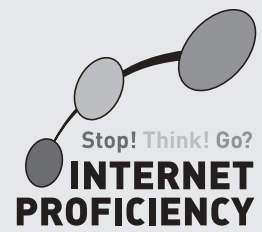


Lesson 1



Using technology to communicate

This lesson sets the context for the Internet Proficiency Scheme and helps to establish the level of experiences pupils have had in using ICT.

In this lesson pupils are encouraged to talk about their own experiences of using technology to communicate – what they have used and for what purposes. They consider the advantages that technology offers as well as possible disadvantages. An important message to include is that this scheme is designed to help them to learn to use these technologies safely, effectively and responsibly.

It will be helpful if pupils have undertaken the IP Scheme audit before they tackle this lesson. Details on this can be found in the 'Implementing the Internet Proficiency Scheme' section of this pack. This will provide information on which pupils have already used which technologies and highlight gaps in experience. This lesson provides opportunities for differentiation to take prior experience into account.

Resources for this lesson can be downloaded from <http://www.gridclub.com/cybercafe/teachers>.

Learning objectives

Pupils will:

- recognise that communication has a purpose and that there are many ways of communicating
- recognise that technology can provide effective ways of communicating with people
- recognise the benefits of using technology to communicate but realise that there are risks in using communication technologies and these can be reduced if appropriate behaviours are adopted.

More experienced pupils will be able to select appropriate technologies for specific purposes and justify their choices.

Organisation

This lesson begins with a whole-class introduction followed by pupils working in small groups to share ideas. These ideas are then shared with the whole class. Further group discussions follow and a plenary session is used to share and record what has been learned.

Timing	Suggested age group of children	Useful for
The lesson should take approximately 55 minutes	Year 4 ✓ Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work Small group/pairs ✓

Lesson 1

Relevant to the following areas of the English National Curriculum: PSHE and Citizenship Framework at Key Stage 2

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
 - e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

Preparing to play an active role as citizens

2. Pupils should be taught:
 - a) to research, discuss and debate topical issues, problems and events
 - c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
 - k) to explore how the media present information.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
 - a) take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
 - d) make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)

Resources

Below is an outline of the activities and the resources required for the activities in lesson 1. Bold typeface indicates the name of the resource, e.g. '**Slogans**'. All the resources are contained in this pack or can be downloaded from <http://www.gridclub.com/cybercafe/teachers>

Part of the Lesson	Type and Title of Resource
Activity 1, Part 1	Communication Devices – a visual aid (a set of pictures that could be used if artefacts are unavailable). Alternatively an electronic presentation of these devices can be downloaded from http://www.gridclub.com/cybercafe/teachers
Activity 1, Part 2	Communicating – a Pupil Recording sheet for Group A pupils (they should work in groups to record their ideas) How we communicate (remove bold) – a pupil recording sheet for groups B and C (One sheet per group)
Plenary	Slogans – a Pupil Recording sheet (one set for each group of pupils; you may also want to enlarge this, ask pupils to choose the best slogan for each different technology and turn it into a classroom display)
Follow-up	Diary – a Pupil Recording sheet (as a follow-up activity pupils could record what and how often they use different technologies; each pupil would need a copy)

Activity 1: Communication tools and their uses

Part 1

You might begin by telling pupils that this is an introductory lesson to the IP scheme, which is about learning to use the technology safely. Where a lot of pupils have considerable experience of using some of the technologies, you could suggest that they will be able to help others by sharing the lessons they have learned about Internet safety.

As a whole class, ask pupils to suggest different ways of communicating. These suggestions could include:

- Traditional methods
 - talking (face to face, telephone, fax)
 - writing (letters and notes)
 - pictures/signs
- New technologies – Internet, mobile phones, teletext, e-mail, chat rooms, text messaging (SMS and MMS – multimedia messaging), instant messaging (IM), TV, video or digital recording.

If pupils are struggling to think of ideas, you could show them the presentation **Communication Devices**. Alternatively, the pictures in **Communication Devices** could be copied on to an OHT and used to initiate discussion. It might be possible to supplement this with actual artefacts such as mobile phones. Check that every pupil is familiar with at least one of them.

(20 minutes)

Part 2

Divide pupils into three groups according to their experience in using technology (starting with Group A as the least able/experienced).

Group A

Ask all the children to work in twos or threes to discuss how different people in the school communicate with others within the school, in the community and in the wider world. They should use the brainstorm template, **Communicating**, to record their ideas. Remind pupils that all ideas should be recorded.

You could give additional support to pupils who have difficulties by asking specific questions to encourage them to focus their thinking. For example, “How does the Head Teacher speak to children?” (face to face); “How do people speak to the secretary?” (face to face, over the telephone or fax, via e-mail); “How do you speak to relations that live in another town or village?” and “Who do you communicate with?”.

Groups B and C

Working in groups of two or three, ask children to consider which method of communication would be best for a number of situations, such as:

- inviting a visitor into school
- telling parents about a school assembly
- sending a picture/photograph
- asking children in another country about school life
- sending a copy of a poster you have made (by hand and on the computer)
- asking for a copy of a catalogue with school resources in it.

Ask them to think of something that needs to be communicated, the method they would choose and why they think it is most appropriate for that particular purpose. They could record their ideas in a simple chart, like the example **How we communicate**.

Encourage pupils to reflect on their own uses and their own behaviours: Why did they choose particular approaches? Were they the most effective? Did they come across any potentially risky situations? What did they do? If pupils do not have any examples of potentially risky situations that they can describe you will need to present one or two – perhaps receiving an e-mail with a virus attached or unsolicited text messages on your mobile phone. Ask pupils what they would do in each situation.

It will be important to de-sensationalise responses. The important aspect of this activity is to encourage pupils to reflect on why they chose the approaches they did and to be able to record/communicate those choices.

(15 minutes)

Lesson 1

Plenary

Encourage each pair to describe one communication tool they have used and why they chose it. If possible, collate responses but do not let it slow down the flow of ideas. Start with less able and less experienced pupils, Group A, as they will have a smaller repertoire on which to draw.

Suggest that they make a note of which pupils are confident with each device. They might produce a simple chart. Explain that the purpose of this is to show who to ask if they get into difficulties. This should encourage those more experienced pupils to adopt a responsible approach to supporting their peers.

(10 minutes)

Pupils could create slogans for electronic communication. The file, **Slogans**, could be used as a starting point. Print out the sheets and enlarge them using a photocopier if possible, and then cut on the lines. Slogans might include: 'Chat with a chum' (which could be using a chat room or on a telephone), 'Fax a photo', 'Mail a message', 'Add an attachment'. Pupils should select the appropriate illustrated strip for their slogan. These slogans can be displayed to illustrate the different purposes for which we can use the technologies.

(10 minutes)

Follow-up (optional)

Ask pupils where they use the technologies and how often. They might keep a record of their electronic communications for a week using the **Diary** template.

Learning outcomes

Pupils will be:

- able to name several different ways of communicating with and without technology
- able to identify appropriate methods for particular purposes
- aware that there are potential risks but that they can learn how to deal with them.