

Teaching with LearnPads

Year 4

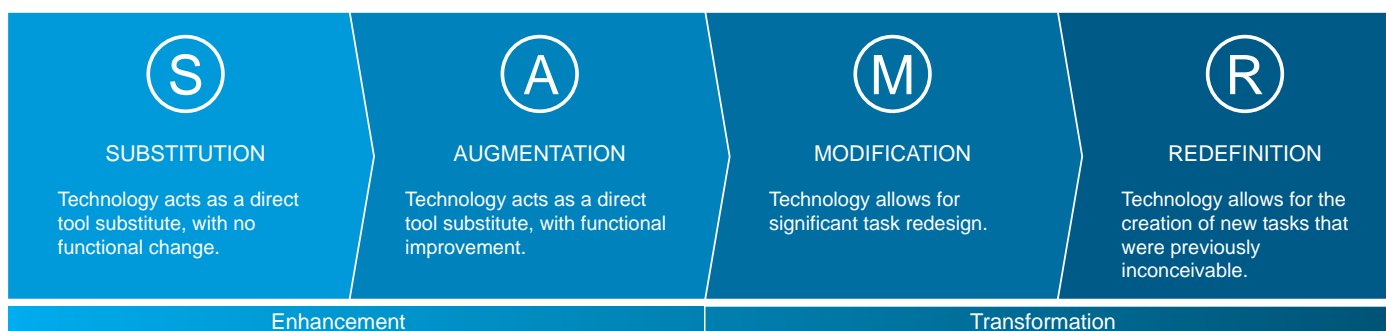


INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professional ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Ethics.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

SUBSTITUTION

Using Notes, create a list: 'how to be a good neighbour'.

A

AUGMENTATION

Draw two circles in WorkSpace, one inside the other: friends in the middle circle, acquaintances in the outer circle, and strangers outside both circles. Take photos of friends and place them in the correct place. Type some names or roles that might belong in the other areas of the diagram.

M

MODIFICATION

Begin session with discussion/ role play/videos showing examples of retribution and forgiveness. Teacher asks pupils to draw or write responses and shares using ClassView on their board to stimulate discussion.







R







REDEFINITION






As a class, create a list of shared values (can use Notes and ClassView to collate ideas initially). Assign each group a value to find out about and create an animation that portrays it – encourage creativity!





Enhancement



Transformation

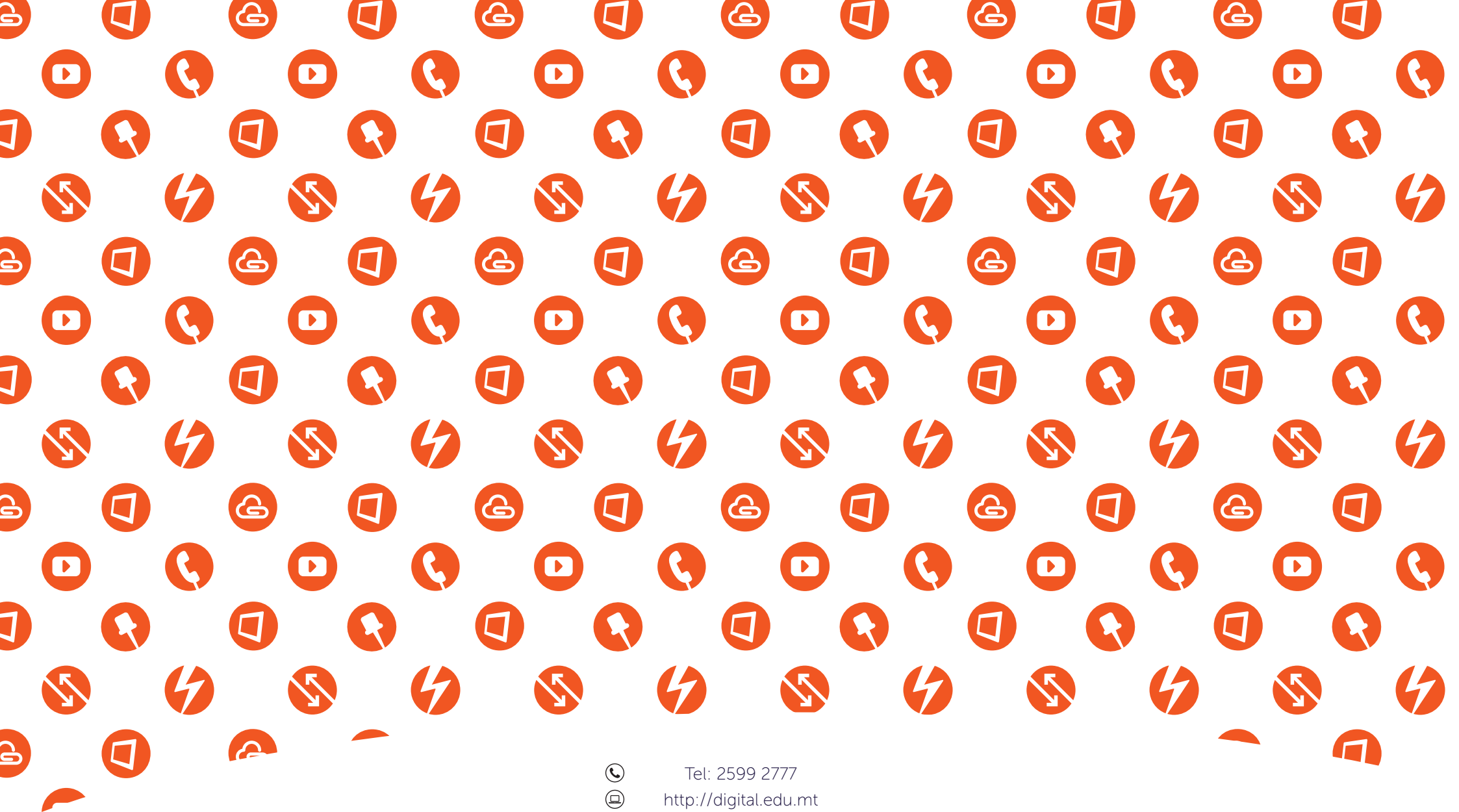
Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can make a list of qualities that make a good neighbour.		Create a list: 'how to be a good neighbour'.	Teacher provides picture clues.	Write or record examples of 'neighbourly behaviour' to accompany list.
I can define the terms 'friends', 'acquaintances' and 'strangers'.		Draw two circles, one inside the other: friends in the middle circle, acquaintances in the outer circle, and strangers outside both circles. Take photos of their friends and place them in the correct place. Type some names or roles that might belong in the other areas of the diagram.	Provide photo or word cards to prompt discussion of acquaintance/ stranger distinction; (e.g. my mum's best friend, a police officer, the school secretary).	Annotate diagram with feelings/behaviours associated with each.
I can define moral courage as a willingness to do what is right in difficult circumstances; I can talk about moral cowardice as a form of egoism and moral blindness.		Work in groups of four; one pair films a short scene showing an example of moral courage, the other showing an example of moral cowardice. Share and discuss.	Mixed ability groups of four.	
I can distinguish between impulsive and reflective acts, and give examples of each.		Sort examples of such acts onto Venn Diagram background template.	Sort photos, or take part in adult-directed role play first.	Consider if there are acts which may belong in the union of the diagram.
I can explain what being a "stranger" is. I can explain that one should also care for strangers as they are also persons.		When and how should we care for strangers? How can we balance caring for others with keeping ourselves safe? Create a poster.	Work in mixed-ability pairs.	
I can identify moral values and participate in a discussion about them.		Pupils to create a poster showing a variety of moral values. Teacher to show all posters using ClassView and use them to continue the class discussion.	Work in a group with adult support. Shared writing of value statements for poster.	Pupils to describe which of the moral values discussed are most important to them personally and justify their choices.

I can describe my neighbourhood as a community where people share something in common, and are obliged to respect and care for that which belongs to individuals, together with that which is common to all, such as taking care of shared spaces such as schools and parks.		Create a documentary about a shared space in the community and how to care for it.	Work in mixed-ability pairs.	
I can distinguish between how I should treat objects such as toys, and how I should treat living beings such as pets and other animals.		Fill in a table Handed Out by the teacher showing examples of how we should treat objects versus living beings.	First work with an adult to establish understanding of the difference between living & non-living things.	Extend to consider 'grey areas'; what about plants? What about animals we eat for food?
Along with others, I can take care of the natural environment such as the sea and the natural world, which belongs to all of us.		Create a video to share with the school in assembly, including video clips/photos of the natural environment and text explaining how to care for it.	Work in mixed-ability pairs.	
I can take care of animals, not just pets, but also those animals living in the built-in environment, such as public places and in the wild.		Create an eBook about caring for animals, with a page about pets and pages about wild animals in different public places (the beach, parks, school).	Teacher Hands Out Author file with some sentences and headings already started.	Add sounds or video to the pages.
I can discuss subjects of a controversial nature, such as whether wild animals should be hunted.		Find out about the shooting of migratory birds in Malta. Write a letter to persuade the government either to ban shooting birds in the spring or to uphold the right to do so, giving reasons.	Work in a group with an adult to create a letter together.	Use research and statistics to justify your opinion.
I can distinguish between fairness as treating people according to their need, and fairness as treating people equally.		Use the Equality vs Equity image as a stimulus for discussion and annotate with ideas in WorkSpace. (Many great teaching resources available at http://www.sendacow.org.uk/lessonsfromafrica/resources/)	Work in mixed-ability pairs.	
I can discuss the relationship between "trust" and "respect".		Split class into two groups – half write a word/sentence that sums up 'trust', half 'respect'. Display on the teacher's screen using ClassView to spark discussion.	Provide images as prompts.	Discuss what happens when someone doesn't trust or respect another – how can it be harmful?

I can discuss the notions of retribution, namely getting one's own back, and forgiveness.		Begin session with discussion/role play/videos showing examples of retribution and forgiveness. Teacher asks pupils to draw or write responses and shares using ClassView on their board to stimulate discussion. How does it feel straight afterwards when you choose to 'get your own back'? How does it feel a day later? How does it feel straight afterwards when you choose to forgive? How about later on?	Work in a smaller group with an adult to ensure full participation.	Give examples from their own life when they have taken either path and link to future behaviour.
I can define the words "right" and "duty" in terms of the right of respect for one's property, and the duty to respect other people's property.		Create a poster to display in the classroom/around school to remind pupils of their rights and duties in school, with a focus on shared property.	Work in mixed-ability pairs.	
I can discuss the importance of values in our lives and the community we live in.		As a class, create a list of shared values (can use Notes and ClassView to collate ideas initially). Assign each group a value to find out about and create an animation that portrays it – encourage creativity!	Work in small groups but assign roles according to strengths and weaknesses; e.g. Camera Operator, Planner, Chair of Discussion.	
I can explain why it is necessary to have a working definition of the notions we use, in the interest of having a meaningful discussion. It is important to establish, for example, what one means by the terms 'a right', 'freedom', 'an obligation' etc., and how, for example, having a right to something is different from wanting or desiring something.		Focus on a particular set of terms and gather examples individually, e.g. 'what do you have a right to?' (either written or image-based, found online if possible). Share on teacher's board using ClassView, then create a shared list after discussion and consensus – can also create a separate list of 'wants' or 'nice things to have' to show contrast.	Provide initial examples to spark ideas.	Encourage to think about whether everyone in Malta and the wider world would agree with our definitions, and why.
I can rank different needs according to their importance.		Using Glossary page in Author, type basic needs and reorder according to importance.	Provide pupils with needs already written to reorder.	Add images, videos or sound clips illustrating these needs.

I can participate in a discussion about the school as people living together and sharing a way of life. An example could be; a discussion about the school uniform and how it signifies that they are part of a community. The discussion may also explore the meaning of being a member of the school.		Pupils create a poster to show ways in which they are members of the school community. This could include: wearing school uniform; having the same values as others; being a member of a group/club, etc.	Pupils work as a group to establish similarities and differences between them in terms of their membership in the community.	How could we make sure all pupils feel like a valued member of our school community?
I can list some of the rules that enable a discussion to take place, such as not speaking out of turn, giving due space for others to speak, and listening to others without interruption.		In groups, pupils create content for class posters to be referred to before future class discussions. This could include photos or video role plays of how to/not to behave during discussions.	Mixed ability groups.	
I can list the things that make me feel that I am part of the Maltese society, or the wider world. The students are invited to speak and illustrate their statements with narratives and anecdotes from their experiences. Non- Maltese students are also encouraged to speak about their experiences of living in a Maltese society. They are also encouraged to speak about their stories of living in their native homes and countries.		Pupils to create a series of podcasts celebrating Maltese society and their part in it. Pupils use Sound Recorder to record audio of interviews with each other, then hand their completed audio files in to ClassCloud.	Mixed ability groups.	
I can identify moral values and participate in a discussion about them.		Pupils to create a poster showing a variety of moral values. Teacher to show all posters using ClassView and use them to continue the class discussion.	Work in a group with adult support. Shared writing of value statements for poster.	Pupils to describe which of the moral values discussed are most important to them personally and justify their choices.

I can distinguish between lying and withholding the truth, and give examples.		Provide pupils with a small selection of scenario cards and ask them to sort them. Pupils to then use the Camera to film their own role play examples of either lying or withholding the truth. Pupils should then hand their videos in to ClassCloud. Teacher to show videos on class interactive display/screen. Ask viewing pupils to say whether they think the video shows lying or withholding the truth.	Ask pupils to justify their reasoning for each scenario, promoting the value of empathy.
I can give examples of situations where we are justified to lie or withhold the truth from others.		Working in groups, pupils role play situations and at the end of each play explain their reasoning.	Mixed ability groups.



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Operational Programme II - European Structural and Investment Funds 2014-2020

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Co-financing rate: 80% European Union; 20% National Funds

