Year 7 – Gaining support for a cause

Unit introduction

During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.

Overview of lessons

Lesson	Brief overview	Learning objectives
1 Features of a word processor	Learners will start with an activity to help them understand that each software application has a different purpose: they will play a game of 'Guess Who', in which they will have to pick the most appropriate software. Next, learners will use word processing software to explore a range of formatting tools, and then they will be given a document to format using these tools. The lesson will finish with a multiple choice quiz.	• Select the most appropriate software to use to complete a task • Identify the key features of a word processor • Apply the key features of a word processor to format a document • Evaluate formatting techniques to understand why we format documents
2 Licensing appropriate images	In this lesson, learners will build on the document that they formatted last lesson and will add appropriate images to it, applying relevant formatting techniques.	• Select appropriate images for a given context • Apply appropriate formatting techniques

	Learners will look at a selection of images and discuss which image they think would be appropriate for the given scenarios. Next, learners will be introduced to copyright law, and then they will watch a video about Creative Commons licensing. Learners will complete an activity in which they have to allocate the appropriate Creative Commons licence in the given scenarios. Learners will add images to their document, then complete a peer feedback activity. Time can then be allocated for the learners to make changes based on the feedback.	• Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences • Demonstrate the ability to credit the original source of an image
3 The credibility of sources	The purpose of this lesson is for learners to understand that not all information found on the internet is reliable or trustworthy. Learners will look at techniques to use to help determine the credibility of a source, and then apply these skills by writing an article that could be real or fake. Learners will then look at each other's work and try to determine whether or not the article is credible. Learners will then work on forming an idea for their project. Homework for this lesson will be to identify the audience for their chosen cause. There will be a multiple choice quiz at the end of this which will inform any misconceptions that students may have. This will be out of 20 and any topics all the students are unsure of, the teacher will re teach within the next lesson.	• Critique digital content for credibility • Apply techniques in order to identify whether or not a source is credible
4 Research and plan your blog	In this lesson, learners will be given the opportunity to research their cause and document their findings. Building on the concepts covered in the previous two lessons, the learners will be introduced to the concept of plagiarism.	• Apply referencing techniques and understand the concept of plagiarism

	Learners will spend time looking at blog posts to evaluate their layout and content, then they will research their own cause and justify the credibility of their sources.	• Evaluate online sources for use in own work
5 Promoting your cause	Learners will be introduced to the software that they will use to make their blog (Google Sites, Microsoft Sway, Wordpress, presentation software). Learners will use their research document from the previous lesson to create their blog. Learners will spend time giving feedback on each other's work.	• Construct a blog using appropriate software • Organise the content of the blog based on credible sources • Apply referencing techniques that credit authors appropriately • Design the layout of the content to make it suitable for the audience
6 Project completion and assessment	Learners will review their work based on the success criteria, and will have a chance to make final changes to their work based on the peer feedback that they received in the previous lesson. Learners will finish the unit by completing an end-of-unit assessment.	• Construct a blog using appropriate software • Organise the content of blog based on credible sources • Apply referencing techniques that credit authors appropriately • Design the layout of the content to make it suitable for the audience

Progression

This unit progresses students' knowledge and understanding of licensing and legal issues surrounding the use of online sources of information. They will also gain an understanding of how to apply techniques to help determine the reliability of a source. Learners will develop practical skills in using software to make a blog that could be published online.

Please see the learning graph for this unit for more information about progression.

Curriculum links

National curriculum links

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Education for a Connected World links

Managing online information

- I can use a range of features to quality assure the content I access online. (11–14)
- I can explain how to use search effectively and use examples from my own practice to illustrate this. (11–14)

Copyright and ownership

- I know that commercial online content can be viewed, accessed or downloaded illegally. (11–14)
- I can accurately define the concept of plagiarism. (11–14)
- I can use this definition to evaluate my own use of online sources. (11–14)
- I understand the concept of software and content licensing. (11–14)
- I understand Creative Commons Licensing protocols. (11–14)
- I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers. (11–14)

Assessment

Summative assessment

- Please see the assessment question and answer documents for this unit.

Assessment rubric

- Please see the assessment rubric document for this unit.

Subject knowledge

In each lesson plan, you will find lesson-specific notes providing additional background knowledge, as well as links to external sources.

Enhance your subject knowledge to teach this unit through the following training opportunities:

Online training courses

- National Centre for Computing Education online courses

Face-to-face courses

- National Centre for Computing Education website

Resources are updated regularly — the latest version is available at: ncce.io/tcc.

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