

My First Presentation

Desirable Features: **Working with Text Presentation**

Task Description

This is a generic ICT task on Presentation at Levels 1 and 2. In this task pupils are required to create one slide (Level 1) or a simple presentation of more than one slide (Level 2) to present something they are doing in class. They should put some text on to a slide, include a graphic and add a sound. If working at Level 2 they should choose and use a simple transition. The pupils working at Level 2 should be helped by the teacher to show their slides to a group of pupils in the class.

Teachers can set this task in a curricular context of their choice. They can decide if it is appropriate to give the Pupil Notes to their pupils or whether to explain verbally what they need to do.

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	✓

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.

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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:

- keying text on a slide;
- inserting a graphic;
- adding a sound; and
- using a simple transition.

Resources

Suitable presentation software such as Slideshow or Powerpoint.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should talk to the teacher about the images and text they are going to put in their slide/slides.

Do

Pupils should choose the images for their slide/slides, insert them and enter their text. If working at Level 2 they should choose a transition for their slides.

Review

Pupils should be helped by the teacher to show their presentation to a group of pupils. They should be encouraged to think about how they might improve it.

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 Working with Text at Levels 1 and 2. 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 1	Level 2
<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>Pupils can:</p> <ul style="list-style-type: none"> find information from a given digital source (explore); explore and interact with a digital device or environment (explore); 	<p>Pupils can:</p> <ul style="list-style-type: none"> find, select and use information from a given digital source (explore); carry out a series of instructions using a digital device or environment (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"> express ideas by creating pictures and composing text or adding own voiceover (express); and 	<ul style="list-style-type: none"> create and edit text onscreen, combining images and/or sound (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. 		
<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"> talk about how to improve their work (evaluate); and
<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"> print their work (exhibit). 	<ul style="list-style-type: none"> save their work (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 1 (Presentation)	Desirable Features - Level 2 (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"> enter text on to a slide (express); insert an image (express); and with teacher’s help show slide to another pupil (express). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> enter text onto a slide (express); insert a graphic (express); add a sound (express) ; select and use a simple transition (express); with teacher’s help show presentation to the group or class (express); and talk about how to improve their work (evaluate).
<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>Desirable Features - Level 1 (Working with Text)</p>	<p>Desirable Features - Level 2 (Working with Text)</p>
<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>Typically the pupil can:</p> <ul style="list-style-type: none"> use a simple word bank (explore); create a simple phrase or sentence (express); and print their work (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> control the mouse to navigate on screen (explore); create/combine text and available pictures (express); spell common and familiar words (express); use spaces in text (show evidence of word spacing) (express); use full stops and some capital letters (express); talk about how to improve their work (evaluate); and save work using icon (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. 		

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

My First Presentation

Create a slide or slides about something you have been doing in class.

Talk to your teacher about what pictures and text you are going to put on your slides.

Choose the pictures for your slides and put them on your slides. Type in the text you want to use. You might want to use a sound in your slide.

If you are doing more than one slide choose a transition for your slides.

Look at your presentation and see if it can be improved, for example, by moving the image on your slides or making the text a bit bigger.

Edit and save your work.

With help from your teacher, show your presentation to a group of pupils.

