



# **Elevate Training: Participant's Work Booklet**

# Spark Digital Training: Self-paced Participant’s Work Booklet

## Introduction

This participant’s work booklet is designed to support users of the Spark Digital Kit and Elevate app. The booklet contains reflection questions and activities designed to prepare you to successfully use the resources in your own context. This booklet should be used in conjunction with the Instructional Manual.

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## Library For All & Literacy

Learning objective:

Participants will develop an understanding of who Library of All is and what they do.



### Reflection questions

What do you think are some factors that contribute to literacy and numeracy challenges in your region, school, class?

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Looking at the factors that contribute to literacy and numeracy challenges in your region, school, class how would you rank them in importance?

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2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What strategies do you already use for addressing these challenges?

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What factor do you think is the hardest to overcome and why?

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Reflect on the challenge of ensuring that all students become literate and numerate consider how Library for All's Spark Digital Kits and Elevate could contribute addressing to this important challenge.

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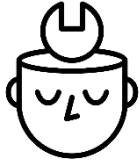
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### Next Steps

Review how well my students are currently performing in literacy and numeracy. Makes some notes below.

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## Programs & Targets

### Learning objective:

Participants will develop an understanding of the program targets specific to their school, LFA and the relevant partner organisations.



### Reflection Questions

What types of literacy and numeracy activities do your children most enjoy?

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### Next steps

Take some notes about how you will achieve the aim of children using the tables every day for 45 minutes.

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Discuss with a colleague the challenges you might encounter in meeting any of the targets and some strategies for how you might overcome these challenges.

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# Spark Digital Kit Care and Maintenance


**Learning objective:**  
Participants will be familiarised with the parts of the Spark Library Kit and they will develop knowledge and skills around how to care for and maintain the resource.

## Spark Kit Care and Maintenance: Self-Assessment

Participants should answer the questions using the first column 'before training', before their training session. After the training session the participants should re-assess their ability to maintain and care for the kit and answer the question using the second column 'After training'.

'No, I can't' indicates that the participant has no knowledge of how to undertake the task.

'I'm learning but need more help' means that the participant has gained some knowledge but does not feel confident to undertake the task independently in the future and may need to seek further support.

 'Yes, I can' means that the participant feels confident to undertake the task independently in the future.

Skill or Knowledge	Before training			After training		
	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you name <u>all</u> of the parts of the Spark kit?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Do you understand what the function of each part of the Spark kit is?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you successfully charge the Spark kit?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you successfully use the solar charging equipment?	No, I can't	Yes, I can	N/A	No, I can't	I'm still learning	Yes, I can
Do you know how to lock and safely store the Spark kit?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Are you able to safely move the Spark kit?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you locate the unique tablet number and store them in numerical order?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Do you know how to ensure all tablets are turned off when storing to conserve battery?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can



### Reflection Questions

What concerns do you have about the use of the Spark Digital Kit?

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What steps can you take to increase your comfort with using the kit?

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## Using the Tablet

### Learning objective:

Participants will develop knowledge of the features of Elevate. Participants will be able to successfully use Elevate including create, edit, and delete profiles; understand how to navigate and use the different learning areas of Elevate.

Fill out the first column of the self-assessment checklist for using the tablets before reading the instructions in the manual. Once you have read the manual and completed the activities in the work booklet fill out the second column.

**'No, I can't'** indicates that the participant has no knowledge of how to undertake the task.

**'I'm learning but need more help'** means that the participant has gained some knowledge but does not feel confident to undertake the task independently in the future and may need to seek further support.

**'Yes, I can'** means that the participant feels confident to undertake the task independently in the future.

Skill or Knowledge	Before training			After training		
	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you turn on the tablet?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you access the Elevate app?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you access the learning app, the library and the tools sections?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you navigate the app?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you switch profiles between users?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you set up a student/user profile?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you edit a user's grade/level?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you explain when and how to delete a user's profile?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you turn the tablet's volume off?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you adjust the brightness of the tablet screen	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you enable a wifi connection on the device?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you switch the device to Aeroplane mode?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you lock and unlock the screen?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can
Can you switch off the tablet/check if the tablet is switched off?	No, I can't	Yes, I can		No, I can't	I'm still learning	Yes, I can





### Reflection Questions

What concerns do you have regarding the implementation and use of the tablets?

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What steps can you take to increase your comfort with using the tablet?

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How would you describe your feelings about using the tablets at this point?



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### Next Steps

Seek support from a trainer or colleague if you have questions or need further assistance.

Practice using the tablet. What are your thoughts/feelings about it?

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## School Management for the Digital Library

Learning objective:

Participants will understand the school management requirements of the Spark Library Kit and begin to develop a plan for how their own school will manage the kits.



### Reflection Questions

On your own, consider the following questions about how your school or group will need to manage the Spark Library Kit.

What issues do you think the school will have with storage at night?

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What issues do you think the school will have with charging the device?

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Does the school need to take action to get funding for electricity?

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What type of power supply will the school be using? Mains, generator or solar?

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In the case of solar, when is the best time for sun charging?

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Who will be responsible for charging the Spark Kit at the required time? Eg every day after school, 3x per week at lunch time?

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How often will it be feasible to charge tablets?

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What action will the school undertake if a tablet breaks or goes missing?

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### Next steps

Meet with your colleagues and school administration to develop a joint plan for how your school or group will store and manage the Spark Library Kit. Record the plan below and ensure that you have commitment from all users.

## Commitments for storage and management

With your school or community group develop a plan for how you will store and manage the Spark Digital Library Kit and ensure that you have commitment from all users.

Who are you appointing in charge of the library: teachers, school management, community members?

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Create an action list for security and safety needs.

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### Reflection Questions

What is your own role in maintaining and safeguarding the Spark Library kit?

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What challenges can you foresee in undertaking this role?

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Can you think of some strategies that might help address or limit these challenges?

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## Create Your Own Timetable

Record the times that you currently teach literacy and numeracy with your class. Compare your timetable with your colleagues who will also be using the tablets. Are there clashes in terms of when the kits are needed? Try to come to a compromise around who will use the kits and when.

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday



### Reflection Questions

What are some challenges of using the tablets in the assigned time frame?

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What are some potential conflicts that may arise with the timetabling?

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## Next steps

Ensure that the timetable is finalised and agreed to by all parties.

Consider how you could use Elevate if you had a multi-grade classroom.

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Take some notes about how you can adapt your current approach to literacy and numeracy teaching to include the tablets. What may need to change and what will remain the same?

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## Classroom Management Strategies and Techniques for Using the Spark Digital Library Kit

### Learning objective:

Participants will develop an understanding of strategies that can be used to manage the use of tablets in the classroom. Participants will gain confidence to use tablets effectively and regularly to meet program targets.



### Reflection Questions

What are some ideas you have for managing tablets in class?

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How will you set and enforce clear expectations in the classroom?

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What current classroom attention strategies do you use? Which strategy will you use with the tablets?

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What are some challenges you anticipate with the introduction of the tablet and its use in the classroom?

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## Classroom Attention Strategies

### Do This, Do That

Ask students to copy your actions when you say "Do This". But to not copy if you say "Do That".

### Code Word

Teach your students a code word like "Freeze", and students will know to respond with their attention when they hear it.

### Clap a Beat

Clap a rhythm and ask students to repeat it. Do a few different rhythms so that all students give you their attention.

### One of you Own



### Next steps

If you have watched the 'Class using tablets case study' video. Note down what you thought were some of the effective strategies that the teacher used in the video.

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Plan for how you will prepare your students for using the Spark Digital Kit. Consider students' different needs.

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## Collecting & Interpreting School and Student Reading Data

Learning objective:

Participants will understand what kinds of data is collected and why.



### Reflection Questions

How could the tablet reports support your students individual learning needs and goals?

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What data (reports) will you look at to know how your students are progressing?

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How and when should you develop an intervention for a student in you class, based on the data you will see?

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Reflect on how you feel about the collection and use of educational data. What are the opportunities and challenges associated with it.

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Plan for how you will incorporate the use of data into your planning and teaching.

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## Classroom Demonstration Exercise

**Learning objective:**

Trainers will run a classroom tablet demonstration. Participants will observe and reflect on a classroom tablet demonstration.

Observer/peer observe a class of students using the Spark Digital Kit. Note:

What did you notice?

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What is 1-2 actions that the facilitator/teacher did, that you would mirror in your classroom?

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What do you think will be a challenge in replicating this in your classroom?

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