











Quick View

There are 3 parts to this lesson:

1	Introduction: Understanding procedures	 
2	Writing procedures	  
3	Using procedures to create new maze designs	    
	Homework: Using procedures	

Delivery

1. Introduction: Understanding procedures

At the end of the last activity pupils were introduced to procedures. This activity takes a deeper look and asks them to design and write their own.

When writing procedures groups can discuss how effective they are and how they increase the efficiency of the programme.

Show pupils **presentation7a** - this explains procedures. There are **notes7a** and **worksheet7a** to support it.

Group activity Show **presentation7a** on the large screen

Individual Pupils view their own version in **activity 7 / start**

Show pupils the language cards **language7** for this lesson.

2. Writing procedures

Using **worksheet7a** pupils are now required to write procedures for their own maze design.

Remind pupils to save these procedures with suitable names.

Points to note:

- The procedures should be parts of the main design that can be called and assembled to make other designs.
- Some procedures may be quite simple, e.g. the example gap procedure.
- Procedures should be written so that they can be included in others and be joined together with a line of instructions

3. Using procedures to create new maze designs

Pupils who have successfully written and created a range of procedures may like to try assembling them in a different order to create new maze designs.

Develop this by discussing:

- Why and how this could be used to develop business opportunities.
- The problems that offering different designs may cause.

Homework:

Give out the sheet **homework7**. This asks pupils to create a page for their final report showing how they used procedures.

You may feel it appropriate to provide the homework sheet in electronic format for those pupils with computer access at home. Consideration should then be given to:

- How they would return the work and the style - electronic or printed
- Virus protection
- Authenticity of the work

Objectives

Developing Ideas

Pupils should be able to:

- Automate simple processes by harnessing software tools; recognise where automation tools, such as filtering, can be used to improve safety when using the internet.
- Test and refine sequences in order to achieve specific outcomes.
- Recognise that sequencing instructions is fundamental to a wide range of ICT applications.

Pupils should be taught to:

- Understand procedures, what they are and how they can be used.
- Review a program to see how it can use procedures.
- Write procedures and 'call' them within the main program.

Preparation

Have you:

- Identified the key elements of this lesson
- Understood the school ICT policy in the areas that may affect this lesson
- Thought about the seating arrangements for any large group demonstration
- Checked that the whiteboard or large screen has been set up
- Ensured that all pupils can access the relevant software
- Prepared any extra work to be used for differentiation
- Prepared any work that teaching assistants may require
- Looked at any presentations and worksheets and are familiar with their content
- Practised the skills required that need demonstrating
- Prepared any key word displays

Required IT skills for this lesson:

Using a large screen / whiteboard

LOGO skills

Differentiation & Extension

Consider the following for some pupils:

- Other example programs that use procedures
- More advanced programs that use procedures
- Example maze designs that use assembled procedures
- Partly created procedures

The following resources are available to pupils. Printable versions can be accessed in the 'all resources' within each lesson and are useful for reinforcement, extension or general support.

- 2 Wordsets with audio support
- 2 Wordsearch activities
- 2 Interactive crosswords

Homework & Language

Homework:

Give out the sheet **homework7**. This asks pupils to create a page for their final report showing how they used procedures.

You may feel it appropriate to provide the homework sheet in electronic format for those pupils with computer access at home. Consideration should then be given to:

- How they would return the work and the style - electronic or printed
- Virus protection
- Authenticity of the work

Language for learning:

process

sensor

Resources

For this lesson:

You will need

- Large screen display or whiteboard
- Access for pupils to **Unit 8.5 > Activity 7**
- LOGO

Teacher Resources:

These are accessed by opening the **Teacher Resources File** on the CD (or network).

Resource Description	Filename	Format
Language Cards	language7	Word PDF
Presentation on procedures	presentation7a	PowerPoint
Notes on presentation	notes7a	Word PDF
Worksheet on planning procedures	worksheet7a	Word PDF
Activity sheet	task7	Word PDF
Summary sheet	summary7	Word PDF
Homework sheet	homework7	Word PDF
Activity answer sheet	act7answers	Word PDF

Pupil Resources:

These are accessed by opening the **Pupil Resources File** on the CD (or network).

Resource Description	Filename	Format
Worksheet on planning procedures	worksheet7a	Word PDF
Activity sheet	task7	Word PDF
Summary sheet	summary7	Word PDF
Homework sheet	homework7	Word PDF