



Switch Ditch – Lesson overviews

Lesson Focus	Key Question(s)	Activities	Skills	Where do we need to go next? Learning detours?
<p>Lesson 1 What does it mean to have a healthy screen time balance?</p>	<p><i>Authentic Hook: Show pupils the news article from the 'Lending Lodge' The project that took place in Bro Banw several years prior. What made this a success? How did this help combat screen time?</i></p>	<p>Activity 1 Pupils are shown a letter by the manager of Ant and Dec. (Two prime national celebrities). The manager asks pupils for help in investigating why they are forgetting their lines, suffering with low mood and anxiety. Pupils investigate a premade database plotting the daily activities of Ant and Dec. Pupils work out how many hours are spent on a screen and outdoors. Pupils create graphs from their findings to send onto the manager.</p> <p>Activity 2 Pupils create a healthier schedule for Ant and Dec that balances out their screen-time with healthy off-screen activities such as reading and outdoor walks.</p>	<p>Digital Competence I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation. I can use a range of spreadsheet formulae, e.g. + - / x, sum, average, max, min. I can understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.</p> <p>Health & Wellbeing I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p>	<p>Is there still a need for a screen time balance initiative in 2022?</p>
<p>Lesson 2 Create a survey to establish the screen time balance of Bro Banw pupils</p>	<p><i>What is the screen time balance like for pupils in Bro Banw?</i></p>	<p>Activity 1 Pupils create a digital survey which will help establish how good the screen time balance is for Bro Banw pupils. Key questions to be included: <i>How many devices do you have within your household?</i> <i>Do you use your device at the dinner table?</i> <i>Do you use your device in bed?</i> <i>How many hours per day do you spend on your device?</i></p> <p>Activity 2 Different classes are invited to the computer room to complete the survey. Surveys are shared via URL link to any classes who are unable to attend.</p> <p>Activity 3 Pupils analyse survey result and make a judgement as to whether there is a good screen time balance amongst pupils of Bro Banw and if the Swap Shop is required.</p>	<p>Digital Competence I can invite feedback/responses from others</p> <p>Science & Technology I can use design communication methods to develop and present ideas, and respond to feedback.</p> <p>Language, Literacy & Communication I can select appropriate language for different audiences and purposes.</p> <p>Mathematics & Numeracy I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data.</p>	<p>Why is screen time so high amongst Bro Banw pupils? What could the consequences be?</p>
<p>Lesson 3 Creating a name and logo for our new venture</p> 	<p><i>What should our new Swap Shop be called? How can we create a logo that best reflects what our Swap Shop is all about?</i></p>	<p>Activity 1 Pupils brainstorm a range of names for our new Swap Shop idea. Pupils write down synonyms for both swap and shop, trying to link two with alliteration or rhyme. Names are put into a digital class vote and another class is invited to choose the overall winner. (Switch Ditch)</p> <p>Activity 2 Pupils use Adobe Create Cloud to produce a suitable logo for the Switch Ditch. The logo should reflect the screen time link and also show what products may be available to swap. Once again, all logos are put onto a digital vote and another class decides on the overall winner.</p>	<p>Digital Competence I can use a range of software to select, produce and edit a range of multimedia components for a purpose</p> <p>Expressive Arts I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p>	<p>How can we ensure other pupils will want to visit our new Switch Ditch?</p>

<p>Lesson 4 Creating a Teaser video to promote the Switch Ditch</p>	<p><i>How can we get other pupils excited about the Switch Ditch?</i></p>	<p>Activity 1 Pupils plan a teaser video using a paper planning sheet. Pupils use a range of strategies to entice others to visit the Switch ditch, for example questions for the audience, building suspense, and not giving everything away – keeping some elements a mystery!</p> <p>Activity 2 Using their planners, pupils create their teaser videos using Adobe Video. Pupils use a range of text, audio and images.</p> <p>Activity 3 Pupils publish their completed videos to the class Teams page, so other pupils can peer assess. Pupils share their teaser videos to the whole school Team once they have made any necessary adjustments.</p>	<p>Digital Competence I can invite feedback/responses from others I can exchange online communications, making use of a growing range of available features I can create and share hyperlinks to local, network and online files. I can use a range of software to select, produce and edit a range of multimedia components for a purpose</p> <p>Language, Literacy and Communication I can select appropriate language for different audiences and purposes.</p>	<p>How will we fill our Switch Ditch to successfully begin the project?</p>
<p>Lesson 5 Pupils approach businesses within their community to help stock the Switch Ditch</p>	<p><i>How can we stock our Switch Ditch ready for opening?</i></p>	<p>Activity 1 Pupils create an infographic explaining what their Switch Ditch is about and how they will need community help to make it successful. Graphic also to include key findings from digital survey responses.</p> <p>Activity 2 (Rich Community Activity) Pupils take a walk around the community identifying businesses that could help us stock their Swap Shop, this could include charity shops, DIY stores or even supermarkets. Pupils aim will be to get a variety of donations of boardgames, books or toys.</p>	<p>Digital Competence I can exchange online communications, making use of a growing range of available features I can demonstrate appropriate online behaviour</p> <p>Language, Literacy and Communication I can select appropriate language for different audiences and purposes.</p>	<p>What days should we open the Switch Ditch? What if we get too many pupils at once? How can we ensure we are operating safely and adhering to COVID regulations?</p>
<p>Lesson 6 Pupils design two swapping systems using difference pieces of software which will help them track any swaps that take place.</p>	<p><i>How can we track swaps that take place within the Switch Ditch?</i></p>	<p>Activity 1 Pupils brainstorm what software they could use to track all swaps that take place once the 'Switch Ditch' opens to all pupils. Pupils plot their ideas on a collaborative document, also looking at pros and cons of each suggestion.</p> <p>Activity 2 Pupils create a digital database using J2E that can help track any book swaps that take place within the Switch Ditch. Pupils add relevant field names such as title author, date of publication.</p> <p>Activity 3 Using the Microbits, pupils create a tracking system which other pupils can use once they swap a book. Pupils use their coding skills to build a 'clicker' that once pressed, changes the number on display, therefore tracking number of swaps.</p>	<p>Digital Competence I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae.</p> <p>Science & Technology I can explain and debug algorithms.</p>	<p>How should we launch our Switch Ditch so that all pupils know what it is about and how it works?</p>
<p>Lesson 7 Pupils plan an assembly that promotes the launch of the Switch Ditch</p>	<p><i>How can we launch our Switch Ditch appropriately?</i></p>	<p>Activity 1 Pupils plan an assembly script that appropriately launches their Switch Ditch. Each pupil group works on a particular area of the assembly such as:</p> <ul style="list-style-type: none"> • <i>Why did we launch the Switch Ditch?</i> • <i>What the results of the survey showed us</i> • <i>What could happen if we have a poor screen time balance</i> • <i>How does the Switch Ditch Work?</i> • <i>What we currently have available</i> <p>Assembly to be presented digitally via Teams.</p>	<p>Literacy & Communication I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.</p> <p>Digital Competence I can demonstrate appropriate online behaviour</p> <p>Science & Technology I can use design communication methods to develop and present ideas, and respond to feedback.</p> <p>Humanities I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.</p>	<p>How can we ensure our Switch Ditch remains a success over time?</p>