

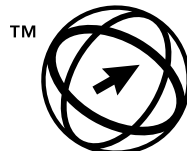


**Integrated ICT Learning Unit**  
Volume 5  
Soccer Special – Going for Goal

**Laduma!**

**ACTION REPLAY**

Name:  Grade:

The graphic depicts a soccer field with a goal on the right. A crowd of cheering children is shown at the top left. A player in a white jersey with the number 13 is shown in an action replay sequence, starting from a soccer ball and moving towards the goal. A player in a black jersey is also shown on the field. Two orange traffic cones are placed on the field. Dotted lines connect the crowd to the goal, the goal to the player with the ball, and the player with the ball to the other player. A small number '1' is next to the ball.

Endorsed by the  
ECDF Foundation

## Overview

This integrated ICT learning unit consists of one activity which explores the concept of **scoring soccer goals**.

### Lesson format:

- 10 minutes Educational game (optional; at the discretion of the teacher)
- 5 minutes "Tech Talk" which introduces ICT terminology
- 5 minutes Touch Typing skills which develops essential 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 GOING FOR GOAL

INTEGRATED LESSON	
<b>Prior Learning Requirements</b>	
<b>Concept / Topic:</b> No pre-requisite knowledge required	
<b>ICT Skills:</b> Drawing custom motion paths; copy and paste	
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	
Touch Typing	<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>DRAWING TOOLBAR</b> A toolbar is a computer "toolbox" or bar (at the top, bottom or edges of your screen) which contains tools which we use to draw shapes.	
Integrated Activity	<b>20 Min</b>
Learners create a custom motion path of varying speeds	
<b>Resources Used</b>	
<b>Software:</b> OpenOffice Impress	
<b>Prerequisite:</b> None	
<b>Template:</b> laduma.odp	
<b>WWW:</b> None	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Languages LO 1</li> <li>• Mathematics LO 3</li> </ul>	
<b>Additional Learning Opportunities</b>	
<b>Concept / Topic:</b> 5.3 Seats for Sale	
<b>ICT Skills:</b> 5.21 Germination and Growth	
<b>Beyond the ICT Centre</b>	
<ul style="list-style-type: none"> <li>• Create a "goal post" over the recycling bin in your classroom and score everytime you add some paper to the bin</li> </ul>	

<b>Learner name:</b>	<b>Class</b>	
<b>Integrated Activity: Learners create a custom motion path of varying speeds</b>		
<b>Theme/Topic: Going for Goal</b>	<b>Integrated Activity</b>	
<b>Learning Outcomes &amp; Assessment Standards</b>	<b>Practice</b>	<b>Assess</b>
<b>Language</b>		
<b>5.1.1</b> Enjoys listening to different kinds of oral texts		
<i>Comment:</i>		
<b>Mathematics</b>		
<b>5.3.4</b> Recognises, describes and performs rotations (turns), reflections (flips) and translations (slides) using geometric figures		
<i>Comment:</i>		
<b>Concepts and Skills</b>		
Line		
Form and shape		
Drawing		
Presentation		
<b>4 = Exceeded Requirements   3 = Satisfied Requirements</b> <b>2 = Partially Satisfied Requirements   1 = Has Not Satisfied Requirements</b>		

Learner name:	Class	
<b>Integrated Activity: Learners create a custom motion path of varying speeds</b>		
Theme/Topic: Going for Goal	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 etc) on keyboard		
2.4 Recognising icons		
2.5.1 Open / Exit programmes Using Shortcuts		
2.5.2 Open / Exit programmes Using Start Menu		
2.7.3 Navigating within a file		
2.7.4 Opening Files		
2.7.5 Saving Files		
2.7.6 Closing Files		
<b>4 = Exceeded Requirements 3 = Satisfied Requirements</b> <b>2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements</b>		

Learner name:	Class	
<b>Integrated Activity: Learners create a custom motion path of varying speeds</b>		
Theme/Topic: Going for Goal	Integrated Activity	
e-Learner Skills	Practice	Assess
<b>Unit 6 - Presentations</b>		
6.1 Open programme		
6.2.2 Opening presentation		
6.2.3 View slide show		
6.3.1 Insert new slide		
6.4.1 Insert graphics		
6.4.2 Move graphics		
6.4.3 Resize graphics		
6.4.4 Copy / Paste graphics		
6.4.5 Delete graphics		
6.5.2 Type text into text boxes		
6.7 Save		
6.10 Exit		
<p style="text-align: center;"><b>4 = Exceeded Requirements   3 = Satisfied Requirements</b>  <b>2 = Partially Satisfied Requirements   1 = Has Not Satisfied Requirements</b></p>		

## Integrated Lesson Going for Goal (OpenOffice Impress)



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

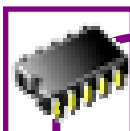
A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher



### **TOUCH TYPING: (5 minutes)**

#### **Check that all learners know how to:**

1. Sit up straight so that their forearms are parallel to the work surface
2. Have their eyes in line with the monitor
3. Locate the home row of keys



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

#### **DRAWING TOOLBAR**

A toolbar is a computer “toolbox” or bar (at the top, bottom or edges of your screen) which contains tools which we use to draw shapes.



## INTEGRATED ACTIVITY (20 – 60 MINUTES)

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

- **Have any of you played soccer before?**
- **How does one score points in a soccer match?**
- **Can any member of the team score goals in a soccer match?**

A short discussion takes place about the game of soccer and how points are scored by kicking the ball into the goal which is usually defended by the goal keeper. Goals can be scored by a simple straight kick into the goal or sometimes they can be spectacular where the ball is bounced off the scorer's head or enters the goal via an incredibly tricky path.

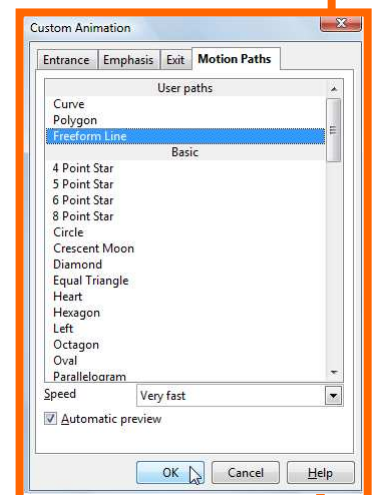
Usually in a sports event, such as a soccer match, when a spectacular goal is scored an action replay is shown which shows how the goal was scored in slow motion so everyone can appreciate the complexity of the goal. Explain to the learners that today they are going to create a spectacular goal and then create an action replay of the goal.

**Task: Today you are going to create a path for a super spectacular goal where the ball goes through various fantastic twists and turns before landing in the goal.**

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 Link 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. On the first slide you will see a soccer player and the ball as well as various other items such as the goals, a referee and a couple of cones. We will create a motion path for the soccer ball from the soccer player to the goal, but the soccer ball will bounce off various items on the field first before landing in the goal.
6. You may reposition the player, referee or cones on the field if you wish. To move any of these images, position your cursor over the image. Your cursor will change into a **four-headed arrow**.
7. **Click and hold the left mouse button down and drag** the image into position on the soccer field. **Release the left mouse** button to drop the image in place.
8. You may also **resize** the images if you wish. Click on the image you wish to resize. **Green adjustment handles** will be present around the image. Click on any of the adjustment handles at the **corners and hold down the Shift key**. Drag the adjustment handle inwards to make the image smaller or outwards to make the image bigger.
9. You may also copy the images of the cones if you wish to place more cones around the soccer field. **Right click on the cone image → copy → right click on a blank area of the soccer field → paste**.
10. The copied image will be pasted onto the soccer field. Drag it into position in the same way as you positioned your other images.
11. Once you have positioned the elements you require on your soccer field it is time to create that spectacular goal.
12. **Click on the soccer ball → custom animation.**
13. From the **Custom Animation** menu on the right under **“Modify Effect”** select **Add → Motion Paths tab → Freeform Line → OK**.



14. Your cursor will change into a **crosshair shape**. **Click and hold the left mouse button down** as you trace the path of the soccer ball, bouncing off as many items as you can and finally landing in the goals. Remember, this must be a fantastically spectacular goal!

15. *Note to Educator: As this line has to be drawn as **one continuous line** it may take a few attempts to get this line correct. The learner may delete and re-draw the line until they are happy with the line.*

16. Your motion path will appear on your soccer field. We will change the speed so that the ball travels quickly. (After all, this was a spectacular goal!)

17. Under the "**Speed**" drop down menu, select **Very Fast**

18. To view your slide show press F5 on your keyboard. To start your ball rolling, click the mouse on the screen.



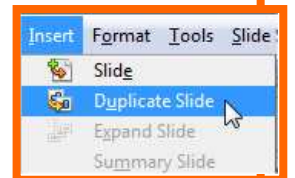
19. Press "**Escape**" on your keyboard to return to your Impress presentation.

20. Enter your name in the "Name" textbox and your grade in the "Grade" textbox at the bottom of the slide

21. Now we will need to create the **action replay** of this goal. All we will need to do is to duplicate the slide we have already created and slow the motion of the ball down.

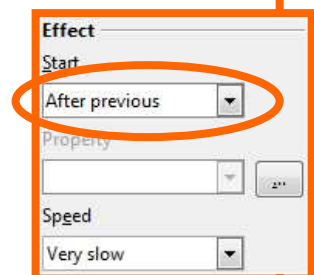
22. Click on **Insert → Duplicate Slide**

23. Your second slide in your presentation will now be a duplicate of the first slide. We will now change the speed of the motion path so that it is slower than on the first slide.



24. Click on the **soccer ball → Custom Animation →** under the "**Speed**" drop down menu, select **Very Slow**

25. To start the soccer ball rolling as soon as the second slide starts, select **Start → After Previous**



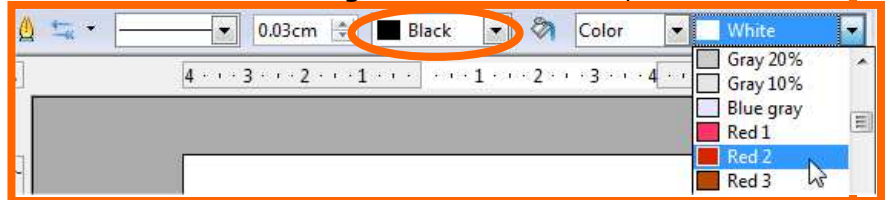
26. Now we will add in a heading indicating that this is an action replay.
27. Click on the **FontWork Gallery icon** on the drawing toolbar. If you cannot see the drawing toolbar at the bottom of the screen click on **View → Toolbars → Drawing**



28. In the pop-up window **select a Fontwork Style → OK**
29. Your Fontwork will be placed in the centre of your second slide. **Double click on the Fontwork → remove the existing text → replace with the text ACTION REPLAY → click anywhere outside the Fontwork to finish editing.**

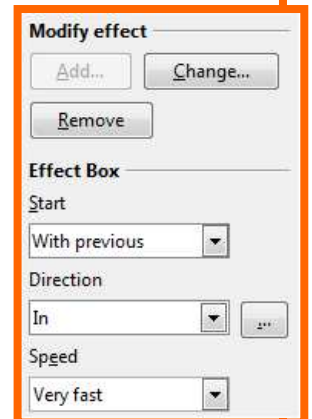
30. You may resize and move the ACTION REPLAY wording to a section of the slide where it will not obscure the motion path you have drawn for your soccer ball.

31. If you wish to colour your ACTION REPLAY wording a different colour, **click on the Fontwork → select a Fill colour and select a Line colour from the toolbar**



32. Now we will add some custom animation to the ACTION REPLAY wording.
33. **Right click on the ACTION REPLAY wording → custom animation.**

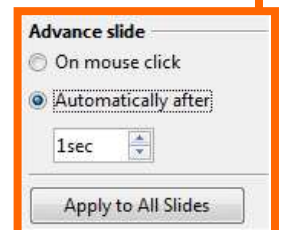
34. From the custom animation menu select **Add → Entrance tab → select the effect you wish to apply to the wording → OK**



35. You may adapt this custom animation further by choosing a **Direction** and a **Speed**.

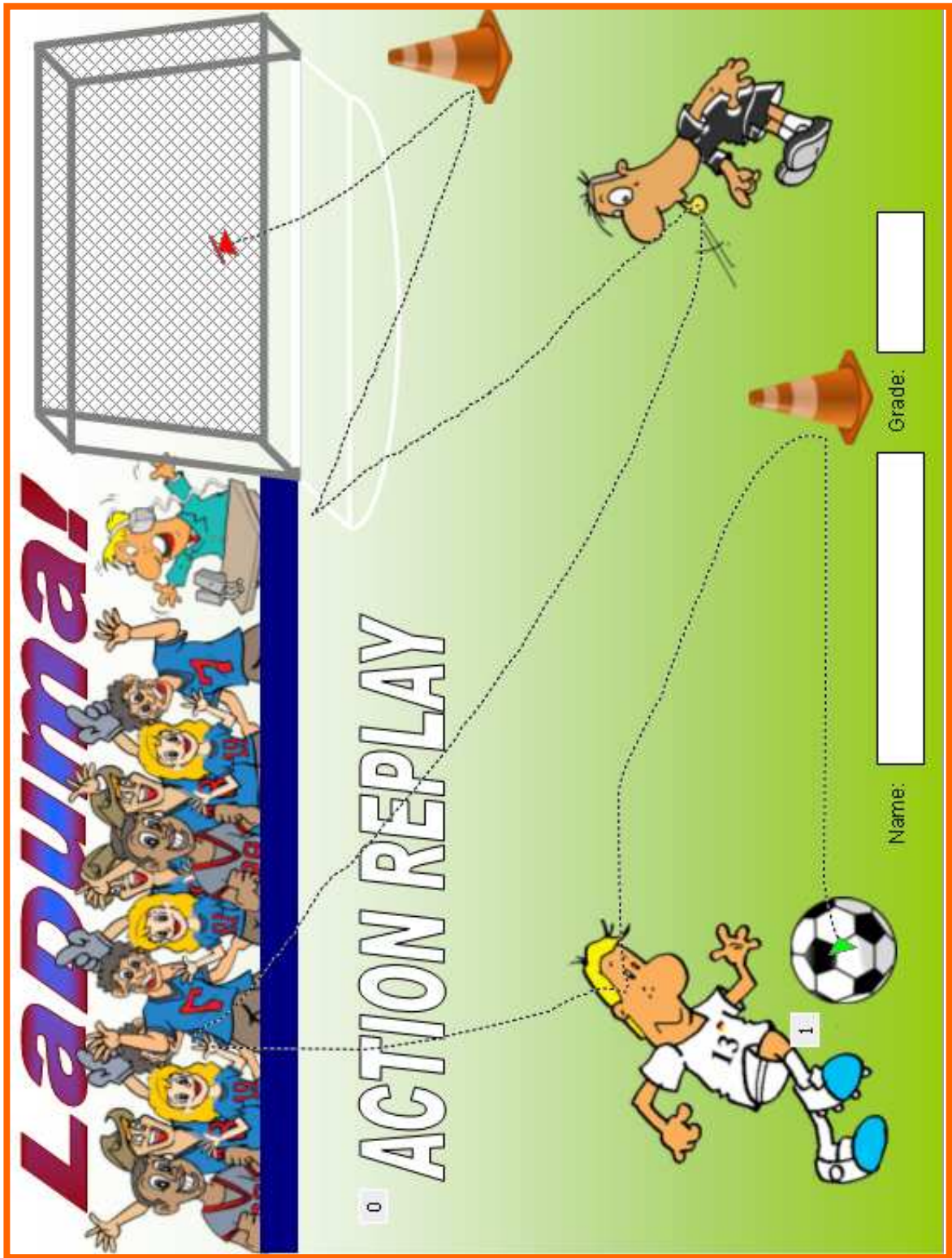
36. To make the wording and the ball movement start together in this second slide, select **Start → With Previous**

37. To make the two slides advance one after the other, select **Slide Transition → Advance Slide → automatically → apply to all slides.**



38. To view your slide show press F5 on your keyboard. To start your ball rolling, click the mouse on the screen. Press Escape or click to exit the slide show.
39. **Save** your work by **clicking** on **file** → **save**
40. **Close Impress** by **clicking** on **file** → **exit** or clicking on the top **X** at the top of your screen.





**Laduma!**

**ACTION REPLAY**

0

1

Name:

Grade:

The worksheet features a soccer field with a goal on the left and a player on the right. A soccer ball is positioned between them. Dotted lines connect the ball to the player, the player to the goal, and the goal to a crowd of cheering fans. Two orange traffic cones are placed on the field. The title 'Laduma!' is written vertically in large, colorful letters. The words 'ACTION REPLAY' are written in large, white, outlined letters. The number '0' is in a small box next to the title, and the number '1' is in a small box next to the player. At the bottom, there are two input fields for 'Name:' and 'Grade:'.

## 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

## Self Assessment Form

This Self Assessment Form serves as a

- ❖ Personal record of work covered during class
- ❖ Personal record of your progress

Place a tick (✓) and comment in the relevant boxes.

<b>Volume Number</b>				
<b>Learning Unit</b>				
<b>Regarding this Learning Unit ...</b>	Great 	Partial 	None 	Comment
<b>When I started this task my knowledge of this topic was...</b>				
<b>The effectiveness of my completed task is...</b>				
<b>My answers to the topical questions were...</b>				
<b>The pride and care I took in the presentation of my work was...</b>				
<b>After completing this task my knowledge of this topic is...</b>				
<b>During this task I have learnt to be...</b>				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
<b>After completing this task I have learnt...</b>				
<b>Name</b>			<b>Date</b>	




This **Self Assessment Form** may be photocopied or found in digital format with the Educator Resources

## Peer Assessment Form

This Peer Assessment Form serves as

- ❖ Feedback to your peer about your perception of their achievements
- ❖ A record of your personal perception of your peers achievements

Place a tick (✓) and comment in the relevant boxes.

<b>Peer's Name</b>				
<b>Volume Number</b>				
<b>Learning Unit</b>				
<b>Regarding this Learning Unit ...</b>	Yes 	Sort Of 	No 	Comment
<b>Has the task been completed?</b>				
<b>Is the completed work effective?</b>				
<b>Have the topical questions been answered successfully?</b>				
<b>Have they taken pride in the presentation of their work?</b>				
<b>Have you learnt anything new from your friends work?</b>				
<b>I think this task has taught my friend to be...</b>				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
<b>By completing this task I think my friend has learnt...</b>				
<b>Name</b>			<b>Date</b>	

This **Peer Assessment Form** may be photocopied or found in digital format with the Educator Resources





