

LESSONS FOR MODULE 1

Activity	SUMMARY OUTCOME	EXAMPLE USING Yr 8 Geography soil erosion topic	Estimated time for each lesson
1:1:1 Brainstorming initial ideas/concepts	Pupils discuss and note down all they know about the topic idea (either given or generated).	<i>Brainstorming soil erosion. – what you know about it, why it happens, how it can be stopped, how it effects people etc.</i>	25 minutes
1:1:2 Grouping/mapping ideas into a format	Pupils group similar ideas together to reinforce the concept and direction of their study.	<i>Map out ideas for research and focus – what really interests you about this topic and what you would want to share with others.</i>	10 minutes
1:1:3 Establishing keywords and ideas	Pupils begin to review the structure of the resource sections and key ideas to focus on. Introduces ICT skills such as search engines, databases etc.	<i>Establish key words and areas of interest – e.g. it may be looking at the problem locally, nationally, or globally. What is the focus of their research is going to be? Comprise a list of words such as: landslide, slump, deposition, mud, fertile land; subsequently focus these into ideas such as 'Can we find out what causes a landslide?'</i>	20 minutes
1:1:4 Formulating key questions	Pupils will review what questions they want to ask as they begin research Who? What? When? Where? Why? How?	<i>Think about questions to research on soil erosion, e.g. What is soil erosion? Who can help me find out about soil erosion? When does soil erosion occur? Where is soil erosion most likely to happen? How can we prevent soil erosion?</i>	10 – 30 minutes
1:2:1 Kid Smart SMART rules	Pupils review safety issues of beginning to create online: Who do they e-mail to ask questions? Unwanted content, stranger danger.	<i>Identify the safety issues in e-mailing out and searching for information about such things as "strip farming."</i>	30 minutes
1:2:2 Identifying plausibility of information	Pupils help to identify authority of online resources and helpful checklist. Also review plagiarism, permission, and associated issues.	<i>When you look at soil erosion think about the different perspectives people may have (e.g. companies denying that it occurs through their industry, campaigns, environmental and political issues.) How can we trust the information given to us by different groups?</i>	10 – 60 minutes

1:2:3 Researching ICT sources (Internet search engines, email)	Pupils given strategies for effective research. Referencing sources, using safe search engines.	<i>Use keywords from activity 1:1:3 to search the World Wide Web using safe engines to find appropriate information.</i>	Dependent on time available – could be set as a homework task.
1:2:4 Note-taking and note-making	Pupils helped to put their new found knowledge into their own words for their own audience and contribute their own thoughts.	<i>Students find an article on the effects of soil erosion in Wellington, NZ. Students then need to interpret it and use it in an appropriate way for their audience and focus of topic, i.e. Use the information to show similarities or differences between soil erosion in the UK.</i>	Dependent on time available – could be set as a homework task.
1:3:1 Exploring the communication medium they will use: audio/video clips, scanning pictures, screen grabs, picture transfers, Excel spreadsheets, PDF's, PowerPoint.	Pupils helped to think about the suitable media they will need in producing their resource - introduction to audio clips, graphic creation, PDF, PowerPoint, examples of young peoples' sites which use different media.	<i>Students scan photos of examples of soil erosion their articles, poems, graphics, pictures, expert's comments etc ready for next module (SHARE!)</i>	Dependent time, equipment, and software available.

(The above activities are only a guide to the length of time needed for each. This estimate will change depending on the class using this resource, i.e. Some classes may need extra time on particular lessons while others will be familiar with certain aspects and therefore need none/only a very short amount of time to cover the section).

ICT Curriculum Overview for Module 1

Lessons 1-4

Subject curriculum references www.nc.uk.net	ICT curriculum references	Activity	Components
<p>Enter your subject objectives here</p>	<p><i>Finding things out:</i> <i>* to be systematic in considering the information they need and to discuss how it will be used</i></p>	<p>Brainstorming</p>	<ul style="list-style-type: none"> • Example brainstorm • Required materials • Brainstorming templates • Websites about brainstorming techniques
		<p>Mind mapping</p>	<ul style="list-style-type: none"> • 2 styles of mind mapping • 2 examples of mind mapping activities • 1 printable mind mapping template • Link to further examples of mind mapping and mind map templates
		<p>Keywords and ideas</p>	<ul style="list-style-type: none"> • A process of generating keywords • A process of generating key ideas
		<p>Formulating key questions</p>	<ul style="list-style-type: none"> • An activity for formulating key questions • Links to further questioning ideas

Lessons 5, 6 &7

Subject curriculum references www.nc.uk.net	ICT Curriculum references	Teaching Idea	Activity Example
<p>Enter your subject objectives here</p>	<p><i>Finding things out:</i> <i>*how to obtain information well matched to purpose by selecting appropriate sources, using and refining search methods and questioning the plausibility and value of the information found</i> <i>* how to collect, enter, analyse and evaluate quantitative and qualitative information, checking its accuracy</i></p> <p><i>Developing ideas and making things happen:</i> <i>*to develop and explore information, solve problems and derive new information for particular purposes [for example, deriving totals from raw data, reaching conclusions by exploring information]</i> <i>*how to use ICT to measure, record, respond to and control events by planning, testing and modifying sequences of instructions [for example, using automatic weather stations, data logging in fieldwork and experiments, using feedback to control devices]</i></p> <p><i>Exchanging and sharing information:</i> <i>*how to use ICT, including e-mail, to share and exchange information effectively [for example, web publishing, video conferencing]</i></p> <p><i>Breadth of study:</i> <i>* working with others to explore a variety of information sources and ICT tools in a variety of contexts</i></p>	<p>Kids SMART rules</p>	<ul style="list-style-type: none"> • SMART rules link • Kids Smart interactive link • Ideas for further SMART activities • Chat room safety link
		<p>Plausibility of a website – what is the authority?</p>	<ul style="list-style-type: none"> • Plausibility activity • Link to QUICK website • Link to further information and activities
		<p>Research</p>	<ul style="list-style-type: none"> • Steps on how to research • Search engine strategies/searching techniques • Links to safe search engines • Research using email
		<p>Note taking & note making</p>	<ul style="list-style-type: none"> • Answering own key questions • Writing for the web • Links to information and activities on plagiarism • Links to a Citation Machine • Links to Writing for the Web sites

Lessons 9

Subject curriculum references www.nc.uk.net	Curriculum Objectives	Teaching Idea	Activity Example
<p>Enter your subject objectives here</p>	<p><i>Developing ideas and making things happen:</i> <i>*how to use ICT to test predictions and discover patterns and relationships, by exploring, evaluating and developing models and changing their rules and values</i> <i>* to recognise where groups of instructions need repeating and to automate frequently used processes by constructing efficient procedures that are fit for purpose [for example, templates and macros, control procedures, formulae and calculations in spreadsheets]</i></p> <p><i>Exchanging and sharing information:</i> <i>*how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose</i> <i>* to use a range of ICT tools efficiently to draft, bring together and refine information...and suit the information content</i></p> <p><i>Breadth of study:</i> <i>*working with a range of information to consider its characteristics, structure, organisation and purposes</i> <i>*working with others to explore a variety of information sources and ICT tools in a variety of contexts</i></p>	<p>ICT presentation media</p>	<ul style="list-style-type: none"> •Communication medium such as audio/video clips •Examples of clips for viewing/listening (Jenny's Story) •Links/guide to find out how to create own clips •Scanning pictures/text documents •Screen grabs/picture transfer from the Internet •Excel spreadsheets •PDF •PowerPoint •Link to previous winners of the Childnet Academy competition