

# Topic Time

Desirable Features: **Researching**  
**Presentation**  
**Desktop Publishing**

## Task Description

This is a generic ICT task on 'Creating a Presentation' or 'Designing a Leaflet' at Levels 3, 4 and 5.

In this task, pupils are required to research a topic using digital sources and to produce a digital presentation **OR** a leaflet. Pupils must show awareness of audience. Teachers should relate this work to a topic that the children are currently working on.

## 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.**

The Pupil Notes are set out in three parts.

Part 1 of the task has been designed for pupils working at Level 3. Part 2 of the task has been designed for pupils working at Level 4. Part 3 of the task has been designed for pupils working at level 5.

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

## 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:

<b>The Arts</b>	✓
<b>Language and Literacy</b>	✓
<b>Mathematics and Numeracy</b>	✓
<b>Personal Development and Mutual Understanding</b>	✓
<b>Physical Education</b>	✓
<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.

# Topic Time

## 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 graphics/sound/moving image;
- using presentation software; and
- looking at and creating leaflets.

## Resources

Suitable software such as Powerpoint.  
Graphics.  
Access to Internet.  
CD-ROM, scanner or digital camera.

## Managing the Task

Pupils should be given opportunities to:

### Plan

After group discussion pupils should decide on the area to be researched and on appropriate sources for finding relevant information. They should also decide upon the best method of presenting this information. They can look at some sample leaflets and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc. They should plan which ICT resources to use for example scanner, 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 to create a leaflet or presentation. The finished work should include graphics/sound/still or moving images either found or self-produced.

### Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They discuss any problems they faced. Pupils identify any improvements that might be made and amend their work if necessary. Pupils talk about 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 Researching, Presentation and Desk Top Publishing 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
<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> </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>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</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>• understand that digital methods can be used to communicate and make a contribution to a supervised online task (exchange);</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>make modifications to improve their work (evaluate);</b> and</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>save using file names and select work to showcase learning digitally (exhibit).</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 3 (Researching)	Desirable Features – Level 4 (Researching)	Desirable Features – Level 5 (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> </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> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• search for information from a range of sources, for example, CD Rom, internet, LNI (explore);</li> <li>• analyse the evidence collected (explore);</li> <li>• show an awareness that not all information is objective (explore);</li> <li>• reference sources and provide supporting notes (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>• 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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when and where appropriate (exchange);</li> <li>• begin to evaluate found data in terms of audience and purpose (evaluate);</li> <li>• store and organise bookmarks (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>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• store downloaded text, pictures and sound in appropriate format for further use (exhibit); and</li> <li>• showcase work by uploading their work to their own e-portfolio (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>			
<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 (Desk Top Publishing)	Desirable Features – Level 4 (Desk Top Publishing)	Desirable Features – Level 5 (Desk Top Publishing)
<b>Explore</b> <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>	Typically the pupil can: <ul style="list-style-type: none"> <li>open new (or existing) document (explore);</li> <li>select a template, for example, brochure, card, newspaper, leaflet, etc (explore);</li> <li>access and select images from a range of given sources (guided by teacher), for example, camera, internet, clipart, picture bank, own artwork (explore);</li> <li>create text and alter font, size, style and colour of text (express);</li> <li>spell frequently used words correctly (express);</li> <li>display text appropriately, for example, using correct punctuation, word spacing (express);</li> <li>include titles/subtitles if appropriate (express);</li> <li>select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express);</li> <li>begin to use tools available, for fill, autoshape, shadow, etc (express);</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>retrieve existing document/ folder (explore);</li> <li>independently access and select text, images 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>show an awareness of audience (express);</li> <li>create own text (express);</li> <li>use a spellchecker (express);</li> <li>use default text flow (express);</li> <li>use a text box and format if appropriate (express);</li> <li>create a table (express);</li> <li>import a graph and position appropriately (express);</li> <li>edit an image to enhance it using, crop, resize, adjust contrast/brightness (express);</li> <li>replicate documents (express);</li> <li>format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</li> <li>demonstrate awareness of screen or print (express);</li> <li>use the text and picture toolbars to enhance appearance of text and images (express);</li> <li>work collaboratively online when appropriate (exchange);</li> <li>explain improvements made to document (evaluate);</li> <li>create folders for saved work (exhibit);</li> <li>demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>demonstrate an understanding of audience and purpose (express);</li> <li>demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express);</li> <li>link text boxes to allow for text flow (express);</li> <li>use page numbers where appropriate (express);</li> <li>use grouping, for example, picture and caption (express);</li> <li>format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</li> <li>edit images using a wider range of image editing tools (express);</li> <li>work collaboratively online when and where appropriate (exchange)</li> <li>evaluate what they have done and discuss what they might do differently next time (evaluate);</li> <li>update saved work, if and when necessary (exhibit);</li> <li>create and organise sub-folders, for example, to store images, web links, etc (exhibit);</li> <li>understand file formats, for example, for faster download (exhibit); and</li> <li>showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>
<b>Express</b> <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>	(Continued from Level 3) <ul style="list-style-type: none"> <li>understand word wrapping, i.e. not using return key at end of each line of text (express);</li> <li>position an image appropriately (express);</li> <li>scale an image proportionally (express);</li> <li>work collaboratively online if appropriate (exchange);</li> </ul>	(Continued from Level 4) <ul style="list-style-type: none"> <li>work collaboratively online when appropriate (exchange);</li> <li>explain improvements made to document (evaluate);</li> <li>create folders for saved work (exhibit);</li> <li>demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	(Continued from Level 5) <ul style="list-style-type: none"> <li>showcase work by uploading their work to their own e-portfolio (exhibit).</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>	(Continued from Level 3) <ul style="list-style-type: none"> <li>work collaboratively online if appropriate (exchange);</li> </ul>	(Continued from Level 4) <ul style="list-style-type: none"> <li>work collaboratively online when appropriate (exchange);</li> </ul>	(Continued from Level 5) <ul style="list-style-type: none"> <li>work collaboratively online when and where appropriate (exchange)</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	(Continued from Level 3) <ul style="list-style-type: none"> <li>make changes to work if necessary (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>	(Continued from Level 4) <ul style="list-style-type: none"> <li>work collaboratively online when appropriate (exchange);</li> <li>explain improvements made to document (evaluate);</li> <li>create folders for saved work (exhibit);</li> <li>demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	(Continued from Level 5) <ul style="list-style-type: none"> <li>showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>
<b>Exhibit</b> <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>	(Continued from Level 3) <ul style="list-style-type: none"> <li>make changes to work if necessary (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>	(Continued from Level 4) <ul style="list-style-type: none"> <li>work collaboratively online when appropriate (exchange);</li> <li>explain improvements made to document (evaluate);</li> <li>create folders for saved work (exhibit);</li> <li>demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	(Continued from Level 5) <ul style="list-style-type: none"> <li>showcase work by uploading their work to their own e-portfolio (exhibit).</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)	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>• 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> </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> </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>• 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>	<ul style="list-style-type: none"> <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>	<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> <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> <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> </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>			<ul style="list-style-type: none"> <li>• save presentations and assets in an organised store, updating and deleting files as required (exhibit); and</li> <li>• showcase e work by uploading their work to their own e-portfolio or the school’s social network (exhibit).</li> </ul>

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

# Topic Time

## Part 1 (Leaflet)

You are going to create a single fold leaflet to present some information about a topic you have been working on this term. Keep a note of the sites you have visited.

- Select suitable software or a template to produce a single fold leaflet.
- Select and insert appropriate images and position them correctly.
- Insert appropriate text making sure that your punctuation and spelling are correct.
- Show your leaflet to someone from your class and make changes if you need to.
- Save your leaflet.



# Topic Time

OR

## Part 1 (Presentation)

You are going to create a Presentation on a topic you have been learning about to show to the class.

Decide on the information you are going to use in your presentation.

You will need to:

- choose a slide layout
- select and edit the text you have found when researching
- consider the font, size, style and/or colour of your text
- be careful with your spelling
- use correct punctuation and word spacing
- add a background colour
- combine selected images/sound with text
- save your presentation and give it a name
- show your presentation to the class and make any changes you need to



# Topic Time

## Part 2 (Tri-Fold Leaflet)

You are going to produce a tri-fold leaflet for a topic you have been learning about in class. Plan what you will put in your leaflet. You may wish to collect some leaflets to look at with others in a group, paying attention to presentation of information, layout, fonts and graphics.

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

Keep a note of all the sites you visit.

Select suitable software to produce the leaflet.

Insert 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 others what improvements could be made.

Make any necessary improvements and save your work.

# Topic Time

OR

## Part 2 (Presentation)

Create your own presentation about a topic you have been learning about in class.

Plan what you will put in each slide. Search the Internet/CD Roms for information and graphics.

Create your slides thinking about the layout using text, sound and still or moving images.

Choose appropriate styles and effects by using slide design templates.

Edit graphics, for example, resize, rotate, use border sharpen.

Use text boxes and bullets.

Look at your presentation and decide on the order of the slides and improve it by applying transitions between the slides.

Edit and save your presentation in a named folder and open the file again as and when required.

Deliver your presentation to the class and discuss how it might be improved. Make any necessary improvements and resave.

# Topic Time

## Part 3 (Tri-Fold Leaflet)

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.

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.

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.

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

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.



# Topic Time

OR

## Part 3 (Presentation)

You are going to create your own multimedia presentation about a topic you have been doing in class demonstrating a clear understanding of audience and purpose.



Plan what you will put in each slide. Search the Internet for a range of moving and still images, sound and text.

Edit graphics by using a variety of tools such as crop, recolour, adjust contrast, brightness etc.

Use a range of features to enhance the presentation such as hyperlinks, and embedded objects such as sound and video files.



Animate your slides using custom animation and apply suitable transitions.

Alter sequencing of slides if necessary.

Combine above features to enhance presentation/timed loop presentation for exhibition.



Regularly use a "plan, do, review" cycle to improve your work.



# Topic Time

## Part 3 continued

Create a Topic Folder to save this work into and use this folder to create sub-folders containing images used in your presentation, for example scanned photos/images, digital photographs, weblinks, etc.



Deliver your presentation to the class using suitable timing.

Evaluate their responses and make adjustments if necessary.

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.

