

These functional skills ICT support materials have been developed by OCR in partnership with Guroo. They are free resources which provide innovative and engaging tasks for you to use with your learners when delivering OCR's Functional Skills qualifications.

The content takes the form of a functional challenge at Entry Level 3, Level 1 and Level 2. Each challenge contains three tasks which are supported by a video introduction, worksheets, solutions to the tasks, and a podcast. There is also a set of notes to support you in using the materials. You are free to use them in whatever way best suits your teaching practice and your learners, and we encourage you to be creative!

These materials represent a sample of the content that Guroo has already produced to support the delivery of functional skills across all three subjects and all levels. The Guroo learning materials are based around a series of real life problem solving tasks and challenges. They can be used to practice the understanding and mastery of functional skills in every important area across a range of familiar and unfamiliar contexts and scenarios.

Disclaimer

Please note that whilst every effort has been made to ensure accuracy of the content, this content is provided only as a resource for general information and teaching purposes, to be used at the direction of deliverers. OCR and Guroo do not endorse the content of the resources and neither OCR nor Guroo shall have any liability whatsoever for any losses, including losses for any misinterpretation or subsequent impact howsoever caused.

Teacher Notes

Lesson focus

In this challenge, the student is helping to organise a football tour for their local team and has been put in charge of managing the information. They will be asked to:

- write an email to the players asking for information.
- create a spreadsheet that stores these details.
- adapt the spreadsheet to store details of payments made.
- work out the costs of the football tour.

Glossary words

These are found in the podcast:

Email, email address, attachment, overspend, underspend, cc, risk assessment

Resources

The resources available for this challenge include lesson plans for when students do and do not have online access, printable worksheet (and printable solutions) containing four tasks, online versions of the tasks, online practice questions, an introductory video and associated audio file, and supporting documents for use in Excel. The online tasks can be completed instead of the worksheets in class. They can be shown to the whole class if individual computers are unavailable and they can also be used individually away from class by students. There are also sample spreadsheets to download.

More ideas and things to note

Develop the ideas introduced in 'Team On Tour' into other organised activities. A couple of suggestions that students relate well to are 'Prom Party' and 'Christmas Party'. Both have themes that work well when students work together and they give students plenty of opportunities to use the skills developed in 'Team On Tour'.

Learning Outcomes – by the end of the session the student will be able to:

Functional Skills Level 1 ICT

- Develop and present – read, send and receive electronic messages.
- Develop and present – check for accuracy and meaning.
- Develop and present – use field names and data types to organise information.
- Find and select – use search techniques to locate and select relevant information.
- Find and select – select information from a variety of sources.
- Use ICT – to plan to plan and organise work
- Use ICT – select and use software applications to meet needs and solve straightforward problems .

Functional Skills Level 1 Maths

- Solve problems requiring calculation with common measures including money.



Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Students to attempt the questions in "What Do You Know – Functional Skills".
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 - write an email	
Teacher Activity:	Explanation of the overall task and objective of email.
Student Activity:	Complete task 1 in the worksheet.
Support for Less Able Students:	Students could be asked to send email only to the first two players on list to ask for their contact details.
Extension for More Able Students:	Students to identify how they attach a map showing the location of the tour.

Topic: Task 2 – create a database	
Teacher Activity:	Talk about the task, discuss what is meant by format and discuss possibilities.
Student Activity:	Students to use a spreadsheet package to create a new spreadsheet with correct headings and formatting.
Support for Less Able Students:	Students to be given partially completed spreadsheet to format.
Extension for More Able Students:	Students asked to investigate using conditional formatting to identify those players whose contact number is a mobile.

Topic: Task 3 – develop and add to database	
Teacher Activity:	Review the needs of the database by getting students to formulate questions they may get asked.
Student Activity:	Students to update the spreadsheet they created in task 2 and then use the information to answer the given questions.
Support for Less Able Students:	Students asked only to complete first three questions.
Extension for More Able Students:	Students asked to investigate additional 'What if?' scenarios.

Topic: Task 4 – calculate and interpret costs	
Teacher Activity:	Review spreadsheet to see if they can be improved.
Student Activity:	Complete task 1 in the worksheet.
Support for Less Able Students:	Students to be given support with calculating hostel costs.
Extension for More Able Students:	Students asked to investigate additional 'What if?' scenarios.

Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Run through the questions in “What Do You Know – Functional Skills” on the whiteboard.
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 - write an email	
Teacher Activity:	Explanation of the overall task and objective of email.
Student Activity:	Complete task 1 on the worksheet, indicating how they would use more than one address.
Support for Less Able Students:	Students could be asked to send email only to first two players on list to ask for their contact details.
Extension for More Able Students:	Student to identify how they attach a map showing the location of the tour.

Topic: Task 2 – create a database	
Teacher Activity:	Talk about the task, discuss what is meant by format and discuss possibilities.
Student Activity:	Students to use paper to create a new spreadsheet with correct headings and describe what formatting they would use for each column.
Support for Less Able Students:	Students to be given a partially completed spreadsheet to format.
Extension for More Able Students:	Student asked to describe how using conditional formatting to identify those players whose contact number is a mobile would be helpful.

Topic: Task 3 - develop and add to database	
Teacher Activity:	Review the needs of the database by getting students to formulate questions they may get asked.
Student Activity:	Student to update the spreadsheet they created in task 2 and then use the information to answer the given questions.
Support for Less Able Students:	Student asked only to complete first three questions.
Extension for More Able Students:	Student asked to investigate additional ‘What If?’ scenarios.

Topic: Task 4 – calculate and interpret costs	
Teacher Activity:	Explain that using a spreadsheet to work out costs can allow changes to be made easily.
Student Activity:	Complete task 4 in the worksheet.
Support for Less Able Students:	Students to be given support with calculating hostel costs.
Extension for More Able Students:	Students asked to investigate additional 'What if?' scenarios.

Topic: Task 3 – develop and add to database

1. What if a local building company offer to sponsor the tour and give you £100? How would the costs change?

In this case the student needs to understand that the £100 would be put towards the total cost of the trip regardless of how many are going. This means that instead of a total cost of £240 the cost would only be £140. The student needs to be aware though, that it is not possible to therefore state that there is only £35 owed, as some players will already have paid more than they need to. Another option the student ought to consider is that the £100 is not used to reduce the cost of the trip, but is instead used for something additional, resulting in no change to the costs.

2. What if the two players who have paid nothing drop out, how does the percentage change?

In this situation, the total amount collected would not change but the total amount due would need to change. The total amount due would now be £210 ($240 - 2 \times 15$) so the percentage would now be 54.7%. The student is likely to round this to 55%.

Topic: Task 4 – calculate and interpret costs

1. What if the local netball team want to join your tour?

Here, the number of players is not given so there is no single correct answer. The student needs to make an assumption about how many players there would be and justify their assumption. As a netball team is made up of seven players, the student could pick either this number or could include a few extra members as there is in the football squad.

It is important that they realise that they may need to calculate the number of rooms separately for the netball team as it is not a suitable solution to have one of the girls sharing with two of the boys.

Also, some students may identify that the provisions that have been bought for the boys football team may need to be changed not only in quantity but possible also in content.

2. What if the hostel is full and you have to book into the local travel inn which has rooms sleeping four but costs £29 a night including breakfast?

In this case the student would need to calculate how many rooms they now need. This is in fact an easier calculation if it is just the boys football team (16 players would need four rooms costing £116), but if the netball team contained nine players, they would still need three rooms.

However, if the hotel included breakfast, they could then reduce their provisions, but the student would need to justify which provisions they think the players would not need. For example they might still need to take milk if they were planning to take tea / coffee.

3. What if a couple of the players drop out at the last minute?

There is no single solution to this question. It would depend on which players dropped out and significantly whether they dropped out before the rooms had been booked and the provisions purchased.

The student should identify that if the players who were vegetarian both dropped out before provisions were bought there would be no requirement to buy for the vegetarians, likewise for the dairy intolerant player.

Also if the players dropped out before the rooms were booked, there would be fewer rooms needed.

The student may also consider whether the players who drop out are ones who have paid or not. If they have paid, are they to be given their money back or not?