

RE: ELSA Pilot – Checklist for Launch

ELSA Launch Checklist

It's nearly time for the release of App 1: Patterns and Relationships!

Are you ready to start using the apps? Our checklist below will help ensure you have ticked everything off your to-do list and are ready to start the ELSA Pilot.

- ☐ You and all participating educators at your centre have signed an [online consent form](#). (You will not be able to access the apps unless you have formally agreed to take part in the ELSA Pilot.)
- ☐ You have discussed the ELSA Pilot with parents and asked them to [provide consent for their child](#).
- ☐ You know which children in your class currently have consent – in most instances this is provided by the ELSA Team, so contact us if you are unsure.
- ☐ You have looked at the [Professional Resources](#) page of our website to refresh or familiarise yourself with the ELSA Pilot and the content of App 1.
- ☐ You have started to implement some *Experiences* related to App 1: Patterns and Relationships – some ideas can [be found here](#) or in previous emails.

Preparing children for using the apps

Prior to starting on the apps, please help each child select a 'screen name', which must only contain a child's first name or non-identifiable name (never a full name), for use with the apps. If you have more than one child with the same first name, the first letter of their surname can also be used (e.g. Anna T, Anna G). You can also help each child to start thinking about an image they might like to use for their profile picture in the apps (e.g. their backpack or a favourite toy). Note: no images of children's faces are to be used for profile pictures.

Patterning

With App 1: Patterns and Relationships about to be released, we recommend revisiting some of the content of this app. The [ELSA apps in practice – Patterns and Relationships video](#) from last year's workshops has some fantastic information.

In previous emails, we've provided activities for attribute naming, sorting and ordering.

There will be some patterning activities in the Educator app, but in the meantime, here are some of the key ideas you can try:

- **Copying a pattern** – children are shown a pattern of marbles (e.g. big marble, small marble | big marble, small marble, etc.) and copy the pattern.
- **Extend a pattern** – children can be shown a pattern of frogs: red, blue, green | red... and have to keep the pattern going.
- **Missing item or items in a pattern** – children are shown a pattern with a missing element or elements (leaf, twig, seed | leaf, ____, seed) and have to insert the missing element to fix the pattern.
- **Abstract a Pattern** – abstract a pattern indicates that a pattern is repeated, but it is represented in a different form. For example, big car, little car | big car, etc., becomes big jump, small jump | big jump, small jump, etc.

We would love to hear about what you have been doing! If you are working on patterning in your preschool, please share what has worked so far. You can reply by email or if you are on Twitter, use the hashtag #ELSAPilot to share with other educators.

Enquiries

Thank you for all your enquiries via phone and email. In the future, we will be moving to an online system to ensure all feedback, support queries and general enquires are addressed as quickly as possible. [This link](#) takes you to our online form. It can be found on our webpage and also via the app. Please use this form to submit any future enquiries. Of course, you can also still call us on 1800 931 042.

Once again, thank you for your continued interest and support of the ELSA Pilot.