



## Unit 6A: Using Presentation Software to Convey Meaning

### About this Unit:

In this unit children learn to create a presentation using text, images, sounds and video clips. They will be encouraged to use skills and knowledge already learned in other units in order to create presentations that are sensitive to the needs of their audience.

Children will apply what they have learnt in this unit when communicating and presenting information in music, art, history, geography, science, religious education, Cwricwlwm Cymreig, design and technology and it could be very useful for persuasive argument in English.

### Where this Unit fits in:

Builds on work on all previous units linked to word processing, layout, use of images

This unit assumes that children:

- have created documents in a word processor, considering layout, style and writing for an audience
- understand persuasive argument

### Vocabulary:

Presentation | Slide | Slide sorter | Bullet points | View | Next | Previous | Settings | Handouts

### Resources:

Multimedia Presentation software | Resource banks of images, clip art, animations, sounds, music and video | Projector | Large Display Screen | Printer

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

**Most pupils will be able to:** create a multimedia presentation that includes text, images and sounds to convey meaning for an intended audience and present their work to the class.

**Some pupils will only be able to:** create a multimedia presentation that includes text and images but need help to refine their work to suit the intended audience.

**Some pupils will also be able to:** create a multimedia presentation that includes text, images, sounds and video clips as a well planned effective persuasive argument. They will present their work to an audience using handouts and may use speaker's notes, and when delivering, use highlighter tools to emphasise certain points.

*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>Setting the Scene</b>			
<ul style="list-style-type: none"> <li>• <b>key point:</b> that presentation software can be used to organise, refine and present information.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use a slide show to demonstrate to the children how using presentation software is an effective way of conveying meaning to a specific audience. Tell them that they are the audience for your presentation. The presentation should contain: information about what makes a good presentation; some example slides of poor presentation techniques; text; images; sound and video clips. Discuss features of a good presentation with the children and warn them about using too many effects that distract the audience from the meaning and content of the presentation. It should be noted that important points appear on the screen as prompts to the speaker about what they need to say and form key points for the audience to view. Not everything spoken is displayed on screen.</li> <li>• Tell the children they will be planning and making a multimedia slide presentation of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the good points of a presentation.</li> <li>• Understand that a presentation conveys meaning and is intended for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• There could be a tendency for children to use too many font styles and effects, making their presentation distracting for the audience.</li> <li>• Using some slides that have intrusive backgrounds, font size too small, in text that is not easy to read, in a colour that doesn't show up well on the background to illustrate that these points are important to be sympathetic to an audience. Discuss these issues with the class.</li> </ul>
<b>Short Focused Tasks</b>			
<ul style="list-style-type: none"> <li>• <b>key point:</b> to use presentation software to enter text and images to organise, refine and present information</li> <li>• <b>technique:</b> to create a few slides in presentation software to present to the class or group</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use templates to choose an appropriate style for the presentation, consider how it will look to the audience. Some slides may contain text frames, bullet points, picture frames etc.</li> <li>• Ask the children to make a presentation of no more than 4 slides about themselves. They could consider favourite football teams/pop stars/book, pets, friends, family etc. The children should work out a plan on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise and refine their thoughts into key points and place like information on the same slide.</li> <li>• Create a four page slide show, save repeatedly and present their show to the class or a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Children could decide on which were the most effective presentations, giving their reasons why.</li> </ul>

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<b>Short Focused Tasks (cont)</b>			
<ul style="list-style-type: none"><li>• <b>technique:</b> to work on a collaborative project to organise, refine and present information</li><li>• to use CD-ROMs and the Internet to carry out research</li><li>• to use speaker notes, print out the presentation and print audience handouts</li></ul>	<ul style="list-style-type: none"><li>• Explain to the children that they are going to produce a presentation in the form of an illustrated narrative, which will inform their audience about the life of a child in Victorian times.</li><li>• Divide the children into groups and ask them to plan their slides to include aspects of the Victorian times they have studied. Within each group, ask pairs of children to concentrate on one aspect of life, eg school life, child labour, toys, upper and lower classes, clothes, etc. The children could use the Internet or CD-ROMs to carry out additional research and save appropriate images to use later in their presentation.</li><li>• Ask the children to work in pairs to produce pages, which should include images and text. They could also consider using animation or appropriate film clips. The slides should then be combined to form a group presentation.</li><li>• Show examples of work in progress to the class, and encourage children to modify their work in the light of others' comments. Consider how easy the work is to read and understand. How do the images help the audience understand how people lived in Victorian times? How successfully does the presentation evoke a vivid picture of the life of a Victorian child? How well does it help the audience compare a child's life then and now?</li><li>• Show the children the various options to print out their slides and how to print hand outs for the audience.</li></ul>	<ul style="list-style-type: none"><li>• Work collaboratively to research, plan, modify and organise information.</li><li>• Combine slides to form a group presentation.</li><li>• Evaluate their work and that of others to make improvements to their presentation.</li><li>• Use the print options.</li></ul>	<ul style="list-style-type: none"><li>• More able children could add speaker's notes (software allowing) and choose and print out appropriate handouts for the audience to use. They could also include short video clips and could be encouraged, during the presentation, to use highlighter tools.</li></ul>

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<b>Short Focused Tasks (Cont.)</b>			
<ul style="list-style-type: none"> <li>• <b>key point:</b> to use presentation software with multimedia effects to present a story in different forms for a specific audience.</li> <li>• <b>technique:</b> to include sound effects, recorded speech and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a suitable fiction text with the class. Show the illustrations in large format or using a data projector with scanned pages. Explain the objectives and main writing outcomes to the children.</li> <li>• Children work in groups to re-read the text. They use large sheets of paper to write their first responses to the story on eg theme, characters, setting, their feelings, surprises in the story. They should consider characterisation and the author's techniques for developing this.</li> <li>• Demonstrate how to record sounds using a computer microphone</li> <li>• Ask the children to work in small groups to create a multimedia presentation, retelling the story from the viewpoint of one of the characters. They can use their own illustrations or scanned illustrations from the book. They should also use sounds - either recordings of their own voices or sound effects imported from a CD-ROM or the Internet. They should consider the use of animation, sound effects and the timing of their graphics and writing to increase dramatic impact.</li> <li>• Show examples of the work in progress to the class and encourage children to modify their work in the light of others' comments. Consider how easy the work is to read and understand. Does animation help or detract? How successfully <i>does the presentation capture the audience's attention?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Design a multimedia presentation using graphics and sounds to re-tell a story considering dramatic impact.</li> <li>• Show sensitivity to the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• This activity could be linked to a traditional tale or Welsh folk lore. These stories can be good because they usually have pattern and familiarity. It can be fun to re-write a traditional tale such as Red Riding Hood from the point of view of the wolf etc.</li> <li>• They could be writing the story to present to younger children. If this is the case they need to consider font size, style, use of repetitive language etc. Research selection of younger children's books before beginning the task.</li> <li>• Discuss the finished stories with the class and ask what features in each of the stories works best and why.</li> </ul>

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<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>Assessment Task</b>			
<ul style="list-style-type: none"> <li>• <b>key point:</b> to use presentation software with multimedia effects to present an argument for a specific audience.</li> <li>• <b>technique:</b> to use the skills they have learned in this unit to the best effect to persuade an audience to adopt the idea presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a fictitious situation to the class where an area of land near the school is going to be sold to developers to build a shopping complex. Explain that there are residents who are against this as they want the land to be used as a green area for recreation.</li> <li>• The children would need to consider other land use in the area and discuss, positive points for the developers such as, the jobs that would be created, convenience for shopping, other businesses such as restaurants that might be attracted to the area and negative points such as, increased traffic, loss of green space, the lack of a potential playground nearby etc.</li> <li>• Divide the class into groups, tell some of the groups that they have to give the argument FOR the shopping development, and the others the argument AGAINST.</li> <li>• The children will have to do research and this will link to Geography. They can use the Internet to locate maps of the area etc. or use a graphics package to draw their own maps.</li> <li>• They should present their argument to an audience and use their presentation to give clear, information but make their argument seem the most attractive option.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a presentation conveys meaning and is intended for a specific audience.</li> <li>• Organise and refine their thoughts into key points and place like information on the same slide.</li> <li>• Work collaboratively to research, plan, modify and organise information.</li> <li>• Combine slides to form a group presentation.</li> <li>• Use text, images and sound to enhance the presentation.</li> <li>• Use the print options to create handouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the internet to obtain aerial photographs of the area.</li> </ul>

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