

Part 1:

- 1 Think about the people in the illustration. They are going to see an early-evening film on a Saturday at their local multi-screen cinema. They have just arrived in the foyer. The screening starts in 20 minutes.
- 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.

Further/homework

Using magazines, catalogues, film, DVD and video fliers, collect information and images that may help to explain the needs and likes of one of the people or groups of people shown in the illustration below.

Learning

To identify needs and likes

Student's Booklet

Understanding the user, pages 1–2

Timing

Part 1: 40 minutes

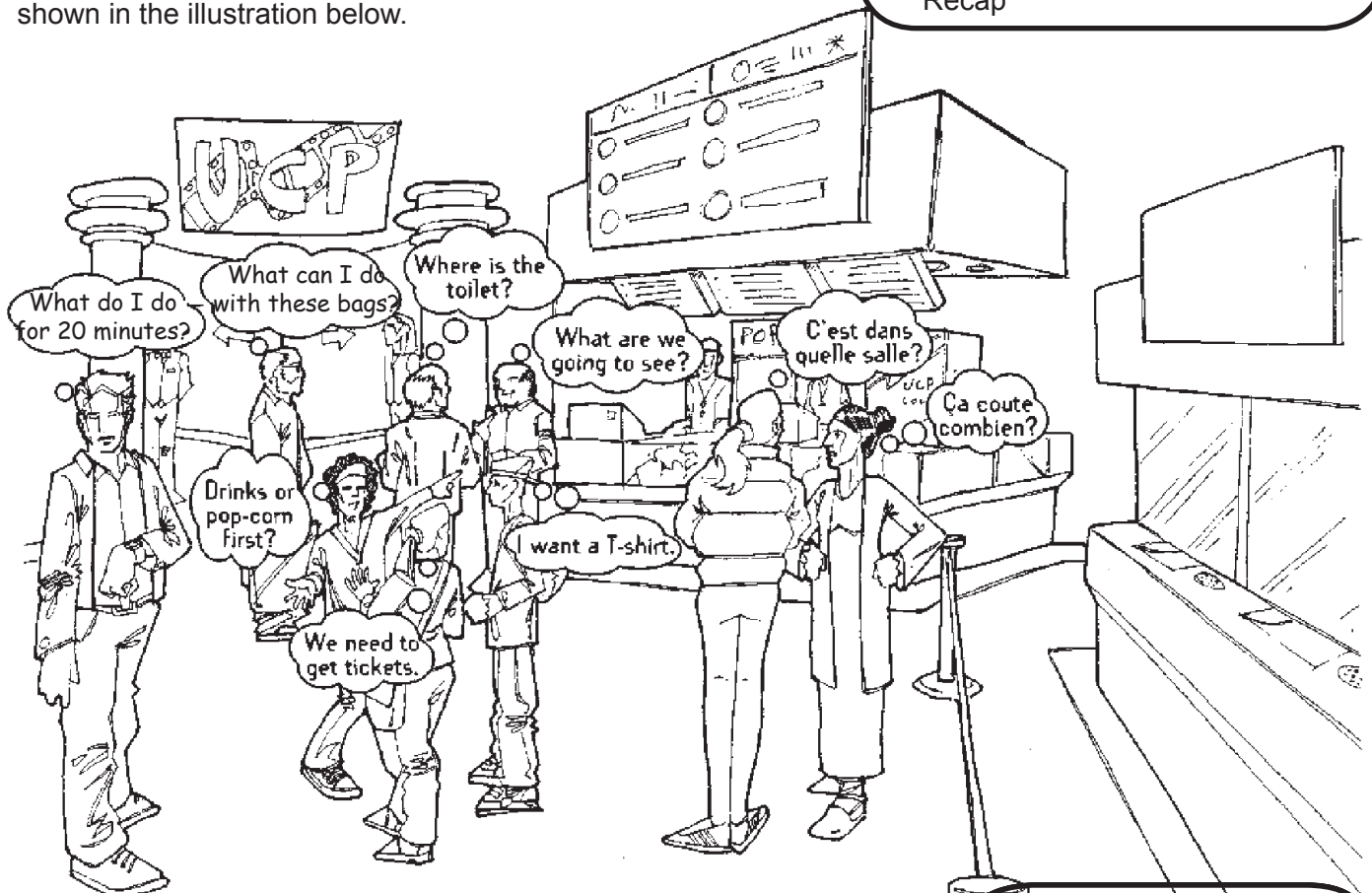
Part 2: 40 minutes

Equipment and materials

- workbook
- pen, pencil
- scissors
- glue
- A3 stiff paper or card
- magazines
- catalogues
- film, video and DVD fliers

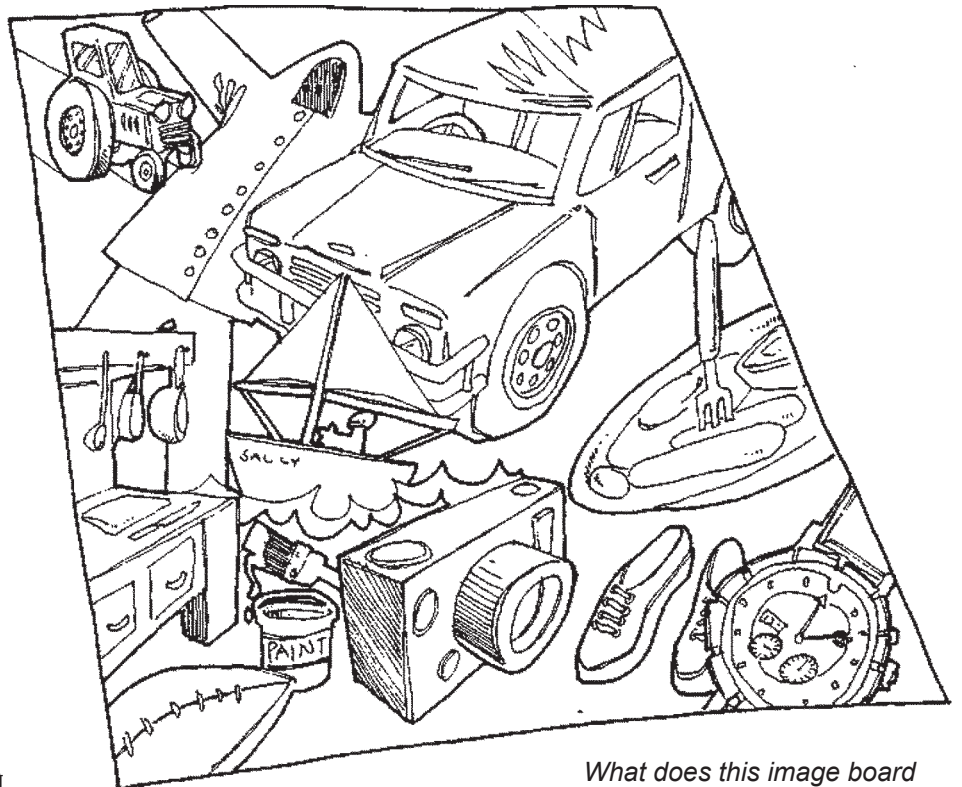
Type of task

Recap



Part 2:

Dan



What does this image board tell you about Dan?

- 1 Choose one person or one group of people from the picture in Part 1 overleaf.
- 2 Make an image board for them that shows what sorts 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 is a database?

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

Imagine that 20 people in your class all collected 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.

Terms related to a database

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

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

Here is some information about a student in a school:

Each heading is
a field.

Surname:	Smith
First name:	Mary
Address:	1 High Street, Newtown
Telephone:	123456
Form:	10 BD

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

120 minutes

Equipment and materials

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

Type of task

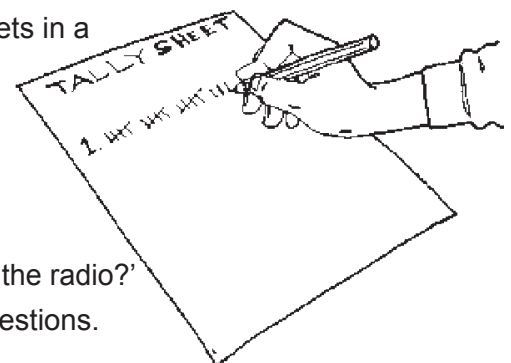
New

Other subjects

IT

Part 1: The old fashioned way!

- 1 Use the questionnaire sheet and fill it in for five families.
- 2 In class, work with four other people. Put all your questionnaire 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 teenagers spend more than three hours a day listening to the radio?'
- 3 Ask the person who is responsible for looking for information the questions. Record the answers on a tally sheet like the one in the illustration. Time how long it takes for them to work out the answers.
- 4 Work out how long it would take for one person to look through the questionnaire sheets for the whole class.



Part 2: The IT way 

- 1 Using a word-processing software package, type up the questions which you thought up in Part 1. When everyone in the group has typed up 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 that you save your data! Everyone else in the class will put their information into the database so there will be data from about 100 questionnaires when everyone is finished.
- 3 Use the list of questions which you prepared in Part 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:
 - * children's toys;
 - * telephones;
 - * things which require storage;
 - * types of movable lamps in the homes.
- 2 Enter the results in a database and interrogate the database to obtain useful information.

Use of televisions and radios in a household

Interviewer

Use a fresh sheet for each new household.

- 1 How many people are there in the household?
- 2 How many adults? (18 years plus)
- 3 How many children aged 0–10 years?
Number of boys?
Number of girls?
- 4 How many teenagers aged 11–18 years?
Number of boys?
Number of girls?
- 5 How many televisions are there in your house?
- 6 How many radios are there in your house?
- 7 How many televisions are portable?
- 8 How many radios are portable?
- 9 How much time is spent watching television and listening to radio?
Record the answers on this grid.

Name of person TV time spent (hours) Times Radio time spend (hours) Times	Name of person TV time spent (hours) Times Radio time spend (hours) Times	Name of person TV time spent (hours) Times Radio time spend (hours) Times
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