

# Dress Ted

Developing Ideas and  
Making Things  
Happen

Year 1

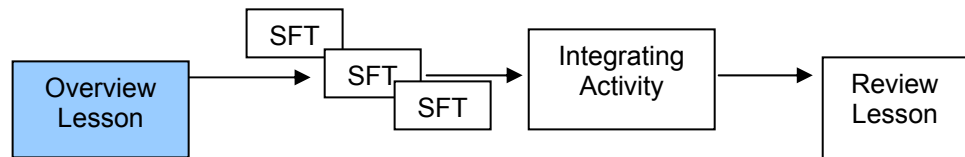
Learning objective: *I can.....*

Lesson 1 of 6

PoS 2d

Understand how a computer can show real life things  
and events.

QCA Unit: 1A



## Resources

A Teddy, clothes for Teddy

### Software you could use:

'Dress Teddy' from My World

### Support files:

URL: <http://www.dialsolutions.com/myworld3/help/pages/browser.htm> provides some useful help pages.

## Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that this unit of work is going to help them learn about how a computer can show us real and imaginary things and events. Tell the class they are ultimately going to produce a picture of an imaginary/fantasy situation.

## Main Input (20 mins)

### Away from the computer

As a class look at the clothes that need to be put onto the Teddy. Discuss the best order to put these on and why? For example: Would it be sensible to put Teddy's shoes on before his socks? Why not? Invite several children to come up and help put on different items of clothing. Ask them which were easy to put on. Were any items of clothing hard to put on to Teddy?

### At the computer

Turn on the monitor to show the program 'Dress Teddy' from My World. Demonstrate to the children how they can choose an item of clothing by clicking once on it with the left hand mouse button. They can then move the mouse to the correct part of Teddy and click again. The item of clothing 'clicks' into place and Teddy is now wearing it.

Next show the class what happens if you move the item of clothing to the wrong place on Teddy, explain they need to think carefully about where the items of clothing should go.

Ask a couple of children to come up and demonstrate putting some other clothes onto Teddy.

At the end any clothes Teddy doesn't need can be put into the bin or just left on the screen.

## Activity – short focussed task (5-10 mins)

Each child is given 5-10 mins to experience dressing using a computer program to dress Teddy

## Review and recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

### Key questions to ask and to display:

Was it easier to use the computer program to dress Teddy? Why? Does the computer show us how we would put the clothes on Teddy in real life? How is dressing Teddy different in real life?

### Vocabulary:

Real, Fantasy, Imaginary

## Teaching Points:

The more able children in the class should be able to move onto the Extension activity below. If you feel the majority of the class are able to do this you may wish to deliver this as a separate lesson.

## Extension Activity:

Away from the computer hide the teddy underneath the carpet/ a piece of fabric etc. Can the class find teddy? How did they know where he was? Now hide a photo/picture of teddy underneath the carpet/ a piece of fabric. Can they find teddy? Was it easier or harder to find him? Why?

At the computer show the class the 'Find Ted' program from My World. Tell the class that they need to help you to find Ted. Once they suggest where to look demonstrate how they need to click on the object to see if Ted is hidden there. Ask several children to come up and look for Ted.

Once Ted has been found ask the children how easy was it to know where Ted was hidden? Why? When Ted was hidden in the classroom at the beginning of the lesson it was quite easy to know where he was. Does this happen on the computer program?

## Assessment Opportunities:

Can the children recognise how a computer can represent something from real life?

Can the children recognise how sometime the computer does not represent exactly what happens in real life?

## What comes next:

Choices and decisions using a computer program. Lesson 2 "What a choice"