

Immanuel Gawler

iPad Boot Camp 2019

Session 1: Introduction and prior knowledge

- Learning focus/Key understandings
 - The way we use technology at Immanuel Gawler is changing
 - Students will have greater access, therefore greater responsibility
 - iPads are a tool for learning and 1:1 program allows us to learn in ways we couldn't have previously
 - School agreements set down conditions for technology access
 - Boot camp will help students understand about using their iPads and about some of the issues that impact on technology use

- Changes to iPad use at Immanuel Gawler
 - 1:1 – What is it? What does it mean for me?
 - How is iPad use different this year in 1:1 program?
 - Purpose of iPads
 - Learning tool
 - Allow us to learn in new ways – presenting, creating, communicating, integrating
 - Engaging – making learning interactive, interesting
 - Whose iPad?
 - School iPad – allocated to students – eventual ownership by students (Year 4 and 5)
 - My iPad = my responsibility – what does this responsibility involve?
 - School's iPad = school control and monitoring of iPads and system
 - Apple Classroom (Year 4 and 5 – more on this next session)

- Sharing
 - What do I already know?
 - Discuss different apps, functions and uses of iPads
 - Get students to brainstorm and share ideas on different functions, uses and apps with the iPad
 - Add thoughts to Padlet document
 - Take students through a simple beginning task e.g. setting up boot camp journal on Book Creator

- Introducing school agreements (These will be looked at in detail later)
 - ICT use agreement
 - iPad agreement

- Using my iPad
 - When? Where? How?
 - What are the expectations?
 - Etiquette – listening and not using iPads while teacher (or designated other) is talking
 - Not accessing sites, apps or content that I have not been told to access or do not have permission to access
 - Not altering settings
 - Waiting for teacher instructions and not making assumptions
 - Not using at recess and lunch
 - Consequences for inappropriate use

- Looking after my iPad (at school and home)
 - Keeping track of my iPad – storage, transport

- Physical care – covers and protection, handling
 - Being prepared for learning – charging, morning and afternoon routines
- Looking after my account (at school and home)
 - Keeping account and passwords private
 - Not downloading or storing personal/non-school material e.g. music, games
 - Not downloading apps
 - Not allowing others to access except when work requires or when instructed by staff
 - Not allowing others to break agreements on my iPad or account
 - Consequences for inappropriate use
- Other people's iPads
 - Physical care of others iPads – not interfering with other students iPads, not handling without permission
 - Not using without permission
 - Not accessing others' accounts
 - Consequences for inappropriate use
- Starting a boot camp journal
 - Use Keynote or Book Creator
 - Write brief dot point summary of each session
 - What did we find out?
 - What sites/apps did we use?
 - Add an illustration/photograph

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Session 2 (Year 4 and 5): Apple Classroom

- Learning focus/Key understandings
 - New iPads will be managed through school management system and Apple Classroom
 - Apple classroom helps maintain an effective learning environment when using iPads
- Why Apple Classroom was created
 - Students brainstorm: What issues could arise if everyone just did their own thing on their iPads?
 - Issues which have arisen – screen/gaming addictions, accessing inappropriate material, wasting time on unrelated apps or sites, not focusing during instruction time, distraction and lost learning time
 - Apple’s response to issues in schools
- Control of iPads
 - Who controls the iPads?
 - The role of the teacher and Apple Classroom
- Joining a class
 - Our home class
 - Different classes we may be members of e.g. specialist teacher classes
- What can Apple Classroom do? How will we be using it?
 - Running through functions
 - Opening apps
 - Open Book Creator to set up page for Session 2 boot camp journal
 - Navigating websites
 - Find website to get photo for boot camp journal
 - Monitoring screens
 - Monitoring history
- Review appropriate iPad use
- Review consequences for inappropriate iPad use
- Consequences for inappropriate iPad use with Apple Classroom
 - Muting
 - Locking
 - Using muting and locking to manage sessions e.g. when teacher needs students’ attention
- Boot camp journal
 - What I learned in Session 2

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Session 3: Digital citizenship and your digital footprint

- Learning focus/Key understandings
 - Our interactions on the internet create a picture of us
 - The parts that make up this picture can last forever
 - Our digital footprint extends beyond what we post and text online, to what we search, where we go and what we buy
 - What we search can be monitored, stored and shared and we don't know who might see it
 - Our digital devices and digital transactions can be tracked
 - Our digital footprint can affect our reputation, our financial situation or our safety
- What is a digital citizen?
 - Students share their thoughts
 - Anyone who is online is a digital citizen
 - As citizens, we need to know the online world, it's risks and challenges, how to act and how to keep safe
- What is a digital footprint?
 - Task: Creating a digital footprint (e-safety Digital Citizenship, Activity 1, p4: <https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>)
 - What we do online creates a footprint that tells people about us
- What we say and do online helps create a picture of who we are
 - What are the types of things people might post on social media?
 - What are the types of things people might text?
 - Discuss and give examples: What kind of things might create a positive print? What might create a negative footprint?
- Our digital footprint extends beyond what we post and text online
 - Example of digital footprint at school or history tab on search engines
 - Can we get rid of our history?
 - What trace is left if our search history is deleted?
 - Consider this example: Search for a product online – look what happens as we search (advertisements for the same or similar items will appear on your device)
 - How does this happen?
- What else makes up your digital footprint?
 - What sites do you visit?
 - What are some electronic items you use, connected to you?
 - What kinds of places do you use them?
 - Where do you spend money (i.e. use credit or debit cards)?
 - Where do you use your phone?
- Anything digital you use leaves a trace – this is your digital footprint
- Who sees this? (Who do you know will see this? Who might see it that you don't know?)
- Who might collect this information?
- What does it say about you?
- What might it mean for you?
- Boot camp journal
 - Add thoughts/learning from Session 3

e-safety commissioner – Digital citizenship lesson plans (Upper and Middle Primary):

<https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>

Tutorials for teachers on digital footprints:

<https://www.internetsociety.org/tutorials/your-digital-footprint-matters/>

Video for students on digital footprints and online communication (THINK):

<https://www.youtube.com/watch?v=DwFE25f50P4>

Digital citizenship principles from e-safety commissioner:

<https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship>

UNICEF Social Media Awareness:

<https://www.youtube.com/watch?v=hAKTF486eMY>

Your digital footprint:

<https://www.youtube.com/watch?v=6TUMHplBveo>

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Session 4: Communication

- Learning focus/Key understandings:
 - Communication has changed through technology
 - There are many ways we communicate digitally – some we aren't even aware of or don't think of as communication
 - What we communicate has consequences so it is important to communicate respectfully

- Forms of communication
 - Olden days communication – view forms of communication which people used to use on Communication PowerPoint (See Boot camp resources folder) and discuss – what are they? Who has seen them? How are they used?
 - Complete quiz/challenge on modern communication forms – discuss with students – which have they seen? Which have they used?
 - At school - discuss
 - How do we communicate? What forms do we use?
 - What are digital forms? Text, images, video, links, documents, etc.
 - Apps and sites we will use in class
 - At home - discuss
 - What forms of communication do you use?
 - What apps and sites do you use?
 - Which forms allow two (or more) way communication? Which are one way?
 - Who is communicating with you?
 - Who are you communicating with?
 - What games/apps can you play where you can communicate with other people online?

- Appropriate ages for using social media – Look at visual from e-safety commissioner: <https://esafety.gov.au/education-resources/iparent/staying-safe/social-networking/is-there-an-age-limit-for-kids-on-social-media>

- Appropriate communication and communication etiquette
 - Look at example/case study:
 - Example: <https://careers.workopolis.com/advice/the-social-media-post-that-got-a-woman-fired-before-she-even-started-her-daycare-job/>
 - Discuss: What was the issue here? How did woman get into trouble?
 - Discuss: What could she have done to avoid this problem?
 - Discuss and share: What problems could we encounter at school/home with communication?
 - What does healthy communication look like? What is unhealthy, impolite or inappropriate? Get students to discuss and give examples:
 - Language
 - Tone
 - Put-downs
 - SHOUTING (ALL CAPS)
 - What is impact of not using etiquette?
 - For others?
 - For you?
 - Inappropriate messaging
 - What impact can it have?

- Consequences for others
- Consequences for sender
(At school – loss of iPad/ICT privileges; at home e.g. being banned from forums, games, websites; in wider society – losing job, legal action)
- What do we do when we receive inappropriate material?
- Do we need to use digital communication?
 - Could we talk on the phone or face to face?
 - What are the consequences of focusing too much on digital communication
 - Would I speak to people the same way in real life as I do online?
- Boot camp journal
 - Session 4 summary

Office of e-safety commissioner – Age limits/restrictions/recommendations for social media:

<https://esafety.gov.au/education-resources/iparent/staying-safe/social-networking/is-there-an-age-limit-for-kids-on-social-media>

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Session 5: Cyber bullying

- Learning focus/Key understandings
 - Cyber bullying can take many different forms
 - Cyber bullying can have a serious impact on others and in different ways to other forms of bullying
 - We need to be very careful with what we say online
 - There can be serious consequences for people who engage in cyber bullying
 - If we experience cyber bullying, we don't need to put up with it and there are steps we can take and people who can support us
- Sharing – what is cyberbullying?
 - What do we already know?
- View video *Cyberslap*: <http://www.youtube.com/watch?v=xTLBQBYX2MQ>
 - Why did makers present video like this?
 - What point were they trying to make? What is video telling us?
- What forms does it take?
- Look at examples (Worksheet 3 from UP cyberbullying resource, examples 1 and 2)
<https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>
 - Which of the comments were positive and appropriate?
 - Which could be bullying?
 - Which could be taken either way?
 - Who were potential perpetrators, targets and bystanders?
- How is cyberbullying the same/different to other forms of bullying?
 - What do I think? Complete quiz (Worksheet 2, from UP/MP cyberbullying resource)
 - What is bullying?
 - Definition from school's anti-bullying policy:
 - “Bullying is when a person or group of people repeatedly acts in ways that deliberately cause hurt, fear or embarrassment to another person, even though they have been asked to stop.”
 - Perpetrators, victims/targets, bystanders and defenders
- What impact can cyberbullying have?
- On victims/targets?
- On perpetrators?
 - Consequences at school (see school anti-bullying policy)
 - Consequences in society (what are the legal ramifications? See legislation resource)
- What can you do if it happens to you?
 - Look at self-care action plan (Worksheet 1 from UP/MP cyberbullying resource)
- The important role of bystanders
 - What impact can bystanders have?
 - What can you do if you are a bystander?
 - Reporting, ignoring, sharing, participating
 - What are the possible impacts?
 - How can you move from bystander to defender
- THINK: Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind?
- Look at and discuss cyberbullying scenarios (In Boot camp resource folder – check to see which are appropriate)
- Boot camp journal

- What I learned in Session 5

e-safety commissioner – Cyber bullying lesson plans (Upper and Middle Primary):

<https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>

Useful resource from NSW police department (for teachers and students):

https://www.police.nsw.gov.au/safety_and_prevention/safe_and_secure/online_safety/online_safety_accordian/cyberbullying

Useful resource aimed at students explaining cyber bullying:

<https://kidshelpline.com.au/teens/issues/cyberbullying>

Teacher resource on cyber bullying legislation:

<https://www.esafety.gov.au/about-the-office/legislation>

Video for students on digital footprints and online communication (THINK):

<https://www.youtube.com/watch?v=DwFE25f50P4>

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Session 6: Using the camera

- Learning focus/key understandings
 - There are many ways to use photography on the iPad
 - There are appropriate and inappropriate ways to use photographs and video
 - There can be serious consequences for inappropriate use of photographs and video
- What do I already know?
 - How have I used these before?
 - What can I do with them?
- IMPORTANT: Dos and Don'ts for photographs and videos
 - What dos and don'ts do I know already?
 - Don't take photos of people without permission
 - Don't use or alter images of people without permission (e.g. from I: drive)
 - Don't post any photos or videos of other people
 - Talk to parents before posting photos or videos of yourself
 - THINK: Why am I doing it? Who am I sharing it with? Who else could be seeing it? What could be the consequence?
- Taking photos and video – Choose some subjects, then practise
 - Front and rear photos, taking selfies
 - Portrait and landscape, square and panoramic views
 - Recording videos
 - Slow motion, time lapse
- Editing photos
 - Crop and rotate
 - Screenshots and saving photos from Safari
 - Using filters
 - Photo-shopping
- Storing photos and videos
 - Folders
 - Sorting and deleting photos
 - Getting rid of clutter (unwanted photos, open screens)
- Pic collage
 - Using photos to create a collage
- Inappropriate use of photos and videos
 - Examples of inappropriate use
 - Students discuss and give examples
 - Consequences of inappropriate use
 - Social, school, legal
- Students add to boot camp journal
 - Include their own photos and videos
 - Include screenshots and saved photos

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Session 7: Searching and the internet

- Learning focus/Key understandings
 - The internet is an excellent source of information
 - The internet is accessed by a wide variety of people – not all content is reliable or appropriate
 - Some content on the internet is protected by copyright
 - We have a responsibility to be careful with what content we access and how we use it

- Finding appropriate information
- Searching questions and keywords – finding best results
- Reliability of information
- Intellectual property
 - What is it?
 - Is it/why is it important?
 - What are the issues and impacts?
- Academic honesty – plagiarism, copyright, piracy, downloading, sharing, acknowledging sources
- Appropriate and inappropriate content
 - What are expectations at school? At home?
 - Examples of appropriate and inappropriate content
- Consequences of accessing inappropriate material
 - Psychological consequences
 - Reasons for restrictions on content
 - You can't "unsee" inappropriate material
 - Consequences at school
 - Legal consequences
- Boot camp journal
 - What I learned in Session 7

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Session 8: Cyber safety

- Learning focus/Key understandings
 - The internet is used by people all over the world
 - When we communicate digitally we often don't know who we are communicating with or how many people we might be communicating with
 - Not everyone who uses the internet is a positive or safe person to be communicating with
 - We need to be very careful about what we post and what we share
- Sharing – discussion:
 - What apps/games/sites do you use?
 - What apps/games/sites connect you to others?
 - Brainstorm a class list
- Real friends, online friends and strangers
 - Draw some concentric circles on a page
 - Label the middle one with you
 - As you go out, label circles in terms of how close they are to you
- Some questions on friends
 - How many online friends do you have?
 - How many real life friends do you have?
 - How well do you know your online friends?
 - What do you know about them? What do you really know about them?
 - How many online friends don't you know?
- Review discussion on sharing – think about:
 - What information are you sharing?
 - Who can access your information?
 - What happens to this information?
 - Who do you think you are sharing it with?
 - Who might you actually be sharing it with?
- What can happen when you share personal information?
 - Other people sharing it, using it
 - Reputation, embarrassment
 - Creepy people online
 - Identity theft
- What information is appropriate for sharing?
 - Discuss with students and make lists – as a class
 - Examples of appropriate and inappropriate sharing
 - Discuss how to decide whether it is appropriate or inappropriate
 - What would you share with a complete stranger?
 - How personal is the information? How much does it tell about you and your real world self?
- How can you keep yourself safe online?
 - Watch cybersmart forever video (see link below)
 - Look at social networking fact sheet from e-commissioner (see link below)
- When posting or sharing, THINK: Why am I doing it? Who am I sharing it with? Who else could be seeing it? What could be the consequence?
- Look at cyber safety traffic lights, privacy settings page and Alison's story (Pic your friends resource – see below)

- Look at and discuss cyber safety scenarios (In Boot camp resource folder – check to see which are appropriate)
- Boot camp journal
 - What I learned in Session 8

Cybersmart Forever – video with discussion points about sharing online (younger viewers – Year 4, maybe 5): <https://www.youtube.com/watch?v=XMa1XKGRae8>

Digital Citizenship – e-safety and being a good digital citizen (short video):

<https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship>

Social networking – fact sheet from e-safety commissioner for students:

<https://www.esafety.gov.au/esafety-information/esafety-issues/social-networking>

See Pic Your Friends resource with some very good information about privacy and sharing information:

<https://www.esafety.gov.au/education-resources/classroom-resources/cybersmart-access>

Information on common online scams, another reason to protect personal information:

https://www.aarp.org/money/scams-fraud/info-11-2010/scam_alert_a_decade_of_deceit.html

UNICEF Social Media Awareness

<https://www.youtube.com/watch?v=hAKTF486eMY>

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Session 9: Reviewing school user agreements

- Learning focus/Key understandings
 - Review of learning from boot camp
 - Looking more closely at school agreements
 - The practical applications of school agreements and what they mean for us

- iPad user agreement
- ICT Agreement
- Look at links in agreement to what we have learned about in Boot Camp
- Look at scenarios and make decisions based on user agreements – what should you do?
(See iPad Boot camp resources folder – check re appropriate content)

- Agreements must be taken home, signed and returned before iPads can be used beyond boot camp sessions and before iPads can be taken home