

Lesson Plan

Date	
Period	
Class	ICT Year 9.
Lesson	Lesson 1.

Context of the lesson Where this fits into the “Big Picture”	In this unit pupils investigate the collection and use of data by commercial organisations and government agencies. The social and legal implications of such large scale data collection and storage are examined.	
MLO for this lesson. What will pupils know/understand by the end of the lesson	<p><i>Know:</i> That data about us can be easily collected through data capture forms.</p> <p><i>Understand:</i> How a shop can build up a profile of a person/family through their application form and weekly shopping.</p> <p><i>Be able to:</i> Identify the advantages and disadvantage to consumers and shops of using loyalty schemes.</p>	
Teacher input/Activities. What the pupils should undertake with approximate timings.	<p>Greet and settle students. Take register</p> <p><u>Teacher led discussion.</u> Introduce students to the unit. Explain that over the next three weeks they are going to be finding out about how organisations and Government agencies collect data about people. They are going to consider some of the benefits and problems that can arise from this practice.</p> <p>Display slide 1 from ‘loyalty_cards.ppt’ on the board Ask students to identify what is shown in the picture. Ask if they or their parents possess any loyalty cards. Ask what benefits people get from having loyalty cards e.g. points, money off shopping, special sale prices etc</p> <p><u>Paired activity.</u> Explain to students that in order to get a loyalty card, a person has to first complete an application form. In pairs they should discuss what information they think people have to provide on the application form. Feedback to the class and write answers on the board</p> <p>Information required: <i>Title, first name, surname, full address, home telephone number, mobile number, email address.</i></p> <p><u>Teacher led discussion.</u> Ask students where supermarkets store this information and how it links to the loyalty card. Ensure they understand the link between the name and address in the database and the number on the card. Ask students why they think that shops want all of this information before they will give the customer a loyalty card. Explain that shops want to be able to track what you are buying week after week so they can build up a picture about you and your family</p> <p><u>Paired activity and class discussion.</u> Hand out a copy of ‘shopping list.doc’ to pairs of students. Explain that this is a list of items purchased by somebody in a supermarket. The person used their loyalty card so the shop now has a record of the items purchased. Their task is to see how much information the shop could find out about the family from just one trolley of goods.</p>	<p>5 mins</p> <p>5 mins.</p> <p>5 mins.</p> <p>5 mins</p> <p>15 mins</p>

