**Information**

1. **Ensure you have a copy of your presentations.**

Email your presentations to your teachers, but I would recommend also taking a copy on a USB just in case. Take a print out of your slides, with your notes and your ideas about how long each slide should take. This is really useful to have!

1. **Pick up the micro:bits up for your first session.**

Turn up 15 minutes before your taxi and pick up your box of micro:bits. These will be labelled and waiting for you by the admin desks inside Open Lab. Please check you have all the accessories you are expecting.

1. **Be ready for you taxi five minutes before it’s due.**

**I**f the taxi is late, call Noda to double check. If you find your taxi arrives too early or too late, then let me know for the next sessions. These were estimates based on times I’ve travelled to the schools, and factoring in traffic and time for you to set up and prepare in the classrooms.

1. **Check if makecode works in your school.**

* Go to <https://www.microbit.co.uk/blocks/editor> (it has to be this, as otherwise it will redirect to the new .org domain, which doesn’t have access to the old browser
* Click on either ‘My Scripts’ or ‘Apps’ on the top right hand side of the screen.
* Click the left hand side ‘+’ icon which says Create Code
* Choose Microsoft Blocks
* ISSUES:
  + It doesn’t have access to radio, as it’s an out-dated editor. Please check if your first lesson uses radio! You might have to think of an alternative exercise if it does
  + Make sure the teacher is aware, so they can talk to IT support to get <https://makecode.microbit.org> unblocked

1. **Introduction to the microbit**

Most of your students won’t have used the microbit before. So take things slow at the beginning, If you feel like they’re getting it, then you can speed up. But definitely start slow!

Model! This is a teaching term, meaning that you show how to do something and then let the students copy you after. Get your compiler up on the big screen at the front of the room and demonstrate how to use the compiler - open up the different drawers you’re using and explain how to add in and delete blocks!

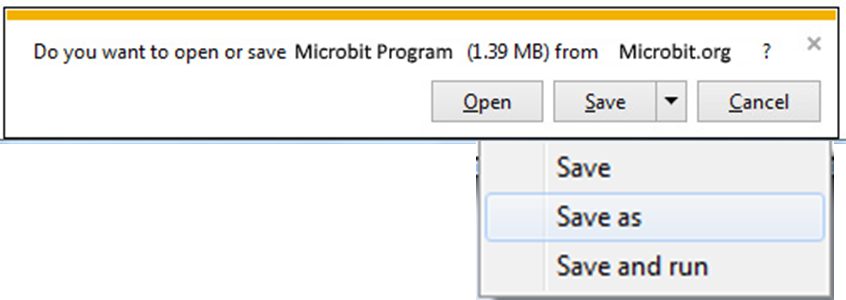
1. **Timing**

Remember that you will need time to set up and pack up at the end of every lesson, and this will take some time. The first time you take the kits in, they’re going to be completely disassembled, so you’ll want to factor that in too!

If your lessons ends too quickly, have an extra few slides at the end that direct the students to do something creative with what they’ve learned - can they extend what you’ve had them do?

1. **Browsers and downloads**

**TRY MAKE ALL THE STUDENTS USE THE SAME BROWSER! INTERNET EXPLORER IS THE EASIEST!** It sounds ridiculous, but there’s so much time spent wasting when it gets to downloading, because all the browsers download differently, and some schools don’t let students access downloads. So get them to download directly to the device!



1. **If you have any issues, ring me or the school.**

I won’t be in Newcastle from the 18th - 29th April, but I will be contactable via WhatsApp or email. If you’re unable to make it to the school, please **ring** your partnered teacher to let them know.

**Feedback**

Add any experiences you think others might find useful here - this might be about classroom management techniques, things that went well, or things you were surprised about (Anything goes!). Sharing these will genuinely help out everybody taking part in CLIMB!

1. **“Students don’t want to put their hand up in class”**

Think about when a lecturer asks your group a question in a lecture, there’s usually 100+ of you but usually there’s a handful of people that will regularly answer/ask questions. Usually this is because students are worried about getting things wrong in front of their classmates.

To get over this, ask the students to discuss what they think the correct answer is with their partner/person next to them. Give them a few minutes (not too long, or they might go off topic) and then ask if anybody has any ideas. Usually knowing at least 1 other person has the same idea as you makes you more confident to volunteer an answer.

Or if you’re still not getting any answers, ask Person 1 to explain to Person 2 what they think the answer to Question A is, and then when you pose Question B have Person 2 explain to Person 1. This little bit more structure helps students to work through their ideas.