

Part 1

- 1 Think about the people in the illustration. They are at a bus and coach interchange station on the outskirts of a big town.
- 2 Discuss with a partner the different needs and likes of these people. You should both record what you decide in your own workbooks.
Think and talk about these people by using the PIES approach. List the likely physical, intellectual, emotional and social needs of each person or group of people.
- 3 Consider what sorts of questions you might ask these people if you had the chance to interview them. Note these down for each person or group of people.

Learning

To identify needs and likes

Student's Booklet

Understanding the User,
pages 1 and 2

Timing

Part 1: 40 minutes

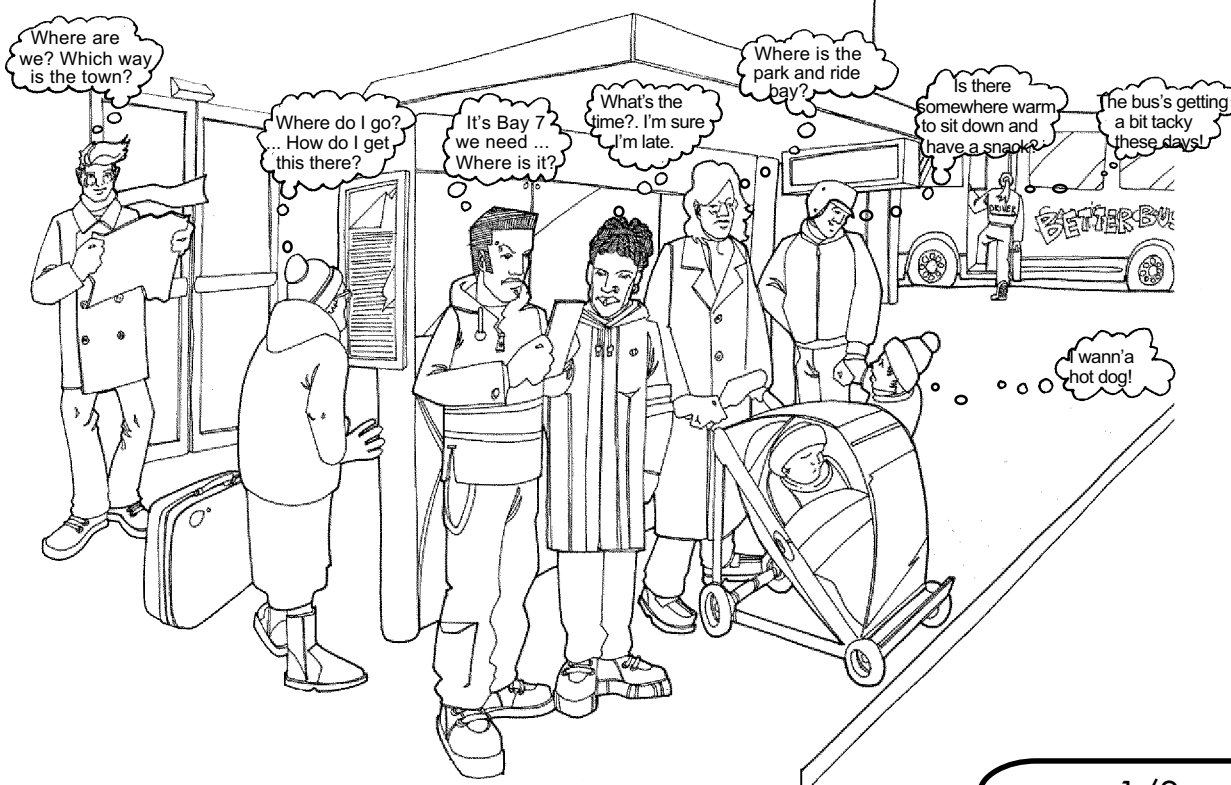
Part 2: 40 minutes

Equipment and materials

- workbook
- pen, pencil
- scissors
- glue
- A3 stiff paper card
- magazines

Type of task

Recap

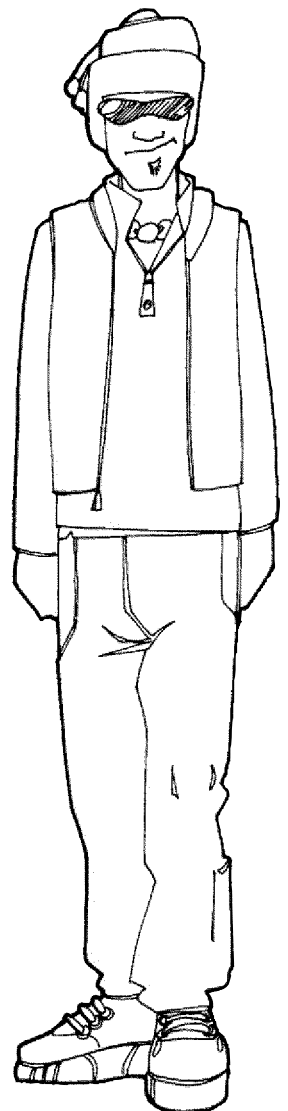
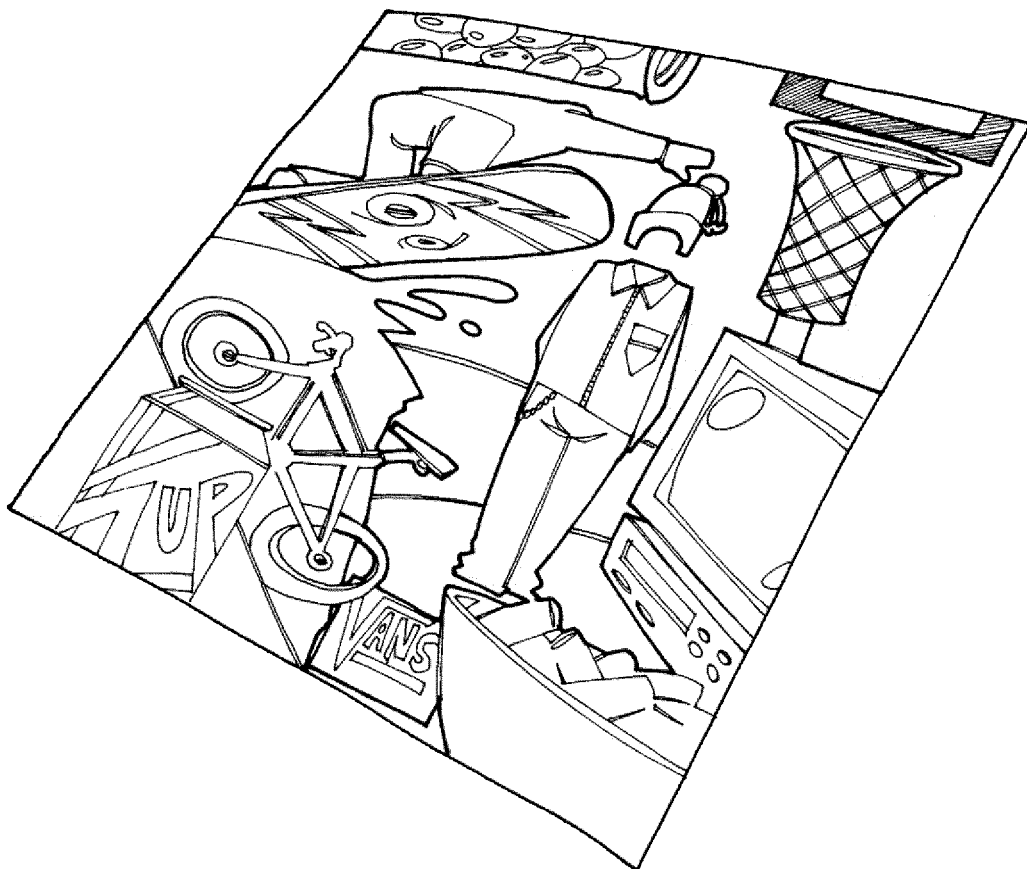


Further/homework

Using magazines and supplier catalogues collect information and images that may help to explain the needs and likes of one person or one group of people shown in the illustration on the previous page.

Part 2

- 1 Choose one person or one group of people shown in the illustration in Part 1.
- 2 Make an image board which shows what sort of things they may like, activities they may do or places they may go.
- 3 Add to your board some market-related products that they may like. Emphasise the style of these products.
- 4 Discuss your finished board with a partner.
 - Do you agree or disagree that it fits with the character or characters chosen and the market situation?
 - Is there anything you have missed or might have thought about more carefully?



What does this image board tell you about Mekdem?

What is a database?

A database is a collection of information. A database on a computer makes the information easy to find and use. Many libraries now have their book catalogues on a database.

Imagine that 20 people in your class all collect five sets of data. This is 100 records. Looking through this information would take quite a long time. Looking through a library catalogue would take much longer. Using a database saves time. It also allows you to set up ways of searching the records.

Term related to a database

A **record** is all the information collected about one person or item.

A **field** is a heading in a record.

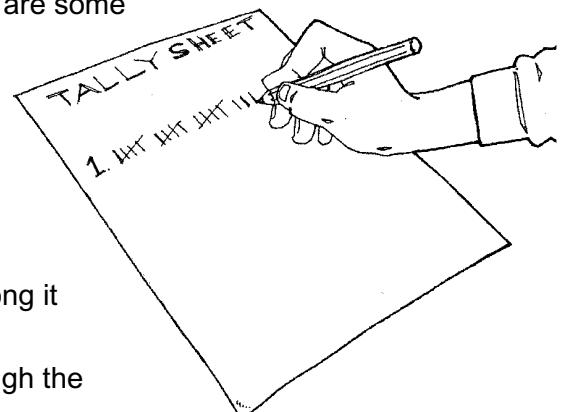
Here is an example of a database record.

Source	<i>Under 20</i>
Type	Magazine
Date of issue	No. 4, May, 2002
Page number	43
Graphic	Advert for shoes
Style	Collage
Details	Photo and painted

This is some information about a graphic product in a magazine. All the information in the box is a record. Each heading is a field.

Part 1 The old fashioned way!

- Use the questionnaire sheet on page 3 and, for homework, fill this in for five families.
- In class, work with four other people. Put all your sheets in a pile. Choose one person to look for information – the others will ask the questions. In your group, work out some questions to ask and write these down. Here are some examples to get you started.
 - How many adults in the sample?
 - How many children under 10 years?
 - How many females under 18 use a computer or games console to play games?
- Ask the person who will be looking for the information the questions. Record the answers on a tally sheet. Time how long it takes for them to work out the answers.
- Work out how long it would take for one person to look through the questionnaire sheets for the whole class.



Learning

- To use information collected in a survey
- To use a database to handle the information

Student's Booklet

Understanding the User, pages 3 and 4

Timing

2 x 60 minutes

Equipment and materials

- a questionnaire sheet
- a tally sheet
- access to a computer workstation, with database software.

Type of task

New

Other subjects

IT

Part 2 The IT way

- 1 Use a word processing software package to write out the questions you thought up in Part 1. When everyone in the group has written out their questions, use a 'cut and paste' facility to produce a whole class composite list of questions.
- 2 Enter the information from your five questionnaire sheets into a database. Make sure you save your data! Everyone else in the class will put their information into the database so there will be data from over 100 questionnaires when everyone is finished.
- 3 Use the list of questions you prepared in number 1. Make a search of your database to provide the answers. Record the answers on your question sheet. Time how long it takes to research the answers.
- 4 Use information presentation software to produce a visual representation of the information you have discovered in the database.

Further/homework

- 1 Devise a questionnaire which will gather information about one of the following items with a view to identifying ideas for new products:
 - finding your way around hospitals
 - over fifties' ability to read type sizes
 - how under sixteens select shampoo
 - recall of products in current TV advertisements.
- 2 Enter the results in a database and interrogate it to obtain useful information.

Interviewer's name _____

Use of computers in a household

Use a fresh sheet for each new household.

1 How many people are there in the household?

2 How many adults? (Over 18 years) Number of males?

Number of females?

3 How many children aged 0–10 years? Number of males?

Number of females?

4 How many teenagers aged 11–17 years? Number of males?

Number of females?

5 How many working computers and/or games consoles do you have in your house?

6 How many computer printers do you have in your house?

7 How many CD-ROMs do you have in your household?

8 How many modems do you have in your household?

9 How often does each person:

use the computer for word processing?

use a computer spreadsheet?

use a computer database?

use a computer for desk-top publishing?

use a CD-ROM to find information?

use a computer/games console to play games?

use E-mail?

use the Internet?

Use the following grids to record the answers.

Name of person	Name of Person	Name of Person
Male/female Age (under 10 /11–17/ 18+)	Male/female Age (under 10 /11–17/ 18+)	Male/female Age (under 10 /11–17/ 18+)
Word processing: never, once a year, once a month, once a week, most days, other (specify)	Word processing: never, once a year, once a month, once a week, most days, other (specify)	Word processing: never, once a year, once a month, once a week, most days, other (specify)
Spreadsheet: never, once a year, once a month, once a week, most days, other (specify)	Spreadsheet: never, once a year, once a month, once a week, most days, other (specify)	Spreadsheet: never, once a year, once a month, once a week, most days, other (specify)
Database: never, once a year, once a month, once a week, most days, other (specify)	Database: never, once a year, once a month, once a week, most days, other (specify)	Database: never, once a year, once a month, once a week, most days, other (specify)
DTP: never, once a year, once a month, once a week, most days, other (specify)	DTP: never, once a year, once a month, once a week, most days, other (specify)	DTP: never, once a year, once a month, once a week, most days, other (specify)
CD-ROM: never, once a year, once a month, once a week, most days, other (specify)	CD-ROM: never, once a year, once a month, once a week, most days, other (specify)	CD-ROM: never, once a year, once a month, once a week, most days, other (specify)
Play games: never, once a year, once a month, once a week, most days, other (specify)	Play games: never, once a year, once a month, once a week, most days, other (specify)	Play games: never, once a year, once a month, once a week, most days, other (specify)
E-mail: never, once a year, once a month, once a week, most days, other (specify)	E-mail: never, once a year, once a month, once a week, most days, other (specify)	E-mail: never, once a year, once a month, once a week, most days, other (specify)
Internet: never, once a year, once a month, once a week, most days, other (specify)	Internet: never, once a year, once a month, once a week, most days, other (specify)	Internet: never, once a year, once a month, once a week, most days, other (specify)