Lumio

Interactive lesson resources with fun student activities they will love

Australia's Leading Lesson Delivery Software
SMART

Safer Technologies 4 Schools
ASSESSED 2021

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1 An inspiring story of beyond the walls of the classroom

Building positive relationships through collaboration

How to build meaningful relationships and connections through creating an inclusive space for both students and the wider school community.

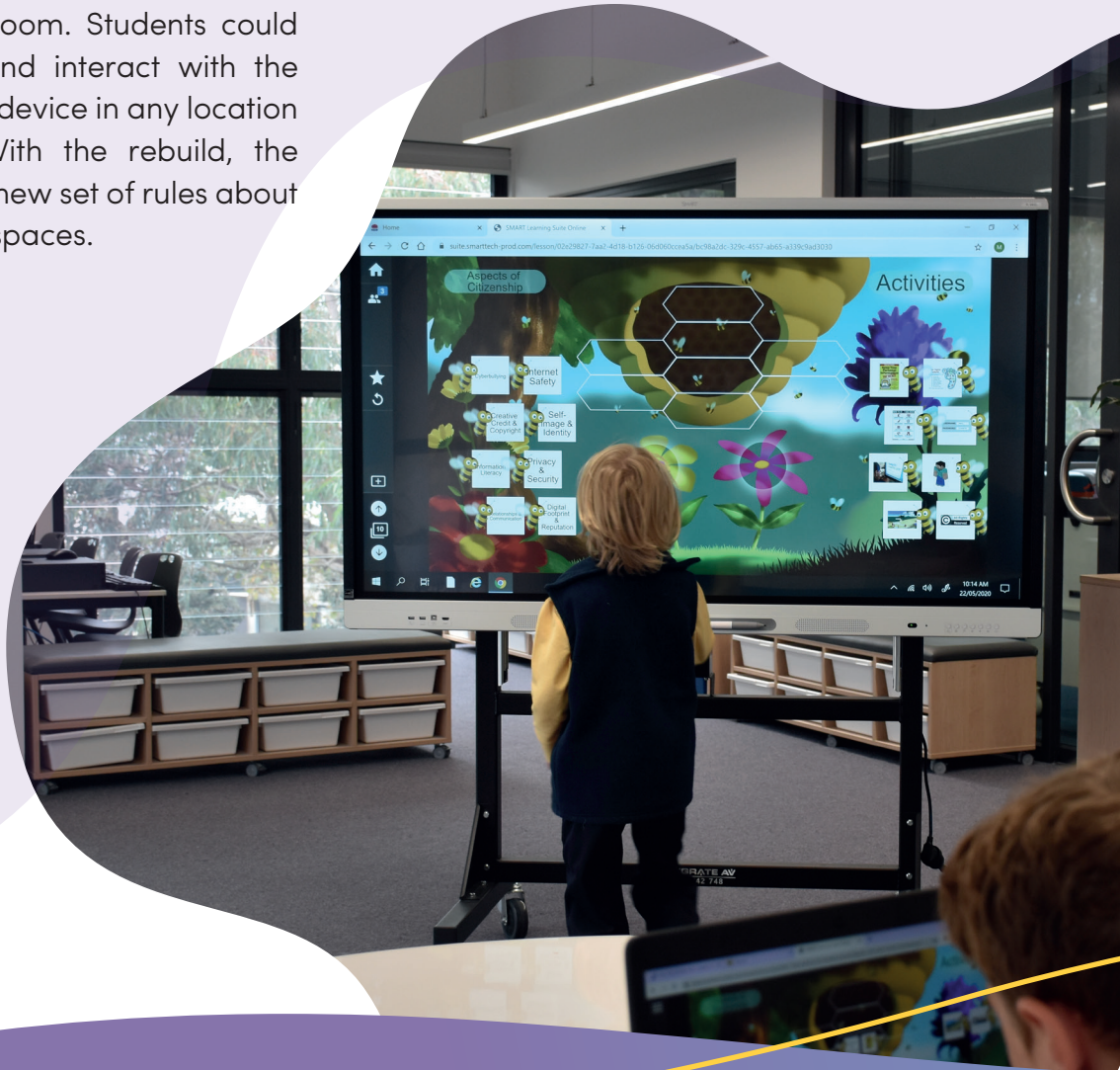
The Best Day of My Life!

This was the view of one Curl Curl North Public student as he and his classmates spent the day digging in the dirt preparing compost for the school's community garden. The outdoor activity was part of a unit of work designed by Gretel Watson, Assistant Principal, and her co-teacher, Nicholas Deeney, entitled, "The School Garden, an Inclusive Space for Students and Community". The unit was captured and delivered using Lumio to enable real time sharing within the co-teaching environment.

Connecting students to their learning with an authentic and purposeful project. Students developed their knowledge, understanding and skills with research, collaboration, and application.

Curl Curl North Public school has recently had an extensive rebuild and the gardens in the school required a significant upgrade. This provided the context for the unit of work the teachers designed, making the learning authentic, purposeful, and extending beyond the walls of the classroom. Students could access the learning and interact with the Lumio lesson from any device in any location around the school. With the rebuild, the school had to create a new set of rules about learning in alternative spaces.

A critical problem was to improve the quality of the soil and so they created wicking beds as the basis for the garden. The students undertook all the research in how to build the wicking beds and parent experts advised the best designs. They also went on the excursion to Kimbriki Tip which has significant projects in composting and recycling. The students captured their learnings digitally and then collaborated in small groups within Lumio to determine each groups' wicking bed design.



With the support of technology students could demonstrate their learning providing an opportunity to share their journey with their peers and the whole school community.

Once the wicking beds were created the students produced instructional videos for other students at the school on "how to compost" and videos to advertise the importance of the community garden. The videos are now incorporated into the School's Induction Package so that the students' knowledge is shared with the whole school community.

The garden flourished!

The wicking beds provided a reservoir of water for the plants. The students were able to harvest the produce. The learning journey was captured by Gretel and Nick in Lumio and shared to the community of teachers at the school. The students then used their technology skills to produce a cookbook using Google Slides.

Ms Watson said the results of the unit of work were outstanding. "All the students thrived in the garden, there was a corner and a space for everyone".

See the link below for the unit of work and Lumio Lesson which enabled interactivity, brainstorming and feedback allowing multiple sources of information (games, YouTube videos, photographs) to be utilised, captured and shared between the co-teaching environment.

See the on-demand webinar here

2

Resource

The school garden an inclusive place for cooperation and community.

Download FREE lesson plan and Lumio resource here

Part 1: Activities 1 – 16

Building knowledge, understanding and working cooperatively

"There is considerable research confirming the effectiveness of cooperative learning. To be cooperative .... five basic elements must be structured ... positive independence, individual accountability, promotive interaction, social skills and group processing"

DW Johnson, RT Johnson - Active learning—Beyond the future, 2018

These activities develop student knowledge and understanding of processes involved in establishing a community garden. Students will demonstrate a range of interpersonal skills that build and enhance relationships, appreciate diverse perspectives, express emotions appropriately, encourage cooperation and community participation

Part 2: Activities 17 –23

Collaboration, application, feedback, reflection and assessment

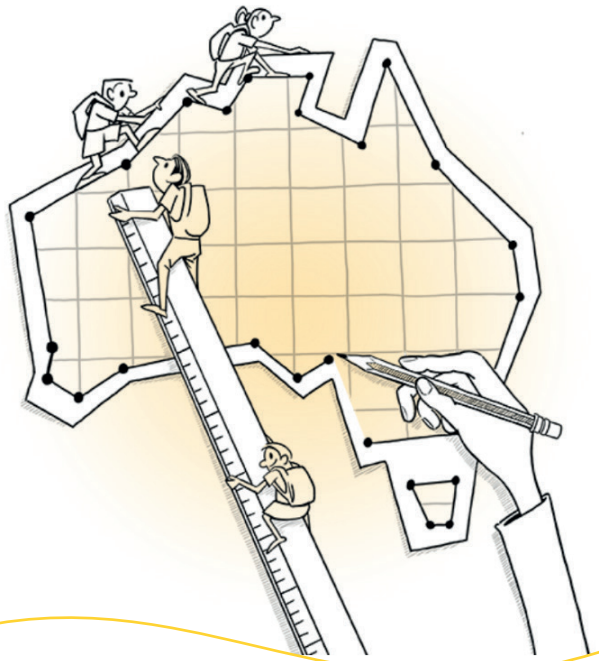
"A successful collaborative group activity allows learners to feel a sense of community and provides learners with an active role and responsibility, which is shared among his or her established groups. Online learners in well-designed learning environments experience meaningful learning, develop higher order thinking, and begin to develop an eLearning community where collaborative group activities are encouraged."

January 27, 2018, Michael Higley - Director of Assessment & Data at a 6-12 Charter school

3 Links to the Australian Curriculum*

The Australian Curriculum is 3-dimensional

- Learning areas,
- general capabilities,
- cross-curriculum priorities.

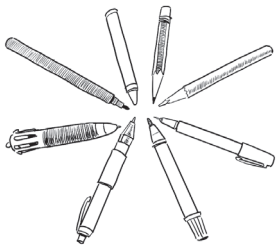


"Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future".

The following learning areas of the Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn.

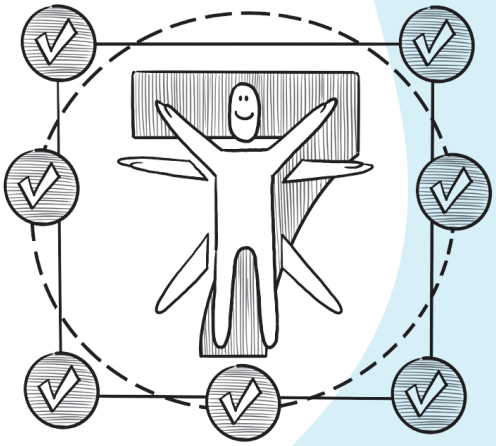
Learning areas:

Health and Physical Education provides explicit opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values. In the Australian Curriculum: Health and Physical Education, students are provided with explicit opportunities to learn, practice, gain feedback about and refine their personal and social skills.



Technologies allows students to develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technology understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

Personal and social capability skills are addressed in all learning areas and at every stage of a student's schooling.



General Capabilities: Personal and Social Capabilities

The development of the following skills promote deeper understanding and cooperation needed in relationships. They encourage resilience and adaptability while developing skills in student leadership and conflict management. Students will develop effective communications skills as they collaborate and make decisions.

- Self-awareness
- Self-management
- Social awareness
- Social management

Cross-curriculum priorities provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Cross-curriculum priorities: Sustainability

The Sustainability cross-curriculum priority is futures-oriented and encourages students to reflect on how they interpret and engage with the world. It is designed to raise student awareness about informed action to create a more environmentally and socially just world.

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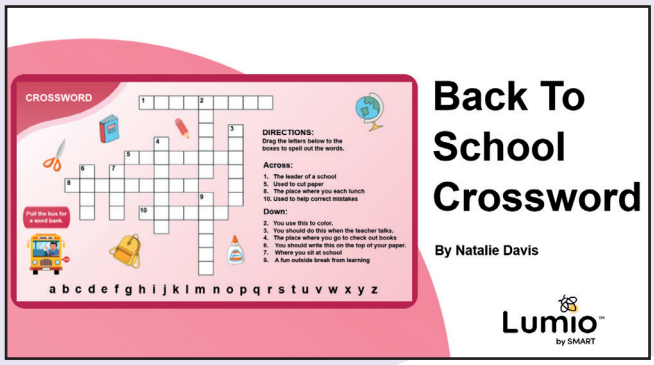
4 Explore other resources

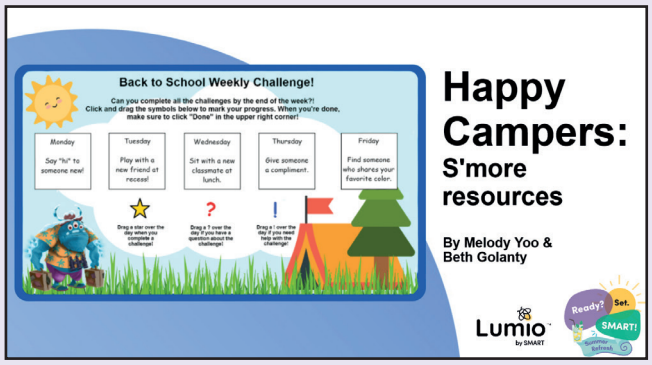
Ideas for Back to school



Back To School Crossword

By Natalie Davis

Lumio by SMART



Happy Campers: S'more resources

By Melody Yoo & Beth Golanty

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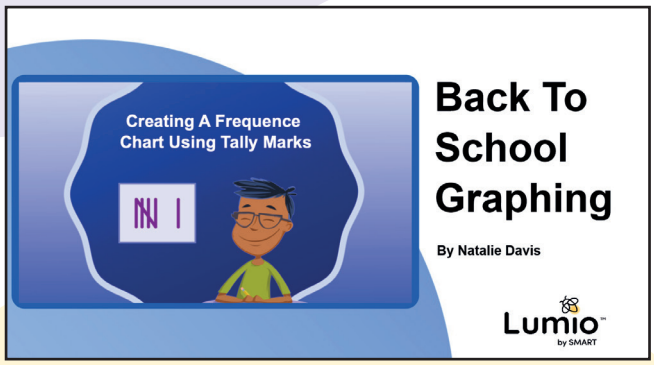

Back To School Graphing

By Natalie Davis

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The Life Cycle of The Very Hungry Caterpillar

By Hillary Matevia

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Conflict or Bullying

By Natalie Davis

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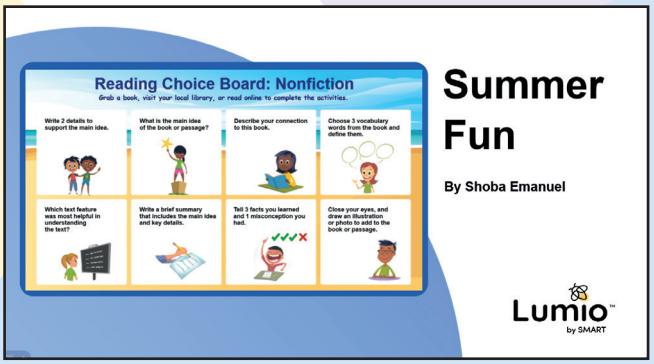

Summer Fun

By Shoba Emanuel

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5 Video – How to use these resources

Watch video