



Blog Boosters – Planning & Teachers' Notes 2021

Smart learners are able to create attention-grabbing blogs

Learning Outcomes:

- Understand how MAPIC can make blogs attention-grabbing.
- Demonstrate understanding of MAPIC by uplevelling DLO's and blogs.

Blog Boosters focuses on supporting learners in creating more exciting and engaging blog posts. These lessons support those learners who are creating okay blog posts but that need guidance to create awesome blog posts.

Lessons are designed to be taught in any order or to just focus on sections that are needed.

How to use these lessons:

During your first year of teaching in a digital immersion classroom, your facilitator will model these lessons and support you with any preparation or follow up that needs to be done. After your facilitation is complete, you will be expected to incorporate the Cybersmart curriculum into your teaching programme. You will have continued access to teaching materials through the Uru Mānuka/Te Ara Tūhura site. To ensure you have the most current content on your class site, link the Cybersmart page to your class site. That way, any changes that are made to the lesson content will automatically update for you.

Student Lessons

<u>M = Multimodal</u>	<u>A = Amplification</u>	<u>P = Personalisation</u>	<u>I = Interaction</u>	<u>C = Coherence</u>
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M = Multimodal

Ako/Learn - [Link to 'M' Site](#)

The M in MAPIC stands for Multimodal. Multimodal is using more than one type of text eg. drawings, images, videos, voice overs, animations, podcasts etc. In other words it's engaging our senses.

Watch the video on the site to see some examples. Look at the M Page in the MAPIC Toolkit for further examples and explanation.

Key Question: Why does a multimodal approach create interesting and engaging DLO's?

Hanga/Create

Students choose which create task they would like to do.

Option 1: Create an animation using Google Slides that shows your recent learning. Check out this [Cybersmart Challenge](#) if you need help with how to create an animation.

Next, create some background music to be playing during your animation. You could use [Incredibox](#), [Tony-B Machine](#) or [Chrome Music Lab](#). Remember to make sure that your music suits the learning in your animation.

Option 2: Use Minecraft Education (if you have an account) or Google Draw to create a book cover of a book you have recently read or a key event from a recently read book.

Next, write a book review about the book. This [template](#) will help you.

Screen castify yourself talking about the book while showing the cover/key event you designed.

[Blog Boosters Site Home](#)

[What is MAPIC? \(Toolkit\)](#)

Before the lesson:

- Read through the MAPIC Toolkit.
- Ensure you know how to create an animation using google slides. This [Cybersmart Challenge](#) has a clear example of how to.

During the lesson:

- Facilitate discussion as to what can be included as multimodal.
- Support students with their choice of task.

After the lesson:

- Comment on student blog posts focusing on the multimodal aspect of the blog.

Record your animation with the background music using screen castify.	
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Tohatoha/Share

Post your DLO on your blog.

Is your blog post a [smart learner](#) post?

Make sure you share your understanding of what multimodal is.

Have a think about other subjects where you could use a multimodal DLO to show what you have learnt or to teach others.

A = Amplification

Ako/Learn - [Link to 'A' Site](#)

The A in MAPIC stands for amplification. Amplification is ensuring that key words/ideas/events stand out from the rest of the information.

We are used to Headings and Titles standing out in our work but why should we amplify other words?

Have a good look at Examples 1 and 2 on the site. What do you notice? Which one really shows off the learning? Why?

Example 3: Does your choice of colour affect the amplification?

Key Question: How does amplification enhance DLO's and blog posts?

Hanga/Create

Students choose which create task they would like to do.

Option 1: Create a	Option 2: Use Canva to
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[What is MAPIC? \(Toolkit\)](#)

Before the lesson:

- Ensure understanding of Amplification and the impact on learning.
- If you have never used [Canva](#) before, have a play before the lesson so that you can support students.
- If you have never edited a screen castify video to add captions, watch [this video](#) on Screencastify editing (it's near the end).

During the lesson:

<p>Screencastify tutorial about something you are an expert at or are passionate about.</p> <p>When editing your Screencastify video, add some captions that will pop up to amplify the key words or ideas in your video. To learn how to do this watch this video on Screencastify editing (it's near the end).</p>	<p>create a poster about something you are passionate about or about something you have recently learnt.</p> <p>When creating your poster think about what key words or ideas you want to pop out to amplify.</p> <p>Here is an example.</p>	<ul style="list-style-type: none"> Facilitate discussion so that students have a clear understanding of amplification and how it enhances work. Support students with their choice of task. <p>After the lesson:</p> <ul style="list-style-type: none"> Comment on student blog posts focusing on the amplification aspect of the blog.
<p>Tohatoha/Share</p> <p>Post your DLO on your blog.</p> <p>Is your blog post a smart learner post?</p> <p>Have a look back at some of your older blog posts. Could you make some key words or phrases bold or a different colour in your blog post to amplify them? Which colours would be best for this?</p>		

P = Personalisation

Ako/Learn - [Link to 'P' Site](#)

The P in MAPIC stands for personalisation. Personalisation means that DLO's and Blog posts reflect the author and their personality.

Look at the examples on the site and discuss the personalisation aspect and its impact on the audience.

Ask everyone to write down 3 words that describe their personalities. How could these words be translated into their DLOs/blog posts?

Key Question: When can personalisation be too much? Should we share all of ourselves online? Why/Why not?

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[What is MAPIC? \(Toolkit\)](#)

Before the lesson:

- Ensure your own understanding of Personalisation and the impact on learning.
- Make your own Avatar using [Character Maker](#) or try [Pic Crew](#)

Hanga/Create

Students choose which create task they would like to do.

Option 1: Choose some work you have recently finished to post on your blog.

Write down three words that describe your personality. How could you show these three parts of your personality in your blog post?

Option 2: Use [Character Maker](#) to create an avatar of yourself. Your avatar should be an animated version of you.

Download it as a PNG.

Now using Google Slides or Drawing, create a room that shows your personality. Add your avatar to the room.

During the lesson:

- Facilitate discussion so that students understand that personalisation is not sharing everything about themselves.
- Support students with their choice of task.

After the lesson:

- Comment on student blog posts focusing on the personalisation aspect of the post.

Tohatoha/Share

Post your DLO on your blog.

Is your blog post a [smart learner](#) post?

Next time you post on your blog think about whether your audience can get a good sense of who you are. Does your personality shine through?

Option 2: Why would you include the same avatar in different DLO's?

I = Interaction

Ako/Learn - [Link to 'I' Site](#)

The I in MAPIC stands for Interaction. Interaction is communication or direct involvement with something or someone.

Watch the video on the site to see some examples. Look at the I Page in the MAPIC Toolkit for further examples and

[Blog Boosters Site Home](#)

[What is MAPIC? \(Toolkit\)](#)

Before the lesson:

- Watch the tutorials around creating a [Pick-a-Path story](#) and

explanations.

Key Question: What is the benefit of including interactions in our DLO's and blog posts?

Hanga/Create

Students choose which create task they would like to do.

Option 1: Create an interactive DLO to teach others about what makes a good blog post. You can choose from...

- [Pick-a-Path story](#)
- [Scratch project](#)

Option 2: Create an interactive poster using Google Slides. To do this, click file then page setup then customise Slide Size to poster size: 900 x 900.

Your poster should include hyperlinks to a screencastify you have done about your work as well as other examples of your work.

[Scratch project](#). Have a go yourself.

During the lesson:

- Facilitate discussion so that students have a clear understanding of the benefit of interactions within blog posts.
- Support students with their choice of task.

After the lesson:

- Comment on student blog posts focusing on the interaction aspect of the post.

Tohatoha/Share

Post your DLO on your blog.

Is your blog post a [smart learner](#) post?

Remember to ask your audience some questions so that your blog post is interactive inside or outside of your DLO.

[How to embed an interactive poster on a blog](#)

C = Coherence

Ako/Learn - [Link to 'C' Site](#)

The C in MAPIC stands for coherence. Coherence is to be consistent and logical.

Look at the Humpback Whales DLOs on the site. Which is coherent? Be prepared to explain your thinking.

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[What is MAPIC? \(Toolkit\)](#)

Before the lesson:

- Create your own

Watch the video on the site: Does the video show coherence? Why/Why not?

Key Questions: What is the purpose of ensuring our work is coherent?

Should coherence be something to think about across all our work and not just for blogs?

Hanga/Create

Students choose which create task they would like to do.

Option 1: Make a copy of [this](#) Google Drawing about the life cycle of a frog.

Use the explore tool (**tools - explore**) to find images to coherently represent the different stages of a frog's life cycle.

Option 2: Add sound effects to [this](#) short film "The Silent" by Dolby Productions.

Download the film to your computer then import it to iMovie or WeVideo to add in the sound.

Check out the video on the site for how to add audio using WeVideo.

Tohatoha/Share

Post your DLO on your blog.

Is your blog post a [smart learner](#) post?

Option 1: Have you included a summary about what you learnt about the life cycle of frogs AND what you have learnt about coherence?

Option 2: Include what you have learnt about coherence.

WeVideo account if you don't have one. Have a go at adding sound to the given movie so that you can best guide students during the lesson. There is a video on the site that will help you.

During the lesson:

- Facilitate discussion so that students have a clear understanding of the purpose of coherence in their work.
- Support students with their choice of task.

After the lesson:

- Comment on student blog posts focusing on the understanding of coherence in work output.

