

BBC NEWS ■ SCHOOL REPORT ■

Key areas of the 5-14 National Guidelines for ICT (Strands) covered in each lesson plan

Lesson	Strands	How the strands relate to the lesson activities
Lesson 1 What is news?	<i>Developing informed attitudes in relation to ICT in society.</i> In this strand pupils progressively develop informed attitudes about the applications and implications of ICT in society.	The Huw Edwards video (activity 1) explains that while ICT enables BBC journalists to broadcast up-to-the-minute news, they must also take the time to ensure each story is correct, fair and objective.
Lesson 2 Finding and gathering the news.	<i>Collecting and analysing</i> , which deals with the use of ICT tools to collect and analyse structured information, such as databases and spreadsheets, and to solve problems. <i>Searching and researching</i> , which addresses the development of skills and concepts in using ICT to search for information and to research topics. It involves the effective use of resources such as CD-ROMs and the internet.	Activity 1 prompts students to consider using ICT tools such as search engines to research their stories. Activity 2 asks pupils to analyse the accuracy of the information they glean and to rate the reliability of sources including websites.
Lesson 3 Writing a news report.	<i>Creating and presenting</i> , which involves the development of the ICT knowledge and skills that pupils will need to create and effectively present their own ideas and other material. <i>Developing informed attitudes in relation to ICT in society.</i> In this strand pupils progressively develop informed attitudes about the applications and implications of ICT in society.	Activity 2 shows how using the same information in different media affects the creation and presentation of the news. It explains how BBC online journalists summarise a news story in four paragraphs which are then automatically transferred to Ceefax. Activity 3 encourages students to present their own ideas and learn that copying and pasting from a website has a negative affect on their presentation. Activity 4 informs students about the dangers of placing personal information, such as their surname, on the internet. It also introduces students to the concept of copyright law, affecting photographs (and other media) posted online.

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<p>Lesson 4 Assembling a news report.</p>	<p><i>Using the technology</i> (in this case, editing technology), which is concerned with the building of knowledge and understanding of the technology and the development of skills and confidence in using the technology effectively and responsibly.</p>	<p>The Huw Edwards video (activity 1) explains how to plan an edit on paper and advises how to execute it with the use of ICT.</p> <p>Activity 2 asks students to research and develop editing tips for a particular medium: TV, radio or online.</p> <p>Activity 4 reminds students about copyright law affecting photographs (and other media) posted online.</p> <p>Activity 5 encourages student to make use of the editing technology available in school and gives guidelines for editing video, radio and photo slideshows.</p>
<p>Lesson 5 Ordering the news.</p>	<p><i>Using the technology</i> (in this case, editing technology), which is concerned with the building of knowledge and understanding of the technology and the development of skills and confidence in using the technology effectively and responsibly.</p>	<p>The Huw Edwards video (activity 1) explains the reason for the order in which news stories are edited together using ICT to form a bulletin.</p> <p>Activity 1 (low-tech version) contains an example of a running order, introducing students to some of the effects used in the editing process.</p> <p>Activity 3 asks students to plan a running order which they can follow when editing their news bulletin or web pages.</p>

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<p>Lesson 6 Broadcasting the news.</p>	<p><i>Communicating and collaborating</i>, which is concerned with the use of ICT to communicate and collaborate with other individuals and groups. It involves the appropriate use of tools and techniques, such as e-mail and conferencing, as well as comparisons with traditional communication methods.</p>	<p>Activity 2 involves using an online teleprompter to communicate news.</p> <p>Activity 3 asks the class to produce a collaborative news programme within a defined time frame. Teachers may ask students to communicate through email, mirroring what happens in a real media organisation.</p> <p>Activity 4 asks students to present the news, giving scope to incorporate a range of ICT.</p>
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