

Cybersmart Plan - How to use the tools within Explain Everything(EE)

Term 1, Week 1 - 6 2019

Achievement Objective: [Smart Learners](#)

- Understand and demonstrate responsible use of their device as described in the Kawa of Care Responsible Use Student Agreement
- Confidently navigate and harness their device and learning applications

WALT (We are learning to):

- Be responsible, smart learners by demonstrating how we use our device to enhance our learning.
- Use the tools within Explain Everything app to create projects and complete activities.

In a Year One class at the beginning of the year- with the learners:

Lesson One:

Kawa of care and setting up routines.

Before children are given iPads we watched the 'Kawa of care-iPad safety video). This was then followed by a discussion and together with the children we set up your own classroom rules for e.g. where to store iPads when not in use, how to stack your iPads on the table, where to put your stylus at ten end of the day, if someone has left their iPad on the floor walk around the ipad, close the flap when not in use.

How to take a photo

I usually start with taking a photo straight after we have our discussion on Kawa of Care as I find the children are so eager and enthusiastic I don't want disappoint them.

This is a structured lesson similar to a traditional handwriting lesson and I am quite firm with the children.(for eg. if a child is not listening or not coping me and tapping on other buttons, I give them a warning/close your lid for a few seconds, I also praise the others for doing the right thing) Children sit in a semi-circle (seating is important, put some confident children alongside non confident children- it's so helpful-encourage the helper to show, point and not do it for the child they supporting) in front of the apple T.V and I have laminated EE symbols to support them as well. The reason for this is: I can see all the iPads, give support fast and easily, check in to see if we all on the same page. I explain to the class what we learning to to today and model first. Then we do it together step by step. During the week I set up activities where children practise the skill of taking photo's for e.g.

Take a photo of: 5 red teddy bears, 2 blue triangles, 8 yellow bottle tops, your favourite picture in your reader.

Lesson Two:

Drawing Shapes

This is a whole class structured lesson and the same mat procedure is followed. Because children have been practising during the week they are much more confident. I explain what we learning and model first, children copy me and then add a few pages and try themselves with me walking around and supporting. I show children how to use the colour palette. I tend to let children go off with a partner and practise as I walk around and support. During the week children need to continue practising this skill so I will set up tasks for e.g Draw: 7 green rectangles, 5 blue stars, 10 yellow circles.

Lesson Three:***Duplicating (depending on your learners it could two lessons before children master this skill)***

This is a whole class structures lesson and the same mat procedure is followed. Children copy me using the Apple T.V and laminated EE symbols as support resources. I explain to the children that we are learning to duplicate in this lesson. We have a brief discussion about the meaning of duplicate. I model first and then we do it together. In this lesson I go really slow as there are many steps involved and some children do get confused. After doing some together I send the children off to work with their friends. Depending on the learners I may work on this skill over two lessons (2 weeks). I provide opportunities during the week for children to use this skill. For example: provide laminated pictures of fruit: take a photo of 1 carrot- duplicate it and make 8 carrots. Draw one pink star, duplicate that star and make 10 pink stars. Maths word problem: there are 4 teddy bears, mum gives each teddy bear 2 apples, how many apples got eaten. (Children have to take a photo of 1 teddy bear and 1 apple and duplicate them and solve the problem.)

Lesson Four:***Copy and Paste (group lesson)******(depending on your learners it could two lessons before children master this skill)***

In the video you will that this lesson was done in a group. This is quite a hard skill for little ones so I decided to teach this skill in group rather than whole class. In this lesson children learn to access the class site and download an activity to complete. I discuss the activity with the group and then we do it step by step. I modelled on an iPad, children could copy via my iPad/ apple t.v and I had the EE symbols on the table. The group enjoyed this activity and there was a high level of engagement. I will do a similar lesson with a larger group and provide opportunities during the week for children to practise.

Learn Create and Share

At the end of every whole class group session I always save some time for sharing children's work via the Apple T.V and sometimes if we are running out of time their work is shared on the mat. Work is published on the blog by the classroom teacher.

Reflection on the Lesson:

I am very pleased with the outcome of these lessons during Term 1. It took a bit longer than what I expected but then I also have to remember that my learners had very little or no knowledge of how to use EE when they started school. They have definitely come a long way in their learning. Taking photo's and drawing shapes was pretty easy but the duplicating, copying and pasting was tricky for many of them. I took more time teaching this skill. I had a few confident children which was great because they could help support the others.

All children can now access the class site, many of them can download an activity independently and support others in the class as well. The level of engagement has increased and I now have children asking me if they can take a photo a puzzle the completes or take a photo of a lego tower they made with their friends. Some of the others are even reminding me to post it on their blog for their parents and friends to see.

Next Steps for Learning:

- Continue to practise on skills taught
- Continue to access the Class Site for learning
- During our Reading lesson choose a part of the story and teach children how to do an animation and record their voice retelling that part of the story in their own words.

Resources: