# **Lesson** 2**:** Where have we seen information technology in the home?

## Introduction

This lesson encourages learners to consider common uses of information technology in a context that they are familiar with beyond school.

## Learning objectives

To identify information technology in the home

* I can explain the purpose of information technology in the home
* I can open a file
* I can move and resize images

## Key vocabulary

Information technology

## Preparation

**Subject knowledge:**

You should have a clear understanding of devices that can be described as information technology (IT). For younger learners, IT can be seen as computers, devices with computers inside, or things made to work with computers.

**You will need:**

* [Slides](http://ncce.io/csn2-2-s) (ncce.io/csn2-2-s)
* IT at home: [activity sheet](http://ncce.io/csn2-2-a2-ra) (ncce.io/csn2-2-a2-ra), [activity guide for learners](http://ncce.io/csn2-2-a2-h) (ncce.io/csn2-2-a2-h), [zip file of images](http://ncce.io/csn2-2-a2-rb) (ncce.io/csn2-2-a2-rb)

## Assessment opportunities

* **Introduction:** You will have an opportunity to assess learners’ understanding of the previous lesson content.
* **Activity 2:** Learners can evidence their understanding of the purpose of information technology in the home.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

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| --- | --- |
| Introduction (Slides 1–3)  (Slides 4–8)  5 mins | **Information technology**  Ask learners to think back to the previous lesson. Ask if they can remember what the term ‘information technology’ means or what it relates to. Discuss with learners the classroom IT identified in the previous lesson.   * Computers: tablets, laptops, desktops. * Other IT: printers, projectors, interactive whiteboards, USB memory sticks   Show learners the images and ask them to put their thumbs up if the picture is of something which is IT, or thumbs down if it is not. |
| **Activity 1**  (Slides 9–10)  (Slide 11)  10 mins | **Discussion**  Remind learners that they were asked to look around their homes for IT that both they and/or their parents/guardians/carers may use. Write down a list of suggested devices and, if required, show images of devices often found in the home.  For the devices suggested, ask learners how we use the devices and how they help us? |
| **Activity 2** (Slide 12)  (Slide 13)  30 mins | **Sorting IT**  Learners will need to access the activity on a computer. Learners may need to be reminded about switching computers on and logging in. Once learners’ computers are ready to use, show learners how to access the activity.  **Note:** The images are provided as a zip folder should you wish to complete this activity using alternative software.  Explain to learners that they will be undertaking a sorting activity and they should sort the devices into groups based on what the device is used for. The images could be sorted into these categories:   * To talk to people * To play on * To help us do a job * Not sure   Demonstrate to learners how to resize the images by clicking on the image, then clicking and dragging one of the squares at the side/corner of the image.  **Scaffolding opportunity:** You could provide learners with written guidance on how to resize images.  Demonstrate to learners how to move an image into the categories provided. Explain to learners that some of the devices might fit into several groups, so they can choose which group they wish to place the device in. Discuss with learners why they have chosen to put devices into each category.  When learners have completed the sorting activity, ask them to complete the three statements that help identify what IT is (page 2 of the activity sheet).  **Scaffolding opportunity:** Discuss with learners the tasks they do with each device.  **Explorer task:** Ask learners to choose one device from the activity and to think about life without that device. They should consider the following questions:   * What would life be like without the device? * Would they miss it? * What would they do instead? |
| **Conclusion**  (Slides 14–15)  5 mins | **Discussion**  Ask learners to give examples of IT that is used for communicating, playing on (entertainment), and to help us. Encourage them to think about the devices that they sorted during the activity, as well as other devices.  Ask learners whether they think that any of the devices discussed might be found somewhere other than at home, e.g. in school, shops, libraries, launderettes, cinemas, etc. |
| **Review**  (Slide 16) | Review the success criteria for the lesson with learners. |
| **Summary**  (Slide 17)  2 mins | Tell learners that in the next lesson, they will be talking about IT beyond school and home. Ask learners to keep their eyes open and see what they can spot. |

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