

Bee Safe

Desirable Features: **Desk Top Publishing**
Researching

Task Description

In this activity, pupils are required to produce a leaflet based on a community initiative. 'Bee Safe' is a multi-agency initiative. Contact the Community Safety Branch of PSNI on 028 922 907 for more information. Pupils may or may not need to research information and/or images to use in their leaflet. Pupils must show an awareness of audience.

The Pupil Notes are set out in three parts.

Part 1 is for pupils working at Level 3, Part 2 is for pupils working at Level 4 and Part 3 is for pupils working at Level 5.

This task also provides teachers with the opportunity 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	✓

Bee Safe

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 word-processor to draft and redraft;
- using a digital camera or scanner;
- importing and manipulating graphics;
- using desk top publishing software; and
- looking at and creating leaflets.

Resources

Suitable DTP software such as MS Publisher.
 Graphics.
 Internet .
 Scanner or digital camera.

Managing the Task

Pupils should be given opportunities to:

Plan

Attend a Bee Safe Community Initiative. On return pupils should 'mind map'/produce a KWL grid on talk given. Decide how this information will be presented to a P6 class. Discuss usefulness of creating a leaflet. Pupils should be asked to collect and bring in some leaflets. As a group or class activity, they look at the leaflets and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc. Pupils then must decide what information is required in their Bee Safe Leaflet paying particular attention to presentation and layout. They should plan which ICT resources to use for example scanner, or images downloaded from the Internet.

Do

Pupils should work individually to decide what information they will use from their talk or to search for relevant information and images. They create their own text to include with images. Pupils create their Bee Safe leaflet.

Review

Pupils show their Bee Safe leaflets to others and talk about their own and others' leaflets, reflecting on how they were created and the results achieved. They identify any problems they faced. Pupils identify any improvements that might be made and review their work in relation to the goals set. Pupils discuss how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

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 Desk Top Publishing and Researching at levels 3, 4 and 5. 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	Level 5
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); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit, use and evaluate assets from a range of digital sources (explore); • investigate and solve problems in a range of digital environments (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 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); 	<ul style="list-style-type: none"> • process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding 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); 	<ul style="list-style-type: none"> • use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (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 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (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). 	<ul style="list-style-type: none"> • organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)	Desirable Features - Level 5 (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"> • open a new (or existing) document (explore); • select a template, for example, brochure, card, newspaper, leaflet, etc (explore); • access and select images from a range of given sources (guided by teacher), for example, camera, Internet, clipart, picture bank, own artwork (explore); • create text and alter font, size, style and colour of text (express); • spell frequently used words correctly (express); • display text appropriately, for example, using correct punctuation, word spacing (express); • include titles/subtitles if appropriate (express); • select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express); • begin to use tools available, for fill, autoshape, shadow, etc (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • retrieve an existing document/ folder (explore); • independently access and select text, images and other assets from a range of digital sources (explore); • copy and paste text appropriately from a range of digital sources (explore); • show an awareness of audience (express); • create own text (express); • use a spellchecker (express); • use default text flow (express); • use a text box and format if appropriate (express); • create a table (express); • import a graph and position appropriately (express); • edit an image to enhance it using, crop, resize, adjust contrast/brightness (express); • replicate documents (express); • format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • demonstrate awareness of screen or print (express); • use the text and picture toolbars to enhance appearance of text and images (express); • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of audience and purpose (express); • demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express); • link text boxes to allow for text flow (express); • use page numbers where appropriate (express); • use grouping, for example, picture and caption (express); • format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • edit images using a wider range of image editing tools (express); • work collaboratively online when and where appropriate (exchange); • evaluate what they have done and discuss what they might do differently next time (evaluate); • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own 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. 	<ul style="list-style-type: none"> • understand word wrapping, i.e. not using return key at end of each line of text (express); • position an image appropriately (express); • scale an image proportionally (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate) 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<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"> • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate) 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own 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. 	<ul style="list-style-type: none"> • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate) 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own 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. 	<ul style="list-style-type: none"> • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).

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 (Researching)	Desirable Features - Level 4 (Researching)	Desirable Features - Level 5 (Researching)
Explore • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools.	Typically the pupil can: • 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); • 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 • save work to a specified location (exhibit).	Typically the pupil can: • 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); • 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); • add appropriate websites to favourites/bookmarks (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).	Typically the pupil can: • search for information from a range of sources, for example, CD Rom, internet, LNI (explore); • analyse the evidence collected (explore); • show an awareness that not all information is objective (explore); • reference sources and provide supporting notes (explore); • work collaboratively online when and where appropriate (exchange); • begin to evaluate found data in terms of audience and purpose (evaluate); • store and organise bookmarks (exhibit); • store downloaded text, pictures and sound in appropriate format for further use (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
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.			

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

Bee Safe

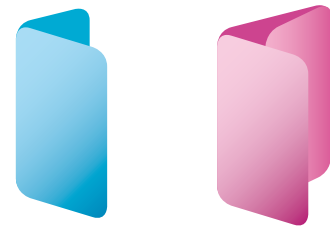
You have been asked to create a 'Bee Safe' leaflet for pupils in the year group below you. In the leaflet you should present important safety information which you feel children should be made aware of.



Have a look at some of the leaflets that your class has brought in and talk about what is good or not so good about them.

What type of leaflet can you create?

Discuss single-fold, tri-fold leaflets - their differences and similarities.



Decide on the information you want to put on your leaflet. You may use the information you have gained from your safety talk and/or you may use the internet to find information and pictures to use in your leaflet.



Bee Safe

Part 1

Search for information from the websites/CD Roms your teacher has given you.

Keep a note of all the sites you visit.

Select suitable software/template to produce a single fold leaflet.

Select appropriate images from what your teacher has given you, resize them if necessary and position correctly.

Insert your text ensuring correct punctuation and spelling.

Change the size, colour and font of the text

Make changes to work if necessary.

Save work giving it a suitable file name.



Bee Safe

Part 2

Search the internet/CD Roms for suitable information and graphics or use scanned images or photographs.

Keep a note of all the sites you visit.

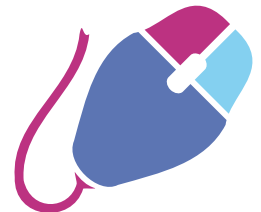
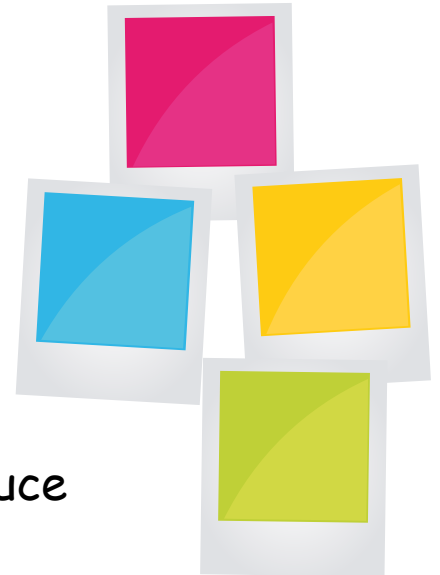
Select suitable software/template to produce a tri-fold leaflet.

Insert researched text and some of your own text using text boxes and format appropriately.

Use the picture toolbar to edit an image, graph or table that you have selected and place it in your leaflet.

Save your leaflet, print and discuss with other pupils what improvements could be made.

Make improvements and save work in a topic folder.

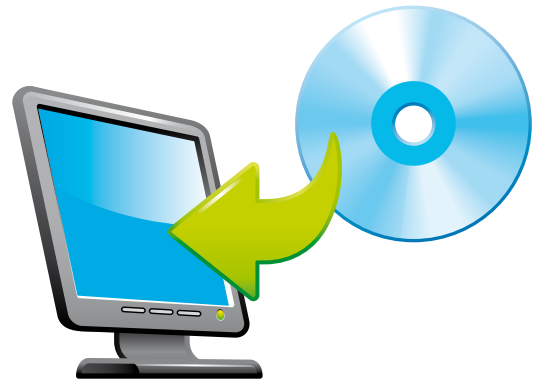


Bee Safe

Part 3

Select suitable software/template to produce a tri-fold leaflet.

Access and select suitable images and text from a range of sources demonstrating understanding of audience and purpose.



Analyse the evidence collected and select what is most appropriate for your leaflet.

Add the websites you have visited to your Favourites.

Insert own text using text boxes.
Link text boxes to allow for text flow.
Format the text.



Use grouping procedures, for example, picture and caption.

Use page numbers or headers and footers if appropriate.

Add some of the most useful weblinks to your leaflet.

Bee Safe

Create a Topic Folder to keep this work and use this folder to create sub-folders containing images used in leaflet - scanned photos/images, digital photographs, weblinks, etc.

Write a short paragraph explaining how you carried out the task and identify the problems you faced.

Access your leaflet from your topic folder. Display on a whiteboard or the school intranet and ask the class to comment. Make adjustments if necessary and resave.

