

LESSON 14

Computing in the world around us

40 minutes

Strand 1: Introducing computer science

Outcome 1.1

WHAT THIS LESSON DOES

In this lesson you explore how computers appear in everyday Irish life, from buses to hospitals. You identify what these systems do and weigh their benefits against their costs.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.1	Present examples of what computers do.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Give examples of what computers are used for in daily life in Ireland (LO 1.1)
- Weigh a benefit against a cost of a computing technology

BEFORE THE BELL

- Write the three headings (Transport, Health, Entertainment) and the two questions on the board.
- Check students can open both drag-sort interactives (input/system/output, then benefit/cost).
- Be ready to debrief one correct TFI Live or Leap Card chain after the first sort so the notes activity starts from a shared model.
- Be ready to read one correct benefit-cost pair after the second sort so the four-line write-up starts from a shared model.

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Computers are already everywhere
2 min	activity	Find the computers: what to look for
3 min	content	Transport
3 min	content	Health
3 min	content	Entertainment, then check your examples
10 min	activity	Weigh a benefit against a cost
4 min	content	A worked example to reuse
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate during activities to encourage specific responses.
- Honour the printed pause lines in the find-the-computers step so the middle is not one long silent block.
- Use the second drag-sort as the bridge into the trade-off write-up; do not skip the short debrief pair.
- Harvest strong examples from the board during the close.
- Keep the definition of computer (input, instructions, output) central throughout.

WHAT TO WATCH FOR

- Students offer vague costs like 'addictive': ask them to name a specific mechanism such as notifications or data use.
- Students list only benefits: prompt them to identify a real downside for the chosen technology.
- Students focus on devices rather than systems: refer back to the input/output definition and the first drag-sort buckets.
- Students try to answer every bullet on the menu: remind them the target is two solid examples across two areas, with a third as stretch.
- Students answer only one of input, process or output on question 1: send them back to the three-part wording and the first interactive.

DIFFERENTIATION

- Support: Provide sentence starters such as 'This helps people by...' for the weighing activity.
- Support: Allow the fitness tracker as the default Health example; two areas is enough to move on.
- Extension: Ask students to compare trade-offs between two different technologies, or complete a third area example.
- Support: Allow paired discussion before individual writing if needed.