5. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT), MEDIA AND SOCIAL MEDIA OPPORTUNITIES
The use of Information and Communication Technology (ICT), media and social media is encouraged in this unit. It is recommended that teachers using ICT, media and social media adhere to school protocols and relevant education department guidelines.

Please note, to be eligible to use Facebook students must be at least 13 years of age.

**INFORMATION AND COMMUNICATION TECHNOLOGY USE OF COMPUTERS**

**GENERAL USE IN THIS UNIT**

In this unit ICT can be used by students to:
- Display the lesson scenario on their laptops and (or) iPads.
- Use the interactive pdf versions of lesson worksheets on PC or laptops.
- Research information online.
- Edit film footage and audio or work with images.
- View video and listen to audio resources.
- Source, verify or confirm research information and ideas from tournament managers, football coaches, nutritionists, other experts or parents using Skype - a Skype interview can take place live or can be pre-recorded for student groups to watch later.

**SPECIFIC USE IN THIS UNIT**

**Lesson 2 - Our plan**

Students can:
- Complete Templates to promote your event using ICT.
- Design Templates to promote your event (Template 3 - Promotional poster) using ICT.

**Football tournament**

Students can sort through, edit and present images and film captured by media crews.

Teachers can:
- Use Excel or other software program to develop playing fixtures and record match-by-match results of the tournament.
- Use Activity sheet - Match evaluation digital format on student laptops.

**Lesson 9 - How did we go?**

Students can:
- View and edit film footage, listen to audio or work with images.
- Provide links to video and images of the tournament to an audience through email or e-newsletter.
**MEDIA - FILM CAMERAS, PHOTOGRAPHIC CAMERAS AND AUDIO RECORDERS**

**GENERAL USE IN THIS UNIT**

In this unit media can be used by students to:

- Film or record (using an audio recorder) a student, teacher, parent, former student or community leader outlining the scenario to students.
- Photograph images (and include text) outlining the scenario.
- Film student reflections at the end of the unit - students can compile all of their reflections to highlight their personal learning and progression through the unit.

**SPECIFIC USE IN THIS UNIT**

**Lessons 3-5**

Teachers can film students working in teams and providing thoughts on local clubs, the value of respect, tournament rules and their coaching plan as they progress through the learning process.

**Lessons 6-8**

Teachers can capture lesson footage that shows senior and junior students interacting and sharing ideas.

Students can:

- Film a documentary piece on their peer teaching experiences with a junior class.
- Film a documentary piece on their peer learning experiences with a senior class.

**Football tournament**

Student media crews can capture film of the event.
In this unit social media can be used to:

- Contribute to Twitter conversations about event management, football coaching and the concept of respect by asking questions or offering an opinion - class followers can also respond with answers or follow up questions.
- Source interesting local club facts by following spokespeople or organisations with expert knowledge.
- Monitor student learning through hash tagged tweets or Facebook timeline pages that outline the activity, the challenges they face, what students have learnt and what resources they are using (class images and video can appropriately be used to support this exercise).

Please note, teachers should interact on the school Twitter and Facebook accounts on behalf of the class. Specific use in this unit

Lesson 1 - Our event - what will it look like?
Students can ask followers and friends on Twitter and (or) Facebook for feedback on the class event plan and advice on promoting the event to their school and outside community. Students can contribute to Twitter conversation by asking questions or offering their opinion.

Lessons 2 and 3-5
Students can:

- Engage in a Twitter and (or) Facebook interview with an expert on event management, coordinator of sporting tournaments or a football coach.
- Run a news feed on what they are learning about nutrition, respect and football - followers can respond with follow up questions.

Lessons 6-8
Students can run a live news feed on their peer teaching sessions by having their teacher tweet and upload photos of the session to their followers and friends.

Football tournament
Students can:

- Run a live news feed of the event by having their teacher tweet and upload photos of the tournament to their followers and friends - students can contribute to Twitter conversation by running Twitter and (or) Facebook commentary of events.
- Receive motivational messages from local clubs, A-League/W-League clubs and (or) state football associations.

Teacher note
Using Twitter: It is advised that the same hash tag (#) is used in every class tweet. This will ensure that a complete record of the Twitter conversation can be evidenced for the lesson.
In this unit school YouTube, Vimeo and (or) website can be used to:

- Showcase learning to viewers by producing a two minute video (film or slideshow of images, whole class or individual groups) about what they have learnt in this class.
- Highlight student reflections at the end of each lesson or unit.

Please note, all video uploads should be conducted by the teacher under the strict protocols of the school and education department guidelines.

**Lessons 6-8 and football tournament**

Teachers can show:

- Lesson footage that highlights senior and junior students interacting and sharing ideas.
- Documentary piece on senior students peer teaching experiences with a junior class.
- Documentary piece on junior students peer learning experiences with a senior class.

**Teacher note**

*Using YouTube or Vimeo:* To ensure maximum exposure, all YouTube or Vimeo videos produced by students should be promoted on school Twitter and Facebook pages.