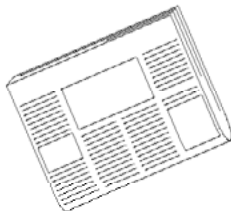


Using IT in... materials

How do humans affect animals?

The children can use a **word processor** to write a newspaper article. They will need to research what it is like to be an animal displaced by the clearing of a forest or the building of a motorway. They can work as a team to draft and develop their story. They might use a hand scanner to add photographs to the piece.



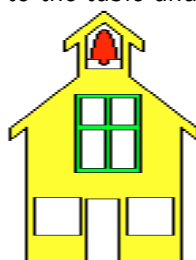
Can school help with recycling?

The children can take a leading role in the school's anti-pollution or recycling campaign by using their **word processor** to create leaflets, posters and newsletters. They can raise the case for recycling glass and paper or they can write about the 'issues' such as acid rain, rainforest destruction and air pollution. They can talk about why it's important to sort glass into colours, or explain how to distinguish an aluminium can from a steel one.



Which building materials are the strongest?

The children can test materials to see how strong they are and whether they would make a good building material. They might test brick, wood, iron and aluminium and see how easy they are to break or scratch. They can record their results in a **word processor** table - it allows different people to add to the table and still produce a tidy record.



There are other aspects of materials they can consider and record: they might record their colour, whether they are hard or soft, smooth or rough, wet-able or waterproof, magnetic or not, shiny or dull and conduct electricity or not. Again, all of these simple recording exercises are easily done in a word processor.


IT: Handling information

Which plastic is the most bendy?

For an interesting investigation the children can test different plastics to find which will bend the most. They will need to think about how to make their test fair - for example, it's not easy to find equal size pieces of different plastics. They will need to think about how they will measure and record their results.

A **spreadsheet** is used to record the results - the children use it to draw a bar graph. You might ask: what does the graph tell you about the plastics you tested? Does it help you sort the plastics into bendy and not bendy?

	A	B	C	D	E	F	G
1	Waste survey						
2	Material	Weight					
3	Paper	30					
4	Dust	1					
5	Glass	10					
6	Metal	10					
7	Vegetable	30					
8	Plastic	6					
9							



- Paper
- Dust
- Glass
- Metal
- Vegetable
- Plastic

IT: Handling information