Investigating, Communicating & Creating *(Lesson 2 of 5)*	
Time: 60 minutes **Learning area(s)**: Digital technology processes and production skills. **Year(s)**: 2	
Learning objectives	Students work collaboratively and individually to achieve an understanding of digital information and how it may be presented, digital security and presentation software.
Curriculum links	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003).
Prior knowledge	In Lesson 1 of 5, students explored and discussed images and data accessed from the web (regarding their own school). As a class discussion, they examined the differences in each other's perception of the data and images, and why certain data or images may not be appropriate to share (ACTDIP005).
Resources	*Classroom* – tables arranged for small-group work. *Students* – arrange seating according to digital skills where possible (students should be arranged so that all levels of digital skills are within each group). *Resource 1* - Butcher paper and textas for group brainstorming. *Resource 2* - Access to computers / Microsoft Word for each student.
Introduction *(10 minutes)*	Inform students that the purpose of this lesson is to continue their work in understanding how images and data are perceived and accessed. Revisit the previous class discussion on why certain information or images may not be appropriate for sharing. Engage students by advising them they are working towards creating their own Student Information Page ("SIP"). Commence brainstorming after introduction.
Body of the lesson *(45 minutes)*	*Small group brainstorming* – groups of 4 required to discuss/write on butcher's paper data or images they think are appropriate for a student information page. Teacher to move between groups ensuring guiding progression of task outputs. Group findings to be attached to classroom walls for student reference during next part of the lesson. *Access to computers* – students to work individually using Microsoft Word to create a list of data or images they would like to put on their SIP. Work to be saved for follow-up lesson. Teacher to review Microsoft Word documents to ensure students understand "appropriate" data and images concept. Assist individuals where required by identifying a comparison subject they will relate to. *Whole-group discussion* –leaders to present group findings of student inquiry listed on butcher's paper. Students are encouraged to ask questions. Teacher to provide guidance during discussion to

	encourage students to think critically about the information other students are presenting to them (do you think that the information Jane's group has presented should be available for viewing?).
Concluding the lesson *(5 minutes)*	Advise students that the next lesson (3 of 5) will be an opportunity to finalise the Microsoft Word list they have created. The next lesson will require use of a digital camera for photos to add into each SIP in Microsoft Powerpoint. Presentations will be shared on the smartboard in class.
Evaluation/Follow up	*Student outcomes assessment:* • Teacher to make notes on small-group discussions – have students identified appropriate images and data for SIPs? • Teacher to make notes on individual work on Microsoft Word. Did the children understand how to present information in a list? Was the information appropriate for the task? Further review saved Microsoft Word documents after class. • Teacher to make notes on class discussion of butcher paper ideas. Has each group identified items through critical thinking? Did the questions asked by the class show understanding of the need to be digitally secure? • Students who have shown they may require further assistance regarding appropriate images/data, critical thinking and presentation of data can be assisted in the Follow Up Lesson (3 of 5). *Teacher assessment:* • Was I able to explain digital security, critical thinking and presentation of ideas succinctly? • Was there enough time allocated to students to complete the tasks? • Were the small-group discussions effective for brainstorming ideas? • Did individual work progress easily after small-group discussions? • During presentation time, did students ask questions relevant to the learning outcomes? • Were students engaged throughout the lesson? *Follow up lesson:* Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006).

References

Australian Curriculum, Assessment and Reporting Authority. (2012). Year 2. Retrieved from
   http://www.australiancurriculum.edu.au/Year2