



<p>Subject: Timmy Technology: A SET BC Diversity Awareness Program</p>	<p>Topic: Lesson 2 Introducing Timmy Technology and Team Toolbox</p>
<p>Grade: Primary, Grade 2</p>	<p>Prescribed Learning Outcome(s): Core Competency: Personal and Social</p> <ul style="list-style-type: none"> ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. <p>Core competency: Communication, connect and engage.</p> <p>As described in Lesson #1.</p>
<p>Outcomes: <i>As a result of this lesson, students should:</i></p> <p>Know: That we may each need different tools to help us learn. That we may choose different tools to demonstrate our learning. That we may ask for alternate tools to help us learn.</p> <p>Understand: That we all learn in different ways. That we all may show our learning in different ways. That our views and perspectives will be different because we are all unique.</p> <p>Be able to Do: Identify different tools that might be needed to help individuals learn. Identify which tools help them learn. Ask for a certain tools as needed.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Timmy Technology ● Team Toolbox (inside closed toolbox) ● “Timmy Technology and Team Toolbox” (Clicker 7 Book format on Mac laptop provided - interactive, PowerPoint or PDF) 	



Pre-Assessment (*How will you find out about where your students are at for this lesson? What will your pre-assessment look like?*)

- **Class brainstorm about learning supports in the classroom.**
- Class generated brainstorm can be used as baseline for students' prior knowledge of learning supports/options before Timmy and Team Toolbox lesson begins:
 1. Ask students to look around the classroom and identify all the items they can see that they use to help them learn. (Books, pens, papers, text books, smart boards, rulers....)
 2. Brainstorm using chart paper/markers or alternatively, Smart Notebook, Kidspiration, (Brainstorm supports as listed in Lesson #1)
 3. Allow students to get up and touch/point or bring item back to carpet/desk area.
 4. Ask: "How does it help you learn?" "Do you use it?" "When might you use it?"

Description of Learning Activities:

Anticipatory Set:

- Pull out Timmy Technology (plush character) and the closed toolbox full of other learning support characters. Ask students what they think Timmy is and what they think he does? What is attached to his hands, leg? What do you think these items are used for? Why do you think they are there?
- Play a guessing game as to what might be inside the closed toolbox? Record student responses using drawings and words.

New Knowledge:

- Read the story entitled "Timmy Technology and Team Toolbox" either projected on a screen/Smart Board or in hard copy.



- The story can be read by the software and, if it is projected on a Smart Board, students can volunteer to move forward and press the speaker button for it to read the information on the page. Alternatively, the teacher or students may volunteer to read the content.
- Thoughtful questions are embedded in the story. “What do you think I am used for” as each new learning support character is introduced. “Which one would you like to try?” “Which of us will help you learn best?”



Discussion:

- Bring out Timmy and his friends.
- Each “toy” learning support character can be brought out during or after the story. As each learning support character emerges from Timmy’s Toolbox, discuss what it might be used for and when they might ask to use it.
- Allow students time to pass around characters, touch, explore, examine, ask questions and share personal connections.

*We have attempted to make each character as durable as possible and are prepared to make minor repairs as needed. We know you will ask your students to take care in touching, using and becoming familiar with each character.

Follow-up Activity:

- Students answer the questions: “What is my favorite learning support character and what does it do to help me learn?”
- **Choice in the activity is key:**
- Students can identify their favorite tool in the toolbox and say why they like it and how they feel they can use it to help them learn.
- Students may draw and complete activity with pen/paper.



- A scaffold for sentence structure can be provided: “My favorite tool in the toolbox is....because....”
- Students can take a picture of their favorite character and write about it using iPad with word prediction in the keyboard. (The Clicker Docs app has been provided on the iPad for support while writing.)
- Student can do a video interview with favorite character.

Closure/Sharing:

Students will share their representations of what learning support character helps them learn to the class. (Projector available for video representations.)

Learning support choices can be uploaded to e-portfolios or added to documentation regarding student progress.

Post-Assessment: *(How will you assess student learning? How will you use this data to inform your next learning experience?)*

Assessment is informal observation.

- What tools are students typically choosing to represent their learning?
- Are they accessing a variety of tools?
- Are they self-advocating and requesting specific and appropriate tools for a particular task?