

# Reduce, Reuse, Recycle

Desirable Features: **Presentation**  
**Working with Text**  
**Researching**

## Task Description

In this task pupils are required to design and create a presentation to show how their school deals with rubbish and recycling. The task complements work in The World Around Us and supports aspects of the ICL 'Eco Warriors'. The pupils will record the recycling that takes place in their school, and investigate ways to improve on it. They should use the internet to research how the materials are recycled.

This task is set out in two parts. Part 1 of this task is for pupils working at Level 4 and Part 2 of this task is for pupils working at Level 5.

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

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

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:

- using a digital camera and video camera;
- creating and editing sound files;
- researching the Internet;
- importing and saving images;
- applying fonts, styles and alignments;
- combining text with images and sound;
- creating a looped presentation; and
- using transitions.

## Resources

Suitable presentation software such as Powerpoint, Photostory.

Digital / video camera.

Access to Internet.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should discuss how the school deals with the issue of recycling. They should think of ways to capture which materials are recycled. They may also consider materials which could be recycled but currently are not and capture them on camera.

### Do

Pupils should take photographs that illustrate how in school waste is sorted for recycling. They may take photographs of materials that could be recycled but are not.

Pupils should then use the internet to research what happens to the materials that are recycled. They should create their presentation, and 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 save the presentation, creating a folder to keep their images and work on the topic.

### Review

Pupils should be given the opportunity to discuss their presentation with their peers and to present it to the class. 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 and Working with Text at Levels 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 4	Level 5
<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 assets from a range of digital sources (explore);</b></li> <li>investigate and solve problems in a digital environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li><b>research, select, edit, use and evaluate assets from a range of digital sources (explore);</b></li> <li>investigate and solve problems in a range of digital environments (explore);</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>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li><b>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);</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>	<ul style="list-style-type: none"> <li>use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);</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>	<ul style="list-style-type: none"> <li><b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li><b>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate);</b> and</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>	<ul style="list-style-type: none"> <li><b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 4 (Presentation)	Desirable Features - Level 5 (Presentation)
<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>• 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> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• when creating a slide presentation demonstrate a clear sense of purpose and audience in their selection and use of moving/still images, sound and text (explore);</li> <li>• demonstrate purpose in their selection of animations and transitions (explore);</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>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• create a multimedia presentation, demonstrating a clear understanding of audience and purpose (express);</li> <li>• use a wider range of feature to enhance the presentation eg hyperlinks, sound and video files, insert and embed objects, (express);</li> <li>• edit graphics, for example, crop, recolour, adjust brightness, contrast (express);</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>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• use suitable timing to create a presentation for exhibition (express);</li> <li>• deliver presentation and answer questions related to the content (express);</li> <li>• work collaboratively online when and where appropriate (exchange);</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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• regularly use a 'plan, do, review' cycle to improve their work, alter sequencing of slides if necessary (evaluate);</li> <li>• talk about and describe the process they have undertaken and discuss what they might do differently (evaluate);</li> <li>• save presentations and assets in an organised store, updating and deleting files as required (exhibit); and</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>		<ul style="list-style-type: none"> <li>• showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit).</li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 4 (Working with Text)	Desirable Features - Level 5 (Working with Text)
<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>• retrieve an existing document (explore);</li> <li>• select text and other assets from a range of digital sources (explore);</li> <li>• copy and paste text appropriately from a range of digital sources (explore);</li> <li>• 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);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• display text in a variety of formats, such as newspapers, presentations, leaflets, etc demonstrating a clear understanding of audience and purpose (express);</li> <li>• use tables and tabs to organise text (express);</li> <li>• format lists using bullets, numbering (express);</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>	<ul style="list-style-type: none"> <li>• use a spellchecker (express);</li> <li>• use a text box (express);</li> <li>• create a table (express);</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when and where appropriate (exchange);</li> <li>• evaluate what they have done and discuss what they might do differently (evaluate);</li> <li>• update saved work, if and when necessary (exhibit);</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>	<ul style="list-style-type: none"> <li>• import a graph and position it appropriately (express);</li> <li>• alter an image if necessary, for example, resize, crop, etc (express);</li> <li>• work collaboratively online when appropriate (exchange);</li> <li>• use the text and picture toolbars to enhance appearance of text and images (evaluate);</li> </ul>	<ul style="list-style-type: none"> <li>• create folder structure to store work (exhibit); and</li> <li>• showcase work by uploading their work to their own e-portfolio or wiki (exhibit).</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>	<ul style="list-style-type: none"> <li>• describe improvements made to document (evaluate);</li> <li>• create folders for saved work (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio or wiki (exhibit).</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>		

# Reduce, Reuse, Recycle

## Part 1

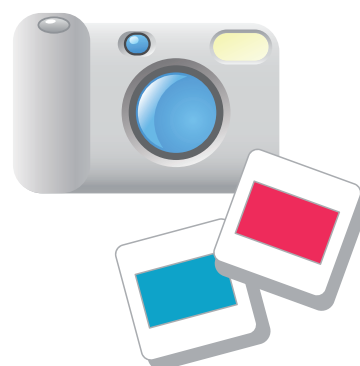
Make a presentation to show how your school deals with rubbish and recycling.

Work in a group to investigate which items are recycled in school. Discuss if there are other items in school that could be recycled. Take photographs of the recycling and potential recycling that could occur.

Research on the internet to find out what happens to the materials that are recycled and what the impact might be if the materials were not recycled. Discuss with the group how the information could be made into a presentation. Think about the information that will be displayed on each slide. Insert your own text using text boxes and format.

Insert any appropriate photographs that were taken into the presentation.

Try to record a narration, or insert sound files.

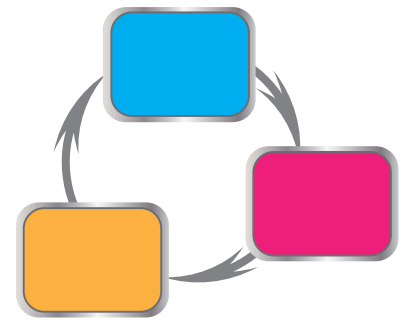


## Reduce, Reuse, Recycle

Consider the transitions used in the presentation, and make the presentation loop continuously.

Save your presentation and discuss with peers what improvements could be made.

Make improvements and save work in a topic folder.

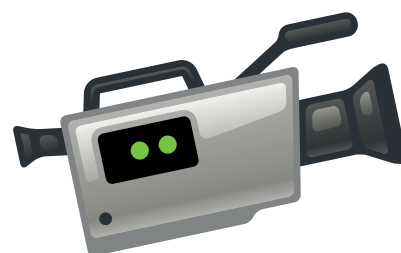


# Reduce, Reuse, Recycle

## Part 2

Make a presentation to show how your school deals with rubbish and recycling.

Work in a group to investigate which items are recycled in school. Discuss if there are other items in school that could be recycled. Take recordings using photos and video of the recycling and potential recycling that could occur.



Research on the internet to find out what happens to the materials that are recycled and what the impact might be if the materials were not recycled. Discuss with the group how the information could be made into a presentation. Think about the information that will be displayed on each slide. Insert your own text using text boxes and format. Insert appropriate photographs and video clips.



Record a narration, or insert sound files.

# Reduce, Reuse, Recycle

Consider the transitions used in the presentation, and make the presentation loop continuously.

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

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.

