

further opportunity to explore these. They can extend their skills by designing covers for imaginary books, for example, 'Rocket Engine Manual', 'Time Machine Engine Diagnostic Booklet', 'Bungee Jumpers' Handbook' and so on.

Suggestion(s) for support

Limit expectations with less confident children, perhaps to using IT for the production of text only. Pairing them with a more confident child may offer additional support.

Assessment opportunities

This activity will enable you to assess children's ability at combining text and graphics. Look for their ability at finding the graphics images and inserting them into the appropriate place within their design. Are the text and images balanced, meaningful and correctly sized? There are also opportunities to make assessments in art as to how well the children select appropriate resources and experiment with the possibilities that these offer, and their selection of visual elements appropriate to the purpose.

Display ideas

A collage consisting of a variety of the children's cover designs will be interesting and attractive. Enlarged examples imaginatively displayed will show off their efforts to good effect.



Children need to learn that different CD-ROMs have different ways of providing access to information. If it is an encyclopaedia type of CD-ROM then there will be a built-in routine to allow searches to be made. Other types of CD-ROM may be of the 'browse around' kind, where a search routine is not an integral part of the software. The routines for saving text and graphics will again depend on the type of CD-ROM used. Saving the material first, rather than dragging it straight into the word processing software, is good practice. Once the material has been collected, it could be transferred to a floppy disk for use on another machine.

FAMOUS PEOPLE

To search a CD-ROM and select images and text for saving and downloading into word processing software.

†† Pairs.

⌚ 30 minutes at the computer; 10 minutes demonstration.

Previous skills/knowledge needed

Children will need the ability to access information from CD-ROMs, and to insert saved text and graphics into a word processing or DTP application.

Key background information

CD-ROMs are capable of storing enormous amounts of information and are a fast, cheap and efficient medium to use. Children need to develop the skill of accessing information from CD-ROMs, and this activity requires them to search for both text and graphical information, then to download and save it from the CD-ROM into a word processing or DTP application. It uses the context of famous people, offering excellent links to other curriculum subjects such as history or science. Once the children have obtained the appropriate information, the remainder of the activity centres on DTP formatting.

Vocabulary

CD-ROM, CD-ROM drive, access, image, text, search routine, download.

Preparation

Collect a variety of CD-ROMs, including encyclopaedias such as *Encarta*, *Hutchinson's Encyclopaedia* and *Kingfisher Micropedia*, which include information about famous people, perhaps relating to the children's current work in other subjects. Make a copy of photocopiable page 131 for each child.

Resources needed

A computer with a CD-ROM drive, a DTP or word processing application, a printer, paper, a collection of CD-ROMs containing information on famous people (see Preparation), photocopiable page 131.

What to do

This task centres around the production of five (or less) short descriptions or 'portraits' of famous people. The children can each choose their famous people according to the particular curriculum context they are working within at the time. Start by telling them that they are going to do some research into these people using CD-ROMs as the source of information. Give each of them a copy of photocopiable page 131 to focus them on the basic facts they will need to gather about their famous people. This will help to keep their material relevant and interesting. Talk about any additional information that may be useful.

Now explain that you want the children to gather information from the collection of CD-ROMs you have provided, using the questions or headings on the photocopiable sheet to guide them. They must download the relevant text from the CD-ROM into a word processing application and re-work it to produce short passages of around 50–100 words for each of their famous people. They must also include a graphic downloaded from the CD-ROM as part of their page, preferably a picture of each character or something relevant to them. Emphasise that the text must be edited in some way and not merely left unchanged. If necessary, provide a demonstration showing the children how to access information from a CD-ROM and explaining the routines for downloading and saving text and graphics into a word processing or DTP file.

The children can present their finished portraits together as a series, perhaps in chronological order of birth or the date of the person's main achievement.

Suggestion(s) for extension

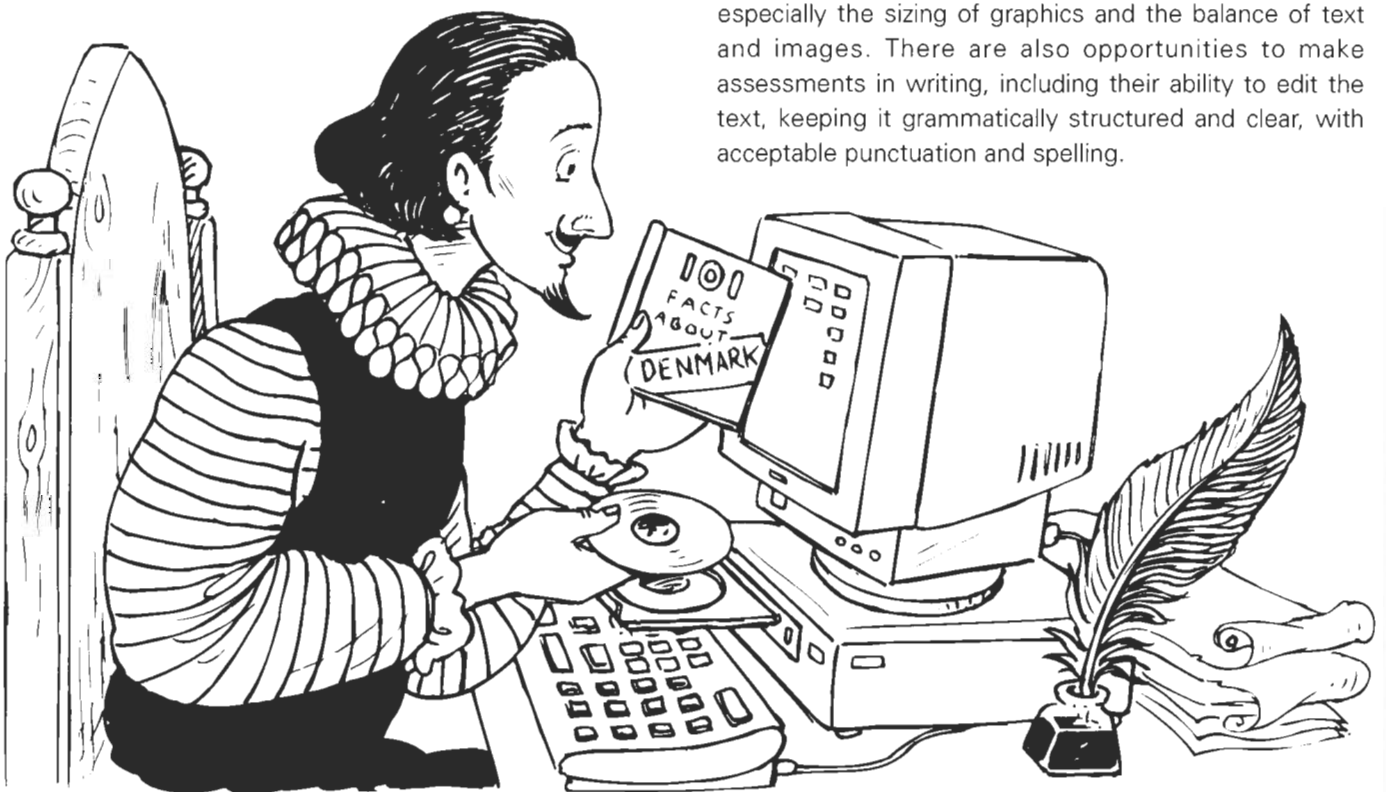
The children could carry out a similar task choosing famous scientists, artists or musicians, famous places, animals, forms of transport and so on, depending on the current curriculum context. The emphasis should be on accuracy, brevity and quality of production. The skill to be developed is one of seeking out the important detail from the wealth of information available. The task may be further extended by the children concentrating on one famous person and finding additional material taken either from CD-ROMs or reference books. The idea is for them to build up a portfolio on their chosen character and produced using IT.

Suggestion(s) for support

The task may be limited to focusing on one or two characters only and printing out immediately after downloading the text and graphics rather than editing onscreen. The children can then use a highlighter pen to mark the important information for later word processing. This allows them to make progress away from the computer. They can then return to working onscreen knowing what text to keep, amend or cut. Again, pairing with a more confident child can offer great advantages.

Assessment opportunities

This activity will offer opportunities for assessment in IT capability in the combining of text and graphics and in redrafting and refining their work. Look to see how confidently your children are accessing the graphic images and how they are processing the textual information. Their formatting and layout should show evidence of organisation, especially the sizing of graphics and the balance of text and images. There are also opportunities to make assessments in writing, including their ability to edit the text, keeping it grammatically structured and clear, with acceptable punctuation and spelling.



Facts on famous people

▲ Choose a member of your family or a friend and pretend that they are famous – you can make up the reason why, perhaps they invented something clever, or showed great bravery at some accident. Use the answers to the questions below to describe your made-up Famous Person.

▲ Produce a storyboard of up to five or six frames illustrating your famous made-up person.

Who are they?
When did they live?
Where did they live?
What did they look like?
Why are they famous?
What followed on from their discovery or achievement?
When did they die?
What are their family details?

▲ Now choose a famous person from history and, using the CD-ROMs you have available, answer the questions above.

Display ideas

The children's work from this activity can enhance any project on people, places or things. By producing only brief descriptive text and including interesting graphics, displays will be visually appealing and accessible. The children's results could be collected and mounted into small books, for example 'Our Book of Famous Scientists'.

Reference to photocopiable sheet

Photocopiable page 131 lists a variety of headings to help focus the children in the information collection exercise.

Facts on famous people

▲ Choose a member of your family or a friend and pretend that they are famous – you can make up the reason why, perhaps they invented something clever, or showed great bravery at some accident. Use the answers to the questions below to describe your made-up Famous Person.

▲ Produce a storyboard of up to five or six frames illustrating your famous made-up person.

- Who are they?
- When did they live?
- Where did they live?
- What did they look like?
- Why are they famous?
- What followed on from their discovery or achievement?
- When did they die?
- What are their family details?

A large rectangular area with a spiral binding on the left side, intended for drawing a storyboard. The area is mostly blank, with a small corner fold at the bottom right.

▲ Now choose a famous person from history and, using the CD-ROMs you have available, answer the questions above.