Year 5 Multimedia 1 Presenting My Persuasion (Core)

Timing	Children will
5 sessions of approximately 40 minutes	• Consider their keyboard and text editing skills and how to improve them • Consider ways in which websites and other digital advertising use persuasion and collect ideas on a collaborative tool • Identify an appropriate tool to create a strategy document and practise the skills they will need to use • Identify similarities and differences between a document and a slide presentation • Plan an advertising campaign and use an appropriate presentation tool to share with their 'customer' • Consider what will makes a presentation interesting and rehearse using the presentation to communicate their ideas • Provide feedback to friends to improve effectiveness of presentation • (Extension) Refine presentation and use it as part of an online safety assembly
e-safety links I can explain the importance of communicating kindly and respectfully. I identify the intended audience for an advert.	**Objectives** • I can select an appropriate online or offline tool to create and share ideas. • I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content using unfamiliar technology. • I can use appropriate keyboard commands to amend text on my device. • I can evaluate my work and improve its effectiveness.

Links to other learning
Computing: Year 5 Technology in our Lives 1
English: Pupils will **give well-structured descriptions, explanations and narratives as they present to an audience.**

Resources	Preparation
Padlet Persuasion websites Dancemat Typing http://www.bbc.co.uk/schools/typing or 2Simple 2Type (in Purple Mash) Advert cards MediaSmart Digital Advertising Word/Google Docs (or Pages) PowerPoint, Google Slides (or Keynote)	Familiarise yourself with how to use Padlet www.padlet.com – Sign up for free version which allows you nine Padlets at any time. (Delete ones no longer used). Click on New Padlet to create a board and a unique web address for the board will be generated. Create a Padlet wall for session 1 (What do you do to persuade?) and share the web address with learners either as a desktop shortcut or on iPad favourites. Download Persuasion websites handout. This is also used in lesson 4 of Year 5 Technology in Our Lives Core block. It can be useful to plan this block alongside that lesson. Download MediaSmart Digital Advertising Presentation and worksheet (used in Technology in Our Lives Core block). Familiarise yourself with common keyboard shortcuts e.g. Ctrl+C, Ctrl+V, Ctrl+P (full list here http://support.microsoft.com/kb/126449) and how helpful it can be to use these. Print out Advertisement cards, or create your own. One per group session 3 and 4.

Year 5 Multimedia 1 Presenting My Persuasion (Core)

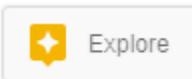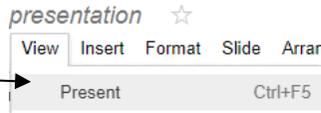|	Expectations	Activity	Success Criteria

1	**Multimedia**
	
	I can use appropriate keyboard commands to amend text on my device.
		Keyboard skills
		
		• What do children know about keyboard skills? Why is it important to be able to use a keyboard?
		
		• Use Dance Mat Typing http://www.bbc.co.uk/schools/typing/ or 2Simple 2Type (within Purple Mash Creative Tools) to give children a ten minute keyboard challenge. Encourage children to find time to practise.
		
		• If using PC, discuss keyboard shortcuts e.g. Ctrl+C, Ctrl+V, Ctrl+P (full list here http://support.microsoft.com/kb/126449) and how helpful it can be to use these.
		
		• If using iPad or tablet, discuss why keyboard skills are important even when using a tablet, and how the keyboard can be customised to make typing easier.
		
		• Give children part of a text you are studying in English or that relates to current topic. Ask them to edit it, reinforcing SPAG learning (could use Word, Google Docs, Textease, or Pages).
		    o add/change adjectives/adverbs
		    o change punctuation
		
		• Agree opportunities and ways in which children can improve their keyboard skills.
			Gold: I recognise ways I can develop my keyboard skills, including the use of keyboard shortcuts.
			
			Silver: I can add and amend text in a document.
			
			Bronze: I can add text to a document.

2	**Multimedia** I can select an appropriate online or offline tool to create and share ideas.	**What do you do to persuade?** • Allocate page one, two and three of persuasion websites pdf to different groups of children. (Click the images or use the QR codes to access the websites). Ask them to work in pairs to identify sites that are trying to persuade us to something. What is the site doing to persuade you? • Ask children to add ways websites are using persuasion to a Padlet wall http://padlet.com/. One idea to each note.	Gold: I can use a variety of methods to present information including highlighting text in different ways and adding hyperlinks. Silver: I can add and amend text in a document to present information to a specific audience.

	I can use text tools to refine my work	• Review ideas shared together. Sort into different strategies for persuasion.
		
		• Look at examples of digital advertising together - slides 8, 11, 14 and 17 of MediaSmart presentation.
		   o What is each slide advertising?
		   o What audience is it aimed at?
		   o How is it successful?
		
		• Ask children to add further ideas of how to 'persuade other people' to the Padlet.
		
		• Review Padlet together.
		
		• Tell the class they we are an advertising company. We have been asked to write a strategy document for the directors of the company that lists ways we can use persuasion to interest people in products.
		
		• Set the class the task of setting out a list of strategies that could be used to sell products, using Word / Google docs / Pages.
		
		• Talk through the skills they will need to use (elicit list from class, prompting as necessary) and identify those they are confident with and those they will need to learn:
		
		   o Add text – select font and size
		   o Use keyboard skills including keyboard shortcuts
		   o Use bullet points
		   o Add heading and sub-headings, using bold where appropriate
		   o Add a text box to communicate an important idea
		   o Add hyperlinks to examples on World Wide Web
		• Children to work individually or in pairs to create a strategy document.
			Bronze: I can add text to a document to present information to a specific audience.

3 + 4	**Multimedia** I can use the skills I have	**Presentation preparation** • Ask children to identify the similarities and differences between a document like the one they have been working on and a presentation. Begin a	Gold: I can break up a task into different parts and use my skills to create an effective outcome for a particular audience.

already developed to create content using unfamiliar technology

I can use text, photo and sound and tools to refine my work.

discussion together to ensure a common understanding and then ask them to work in pairs to make a list of similarities and differences.

- Look at list of skills identified for creating a document and ask them for any that should be added for a presentation. Again, identify those they are confident with and those they will need to learn.
  - Set a theme / background
  - Insert text boxes
  - Insert shapes / callouts
  - Insert images, video and sound (note that sound is more difficult to add if you are using Google slides)
  - Set animation
- Children will use these when creating their presentation. Identify any they may need help with when they begin their task. Provide an opportunity for less confident children to practise before hand.

Plan an advertising campaign

- Put children into work teams and provide a 'project brief for each team with an indication of their customer. Use advert cards or link this to other current learning.

- Ask each group to talk through the needs of the customer. What does the customer do? What are the audiences their advertising will need to target?

- Review one of the strategy documents created in the previous lesson with the class. Use an example that lists all the ways in which a product could be advertised

- Each team agrees an advertising campaign for their customer. They plan how they will present this to their customer (using PowerPoint, Google slides or Keynote app), assigning slides for each person to prepare.

Silver: I can use the skills I have developed to create a presentation for a particular audience.

Bronze: I can use the skills I have developed to present information.

Gold: I can understand that my ideas can be enhanced by editing, I can reflect on the effectiveness of my work and I can modify and refine my work based on this assessment.

Silver: I can understand that my ideas can be enhanced by editing and reflect on the effectiveness of my work.

Bronze: I can understand that my ideas can be enhanced by editing.

		• Remind groups they will need to agree an appropriate theme / background, font for headings and other text so that their slides will appear consistent to their audience (the customer). • Children work individually or in pairs to create their slides. Children need to consider the effects, photos, sounds and videos that they can use to enhance their slides and that this fit with the format they have agreed in their group. • Ensure that during the session, examples of good and effective animations / transitions / effects are shared with the class, so children can modify and enhance their presentation. • Each group collate their slides together. Create one complete slide set, copying and pasting slides that have been saved by each individual or pair.	

5	**Multimedia**
	
	 I can review and improve my own work and support others to improve their work.
		Presenting a campaign
		
		 • Tell the class that each group will presents their campaign to the class who will role play being the customer. What will you be looking for as a customer? Create a class list of how a presentation will be successful in persuading you to select their advertising campaign eg
		
		     o Content
		
		     o Engaging slides
		
		     o Narration makes use of the slides to communicate
		
		     o Allow groups time to rehearse presenting with their slides.
		
		 • Each group to have a turn at presenting. Rest of class give feedback based on the agreed criteria. Remind the class each time of who they are as the customer and what they have asked to be advertised.
			Gold: I can understand that my ideas can be enhanced by editing, I can reflect on the effectiveness of my work and I can modify and refine my work based on this assessment.
			
			 Silver: I can understand that my ideas can be enhanced by editing and reflect on the effectiveness of my work.
			
			 Bronze: I can understand that my ideas can be enhanced by editing.

	Extension task	**Online safety assembly** • A group of children, or the whole class, select slides from the presentations to be part of an assembly. The purpose of the assembly is to communicate the ways in which we can be influenced to want things that we may not need.	

- Slides are collated, and additional slides added to get other children in the school thinking about how they can avoid being persuaded to a viewpoint which may not be helpful or positive.
- Give time to the children that will be presenting in the assembly to rehearse. Provide an opportunity for them to present to the whole class to get feedback and to refine the presentation before leading the assembly.

Additional information re Google slides

- o Themes can be changed with tab
- o Insert text box
- o Insert shape / callouts
- o Insert photos from local drive OR Google Drive OR:
    - ▪ Explore (bottom right of screen)
    - ▪ Search
    - ▪ Images tab (now top right) to find photos online.
- o Highlight text or select image to add hyperlink (top menu right of centre
- o Select view tab and present
- o Share with others