Unit 3.4: We are who we are
Creating presentations about ourselves

Software: Google Slides (alternative: Microsoft PowerPoint), Audacity (alternatives: iPad voice recorder, other audio recorders)

Hardware: Laptop/desktop/Chromebook computers, or iPads/Android tablets

Overview

In this unit, pupils create a set of presentations for different audiences and discuss issues of online trust and privacy. In:

- **Session 1** they write about their earliest memories
- **Session 2** they write about their interests and hobbies
- **Session 3** they create slides about an issue they feel strongly about
- **Session 4** they create a short presentation to camera about themselves
- **Session 5** they create a narration for the presentation created in Session 4

- **Session 6** they consider carefully who it would be appropriate to share the content they have created with, and why.

Alternatives

Microsoft PowerPoint can be used on iPads or Windows computers, and Keynote can be used on iPads. If using Google Slides, the recordings can be done on the Voice Recorder app on iPads or equivalents on other tablets.

Knowledge, skills and concepts

In this unit, pupils will learn to:
- create a number of structured presentations
- create a narrated presentation
- consider issues of trust and privacy when sharing information.

Progression
In Key Stage 1:
- The presentation work builds on **Unit 1.2: We are TV chefs** and **Unit 3.3: We are presenters**.
- The small research element builds on **Units 2.4: We are safe researchers**.

In Key Stage 2:
- Pupils consider privacy and data implications further in **Unit 3.6: We are opinion pollsters, Unit 4.4: We are bloggers** and **Unit 6.4: We are connected**.
- They will do further work in collaborative text editing in **Unit 3.5: We are co-authors**, **Unit 5.4: We are web developers** and **Unit 6.3: We are publishers**.

Assessment – by the end of the unit:

All pupils can:
- create a presentation
- create a narration in a presentation
- understand what is meant by **personal information**.

Most pupils can:
- plan the structure of a presentation
- create a presentation with a planned structure
- add narration to a presentation

- distinguish between degrees of trust in sharing content with others.

Some pupils can:
- provide constructive **comments**
- create an effective presentation using well-chosen images and clear narration
- consider the privacy implications of online storage and processing.

Background information

- Most modern media is created using digital technology. The specific tools and techniques vary depending on the medium, but irrespective of this, media work begins with a clear idea and a clear sense of purpose and audience. Often, more detailed planning is necessary, using computational thinking techniques, to break a large task into more manageable parts. In text-based work, document outlining tools support this approach; in presentations, placeholder slides using titles might be produced.
- This unit focuses on presentations, but similar approaches could be applied to many other forms, such as text, audio, video, animation, websites or even computer programming.

- Given the ease with which digital content can be created, stored and published, thought must be given to who has access to such content. It is important for pupils to recognise that once content is made available online, it is very difficult for it to be brought back entirely to the private sphere. Extensive use of cloud-based storage and computing (such as for the Google G Suite and Microsoft 365) necessarily involves trusting companies with content, with some protections afforded by law and company policies. In Europe (as well as, at present, the UK), the GDPR gives individuals, including children, legal protection over the use of their data. These protections are currently mirrored in UK legislations through the Data Protection Act 2018.

Key vocabulary

Comments: a tool in word processors (and other software) to allow one user to provide feedback and suggestions on part of a document

Creative Commons: copyright licensing scheme in which content can be re-used without additional permission, subject to certain specified conditions

Data centre: warehouse of computer storage and processing connected to the Internet

Outline: overview of a document, showing the structure of headings and subheadings without body text

Personal information: information relating to an identified or identifiable individual

Differentiation

- Pupils can tackle the tasks here at their own level. You may find it helpful to give pupils a target length or time limit for their work. Some pupils can be challenged to incorporate more content (such as illustrations or backing music) into their work, or to give more detail in their argument or examples.
- Some pupils may appreciate suggested headings or questions to answer. Further ideas are given in the *Support* and *Challenge* sections within each session (pages 43–48).

Cross-curricular opportunities

English: Planning, writing and speaking skills are applied and further developed through the unit.

PSHE: Pupils draw on early memories, hobbies and interests outside school, issues they care about and, indirectly, family and friendships. This links with the extent to which they trust different circles of family, friends, acquaintances and others.

Other: An alternative approach could apply the media skills of this unit to content related to other subjects in the curriculum, such as their current topics in history, geography, RE or science.

Preparing for teaching the unit

Things to do

- Check you have access to the software.
- If pupils are to share or save their work online, make sure they have accounts set up, and that necessary permissions have been obtained and integrated into the hardware.
- Think through the implications of pupils sharing work with one another and, in the case of Session 5, the wider world. Also consider the potentially sensitive issues that might arise in Session 6 in relation to your school's safeguarding guidance. Discuss any concerns you have with your designated safeguarding lead.

Resources needed

- **Software:** Google Slides (alternative: PowerPoint), screen recorder software
- **Hardware:** Laptop/desktop/Chromebook computers, or iPads/Android tablets

Online resources provided

Session resources

- Worksheet 3.4a: Writing about memories
- Worksheet 3.4b: Questions and prompts
- Worksheet 3.4c: End-of-unit quiz
- Worksheet 3.4d: Pupil self-assessment
- Teaching slides 3.4a–3.4f
- Walkthrough videos 3.4a–3.4d
- Interactive end-of-unit quiz 3.4

Online safety

- Pupils should think about what is appropriate to share online, even when the audience is known. Some pupils may need clearer guidance, and there may be overarching safeguarding concerns that apply to individuals in your class.
- It is important that pupils recognise their rights to data privacy. The session plans indicate with whom content will be shared, but you may wish to adapt these, and emphasise that pupils do not have to share their work.
- Make sure the necessary filters and monitors are in place, and that Google Safe Search is locked on.
- Session 6 is a discussion of potentially sensitive issues of how others can be trusted with personal information, and what is meant by personal information. Consider your school's safeguarding policy, discussing any concerns with your designated safeguarding lead.

Collaboration

- Media work will also typically involve some opportunities for collaboration or feedback from others. Google Slides and Microsoft PowerPoint 365 provide the ability to add comments to others' work, and even to suggest or to make edits.
- Pupils share their work with other pupils throughout the unit, asking for constructive online comments. Session 6 is a whole class discussion of privacy issues, trust and personal data encountered.

Useful links

Software and tools

- Google Slides: **www.docs.google.com/presentation**
- Audacity: **www.audacityteam.org**
- Apple Keynote on the App Store
- Microsoft PowerPoint: **www.office.live.com/start/powerpoint.aspx**

Online tutorials

- Google Slides: **www.support.google.com/docs/answer/2763168?co=GENIE.Platform%3DDesktop&hl=en"hl=en**
- PowerPoint: **www.support.office.com/en-gb/article/video-record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33**

Information and ideas

- The European Handbook for Teaching Privacy and Data Protection at Schools
- Children's Commissioner – Who knows what about me?: **www.childrenscommissioner.gov.uk/publication/who-knows-what-about-me**
- Children's Commissioner on Growing up Digital: **www.childrenscommissioner.gov.uk/publication/growing-up-digital**
- Information Commissioner's Office resources for schools: **www.ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools**
- LSE resources on data and privacy for young people: **www.lse.ac.uk/my-privacy-uk**
- Google data centres: **www.google.com/about/datacenters** (scroll down for the photo gallery)

Unit outcomes

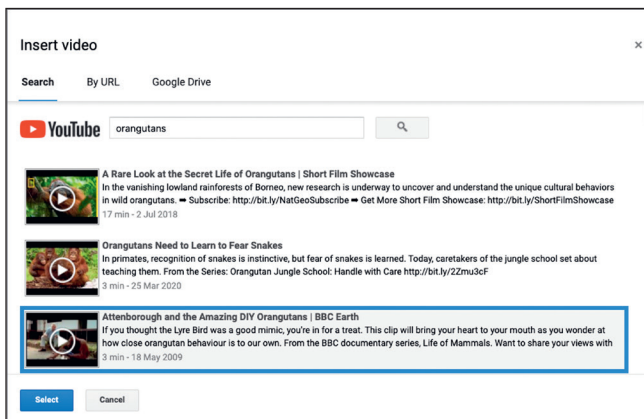Below are some examples of the outcomes you could expect from this unit.
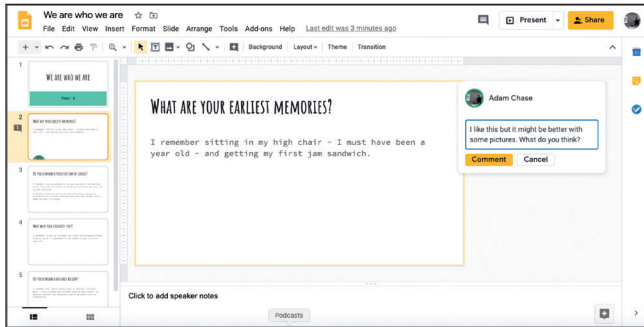
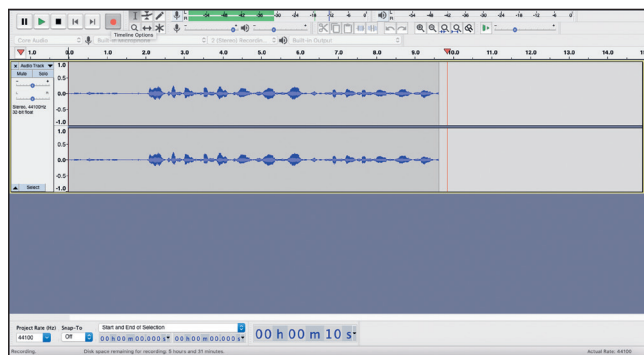**Session 1:** Adding comments to a presentation

Session 2: Adding video into a presentation

Session 3: Inserting video into a presentation

Session 4: Making a presentation

Session 5: Recording audio in Audacity

Session 6: Discussing sharing information online