list-style-type: none"> • when designing a presentation for a selected audience or purpose they select and use a range of appropriate layouts for each slide, for example, select pre-set layouts from the provided templates (explore); • select and use a number of transitions (explore); • apply slide design templates (express); |
| <p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. | <ul style="list-style-type: none"> • independently show presentation to the group or class (express) • work collaboratively online if appropriate (exchange) • make changes to work if necessary (evaluate) | <ul style="list-style-type: none"> • use a range of features, for example, text boxes, images, borders, bullets and numbering (express); • create text and format it to show an awareness of audience and purpose (express); • use a spellchecker (express); • edit images to suit audience and purpose (express); |
| <p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. | | <ul style="list-style-type: none"> • deliver presentation to the group or class (express); • work collaboratively online when appropriate (exchange); • email presentation attachment to the class teacher (exchange); • make improvements to their work (evaluate); |
| <p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. | | <ul style="list-style-type: none"> • save presentation in a named folder and be able to access it when required (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). |
| <p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. | | |

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

A Day In The Life Of

Discuss different jobs that people do.

Either log on to the LearningNI Newsdesk and find photographs of people doing different jobs;
or

Log on to <http://picasaweb.google.com/pictures4ni> and look at the album called 'jobs'.

Find a photograph of a job that interests you and write an account or a poem called 'A Day In The Life Of...'. Choose a picture(s) and save with an appropriate name.

Log on to the LearningNI and go to Links and select All Links and then select Audio Networks.

Explore the audio files and select music to complement your 'A Day In The Life Of...' photo story or poem.

Save it and download to an appropriate location.

Select a piece of software to use, Picasa3, PowerPoint or Blackcat Slideshow.



A Day In The Life Of

Plan and create your presentation.

Include text, sounds and photographs and make the presentation as interesting as possible to appeal to a wide audience.

Check that you are happy with your presentation, edit as necessary and save with a meaningful file name.

Share and discuss your presentation with your peers and reflect on the process making any improvements if required.

