

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge ICT Starters
Initial Steps**

Scheme of Work

4274
Starting Email
Stage 2 Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

In this module, students are introduced to email. The aim is for the students to understand how to use email software to write and send messages and to collect, read and reply to messages. Students start to experience some of the advantages of email, like easy and quick communication and enabling messages to be sent almost immediately over large distances. Students begin to understand the main features of email software.

What is Assessed in This Module?

Students demonstrate how to:

- collect and read email messages
- reply to email messages
- send emails
- create new email messages
- use email folders
- forward email messages
- use Carbon Copy (CC) to copy to another recipient

To Start This Module You Will Need

- the ability to send emails (internal is sufficient)
- any email software, for example mail software like MS Outlook or Outlook Express or web-based email like Hotmail
- students should have email accounts set up and accessible from the email software to be used
- text or activities for sending in email messages

Underpinning Knowledge

Before commencing this module it is recommended that students know how to:

- open and close programs
- move around in software applications

General Principles and Procedures

The following are further suggestions and considerations:

- students are not expected to be able to set up their own email addresses/accounts and to reduce the work in setting up and managing multiple email addresses, students do not need individual email addresses to complete this module, so long as there are sufficient addresses within a teaching group to be able to send and receive emails. Extra care with the subject line should mean that students can share a single email address successfully
- for the students to appreciate the advantages of email communication, it would be useful if some messages could be sent over distance (for example, to a school in another district or country)
- for schools on a network it may not be obvious to students that an internet connection is necessary to send and receive mail and so this might need to be mentioned so that students do not assume that every machine will send and receive mail without an internet connection.
- students using a machine with a dial-up connection or login may need your assistance to connect and disconnect in order to send and receive emails (students' ability to do this is not assessed in this module)
- setting the 'include message in reply' option in the email software may reduce the burden of printing sequences of emails for assessment and moderation

- safety notes: many schools will have an acceptable user policy regarding email/internet use and students should have this explained at an appropriate level of detail before using email. Similarly, if web-based email is being used, appropriate measures/screening should take place to ensure that unsuitable emails are not received or accessed by the students

Scheme of Work

| Learning Objectives | Classroom Ideas | Resources | Notes |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session Plan One | | | |
| <ul style="list-style-type: none">to understand that messages can be sent over distances | <ul style="list-style-type: none">students are asked to discover different historical methods of sending messages over distances. These could be placed on a timelinestudents work in groups to devise a method to deliver a simple message across a room | <ul style="list-style-type: none">access to the Internet or library research resources or CD-ROM with appropriate information about communication | <ul style="list-style-type: none">students may already have experience of other types of messaging like SMS (telephone text messaging)an opportunity to conduct searches for information from a CD-ROM or an information website |

| Learning Objectives | Classroom Ideas | Resources | Notes |
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| Session Plan Two | | | |
| <ul style="list-style-type: none"> • open and use features of the email software • recognise new message • open and reply to sender • create and send an email | <ul style="list-style-type: none"> • teacher demonstrates the main features of the email software, including how to tell if you have a message waiting • teacher demonstrates how to open and read an email and reply to sender • students open the email, reply and send to back to the teacher | <ul style="list-style-type: none"> • students should have email accounts set up and accessible from the email software to be used • teacher prepared email message to send to all pupils • text for an email message – e.g. a word game that has to be completed one step at a time from each mailing | <ul style="list-style-type: none"> • some thought to who writes to who might be needed to ensure all students receive messages • encourage good practice by highlighting the need for a Subject on the email and careful spelling |

| Learning Objectives | Classroom Ideas | Resources | Notes |
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| Session Plan Three | | | |
| <ul style="list-style-type: none"> • address an email • create and send an email | <ul style="list-style-type: none"> • students explore different email addresses – they try to identify which are the common features • teacher demonstrates how to create a new email message including where to type the address • students are given a list of email addresses and a message to send out to other people in the group. Students reply to each other • students can practise this by: <ul style="list-style-type: none"> - a word game played via email – for example starting with the word HOME, then email this to someone else in your group who can change one letter only in the word (but the new word must also be a real word). They send the reply back to you and you are allowed again only to change only one letter (but still to make a real word). Continue to do this until you have managed to change the word HOME into the word POOL • this game can be played with other words as a competition | <ul style="list-style-type: none"> • list of email addresses which can include class addresses collected as part of the session • prepared message to send • start and end words for the word game | <ul style="list-style-type: none"> • features of email addresses: @ <ul style="list-style-type: none"> - something before@ - something after@ - .something at the end - all different • students should be encouraged to take care to check for errors when typing complex email addresses |

| Learning Objectives | Classroom Ideas | Resources | Notes |
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| Session Plan Four | | | |
| <ul style="list-style-type: none"> • forward a message • send a copy email (carbon copy) • print an email | <ul style="list-style-type: none"> • teacher demonstrates how to forward a message • students practise: <ul style="list-style-type: none"> - by forwarding an invitation email to a friend - by creating a chain letter for the class so that it gets forwarded to everyone • teacher demonstrates how to use CC (copy) • students discuss when copy and forward could be useful • students practice: <ul style="list-style-type: none"> - create an email asking a friend to visit, they copy this to another friend • teacher demonstrates how to print an email • students practise key learning: <ul style="list-style-type: none"> - by printing an email and identifying by marking in different colours – the sender, the subject, the message, the receiver | <ul style="list-style-type: none"> • prepared chain letter • a prepared invitation email | <ul style="list-style-type: none"> • discuss when carbon copy and blind copy might be used • students should be encouraged to check spelling |

| Learning Objectives | Classroom Ideas | Resources | Notes |
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| Session Plan Five | | | |
| <ul style="list-style-type: none"> can identify the main default mail folders | <ul style="list-style-type: none"> teacher demonstrates other mail software, briefly getting the students to highlight the differences and similarities students try to follow the flow of mail in their mailbox system: <ul style="list-style-type: none"> where does new mail go when it arrives? where does it go when it has been written but not sent? where does mail go once it has been sent? where does mail go when it gets deleted? students work in groups to construct a diagram of what happens to an email message as it passes through the system, using the correct terminology students can present and explain their diagram to the class | <ul style="list-style-type: none"> different versions of email software e.g. hotmail, outlook ... | <ul style="list-style-type: none"> students should be encouraged to develop a good use of terminology, using the correct terms for the folders in their mailbox software encouraging students to present information to the class as part of class activities allows them an opportunity to summarise learning and also a reason to use newly learned terminology |

Assessment Ideas

To show how the Assessment Idea fully incorporates the Learning Objectives tested, the Assessment Idea is cross-referenced with the Learning Objective table below.

Activity

Students could be given a task to write and send a simple email to a given address to ask for some information, like the birthday of the recipient. (3) They wait for, collect and read the reply. (1) They in turn reply giving their birthday. (2) Students could then be asked to find their first message from the sent folder (4) and forward it to another given address and send a CC (Carbon Copy) to the teacher. (5)

| | Stage 2 Module – Starting Email |
|---|------------------------------------------------------|
| 1 | Collect and read email messages |
| 2 | Reply to email messages |
| 3 | Create and send email messages |
| 4 | Use email folders |
| 5 | Forward email messages and copy to another recipient |

Teacher should retain the following evidence for moderation:

- the original task set for students
- a printout which shows an original message, a reply to the student and a further reply from the student
- a printout of an email which has been forwarded and CC'd (copied)

(If the 'include message in reply' option has been set in the email software, evidence of the final message in each case (one for Pass and one for Merit) should be sufficient, because this would include/show all the previous messages. This evidence could be in the form of a screen grab, printout or a saved email file produced by the teacher.)

Resource List

Books

| Title | Author | Publisher | ISBN | Year |
|------------------------------------------------------------------------|-------------------------------------|------------------|------------|------|
| Snail Mail No More | Paula Danziger, Ann Matthews Martin | Scholastic Trade | 0439063353 | 2000 |
| Alphabet to Email : How Written English Evolved and Where It's Heading | Naomi S. Baron | Routledge | 0415186854 | 2000 |
| Easy Email | Joan Tunstall | Allen and Unwin | 1865082945 | 2001 |
| Outlook® 2002 For Dummies® | Bill Dyszel | www.dummies.com | 0764508288 | 2001 |

Websites

Using Email and Other Communication Techniques:
<http://www.youthlearn.org/learning/teaching/email.html>

Pupils using email:
<http://safety.ngfl.gov.uk/pdf/d35.pdf>

Case Study: Using email in the Reception Class
http://wsgfl.westsussex.gov.uk/wsgfl_home.htm

Harness Email
<http://www.learnthenet.com/english/section/email.html>

Prometheus Project: Email
<http://users.multipro.com/jegs1/project/refemail/email.htm>

Email etiquette
<http://www.iwillfollow.com/email.htm>

CD Roms and Software

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| Objective Voice EMail for Kids(tm) | Objective Voice | http://www.objectivevoice.com/ObjectiveVoiceKids.html |
| Email for Kids | Email Connection | http://www.email-connection.com/EMKFINAL.html |