



**Integrated ICT Learning Unit**  
Volume 2  
Soccer Special – My Makarapa



Endorsed by the  
ECDL Foundation

## Overview

This integrated ICT learning unit consists of one activity which explores the concept of **creating a makarapa**.

### Lesson format:

|             |  |
|-------------|--|
| 10 minutes  | Educational game (optional; at the discretion of the teacher)  |
| 5 minutes   | “Tech Talk” which introduces ICT terminology   |
| 5 minutes   | Mouse skills which develop essential mouse and keyboard/touch typing techniques                      |
| 20 minutes+ | Integrated activity involving tasks, which relate to relevant content being covered in the classroom |

### ICT applications used in this Learning Unit:

|                 |          |              |           |          |        |               |         |            |                       |                      |                    |                   |                     |
|-----------------|----------|--------------|-----------|----------|--------|---------------|---------|------------|-----------------------|----------------------|--------------------|-------------------|---------------------|
| Word Processing | Graphics | Spreadsheets | Databases | Internet | E-mail | Presentations | Drawing | Web design | Information Organiser | Simulations & design | Desktop Publishing | Operating Systems | Programming & logic |
| √               | √        |              |           |          |        |               |         |            |                       |                      |                    | √                 |                     |

### Structure of the Learning Unit:

#### Integrated Activity

This lesson is aimed at integrating ICT into current, relevant class curriculum. Using this approach enables learners to use the computer not only as a working tool but also as a relevant learning tool to learn new concepts and skills or consolidate previously learnt work. This activity will take between 20 – 60 minutes (or 1-3 lessons) to complete depending on the ability of the learners and the time available.

#### e-Learner Assessment

The required assessment for each unit is completed by the ICT teacher by means of evaluating each skill on the skills matrix. The ICT teacher can indicate on the skills matrix whether the skill is being practised or developed by inserting a tick in the appropriate column next to the appropriate skills. Should the teacher wish to formally assess the skills, a symbol of 1, 2, 3 or 4 is inserted into the matrix in the assess column next to each skill assessed. The corresponding skills should also be marked off on the e-Learner Administration System and forwarded to Head Office when completed. As a pre-requisite for accreditation, all the required skills for each e-Learner unit need to be mastered. In this way, the level of ICT competency as well as the progress of each learner can be monitored. This matrix may be printed or photocopied for each learner.

| LEARNING OUTCOMES ADDRESSED IN THIS INTEGRATED ICT LEARNING UNIT |  |   |   |                                    |                              |                            |
|--|--|---|---|------------------------------------|------------------------------|----------------------------|
| Learning Areas   | LO1  | LO2   | LO3   | LO4                                | LO5                          | LO6                        |
| <b>Languages</b>   | Listening  | Speaking  | Reading & viewing   | Writing                            | Thinking & reasoning         | Language Structure and use |
| <b>Mathematics</b>   | Numbers, operations & relationships  | Patterns, functions & algebra   | Space & shape (Geometry)  | Measurement                        | Data Handling                |                            |
| <b>Natural Sciences</b>  | Investigate relationships & solve problems in scientific, technological & environmental contexts | Interpret & apply scientific, technological and environmental knowledge | Relationship between science, technology, society & environment |                                    |                              |                            |
| <b>Social Sciences - History</b>                                 | Historical Enquiry   | Historical Knowledge and Understanding                                  | Historical interpretation                                       |                                    |                              |                            |
| <b>Social Sciences - Geography</b>                               | Geographical Enquiry   | Geographical Knowledge and Understanding                                | Exploring Issues  |                                    |                              |                            |
| <b>Arts and Culture</b>  | Creating, Interpreting and Presenting  | Reflection  | Participation and Collaboration                                 | Expression and Communication       |                              |                            |
| <b>Life Orientation</b>  | Health Promotion   | Social Development  | Personal Development  | Physical Development and Movement  | Orientation to World of Work |                            |
| <b>Economics and Management Sciences</b>                         | Economic Cycle   | Sustainable Growth and Development                                      | Managerial, Consumer & Financial Knowledge & Skills             | Entrepreneurial Knowledge & skills |                              |                            |
| <b>Technology</b>  | Technological Processes & Skills   | Technological Knowledge & Understanding                                 | Technology, Society & the Environment                           |                                    |                              |                            |

## STRUCTURE OF LESSON MY MAKARAPA

| INTEGRATED LESSON   |               |
|---|---------------|
| <b>Prior Learning Requirements</b>  |               |
| <b>Concept / Topic:</b><br>Basic familiarity with a makarapa soccer hat   |               |
| <b>ICT Skills:</b><br>Inserting graphics; Drag and drop; Adding line and fill colour  |               |
| Educational Game  | <b>10 Min</b> |
| A suitable educational game may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher  |               |
| Keyboard / Mouse Skills   | <b>5 Min</b>  |
| A suitable activity should be selected by the ICT or class teacher to ensure continuity and progression of appropriate skills   |               |
| Tech Talk   | <b>5 Min</b>  |
| <b>DRAG</b><br>To click on/select an image and hold the left mouse button down. While holding it down, move/drag the object to where you want to move/resize it.  |               |
| Integrated Activity   | <b>20 Min</b> |
| Learners create a makarapa using various shapes and graphics  |               |
| <b>Resources Used</b>   |               |
| <b>Software:</b> Microsoft Word   |               |
| <b>Prerequisite:</b> None   |               |
| <b>Template:</b> my_makarapa.doc  |               |
| <b>WWW:</b> None  |               |
| <b>Learning Outcomes</b>  |               |
| <ul style="list-style-type: none"> <li>• Language LO 1; LO 3; LO 5</li> <li>• Arts and Culture LO 1</li> </ul>  |               |
| <b>Additional Learning Opportunities</b>  |               |
| <b>Concept / Topic:</b><br>2.2 I am Special<br>2.16 Insects   |               |
| <b>ICT Skills:</b><br>2.6 Sea Animals<br>2.9 Transport  |               |
| <b>Beyond the ICT Centre</b>  |               |
| <ul style="list-style-type: none"> <li>• Make your own crazy soccer hats using recyclable materials.</li> <li>• Create a special birthday hat that is worn by people in the class when it is their birthdays</li> </ul> |               |

|  |                            |               |
|--|----------------------------|---------------|
| <b>Learner name:</b>   | <b>Class:</b>              |               |
| <b>Integrated Activity: Learners create a makarapa using various shapes and graphics</b>   |                            |               |
| <b>Theme/Topic: My Makarapa</b>  | <b>Integrated Activity</b> |               |
| <b>Learning Outcomes &amp; Assessment Standards</b>  | <b>Practice</b>            | <b>Assess</b> |
| <b>Language</b>  |                            |               |
| <b>2.1.2</b> Demonstrates appropriate listening behaviour by showing respect   |                            |               |
| <b>2.3.1</b> Uses visual cues to make meaning  |                            |               |
| <b>2.5.4</b> Organises information in simple graphical forms   |                            |               |
| <i>Comment:</i>  |                            |               |
| <b>Arts and Culture</b>  |                            |               |
| <b>2.1.4.1</b> Explores the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work |                            |               |
| <i>Comment:</i>  |                            |               |
| <b>Concepts and Skills</b>   |                            |               |
| Creativity   |                            |               |
| Colour, shape and line   |                            |               |
| Graphic representation   |                            |               |
| Organising information   |                            |               |
| <b>4 = Exceeded Requirements    3 = Satisfied Requirements</b><br><b>2 = Partially Satisfied Requirements    1 = Has Not Satisfied Requirements</b>                |                            |               |

| Learner name:   |  | Class:              |        |
|---|--|---------------------|--------|
| Integrated Activity: Learners create a makarapa using various shapes and graphics   |  |                     |        |
| Theme/Topic: My Makarapa  |  | Integrated Activity |        |
| e-Learner Skills  |  | Practice            | Assess |
| <b>Unit 2 - Files and Folders</b>   |  |                     |        |
| 2.2.1 Right / Left click mouse  |  |                     |        |
| 2.2.2 Single / Double click mouse   |  |                     |        |
| 2.3.1 Alpha / numeric keys on keyboard  |  |                     |        |
| 2.3.2 Special Keys (Ctrl / Alt / Shift / Caps / Space etc) on keyboard  |  |                     |        |
| 2.5.1 Open / Exit programmes Using Shortcuts  |  |                     |        |
| 2.7.1 Navigating through folders / Folder structure   |  |                     |        |
| 2.7.3 Navigating within a file (scrollbar / hyperlinks)   |  |                     |        |
| 2.7.4 Opening Files   |  |                     |        |
| 2.7.5 Saving Files  |  |                     |        |
| 2.7.6 Closing Files   |  |                     |        |
| <b>Unit 4 - Word Processing</b>   |  |                     |        |
| 4.1 Open programme  |  |                     |        |
| 4.2.2 Opening document  |  |                     |        |
| 4.3.1 Insert text   |  |                     |        |
| 4.5.1 Insert graphics   |  |                     |        |
| 4.5.2 Format graphics   |  |                     |        |
| 4.5.3 Move graphics   |  |                     |        |
| 4.5.5 Copy / Paste graphics   |  |                     |        |
| 4.8 Save  |  |                     |        |
| 4.10 Print  |  |                     |        |
| 4.11 Exit   |  |                     |        |
| <b>4 = Exceeded Requirements    3 = Satisfied Requirements</b><br><b>2 = Partially Satisfied Requirements    1 = Has Not Satisfied Requirements</b> |  |                     |        |

## Integrated Lesson My Makarapa (Microsoft Excel)



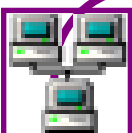
### **EDUCATIONAL GAME: (10 minutes)**

A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher



### **KEYBOARD/ MOUSE SKILLS: (5 minutes)**

1. Demonstrate right click using the mouse.
2. Demonstrate left click using the mouse.
3. Demonstrate how to drag an object by holding down the left mouse button and moving the mouse.



### **TECH TALK: (5 minutes)**

#### **DRAG**

To click on/select an image and hold the left mouse button down. While holding it down, move/drag the object to where you want to move/resize it.



## INTEGRATED ACTIVITY (20 – 60 MINUTES)

In order to promote relevant discussion, the following questions are posed by the educator to the learners:

- **Have you ever been to a big sporting event?**
- **How do supporters or fans show their support for their team?**
- **have you ever seen soccer fans wearing a makarapa?**

A short discussion takes place about the variety of sporting events that there are and how supporters often wear the team colours or take posters and flags to show their support. In South Africa soccer supporters often wear the makarapa which is a hard hat (construction hat) with various items attached to it which represent their team.

Explain to learners that they are going to create their own makarapa which should have items on it which represent the team they support. It can be anything from colourful shapes to national symbols, animals or flowers - the more outrageous the better!

**Task: Create a unique makarapa which represents the team you support using coloured lines, shapes and graphics.**

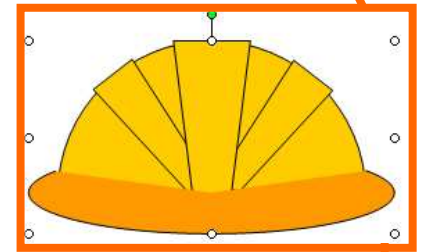
1. Double click on the **Computers 4 Kids** icon on your desktop and click on the relevant **volume number** and **lesson number**.
2. Click on the template hyperlink under the Template Linx heading
3. The opened template will look like this:
4. **Save** your **document** into your **digital portfolio** → **file** → **save as** → **locate your portfolio** → **double click** → **type a suitable name in the file name box** → **save**
5. *Note to Educator: The Makarapa template also contains a pair of oversized glasses which are also commonly worn with the makarapa. You may choose to add colour and items to the glasses as well or you may delete the glasses and only work on the makarapa if you wish.*



6. Begin by looking at the makarapa hat. It has been coloured in yellow for you may choose to colour it any colour you wish.

7. Click once on the makarapa hat. It will have white adjustment handles around it.

8. Double click once more on one of the parts of the hat (eg: the brim of the hat). The selected section of the hat will become outlined in grey adjustment handles and a formatting window will appear.



9. Under "Fill Colour " and "Line Colour", **select a colour from the drop down colour palette → OK**

10. Your selected piece of the hat will now be coloured with the fill and line colour of your choice.

11. You may colour the other parts of the hat and glasses in a similar way.

12. Once you have added line and fill colour to your hat and glasses it is time to get creative adding in some colourful shapes and graphics.

13. Make sure you can see your **drawing toolbar** at the bottom of the screen. If you cannot see the toolbar, click on View → Toolbars → Drawing.

14. Select a shape from the Autosshapes menu. **Click on**



**Autoshapes → click on the required shape.** Your cursor will change into a crosshair shape.

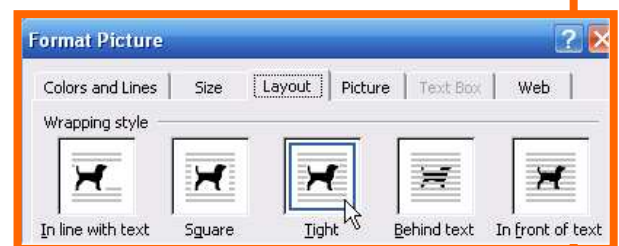
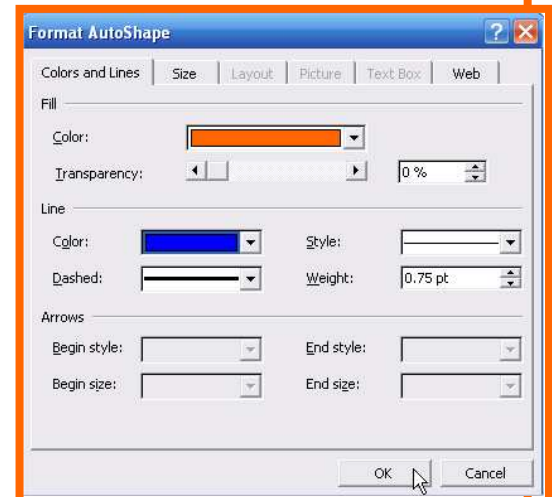
15. **Click and hold the left mouse button down** as you **drag** to draw the shape on a blank area of your page.

16. **Double click** on the drawn shape to view the formatting pop-up window (as above)

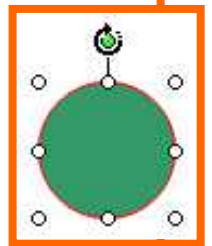
17. Click on **Layout tab** → **select tight** → **OK**

18. To add colour to your shape, **double click** on the drawn shape → **select a "Fill**

**Colour "** and "**Line Colour**" for your newly drawn shape from the drop down colour palette → **OK.**



19. Move your drawn shape into position by clicking and holding the left mouse button down and dragging it into position.
20. Get creative and see how many different coloured shapes you can add to your makarapa hat.
21. You may also add graphics to your hat. Minimise the document you are working on and maximise your interface. Click on the link under **Pix Linx**.
22. When you are **viewing your images as thumbnails** → **right click on the selected image** → **copy** → **maximise your document** → **right click** → **paste**.
23. You will need to format this image in the same way as you formatted your drawn shape.
24. **Double click on the image** → **Layout tab** → **select tight** → **OK**
25. You may now drag your pasted image into position on your hat.
26. If you want to bring an image in front of another image or shape, you can select the **"in front of text"** option on the layout tab.
27. You may find that some shapes and images can be rotated if there is a **green rotation handle** present.
28. Place your cursor over the green rotation handle. **Click and hold the left mouse button down as you drag** the selected shape or image to the desired angle.
29. Continue adding shapes and graphics to your hat to make the most creative and outrageous makarapa that anyone has ever seen!
30. Once you have completed your hat, you may enter your name and grade.
31. Click in the textbox next to "Name" and enter your name.
32. Click in the textbox next to "Grade" and enter your grade.
33. Save your work by clicking on **file** → **save**
34. To print your document, click on **File** → **Print** or the **print** icon on the toolbar.
35. **Close Microsoft Word** by **clicking** on **file** → **exit** or clicking on the top **X** at the top of your screen.





## Teacher Feedback Form

This Teacher Feedback Form serves as a

- ❖ Personal record of work covered with your class
- ❖ Feedback form about this lesson to your management
- ❖ Feedback form about this lesson to your colleagues

Place a relevant comment in each of the boxes.

|                                       |  |             |  |
|---------------------------------------|--|-------------|--|
| <b>Volume Number</b>                  |  |             |  |
| <b>Learning Unit</b>                  |  |             |  |
| <b>Integrated Lesson</b>              |  |             |  |
| <b>Educational Game</b>               |  |             |  |
| <b>Touch typing / Keyboard Skills</b> |  |             |  |
| <b>Tech Talk</b>                      |  |             |  |
| I found this Learning Unit to be...   |  |             |  |
| <b>Engaging?</b>                      |  |             |  |
| <b>Relevant?</b>                      |  |             |  |
| <b>Significant?</b>                   |  |             |  |
| <b>Challenging?</b>                   |  |             |  |
| <b>General Comment</b>                |  |             |  |
| <b>Name</b>                           |  | <b>Date</b> |  |








This **Teacher Feedback Form** may be photocopied or found in digital format with the Educator Resources and at [www.computers4kids.co.za](http://www.computers4kids.co.za)

## Self Assessment Form

This Self Assessment Form is a

- ❖ Record of my work covered during class
- ❖ Record of my progress

Place a tick (✓) in the correct boxes.

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Volume Number</b>  |   |   |   |   |
| <b>Learning Unit</b>  |   |   |   |   |
| <b>About this Learning Unit ...</b>   |   |  |  |  |
|    | <b>Before I did this task I knew...</b>     |   |   |   |
|    | <b>I finished my task well...</b>           |   |   |   |
| <b>Q → A</b>  | <b>I answered the questions...</b>          |   |   |   |
|  | <b>I took pride and care in my work ...</b> |   |   |   |
|  | <b>After I did this task I knew...</b>      |   |   |   |
| <b>I have learnt to be...</b>   |   |   |   |   |
| Caring  |   | Principled  |   |   |
| Communicative   |   | A Risk Taker  |   |   |
| Reflective  |   | A Thinker   |   |   |
| Inquiring   |   | Well-balanced   |   |   |
| Knowledgeable   |   | Open-minded   |   |   |
| <b>I have also learnt...</b>  |   |   |   |   |
|   |   |   |   |   |
| <b>Name</b>   |   |   | <b>Date</b>   |   |






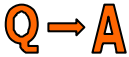


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## Peer Assessment Form

This Peer Assessment Form is a

- ❖ Report to your peer about their work
- ❖ Record of your thoughts about your peers work

Place a tick (✓) in the correct boxes.

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Peer's Name</b>  |   |   |   |   |
| <b>Volume Number</b>  |   |   |   |   |
| <b>Learning Unit</b>  |   |   |   |   |
| <b>About this Learning Unit ...</b>   |   |  |  |  |
|    | <b>Did he/she finish the task?</b>                          |   |   |   |
|    | <b>Did he/she do the task well?</b>                         |   |   |   |
|   | <b>Did he/she answer the questions?</b>                     |   |   |   |
|  | <b>Did he/she take pride in their work?</b>                 |   |   |   |
|  | <b>Have you learnt anything new from your friends work?</b> |   |   |   |
| <b>I think my friend has learnt to be...</b>  |   |   |   |   |
| Caring  |   | Principled  |   |   |
| Communicative   |   | A Risk Taker  |   |   |
| Reflective  |   | A Thinker   |   |   |
| Inquiring   |   | Well-balanced   |   |   |
| Knowledgeable   |   | Open-minded   |   |   |
| <b>I feel my friend has also learnt...</b>  |   |   |   |   |
|   |   |   |   |   |
| <b>Name</b>   |   | <b>Date</b>   |   |   |

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