

Teacher Training – XO-1

School/Institution: St. Andre's

Grade/Level: Teacher Training (2 hours 55 minutes, plus breaks as needed)

Language: English

Course: Teacher Training – Using the XO Laptop – Part 1

*Key: TT = Teacher Trainer, HT = Haitian Teachers

Objectives

Content Objectives	Language Objectives
<ol style="list-style-type: none"> 1) HTWBAT navigate through the XO laptop and the individual applications/activities 2) HTWBAT articulate possible uses for applications covered 3) HTWBAT articulate the importance of technology as a life skill 	<ol style="list-style-type: none"> 1) HTWABT introduce themselves using simple declarative sentences. 2) HTWABT name common components of the XOs using "this is..." 3) HTWABT use imperatives relating to do's and don'ts of the XO 4) HTWABT use common technical terms associated with the XO laptop using the English terms/names (search engine, network, application, etc) 5) HTWABT explain using "I [verb] X because Y."


Materials


- XO Laptops (charged and with access to electricity for recharging)
- Chalk and chalkboard
- Printout of lesson plan and formative assessment
- School Server within range of XOs
- Internet or Internet-in-a-Box
- (While unlikely, a small projector may possibly become a reality)

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
Introduction activity for HTs and TTs. <ul style="list-style-type: none"> • Self introductions and description of English language learner history. TT will begin with 	15 Minutes	LO 1

his/her own introduction as a model using terms such as: my name is..., I'm from..., I live in..., I am a (profession)..., I enjoy (hobby)..., I have studied (language) at/in (place).		
<p>Teacher comfortability with technology</p> <ul style="list-style-type: none"> • Discussion “What is technology? Why do we need it? Why do students need it? What can you do with it? How have you already used it?” • TT will elicit information about previous experience with technology 	15 Minutes	CO 3
During activities: Description	Time Frame	Objective(s) Targeted
<p>Presentation/Distribution of laptops</p> <ul style="list-style-type: none"> • Have HTs try to open the laptops and turn on the power on their own. • After a few moments, TT will aid HTs in opening and powering up the laptops if necessary. • Ensure that HTs understand how to plug-in and charge the laptop. 	5 minutes	CO 1
<p>Name that component!</p> <ul style="list-style-type: none"> • Have HTs name as many components of the laptop as they can while pointing to the component (eg. antenna, screen, home, keyboard, mouse and mouse buttons, port, etc) using the form “this is...” • Listen and repeat: laptop components. TT will say “this is x” and point to the part. • TT will lead an exploration of the keyboard functions such as brightness, home/activity view, restarting Sugar. • TT will explain that Sugar is the learning platform/GUI of the XO. 	20 minutes	LO2, CO1
<p>Caring for the XOs</p> <ul style="list-style-type: none"> • TT will explain the dos and don'ts of the XOs. (eg. DO: make sure the laptop is charged before using it; turn off the power, shut, and lock the XO when you are finished using it; be gentle; protect the XOs from dust and water; etc. DON'T: pull the antennae; hit the XO when it freeze, reboot it instead; drop it; scratch the screen; put non- 	10 minutes	LO 3

computer things into the ports; etc.		
<p>Welcome to networking and the internet </p> <ul style="list-style-type: none"> • TT will explain that a mesh network is what the XOs create when they connect to one another and that the school server is the main XO. • Have HTs switch to the neighborhood view and make sure that everyone is connected to the school server, each other, and the internet. • Ask HTs about what the internet is. What is it used for? Why/how is it useful? Do you use the internet? If so, what do you use it for? If needed, TT can offer uses for the internet such as looking up information. • Have HTs connect to the internet via the browse application by using the track pad and clicking the mouse button. After any possible trouble shooting about network or internet connectivity issues, write down wiki.laptop.org/go/The_OLPC_Wiki on the chalkboard and have access the site OR have students Google OLPC wiki using the keyboard. Explain that a wiki has information and Google is a search engine. • Walk HTs through bookmarking the site and how to retrieve the bookmark. TT will explain that this site can be helpful for the HTs after the TTs have left. • Write http://laptop.org/en/laptop/start/activities.shtml on the chalkboard and have HTs type the url into the address bar or have HTs Google OLPC activities. Give a brief overview of the activities. 	30 minutes	LO 4,CO1/3
<p>Overview of icons</p> <ul style="list-style-type: none"> • Have HTs return to the home screen. • * If no projector is available, icons to be covered in following training sessions will be drawn on the board by the TT and labeled. This will be done before class or during a break. • TT will provide a quick overview of the applications that will be used in part 2 of the XO training, such as write and record, briefly explain what they are, and identify which icons represent 	20 minutes	CO 1, LO 4

the applications.		
 <p>Memorize</p> <ul style="list-style-type: none"> • Have HTs click on the Memorize icon. • HTs will load and play a demo game that has been prepared by the TT and loaded onto the school server beforehand. HTs can select the size of the game (4x4, 5x5, or 6x6) based on their comfort level/familiarity with the memory game in general. • HTs will then work individually or in pairs to create their own memorize game that they would use in their respective classes. • HTs will tell about the game they created and why using the structure “I made X game because Y.” The TT will model using the demo game as an example. • HTs will play at least one colleague’s memorize game and provide any feedback they feel may enhance the game for the students. 	30 minutes	CO 1, LO 5
Post Activities: Description	Time Frame	Objective(s) Targeted
<p>Reflection</p> <ul style="list-style-type: none"> • HTs will each state 3 new things they learned from the training so far. • HTs will discuss ideas on how to integrate the XO into their respective classrooms. • HTs will state why they think it is, or is not, important, for both teachers and students, to be computer literate using the structure “I think X because Y.” The TT will model this with his/her own opinion. 	30 minutes	CO 2/3, LO 5

Homework

- Teachers will be encouraged to explore the laptops more on their own.
- Teachers will also be encouraged to explore the OLPC and OLPC Wiki sites, provided there is working internet. The trainer will explain that the Wiki can be changed from English to French if needed. It is up to the trainer to divulge this information at the end of part 1 and/or part 2 of XO training.

Assessment

- Informal formative assessment of teachers, using a checklist, based on whether or not they contribute during training and their use of the laptops.

Teacher Name	Participation	Cont. Obj.	Lang. Obj.	Completion of tasks	Notes/Areas of Need

√+: exceeds expectations

√ : meets expectations

√- : needs improvement

References

One Laptop Per Child. (n.d.). Activities. Retrieved from <http://laptop.org/en/laptop/start/activities.shtml>

One Laptop Per Child. (2013). The OLPC wiki page. Retrieved from http://wiki.laptop.org/go/The_OLPC_Wiki

*Images retrieved from <http://laptop.org/en/laptop/start/activities.shtml>

Notes

- If only English teachers attend, it would be preferable to have the laptops in English rather than in Français or Kreyòl Ayisyen.
- This lesson plan is can be presented in its entirety or as individual chunks.
- Time is arbitrary and will depend on how many teachers attend.
- It is possible that training will need to be conducted in both English and French, depending on the teachers.