

Lesson Topic : Literacy and Cybersmart - Kawa of Care	
Year Group : 3/4/5/6	
Learning Outcome	To identify key points of the Kawa of Care for students when using or moving their chromebook To identify and use the shortcut keys Ctrl Z (undo), Ctrl T (open new tab) and Ctrl F (Find) and the highlighter function Shortcut keys, taught through the creation of an animation. Kawa of Care.
Resources	Lesson Overview Resource for Teacher Use - Chromebook Damage Images Activity for Students - Printable - Kawa of Care - analysis using cooperative learning strategy Lesson Google Site Page
Links with the New Zealand Curriculum 	Cybersmart: - Learning how to navigate my device and Google apps helps me to do things faster. Kawa of Care: - We are learning to follow the Kawa of Care and use our device confidently and in clever ways. - I will make the most of this opportunity to learn lots of new things and to share these with others. Level 2: English Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. - selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence
Key Competencies 	Thinking - Children will think carefully about how the use of shortcuts increases their efficiency. Using Language, Symbols and Texts - The students will interpret the information presented a range of texts. Students will learn symbols within a Google tool. Managing self -They will work independently completing an animation showing one aspect of the Kawa of Care.

Prior knowledge 	Teacher will have got them to create a Blank Google Slide in their Cybersmart Folder The students will have connect with prior knowledge of using a chromebook and what shortcut keys they know already.					
Lesson Sequence 	5 Minute whole class introduction 3 groups rotating for 15 mins (45 mins) • Group 1 with teacher - looking at Kawa of Care Doc Analysis • Group 2 - Continue with the animation from Lesson 1 • Group 3 - Continue with the animation from Lesson 1 5 Minute Reflection with teacher Session Outline Recap on last lessons key messages about shortcuts “Today we are moving into a different kind of Cybersmart session. You are going to be split into three groups. When you are not with the teacher you will be working either in peers or independently.” Key parts of the ‘Kawa (Protocol) of Care’ that relate to students are the top section ‘Responsible Use Agreement’ and ‘User Conditions - when using and moving your chromebook’. Students not with teacher are continuing with animation from Lesson 1 today is their last opportunity to get this animation finished. Introduce session and where the resources are Groups 2 & 3 continue independently with animation from Lesson 1 Group 1 analysis Kawa of Care using cooperative learning strategy. Rotate every 15 mins <table><tr><th>Student Activity</th><th>Teacher Activity</th></tr><tr><td> Learn: Explore the site and the resources. Chromebook Damage Analysis Kawa of Care Doc text using collaborative learning strategy. </td><td> Teacher prompts learners to think about their actions when using a device How can you damage a device brainstorm How does damage occur (slideshow) What can we do to prevent damaging our devices? Lay images of damaged chromebooks on table or display on the screen... “Looking at these images of damaged chromebooks, I want you to discuss with the person next to you: What happened to the chromebook? Think about which part is damaged and how it got damaged in the first place.” Share back an idea from each group. Have any of you heard of the Kawa of Care? (Have a printed out version to display) Why do you think schools and </td></tr></table>		Student Activity	Teacher Activity	Learn: Explore the site and the resources. Chromebook Damage Analysis Kawa of Care Doc text using collaborative learning strategy.	Teacher prompts learners to think about their actions when using a device How can you damage a device brainstorm How does damage occur (slideshow) What can we do to prevent damaging our devices? Lay images of damaged chromebooks on table or display on the screen... “Looking at these images of damaged chromebooks, I want you to discuss with the person next to you: What happened to the chromebook? Think about which part is damaged and how it got damaged in the first place.” Share back an idea from each group. Have any of you heard of the Kawa of Care? (Have a printed out version to display) Why do you think schools and
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	Create: Teacher Group - Students will need to: Create a copy Share to their buddy Put the copy into the correct folder Independent Groups - Continue independently with animation from Lesson 1 Share: In the last five minutes when teacher and facilitator reflecting have the students share their animation with 2 people and share one tip they have learnt.	teachers created a Kawa of Care? There are two sections which were created for students to agree to, that will ensure that their Chromebook does not get damaged. They are the 'Responsible Use Agreement' and 'User Conditions - when using and moving your chromebook'. In peers - look through this document and Highlight the sections: Talk with your buddy and decide which ideas are: - 'Really Really Important/Critical for people as well as for devices" highlight these YELLOW - 'very important' - highlight these GREEN - 'obvious when working with technology' - highlight these BLUE Remember that to highlight a sentence click three times. Teacher prompts learners to think about their use of shortcuts. Teacher supports questions during transition. During Session 3 facilitator roams and models positive, thoughtful, helpful feedback. While students are working in peers take the time to have extended learning conversations (5 back and forward) with a couple of groups. Give feedback by telling your buddy two things you like about their animation and one thing that they could improve on. Next week we will be using the yellow ideas to create an animation.
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Reflection and Analysis

	Lesson Content - Lesson Pacing - Lesson Delivery - Student Understanding -
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