

**Episode Title:****Teacher:** Ocea Grigg**School:** Wesley Primary School**Year Level:** Year 5-6**Lesson Topic:** Writing/Cybersmart (smart footprint)**Learning Intention:** Understand how to use correct email etiquette and use this to send a formal email to our principal or deputy principal to persuade them to make a positive change for our school.**Links with the**  
[New Zealand Curriculum](#)**Digital technologies: Using Gmail to write an email****Technological area: Computational Thinking for Digital Technologies**

In authentic contexts and taking account of end users, students give, follow and debug simple algorithms in computerised and non-computerised contexts. They use these algorithms to create simple programs involving outputs and sequencing (putting instructions one after the other) in age-appropriate programming environments.

**Technological area: Designing and Developing Digital Outcomes**

In authentic contexts and taking account of end users, students make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques. They understand that digital devices impact on humans and society and that both the devices and their impact change over time.

**Cybersmart: Smart Footprint**

Cybersmart learners create a positive digital footprint and think about how they advertise themselves online

- Remember it will be there forever
- Share content that you and your whānau will be proud of
- Understand the difference between private and public information

**Literacy: Writing****Persuasive Writing**

- Students will independently write texts for a range of different purposes across the curriculum - arguing and explaining ideas and information
- Students will use their writing to think about, record, and communicate ideas, and information about their proposed argument.
- Students will use language and word choices that best communicate the intended meaning to the identified audience.

<b><u>Key Competencies</u></b>	<b>Thinking</b> - reasons and examples in their persuasive writing <b>Using language, symbols and texts</b> - formal language used in proper email etiquette <b>Participating and Contributing</b> - contributing their ideas to how we can make a positive change to our school community
<b>Prior Knowledge</b>	Some students have used email before however often miss the subject line and don't use formal language as this hasn't been taught before.
<b>Lesson Sequence</b>	
<b>Before the Session</b>	Students often suggest ideas for changes that we should make at school and I often respond with: "Well you'll have to talk to the principal about that!" So this lesson idea seemed like a great opportunity to give the students the opportunity to voice their opinion and teach them how to write formal emails at the same time.
<b>During the Session</b>	<ul style="list-style-type: none"> <li>- Introduce what we are going to <b>learn</b> today by sharing the learning intention of how we will be writing a persuasive writing piece (using OREO framework) and emailing it to our school principal/deputy principal.</li> <li>- Consider our digital footprint and leaving a positive footprint online when emailing and sharing anything online</li> <li>- Share the three options students can write their persuasive piece of writing about: <ul style="list-style-type: none"> <li>• Get a swimming pool at our school</li> <li>• More playground equipment eg: swings</li> <li>• Have more options for lunches</li> </ul> </li> <li>- Share the OREO framework</li> <li>- Students have time to write their persuasive writing piece</li> <li>- Cover email etiquette and how to access Gmail and compose an email</li> <li>- Co-construct an example together with students</li> <li>- Students have time to work on their <b>create</b> - finish their persuasive writing piece and add in a greeting and sign off and send their email</li> <li>- Make a blog post to <b>share</b> about your learning and include your persuasive email and the response you received.</li> </ul>
<b>After the Session</b>	<ul style="list-style-type: none"> <li>- Students have time to finish completing their persuasive writing and email and wait for an email response. Following this they have time to complete their blog post.</li> </ul>
<b>Learn Create Share Breakdown</b>	
<b>Learn</b>	Learning about how New Zealand sign language has changed over time and how to create a digital timeline and hyperlink to other slides.

<b>Create</b>	Creating a piece of persuasive writing Using the persuasive writing and email etiquette lesson to create a formal email.
<b>Share</b>	Sending their email to our principal or deputy principal Sharing on their blog
<b>Resources Used</b>	<a href="#">Persuasive Email Teaching</a> <a href="#">Co-constructed Email Example</a>
<b>Reflection</b>	
<b>Reflection on Lesson Sequence</b>	<p>I felt that the lesson went really well and the students were very engaged and keen to write their persuasive emails. I was able to teach a good balance of Cybersmart and Writing and they flowed well into one another.</p> <p>We did run out of time to cover the share part of the lesson about posting on their blogs but I think that's okay as there was a lot of content covered in the lesson. We will cover this another time but it just won't be filmed.</p> <p>One of the cameras ran out of battery during filming so we had to improvise for the last part of the lesson but I think it still worked out fine in the video with some extra edits!</p>
<b>Next Steps</b>	Getting students to share more of their ideas - I had intended to do this for our discussion on digital footprint but didn't end up doing this!