LEARNING ABOUT CYBERWELLNESS THE FUN WAY

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ALL ABOUT ME

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ABOUT THE PROGRAMME

The programme aims for students to learn various Cyberwellness concepts such as netiquette in unstructured settings, and showcase their understanding in a fun and interactive manner.

The programme leverages technology and uses minimal resources. Adapting the Young Scientist's IT Whiz format, students are presented with simplified tasks on piece of paper known as a challenge card. These tasks come in the form of online self-marked quizzes with feedback. Students can reattempt quizzes and learn from their mistakes until they understand all their mistakes. The project will be expanded to include the Primary Ones and Twos (with simplification) and engage non Cyber Wellness student Ambassadors to advocate Cyber Wellness too.

IMPACT OF THE PROGRAMME

In 2019, 15 sessions have been conducted during each of the three recess breaks.

The Primary 3 to 5 students enjoyed learning and attempting the quizzes. The different levels of completion motivated students to complete it at their own pace of learning and has allowed the students to also foster independence in their learning of Cyber Wellness concepts.

This programme also provided a platform for our Cyber Wellness Ambassadors to hone their leadership skills as they assist learners in the navigation of the activities.

TRANSFERABILITY

The format of using challenge cards with self-marked quizzes accessed through QR codes is infinitely transferable to any subject and topic. The key lies in how the questions are crafted and the quality of feedback provided for students which explains to them why their answer is correct or wrong, and how they can move forward.
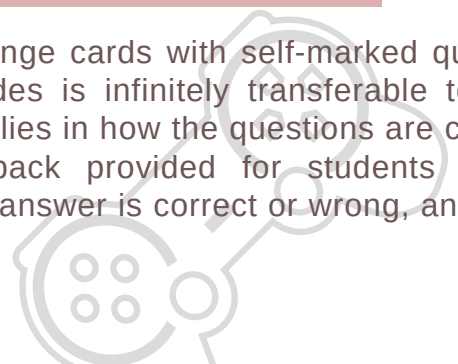
Name: _____ ( ) Class: ___

West Grove's Young Digital Thinkers Challenge

Objective: Participate in activities and **earn 15 stars** to achieve your badge

1. Passwords: (Strong and safe) ⭐	2. Internet Surfing: (Pop-ups) ⭐	3. Cyber bullying: (Nasty comments) ⭐
4. Personal Data ⭐⭐	5. Secure Websites ⭐⭐	6. Addiction: (Smartphones) ⭐⭐
7. Back-up files ⭐⭐	8. Fact vs opinion: (NLB S.U.R.E.) ⭐⭐	9. Sharing content (Respecting privacy of others) ⭐⭐
10. Cyber Attacks ⭐⭐	11. Balanced use: (Gaming addiction) ⭐⭐	12. Genuine (Real) or Fake News ⭐⭐

Figure 1: Sample of a challenge card

Figure 2: Students working collaboratively on a task.

Figure 3: Cyber wellness student ambassadors guiding their juniors.

WRITING WITH TAD

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ABOUT THE STRATEGY

A common concern among primary school language teachers in Singapore is the lack of details in students' continuous writing which creates a dull read. Widely agreed in scholarship that explicit instruction and teacher modelling on the process, and not the product, should be the focus in language classrooms, an action research in the school to encourage development of ideas in writing was initiated.

Lessons were collaboratively planned to teach Steve Peha's **Transition-Action-Detail (TAD)** idea development strategy. This strategy advocates starting the writing process with a summary of the intended story in 5 to 8 sentences. Thereafter, TAD is used to stimulate students' cognitive thinking abilities to develop details for each sentence.

IMPACT OF THE STRATEGY

The study showed encouraging results not only in the students' abilities to develop ideas before writing but also in a more positive attitude towards writing.

Students' reflection notes revealed that they liked the TAD chart as it allowed them to generate and organize their ideas which facilitated the construction of coherent paragraphs. 42% of students' content scores increased in the high-stakes continuous writing examination.

TRANSFERABILITY

The TAD chart may be employed for a variety of language aims, in addition to its use as a pre-writing tool:

1. teach or remediate the structure of narratives by embedding the story arc (i.e., Introduction/Hook, Rising Actions, Climax,Falling Actions, Resolution) in the 'Actions' column of the TAD chart.
2. improve students' writing by embedding the 'Think-See-Do' routine in the 'Details' column of the chart and
stimulating thought on the details of select main ideas through that.
3. use the TAD chart to have students distil the main ideas
and accompanying details of a mentor text or story to analyse its nuances.

Steps to illustrate how TAD can be used as a pre-writing strategy

Scaffolding understanding on the use of the TAD chart

Step 1: Show how Text 1 can be transformed to Text 2 by adding more details.

Topic: A day to remember

Text 1

I went on a school learning journey. I had a nasty accident. Some people came to help me. I was glad to get back home that day.

Text 2

In the first week of Term 1, on a Friday morning, I went on a school learning journey. My Science teacher took us to the Singapore Zoo to study about animals that live in Africa. We were all reminded to take along a water bottle, some snacks and a cap as it was going to be hot at the zoo. We got on the bus at 7.30am and headed for the zoo.

After a few hours at the zoo, I had to go to the toilet with my classmate. I had a nasty accident in the toilet. I did not see a step, so I missed it and fell, dropping my water bottle and bag. I grazed my left knee and it started to bleed. I was in pain.

As there were a few others in the toilet, some people came to help me. A Japanese lady picked me up and offered me some water to drink, whilst my classmate went to fetch my teacher. A zoo keeper cleaned my wound and went to get a plaster. When he returned, he put the plaster over my wound. My teacher arrived and took me to a shelter to wait for the bus. The bus picked me up and my classmates helped to carry my things.

When we got back to school, my parents were waiting to take me home. After a long day, I was glad to get back home.

Step 2: Summarize the main ideas in a story in 5 to 8 sentences and write these sentences in the Action column

Transition	Action	Details
	Action I went on a school learning journey.	
	Action I had a nasty accident.	
	Action Some people came to help me.	
	Action I was glad to get back home that day.	

Step 3: Show how these main ideas can be expanded by generating more details about that specific event

Transition	Action	Details
	I went on a school learning journey.	- Singapore Zoo - with Science teacher - Friday morning - by school bus - took water bottle, snacks, water, cap - hot day
	Action I had a nasty accident.	**Details** - went to the toilet with one classmate - missed a step - fell - grazed knee - in pain - dropped my water bottle and bag
	Action Some people came to help me.	**Details** - a Japanese lady picked me up - offered me some water - a zoo keeper went to get some plaster - classmate went to get teacher - zoo keeper cleaned my wound - applied plaster - sat at a shelter with classmate - after learning journey - two classmates helped to carry my things - got back to school - parents were waiting for me - took me home

Step 4: Show how phrases are used to transition one main event to the next

Transition	Action	Details
In the first week of term 2,	school learning journey.	- Singapore Zoo - with Science teacher - Friday morning - by school bus - took water bottle, snacks, water, cap - hot day
When I went to the toilet	**Action** I had a nasty accident.	**Details** - went to the toilet with one classmate - missed a step - fell - grazed knee - in pain - dropped my water bottle and bag
As there were a few others in the toilet,	**Action** Some people came to help me.	**Details** - a Japanese lady picked me up - offered me some water - a zoo keeper went to get some plaster - classmate went to get teacher - zoo keeper cleaned my wound - applied plaster - sat at a shelter with classmate - after learning journey - two classmates helped to carry my things - got back to school - parents were waiting for me - took me home