



## Unit 4E: Extending the use of Adventure/Simulations

### About this Unit:

In this unit children will explore an appropriate adventure or simulation making decisions and predicting the consequences of their actions. They will learn to extract images from the software to be used in a word processing or database activity or load an image into a graphics package and make changes to it or include it in their own representation of a fantasy world.

Children should be able to apply what they have learnt in this unit when exploring adventure programs or simulations and to develop skills to extract images to complement their work in other areas such as art, creative/descriptive writing or use characters from the software as subjects in a database.

### Where this Unit fits in:

This unit builds on previous work in Unit 1A: An Introduction to Modelling and Unit 3D: Exploring Simulations. It also builds on some of the work undertaken in Unit 4A: Using a Word Processor to Organise, Re-organise and Develop Ideas and Unit 4B: Developing images

The unit assumes that children:

- recognise patterns within simulations and make and test predictions and explore options
- use more advanced features of a word processor to organise and re-organise text on screen
- use a graphics package with zoom and stamp facility to create their own representations of fantasy worlds

### Vocabulary:

Simulation | Adventure | Cut | Copy | Paste | Extract | Import |  
Insert | Export | Snapshot | Area | Capture | Zoom | Stamp |

### Resources:

| Simulation or Adventure programme with characters and situations  
that support work in other areas of the curriculum | graphics package  
| software that allows areas of the screen to be captured such as IWB  
software | word processor |

### Expectations: at the end of this unit,

*Most pupils will be able to:* use an adventure/simulation package, recognise patterns, make and test predictions and will be able to extract images to use in their creative writing or representations of their own fantasy worlds

*Some pupils will only be able to:* use an adventure/simulation package, and need help to extract images to use in their writing

*Some pupils will also be able to:* use an adventure/simulation package, recognise patterns, make and test predictions and suggest their own ideas for using images in a wide variety of contexts and in other programs.

*These units have been adapted from material available on the OCA Schemes of Work website*



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<p><b>Setting the Scene</b></p> <ul style="list-style-type: none"><li>• <b>key idea:</b> that computer simulations can represent real or imaginary situations and characters and features of those fantasy worlds can be used to develop and communicate their own ideas in other software</li></ul>	<ul style="list-style-type: none"><li>• Discuss the children's previous experiences of using an adventure/simulation program. Can they describe: the outcome of making certain decisions; situations; characters; setting; or use their imagination to develop any of those ideas further? What would happen if..?</li><li>• Introduce the adventure program to be used, discuss the setting and the main features of the simulation. Remind the class that they will have to make choices and enter data and that the computer simulation allows users to try things which would be difficult or impossible to do in practice.</li><li>• Tell the children that once they are familiar with the adventure/simulation package, they will be exporting characters from the software and importing them into other software to develop their own representations and ideas of fantasy worlds.</li></ul>	<ul style="list-style-type: none"><li>• Understand that computer simulations can represent real or imaginary situations and that computer simulations allow users to try things that would be difficult or impossible to do in practice.</li><li>• Develop ideas of creating their own fantasy worlds and scenarios.</li></ul>	<ul style="list-style-type: none"><li>• Useful adventure programs for this activity allow: prediction of outcome; problem solving; a clear setting and a range of characters; and should involve children working in pairs or small groups to discuss, plan and develop their own ideas.</li></ul>

*These units have been adapted from material available on the QCA Schemes of Work website*



<b>Learning Objectives</b> <i>Pupils should learn...</i>	<b>Possible Activities</b>	<b>Learning Outcomes</b> <i>Pupils can...</i>	<b>Consider</b>
<b>Short Focused Tasks</b>			
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that a computer representation allows the user to make choices, explore options and that different decisions produce different outcomes</li> <li>• <b>technique:</b> to be able to identify suitable characters and scenarios to develop their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children to explore the adventure program in pairs or small groups. Building on their previous experience, they should make choices, predict and explore options and think about the setting and tasks of the fantasy world that they are exploring.</li> <li>• Ask the children to write down ideas for using some of the characters in their own writing. Encourage them to think of a variety of styles of writing and audience. Ask the children to share their ideas with the class to discuss ideas and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the simulation to make and explore predictions and to identify patterns.</li> <li>• Identify characters and scenarios to use in the development of their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Some children may need to be asked to find specific characters identified by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that images can be exported from a program in a variety of ways and those images can be used in a word processor to communicate ideas</li> <li>• <b>technique:</b> extract a character from an adventure program and use it in a word processor</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of capturing an image from the adventure program and inserting it into a word processor. This will depend on the software available. This may be possible using more than one method.</li> <li>• Give children the task of identifying and locating a particular character in the adventure program, capturing the image and inserting it into a word processor and writing a short descriptive passage about the chosen character. Some individual's descriptions could be read to the class to see if the character can be identified solely from the written description. The class descriptions could be shared and discussed to develop use of descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Capture an image from an adventure program and insert it into a word processor.</li> <li>• Apply the skills and knowledge developed in Unit 4A using appropriate techniques in a word processor to ensure that their writing is coherent, well presented and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• This will depend on the software available to extract images. IWB software has <b>Floating tools</b> with a <b>camera capture tool</b> function which is perfect for this type of activity, if neither is available, <b>Windows print screen key</b> with the paste option could be used, although not as effective as the other options. Alternatively, some graphics software has a <b>capture facility</b>.</li> </ul>

*These units have been adapted from material available on the QCA Schemes of Work website*



Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<b>Short Focused Tasks (Cont.)</b>			
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that images can be exported from a program in a variety of ways and those images can be used in a paint package to create fantasy worlds.</li> <li>• <b>technique:</b> extract a character from an adventure program and use it in a paint package.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of capturing an image from the adventure program and inserting it into a paint package. This will depend on the software available. This may be possible using more than one method.</li> <li>• Give children the task of identifying and locating a particular character in the adventure program, capturing the image and inserting it into a paint package. They should make changes to it using the tools available e.g. changing a characters hair colour and style by painting over it, making it a stamp, creating a fantasy world background for it and using the zoom facility to create extra detail in an area of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Capture an image from an adventure program and insert it into a paint package.</li> <li>• Apply the skills and knowledge developed in Unit 4A using appropriate techniques in a word processor to ensure that their writing is coherent, well presented and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• This will depend on the software available to extract images. Some graphics software has a <b>capture facility</b> that imports an image directly. If not the suggested methods in the previous task could be used.</li> </ul>
<b>Assessment Task</b>			
<ul style="list-style-type: none"> <li>• to locate characters and identify settings by exporting and importing images from an adventure program into other software to develop their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with the children the different ways the computer can be used to extract an image from an adventure program and used in other software packages.</li> <li>• Give children working in pairs the task of identifying and locating a particular character in the adventure with a specific purpose in mind <i>eg. find a villainous character to create a wanted poster, a funny character to describe, a character that needs help (to write a what would happen if... situation), a criminal to write a description into a simulated police database record etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Locate a chosen image in an adventure program and by using a capture tool, can extract that image and insert it into a word processor or import it into a paint package</li> <li>• Apply their knowledge of word processing and graphics packages to develop their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• More able children can suggest and develop their own uses of the images, while other children may need to be given specific tasks.</li> </ul>

*These units have been adapted from material available on the QCA Schemes of Work website*