



Integrated ICT Learning Unit

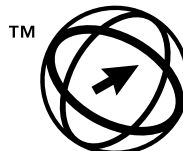
Volume 3-4
Soapsud Scrub

An illustration of a hand being washed under a running faucet. The water is depicted as blue droplets, and the hand is covered in blue soap bubbles. A pink bar of soap is shown to the right of the hand. The text 'Soapsud Scrub' is written in a bubbly, blue font above the hand. At the bottom left, there are two input fields: 'Name: Amy' and 'Grade: 4'. At the bottom right, there is a small version of the 'Computers 4 Kids' logo and the website address 'www.computers4kids.co.za'.

Name:

Grade:

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Endorsed by the
ECDL Foundation

Overview

This integrated ICT learning unit consists of one activity which explores the importance of **handwashing**.

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

STRUCTURE OF LESSON SOAPSUD SCRUB

INTEGRATED LESSON	
Prior Learning Requirements	
Concept / Topic: Basic knowledge of personal hygiene	
ICT Skills: Auto shapes; copy and paste; formatting	
Educational Game	10 Min
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 Min
Ensure continuity and progression as per Appendix B	
Tech Talk	5 Min
AUTO SHAPES A group of ready-made shapes which include rectangles and circles plus a variety of lines and connectors, block arrows, flowchart symbols, stars, banners and speech bubbles.	
Integrated Activity	20 Min
Learners eliminate germs by using soap and water to wash their hands	
Resources Used	
Software: MS Word	
Prerequisite: None	
Template: Yes	
WWW: None	
Learning Outcomes	
<ul style="list-style-type: none"> • Languages LO 1; LO 5 • Life Orientation LO 1 	
Additional Learning Opportunities	
Concept / Topic: 3.2 Water Wise 4.6 Nutrition	
ICT Skills: 3.22 Common Computers 4.6 Nutrition	
Beyond the ICT Centre	
<ul style="list-style-type: none"> • Have a bowl of water in the classroom and demonstrate how to correctly wash hands with soap • Let learner print out and place their work created today in various places around the school in order to remind others to wash their hands 	

Learner name:	Class	
Integrated Activity: Learners eliminate germs by using soap and water to wash their hands		
Theme/Topic: Soapsud Scrub	Integrated Activity	
Learning Outcomes & Assessment Standards	Practice	Assess
Language		
Carries out instructions and follows directions		
Processes information		
<i>Comment:</i>		
Life Orientation		
Explores and reports on links between a healthy environment and personal health		
<i>Comment:</i>		
Concepts and Skills		
Health concepts		
Importance of hand washing		
Eliminating germs		
Thinking and reasoning		
4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements		

Learner name:	Class:	
Integrated Activity: Learners eliminate germs by using soap and water to wash their hands		
Theme/Topic: Soapsud Scrub	Integrated Activity	
e-Learner Skills	Practice	Assess
Unit 2 - Files and Folders		
2.2.1 Right / Left click		
2.2.2 Single / Double click		
2.3.1 Alpha / numeric keys		
2.3.2 Special Keys (Ctrl / Alt / Shift / Caps / Space etc)		
2.3.3 Cursor Keys		
2.5.1 Using Shortcuts		
2.5.2 Using Start Menu		
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		
4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements		

Learner name:	Class:	
Integrated Activity: Learners eliminate germs by using soap and water to wash their hands		
Theme/Topic: Soapsud Scrub	Integrated Activity	
e-Learner Skills	Practice	Assess
Unit 4 - Word Processing		
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		
4.5.4 Resize graphics		
4.5.5 Copy / Paste graphics		
4.5.6 Delete graphics		
4.5.7 Group / Order graphics		
4.8 Save		
4.9 Print Preview		
4.10 Print		
4.11 Exit		
4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements		

Integrated Lesson Soapsud Scrub (Microsoft Word)



EDUCATIONAL GAME: (10 minutes)

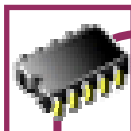
A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher



TOUCH TYPING: (5 minutes)

Check that all learners know how to:

1. Use the correct fingers over the correct keys.
2. Hold the mouse correctly.
3. Keep their eyes on the monitor and not on their fingers when practising touch typing.



TECH TALK: (5 minutes)

AUTO SHAPES

A group of ready-made shapes which include rectangles and circles plus a variety of lines and connectors, block arrows, flowchart symbols, stars, banners and speech bubbles.



INTEGRATED ACTIVITY (20 – 60 MINUTES)

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

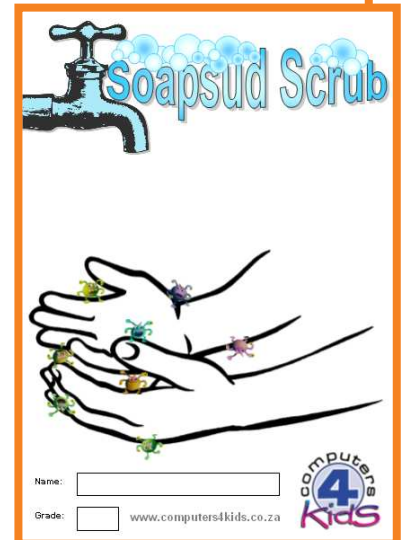
- **Before or after which activities should one always wash ones hands?**
- **Is it good enough to rinse your hands with water only?**
- **Why do our hands pick up more germs than other parts of our bodies?**

A short discussion takes place about the transfer of germs from one person to another and how we use our hands daily for various functions. Washing our hands with water only is not sufficient to kill the germs which accumulate on our hands and it is important that we use soap as well.

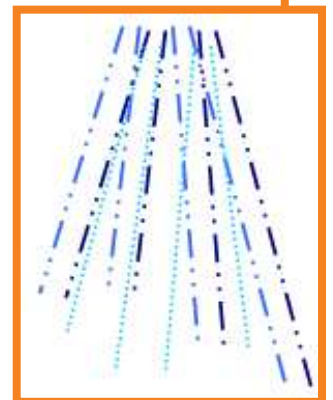
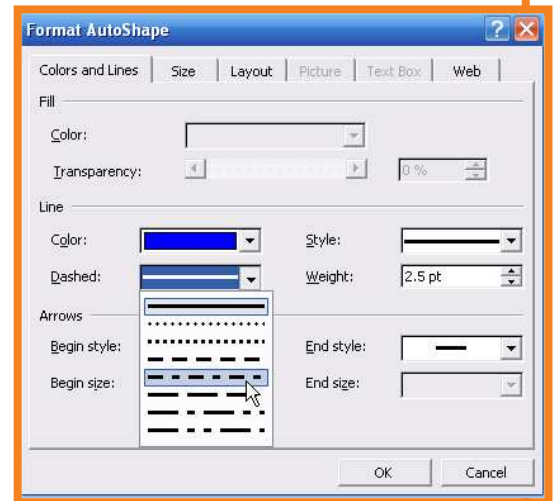
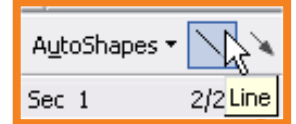
Explain to the learners that they are going to be creating a document which can be used as a poster to remind people to wash their hands. They will make sure that the poster shows thee important aspects: hands, waster and soap.

Task: Create a poster which reminds people of the importance of hand washing using water and soap.

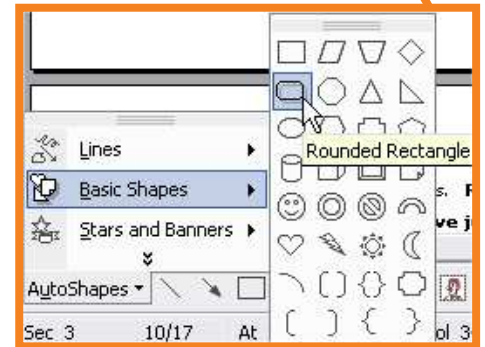
1. Double click on the template. The opened template will look like this:
2. Save your document into your **digital portfolio** → **file** → **save as** → **locate your portfolio** → **double click** → **type a suitable name in the file name box** → **save**
3. On the page you will see a persons hands which are covered with germs. Your job is to eliminate these germs from the hands.
4. In order to eliminate the germs from the hands we will have to **delete** the germs. **Click on one of the germs** → **you will see white adjustment handles around it** → **press delete on your keyboard**. Your germ will have been deleted.
5. Delete the remaining germs from the hands in a similar way until all 8 of the germs have been deleted.



6. Even though the hands may look clean, they are not until we have washed them with soap and water. There is a tap on the page but there is no water. We will have to make some water flow from the tap onto the hands.
7. Click on the **line tool** on the drawing toolbar at the bottom of the page. Your cursor will change into a "+" shape. **Click on the page near the tap → hold the left mouse button down while dragging a line towards the hands → release the left mouse button to finish drawing the line.**
8. Your line will now have a white adjustment handle at each end indicating that it is still selected. **Right click on the line → Format AutoShape → Colours and Lines tab → select a colour for your line → select a dashed line → change the weight to 2.5pt → OK**
9. You should now have a dashed line in the colour of your choice (preferably blue to represent water) which is 2.5pt wide / thick.
10. If you want to change the angle of the line of water, **click on one of the adjustment handles at either the top or the bottom of the line → hold the left mouse button down → drag the adjustment handle to angle the line into position → release the left mouse button**
11. We will need more than just one trickle of water from the tap to the hands so you will need to draw many of these lines of water. For variety you may colour them various shades of blue and select various different types of dashed lines. Make sure that all the water is falling on to the hands.
12. But remember that **water alone is not enough to clean our hands**, we also need **soap**. We do not have any soap here so we will have to create some soap.



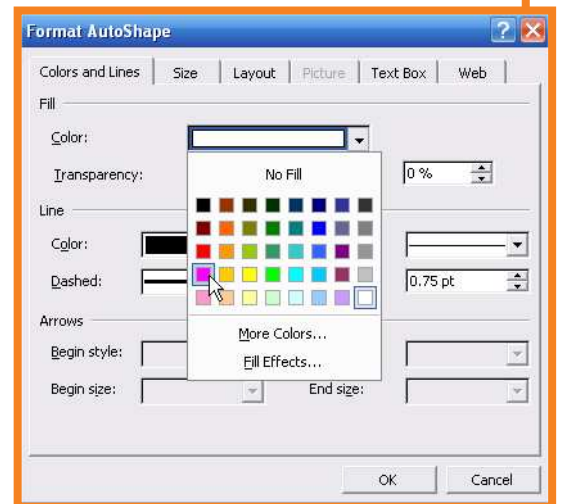
13. Click on AutoShapes → Basic shapes → Rounded rectangle. Your cursor will change into a “+” shape. **Click on a blank area of the page → hold the left mouse button down while dragging a rectangular shape from top left to bottom right → release the left mouse button to finish drawing the rounded rectangle.**



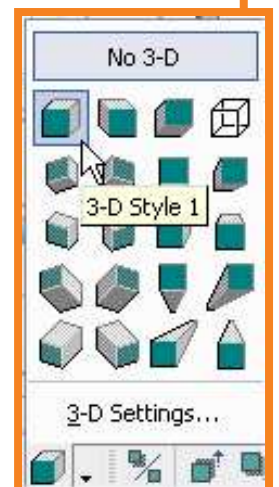
14. You should now have a rounded rectangle on the page with white adjustment handles around the outsides. **Right click → Add text → type in “SOAP” → highlight the text you have just typed → click on the centre align icon → increase the font size to at least 20 (or larger) → click on the Bold icon → change the font colour to a colour of your choice → click anywhere outside the bar of soap to deselect it.**



15. We will now add some colour to the bar of soap. **Right click on the bar of soap → Format AutoShape → Colours and Lines tab → select a fill colour → OK.**



16. Our soap is looking more like a bar of soap but it is still a little “flat”. **Click on the soap to select it → click on the 3D style icon → select the style in the top left hand corner (3D style 1).** Your bar of soap should now have a 3D look.



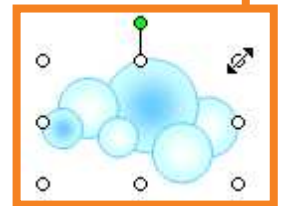
17. You may make your bar of soap larger or smaller by **clicking on it → drag the white adjustment at the corners outwards / inwards to make it larger / smaller.**
18. You may change the position your bar of soap on the page by clicking on it and dragging it into position.
19. Now that we have water and soap, the only thing missing is the soapsuds. You may use the soapsuds at the top right of the page which are positioned above the word “Scrub”.

20. **Right click on the soapsuds on the word "Scrub" → Copy → Right click on a blank area of your page → paste.**




21. A copy of the soapsuds will be placed on your page. You may now drag these soapsuds into position on the hands.

22. You will need several soapsuds but because you already have just copied the soapsuds they are already on your "clipboard". **Right click → paste** to create another set of soapsuds. Position these onto the hands in a similar way.



23. Continue adding soapsuds all over the hands. For variety you may make some of the soapsuds smaller / larger in the same way as you sized your bar of soap earlier.

24. Once your poster is complete with water, soap and soapsuds you may enter your name and grade in the appropriate places.

Name:	<input type="text"/>	
Grade:	<input type="text"/>	

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25. **Save** your work by **clicking** on **file** → **save**

26. **Click** on **file** → **print preview** to preview your **document** before **printing** and to ensure that it all fits neatly onto a single page.



27. Print your work → **file** → **print** → **OK** or use the **print** icon on the toolbar

28. **Close Microsoft Word** by **clicking** on **file** → **exit** or clicking on the top **X** at the top of your screen.




Soapsud Scrub

SOAP

Name:

Grade:

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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.

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




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.

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




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.

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

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