Bronze 3 SOW

Back to SOW home page [1]

Bronze 3 example SOW - Not mandatory, adjust to meet your own context but ensure learning outcomes can be evidenced through assessment criteria linked to the activities. Try to build progressively on Bronze 2. Use of web technologies can be substituted with other methods but the approach here will better prepare learners for the Web Site Software units and Using Collaborative Technologies later. e-portfolios and VLPs are also EU and UK government policy so the skills to organise these are under-pinned by learning web technologies.

Activity 1

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 1:- Comparing Search Engines

Contributing activities:

- Searching for a place to go on holiday (what are your interests what will help find the best place?)
- Comparing search engines
- Discussing the information found with friends, which search engine do you think is best and why?

UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect, store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using ICT.

Activity 2

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 2 :- Organising results

Contributing activities:

- Making a table on a web page to compare your search tools
- Recording findings - Was information found interesting to me? Did the search results make it easy to find what I wanted?
- Putting results into the table and comparing them with friends.

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Activity 3

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 3 :- Open Source and Creative commons

Contributing activities:	Resources:
• Finding open source equivalents to closed applications • Learning about what can and can not be legally copied • Making a table to compare advantages and disadvantages of free resources	• • •
UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect, store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using ICT.	

Activity 4

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 4 :- Planning a new project - Internet Safety	
Contributing activities:	**Resources:**
• Filling in a project planning template • Checking the plan with other people • Finalising the plan	• Example assessed project at this level **[8],** • Planning template, **[9]**
UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect, store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using ICT.	

Activity 5

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 5:- Collecting Information

Contributing activities:

- Using search engines to find information
- Helping my group organise and present our information
- Discussing with my group how we can improve

UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect, store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using ICT.

Activity 6

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 6:- Using Inkscape to design a safety poster 1

Contributing activities:

- Drawing shapes and lines in Inkscape
- Labelling a simple diagram
- Saving in a suitable format for web pages (Original in .svg, then .png or .jpg exported from the original.)

UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect,

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store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using ICT.

Activity 7

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Activity 7:- Using Inkscape to design a safety poster 2	
Contributing activities:	**Resources:**
• Improving the design • Comparing search engines • Discussing the information found with friends, which search engine do you think is best and why?	
UK National Curriculum references. Plan how they will use ICT to solve a problem. Collect, store and retrieve data. Identify and select appropriate information using straightforward lines of enquiry. Present information using text, images and other media. Identify ways they can keep themselves safe when using IC	

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Activity 7 - Producing an illustrated story part 1

Contributing activities:

- Decide the steps needed to plan my project
- Search for some pictures
- Write some text and/or record narration

Resources

Search engine, computer and place to download and store pictures. Text editor (preferably plain text rather than a full Word processor) Audacity sound recording and editing software.

Activity 8 - Producing an illustrated story part 2

Contributing activities:

- Making a web page for my story and transfer pictures text and narration
- Asking other people if they like my story
- Asking other people how I can improve my story

Resources

Web site for presenting work, eg INGOT learning site, school web site that can support tables. Search engine(s), computer and place to download and store pictures. Text editor (preferably plain text rather than a full Word processor) Audacity sound recording and editing software.

Activity 9 - Endangered species - organising information part 1

Contributing activities:

- Project challenge. Find five endangered animals - get pictures of each that are licensed to share and find out how many are left in the world
- Learn how to make a table in a web page to present findings adjusting the table properties
- Learn how to put images and text into cells in a web table

Resources

Web site for presenting work, eg INGOT learning site, school web site that can support tables. Search engine(s), computer and place to download and store pictures. Text editor (preferably plain text rather than a full Word processor).

Activity 10 - Endangered species - organising information part 2

Contributing activities:

- Present a simple plan for presenting endangered animals
- Present information organised in a table
- Say how what you have learnt might help you at home and at school/work

Resources

Web site for presenting work, eg INGOT learning site, school web site that can support tables.

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Activity 11 - How do my web pages work?

Contributing activities:

- Learning some simple HTML tags

Resources

Web site that can switch editing between HTML and WYSIWYG editing, eg INGOT learning site, Moodle, school web site/VLE. Make a new page, enter a word and give it heading 1 style switch to plain text editor observ <h1>Word</h1>. Explore **Bold**, *italic*, underline - can they see any common principles? What happens if you press enter for a new line? Explore editing HTML tags. What are the advantages and disadvantages? (HTML editing tends to be slower and you have to remember what the tags do, HTML editing gives more control and can make pages more efficient. Some knowledge of HTML enables users to fix problems when the WYSIWYG editor does something unexpected)

Source URL: https://theingots.org/community/Bronze3SOW#comment-0

Links
[1] http://theingots.org/community/SOW
[2] http://www.google.co.uk
[3] http://www.clusty.com
[4] http://www.yahoo.co.uk
[5] http://www.dogpile.co.uk
[6] http://theingots.org/community/LinkPuzzles
[7] http://theingots.org/community/resources/bronze/fairy_tale
[8] http://theingots.org/community/sites/default/files/uploads/user4/pupilDNC3.pdf
[9] http://theingots.org/community/planningtemplate
[10] http://www.bbc.co.uk/iplayer/episode/b00qp1pm/Newsround_Caught_in_the_Web/
[11] http://www.inkscape.org
[12] http://www.youtube.com/watch?v=-TKR9OWtR1g&feature=related
[13] http://www.youtube.com/watch?v=hDY8TKCEV6w&feature=related
[14] http://www.youtube.com/watch?v=NAKRS2TcKmQ
[15] http://www.youtube.com/watch?v=csSIXcyqM_U
[16] http://www.youtube.com/watch?v=GsBXcmyfFgM

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