

## ACCREDITATION FOR LIFE AND LIVING

Revised modules for use from September 2006 (first certification June 2007)

SKILL AREA	INFORMATION AND COMMUNICATION TECHNOLOGY	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Respond to information and communication technology (ICT)	Identify and use a range of information and communication technology (ICT)
MODULE 2	Explore information and communication technology (ICT)	Identify and use information and communication technology (ICT) to source information
MODULE 3	Explore information and communication technology (ICT) purposefully	Use ICT to record information
MODULE 4	Use ICT to enable communication	Use ICT to communicate
MODULE 5	Explore creative technology	Identify and use a range of creative information and communication technology (ICT)

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### Information and Communication Technology – Module 1

<b>Grade</b>	Introductory	<p><b><i>Ideas for activities that may generate evidence</i></b></p> <ul style="list-style-type: none"> <li>• Use a massage mat and respond with facial expression to the changing vibrations</li> <li>• In a lights room become quiet in response to the vibration of a bubble tube</li> </ul>
<b>Module title</b>	<b>Respond to information and communication technology (ICT)</b>	
<b>This module is about:</b>	Responding to three different sources of ICT (for example, dark room, computer touch screen) and taking part in recording what you responded to (for example, light source, moving object) and how you responded (for example by tracking the light, touching the object)	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. On three different days respond to a different ICT source</li> <li>2. Take part in recording: <ol style="list-style-type: none"> <li>a) the three different sources of ICT you responded to</li> <li>b) when you responded to each source</li> <li>c) how you responded</li> </ol> </li> </ol>	

<b>Grade</b>	First	<p><b><i>Ideas for activities that may generate evidence</i></b></p> <ul style="list-style-type: none"> <li>• Use, for example, a concept keyboard to select letters for your personal details</li> <li>• Use, for example, a photocopying machine to copy a newspaper article</li> </ul>
<b>Module title</b>	<b>Identify and use a range of information and communication technology (ICT)</b>	
<b>This module is about:</b>	Identifying different examples of ICT (for example, joystick, pedestrian crossing control), using the ICT (for example, steering a powered wheelchair, crossing the road safely) and contributing to keeping a record	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. Contribute to a group activity to identify different examples of ICT</li> <li>2. On four different days use a different example of ICT</li> <li>3. Contribute to recording: <ol style="list-style-type: none"> <li>a) the examples of ICT identified by the group</li> <li>b) the four different examples of ICT you used</li> <li>c) when you used each example of ICT</li> </ol> </li> </ol>	

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### Information and Communication Technology – Module 2

<b>Grade</b>	Introductory	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>• Explore fibre optic lights in a multi-sensory room</li> <li>• Explore a software programme using an interactive whiteboard</li> </ul>
<b>Module title</b>	<b>Explore information and communication technology (ICT)</b>	
<b>This module is about:</b>	Exploring ICT (for example, a sound beam, a ripple board) and taking part in recording how you explored the ICT (for example, using body movements, using touch)	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. On three different days explore a different example of ICT</li> <li>2. Take part in recording:               <ol style="list-style-type: none"> <li>a) the three different examples of ICT you explored</li> <li>b) when you explored each example</li> <li>c) how you explored each example</li> </ol> </li> </ol>	

<b>Grade</b>	First	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>• Use, for example, a CD-ROM to find out about different types of work experience</li> <li>• Use, for example, a symbolised software programme to read an email that gives information on where and when to meet your Connexions Advisor</li> </ul>
<b>Module title</b>	<b>Identify and use information and communication technology (ICT) to source information</b>	
<b>This module is about:</b>	Identifying different examples of ICT (for example, television programme, internet) to source information (for example, a wildlife programme on dolphins, football team fixtures) and contributing to keeping a record	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. Contribute to a group activity to identify different examples of ICT that can be used to source information</li> <li>2. On three different days use a different example of ICT to source information</li> <li>3. Contribute to recording:               <ol style="list-style-type: none"> <li>a) the examples of ICT identified by the group that can be used to source information</li> <li>b) the three different examples of ICT you used</li> <li>c) when you used each example of ICT</li> <li>d) the information you found from each source</li> </ol> </li> </ol>	

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### Information and Communication Technology – Module 3

<b>Grade</b>	Introductory	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>Explore music software using an interactive whiteboard and find out which symbols activate the sounds made by different instruments</li> <li>Explore a photocopier to find out how to copy a photograph</li> </ul>
<b>Module title</b>	<b>Explore information and communication technology (ICT) purposefully</b>	
<b>This module is about:</b>	Exploring ICT purposefully (for example, finding out which switch operates the on/off/play/volume functions on a CD player) and taking part in recording what you found out	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>On three different days explore purposefully a different example of ICT</li> <li>Take part in recording:             <ol style="list-style-type: none"> <li>the three different examples of ICT you explored purposefully</li> <li>when you explored each example</li> <li>what you found out about each example</li> </ol> </li> </ol>	

<b>Grade</b>	First	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>Use, for example, a writing with symbols programme to record details about a visit</li> <li>Use, for example, a video camera to record a dance you have created</li> </ul>
<b>Module title</b>	<b>Use ICT to record information</b>	
<b>This module is about:</b>	Using ICT (for example, computer printer, voice activated recorder) to record information (for example, information from the internet, shopping list details) and contributing to keeping a record	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>On three different days use a different example of ICT to record information</li> <li>Contribute to recording:             <ol style="list-style-type: none"> <li>the three different examples of ICT that you used to record information</li> <li>when you used each example of ICT</li> <li>the information you recorded</li> </ol> </li> </ol>	

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### Information and Communication Technology – Module 4

<b>Grade</b>	Introductory	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>Use a concept keyboard overlay to tell someone which leisure activity you would like to do</li> <li>Use a switch operated telephone to listen to an answer phone message</li> </ul>
<b>Module title</b>	<b>Use ICT to enable communication</b>	
<b>This module is about:</b>	Using ICT to enable communication (for example, speech output device, communication aid) and taking part in recording what you communicated (for example, asking for a drink, making a choice)	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>On three different days use ICT to enable communication</li> <li>Take part in recording:               <ol style="list-style-type: none"> <li>the ICT you used to enable you to communicate</li> <li>when you used ICT to enable you to communicate</li> <li>what you communicated</li> </ol> </li> </ol>	

<b>Grade</b>	First	<p><b>Ideas for activities that may generate evidence</b></p> <ul style="list-style-type: none"> <li>Use, for example, a word bank writing with symbols programme to send a message to a family member</li> <li>Use, for example, a symbols programme and power point to present a talk about a visit you have made</li> <li>Use, for example, a mobile phone to let someone know where you are and what time you will get home</li> </ul>
<b>Module title</b>	<b>Use ICT to communicate</b>	
<b>This module is about:</b>	Using ICT to communicate (for example, symbolised e-mail programme to tell a friend about your holiday, electronic communication aid to give your personal details) and contributing to keeping a record	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>On three different days use a different example of ICT to communicate</li> <li>Contribute to recording:               <ol style="list-style-type: none"> <li>the three different examples of ICT that you used to communicate</li> <li>when you used each example of ICT</li> <li>what you communicated about</li> </ol> </li> </ol>	

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### Information and Communication Technology – Module 5

<b>Grade</b>	Introductory	<p><b><i>Ideas for activities that may generate evidence</i></b></p> <ul style="list-style-type: none"> <li>• <i>Explore sound pads and create sounds by crawling over the pads</i></li> <li>• <i>Use a touch screen to explore an art software application</i></li> </ul>
<b>Module title</b>	<b>Explore creative technology</b>	
<b>This module is about:</b>	Exploring creative technology (for example, music software, graphics software) and taking part in recording how you explored the technology (for example, using two switches to play different rhythms, using a switch to explore graphics)	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. On three different days explore a different example of creative technology</li> <li>2. Take part in recording:               <ol style="list-style-type: none"> <li>a) the three different examples of creative technology you explored</li> <li>b) when you explored each example of creative technology</li> <li>c) how you explored each example of creative technology</li> </ol> </li> </ol>	

<b>Grade</b>	First	<p><b><i>Ideas for activities that may generate evidence</i></b></p> <ul style="list-style-type: none"> <li>• <i>Use a digital video camera to record an event</i></li> <li>• <i>Use a scanner to scan flower petals and create images on photographic paper</i></li> </ul>
<b>Module title</b>	<b>Identify and use a range of creative information and communication technology (ICT)</b>	
<b>This module is about:</b>	Identifying different examples of creative ICT (for example, digital camera, photocopier), using the creative ICT (for example, taking photographs, enlarging images) and contributing to keeping a record	
<b>Evidence must show that you can:</b>	<ol style="list-style-type: none"> <li>1. Contribute to a group activity to identify different examples of creative ICT</li> <li>2. On three different days use a different example of creative ICT</li> <li>3. Contribute to recording:               <ol style="list-style-type: none"> <li>a) the examples of creative ICT identified by the group</li> <li>b) the three different examples of creative ICT you used</li> <li>c) when you used each example of creative ICT</li> <li>d) for each example, what you created</li> </ol> </li> </ol>	