

# Flip the chart

Desirable Features: **Presentation**  
**Researching**

## Task Description

In this task, pupils are required to produce a flipchart on a topic they are studying in class for use by another class in school. They may need to research information and/or images to use in their flipchart. Pupils create an interactive activity to be used in their flipchart. Pupils should show an awareness of audience.

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.**

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.

## 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	
<b>Language and Literacy</b>	✓
Mathematics and Numeracy	
<b>Personal Development and Mutual Understanding</b>	✓
Physical Education	
<b>The World Around Us</b>	✓

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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 software to create flipcharts for an interactive whiteboard;
- creating interactive activities in a flipchart program;
- using a digital camera or scanner; and
- importing and manipulating graphics.

## Resources

Suitable Interactive Whiteboard software such as ActivPrimary.

Graphics.

Internet.

Network.

Scanner or digital camera.

## Managing the Task

Pupils should be given opportunities to:

### Plan

After group discussion pupils should decide on a topic to research and which sources to use to find relevant information. They should look at flipcharts that have already been created and talk about the presentation of information, layout, fonts, graphics, readability etc. They should focus on flipcharts that have an interactive activity and plan one for their own flipcharts. They should plan which ICT resources may be required to gather information such as digital camera, CD-ROM or images downloaded from the Internet.

### Do

Pupils should work individually to search for relevant information, sift through the information and use the findings in a flipchart. The finished work should include graphics, sound, still or moving images either found or self produced. It should also include an interactive activity for the end user. This could comprise of elements on screen that are locked and other that are not locked and have to be placed in the correct place on screen.

### Review

Pupils talk about their own and other's work, reflecting on how it was created and the results achieved. Others should use the flipchart created to evaluate how well it worked. They discuss problems that may have occurred and identify improvements that may be made and amend their work. Pupils talk about their work and what they learned through the process.

## 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 and Researching 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
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> <li>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</li> <li>• <b>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);</b></li> <li>• use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</li> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>		
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>		
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>		

Assessment Criteria Grid

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

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

Assessment Criteria Grid

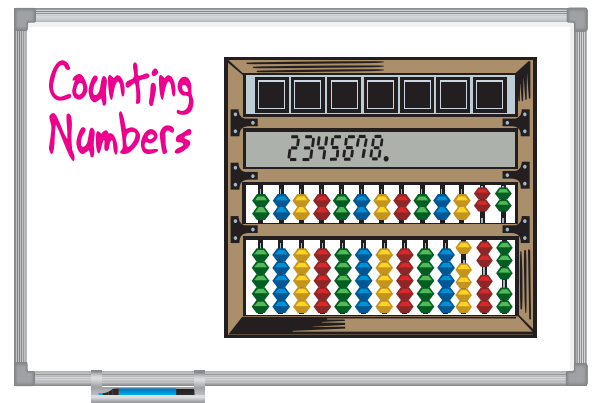
UICT Requirements	Desirable Features - Level 3 (Presentation)	Desirable Features - Level 4 (Presentation)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</li> <li>investigate, make predictions and solve problems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

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

## Flip the chart

Create an interactive whiteboard flip chart about a topic you have been studying. The flip chart is to help pupils in another class or school learn about your topic.

Look at other flipcharts used in school and in a group talk about what is good and not so good about them. Pay particular attention to the interactive activities.



Plan what you will put into each page of your flipchart, remembering the age of pupils who will use it. Search the internet, CD-ROMs or other sources for information and graphics to include. Choose a title for your flipchart and decide on your learning intentions for the pupils who will use it.

Decide which kind of interactive activity you will create.

Now create each page of the flipchart.

When you have finished the flipchart, play it to see if any improvements can be made. Show it to someone else and see if they have any suggestions for improvements.

Save your work with an appropriate filename.