

People Who Help Us

Desirable Features: Presentation
Working with Text

Task Description

In this task, pupils are required to create a simple presentation which highlights people who help them within the school community. This presentation should include pictures, text, sound and simple transitions. Children may work as a group or individually.

This task relates to PD&MU – Strand 2 Mutual Understanding in the Local and Wider Community: Relationships at school.

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**.

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:

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|---|
| <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>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. |

| | |
|--|---|
| 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.

People Who Help Us

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:

- creating and delivering presentations;
- inserting images;
- adding sound to slides;
- experimenting with slide transitions; and
- saving work.

Resources

Suitable software such as Slideshow, Powerpoint or PhotoStory 3.

Internet Access.

Clipart.

Digital camera.

Managing the Task

Pupils should be given opportunities to:

Plan

Ask pupils to identify and name the people who work with them at school and help them to work well in the classroom. Challenge children to name people who they may not see often or at all but are still important to the running of the school. This process will help children to better understand and value caring relationships within school.

Pupils should discuss what makes a good presentation. They should choose individuals to be included in their presentation. They should make a plan of the content.

Do

Pupils should work individually or as a group to create the slides. They should insert a picture or photograph to each slide and add some text and/or sound about each person. Pupils should be able to save their work.

Review

Pupils should have opportunity to show their presentation to the class and discuss and evaluate each others' work.

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 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 judgement of the pupils' level of

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

This task may also 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 2 | Level 3 |
| 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"> • find, select and use information from a given digital source (explore); • carry out a series of instructions using a digital device or environment (explore); | 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); |
| 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"> • create and edit text and/or data onscreen, combining images and/or sound (express); | <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); |
| 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); |
| 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"> • talk about how to improve their work (evaluate); and | <ul style="list-style-type: none"> • make modifications to improve their 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 their work (exhibit). | <ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit). |

Assessment Criteria Grid

| UICT Requirements | Desirable Features - Level 2 (Presentation) | Desirable Features - Level 3 (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 onto a slide (express); • insert images (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>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); • independently show presentation to the group or class (express); • work collaboratively online if appropriate (exchange); and • make changes to work if necessary (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. | | |
| | Desirable Features - Level 2 (Working with Text) | Desirable Features - Level 3 (Working with Text) |
| <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"> • 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>Typically the pupil can:</p> <ul style="list-style-type: none"> • open 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). |
| <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.

People Who Help Us

Make a list of all the people who help us in our school community.

Think about how we could tell new children about them. Make a plan for a presentation of at least four slides about People Who Help Us.

Open a computer program to begin creating your presentation.

Insert a picture or a photo on each slide and add some text and sound.

Choose suitable styles and effects for your slides and decide which transitions to use. Show your presentation. Make changes to it if you find any mistakes or if you see something you want to improve.

Save your presentation and show it to your class.

Ask your friends to comment on your work.

