

All About Me

Desirable Features: Presentation
Working with Text

Task Description

In this task, pupils are required to create a presentation about their identity. Depending on the level at which they are working, they should combine text with images and sound, use a number of transitions and use features such as text boxes, graphics, borders, bullets and numbering.

This task also provides a focus for work within PD&MU - Strand 2 – Mutual Understanding in the Local and Wider

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.**

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

Task Code: 0013

Community. Knowing and being comfortable with their own identity helps pupils to value themselves and leads to greater understanding of the similarities and differences among others.

This task provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

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	

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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 a digital camera or scanner;
- researching the Internet;
- importing and saving images;
- applying fonts, styles and alignments;
- combining text with images and sound;
- using transitions;
- using features such as text boxes, graphics, borders, bullets and numbering; and
- presenting their work.

Pupils should have experience of using mind maps. Pupils should also have an understanding of the concept of personal identity. (Refer to the Year 5 Indigo Unit of the CCEA PD&MU resource Living.Learning.Together. for a learning activity about personal identity.)

Resources

Suitable presentation software such as Powerpoint, Slideshow or Photo Story 3.

Suitable drawing software such as RM Color Magic.

Digital camera or scanner.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should look at a range of presentations and discuss what is good about them in terms of the layout, font, transitions etc. Pupils then collate and mind map information about their personal identity, for example,

John:

- Age 9
- Big brother
- Son
- Cousin
- Grandson
- Goalkeeper for the school football team
- Religion: Catholic
- Colour of skin: White
- Born in: Lisburn.

Children should draw pictures using suitable software, take digital photographs or find appropriate images to illustrate each part of their identity.

Do

Pupils should create a design and structure for their presentation. Depending on the level at which they are working, they should combine text with images and sound, use a number of transitions and use features such as text boxes, graphics, borders, bullets and numbering. They should show an awareness of audience.

Review

Pupils should be given the opportunity to discuss their presentation with their peers and to present it. 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 at Levels 3 and 4. 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 judgement 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. 	Pupils can: <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); 	Pupils can: <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 and 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 (Presentation)	Desirable Features - Level 4 (Presentation)
<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 graphics/sound with text (express); • create text and then alter font, size, style and/ or colour (express); • spell frequently used words correctly (express) • independently show presentation to the group or class (express); • work collaboratively online if appropriate (exchange); and • make changes to work if necessary (evaluate). 	<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); • use a range of features, for example, text boxes, graphics, 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); • 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) • 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>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. 		
<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. 		
<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. 		

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

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Text)	Desirable Features - Level 4 (Working with Text)
<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"> • open a new (or existing) document (explore); • create text and alter font, size, style and colour of text (express); • position an image appropriately (express); • spell frequently used words correctly (express); • display text appropriately, for example: using correct punctuation, word spacing (express); • include title or subtitles if appropriate (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • Typically the pupil can: • retrieve existing document (explore); • select text and other assets from a range of digital sources (explore); • copy and paste text appropriately from a range of digital sources (explore); • create text and format it to show an awareness of audience, for example: aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • use a spellchecker (express); • use a text box (express); • create a table (express); • import a graph and position it appropriately (express); • alter an image if necessary, for example, resize, crop, etc (express); • work collaboratively online when appropriate (exchange); • use the text and picture toolbars to enhance appearance of text and images (evaluate); • describe improvements made to document (evaluate); • create folders for saved work (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio or wiki (exhibit).
<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. 		
<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. 		
<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. 		

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

All About Me

Look at some presentations and see if they are well designed, for example, are the pictures and text well presented, is there enough or too much information on each slide etc. Discuss with the rest of the class.



Now create a presentation about your own identity.

Use a mind map to record different aspects of your identity. Plan what you will put in each slide. Think about how you will illustrate your identity. You can use scanned drawings, digital photographs or digital images you have found or created.



Create your slides thinking about the layout, text, sound and still or moving images. Choose appropriate styles and effects.

Run your presentation and decide if the order of slides is correct and how the presentation can be improved for example, by choosing transitions between slides.

Edit and save your work.

Make your presentation to the class.

Ask your friends to comment on your work.

