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Graphics

VISUAL TIMERS:

-Keep Visual Timers in corner of screenshare- the time until next break/video/activity - not full class duration, just until next part so as not to feel overwhelming. An easy way is to keep small window of the following pinned in a corner:

10 minute timer with ice cream truck, kept on mute; https://www.youtube.com/watch?v=OCTFqTbQx9w
20 minute version with ice cream truck https://www.youtube.com/watch?v=6zb_tcsFJeI
15 minute timer, kept on mute https://www.youtube.com/watch?v=wK7hUoXANPI
10 minute timer with sensory images, kept on mute https://www.youtube.com/watch?v=qh8d8wKw0jE
3 minute timer video https://www.youtube.com/watch?v=AbycoLFmUGg

BACKGROUNDS:

-Consider using a different background catered to the child's favourite colour or interest, or a peaceful nature scene background.
-Here are some fun kid-themed Zoom backgrounds: https://www.andnextcomesl.com/2020/04/fun-backgrounds-for-zoom.html
-For commemorating different Islamic events can use shrine images, etc.
-However do consider if using a background would be too distracting/stimulating or out-of-routine for child – perhaps use it as novelty in middle of session for a few minutes rather than for whole call.

Make it interactive

GAME ELEMENTS:
-Dice roller such as https://eslkidsgames.com/classroom-dice
-"I Spy" pdfs used via screenshare, can use "stamp" tool in Zoom to select
-Virtual whiteboard features for playing pictionary, hangman, tic-tac-toe, etc.
-Using connect-the-dots or mazes pdfs with the Draw tool
-Using existing matching pairs worksheets pdfs with the Draw tool
-Use Zoom's annotate feature to have on-screen colouring page, pull up any colouring page pdf

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It can be helpful to keep switching things up: For example, switching between teaching through talk, movement break/stretching, screenshare of textbook, game/drawing on whiteboard, and a 1-3 minute Youtube clip, then cycling back again.

VISUAL SCHEDULES/TOKENS/BREAKS

-Consider placing a "first, then" box or mini token box at bottom of screenshare or on the whiteboard, to create a visual schedule for the session; student can also mark a checklist off on whiteboard themselves as you go, switching back to whiteboard in between class segments; you can use a favourite character e.g. Pikachu, clipart as a token marker

-Perhaps start off the class by letting them share a favourite object from their room - also show a stuffed animal yourself if you can, to model "show and tell"; if you have a puppet or can use a stuffed animal as a puppet periodically that can also add variety

-For a break, you can use the "I Spy" pdfs using screensharing, letting student find a certain object; if you know their preference for a cartoon character or hobby, try to find a similar game and clipart online you can incorporate; bingo pdfs can also be used

-Whiteboards can also be used to play tic tac toe, to draw smiley faces, Pictionary, even to play "tag" with the mouse

-Google Slides can be used to create Drag and Drop activities like 2-piece, 4-piece or more pieces puzzles depending on student ability; see some games created by us under "Home and Classroom Tools" at https://al-m.ca/SpecEd This will teach students to follow directions and help them to practice using the mouse

-Let them take a minute to stretch, to stretch arms up in air or wave them in circles; if student is mobile, let them walk/march/wheel around room according to ability (Al Ma'arif lesson plans give ideas on things to do and say related to the lesson during movement breaks)

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HOW TO ADAPT OUR LESSON PLANS FOR ONLINE SESSIONS DURING THIS #STAYHOME PERIOD

Here are some suggested adaptations of the Al-Ma'arif Special Education Lessons for Zoom/Google Classroom use, from https://al-m.ca/SpecEd; Each lesson has Social Story, Phonics Reader, Flashcards, Fine Motor Skills Activity Card, and Lesson Plan:

1. After icebreaker, teacher reads Social Story to student during class; *parent/caregiver reads Social story to student at least once during the week*

2. Teacher guides student in movement breaks according to lesson plan, as much as is possible virtually; *family does same movement breaks at least twice during week at home, if possible*

3. Teacher and student play game of student's choice

4. Teacher reads coordinating Phonics Reader booklet with student, encouraging student to sound out letters; *caregiver has student practice Reader booklet over the week*

5. Teacher plays a short video clip, whether related to topic or not

6. Student may need a brief movement break or game again

7. Teacher presents, models and guides student in how to do Activity Card; *parent/caregiver has already printed out the Activity Card as well for student to use during the class*