

LESSON PLAN

Digital Sound Safari – Exploring Nature through Sound

Early Learning goals

- Children will explore and experiment with digital technologies to create and communicate stories, fostering oral language development and creativity. (EYLF 5.3)
- Children will express and respond to ideas and feelings through digital storytelling, engaging with sounds and spoken language to enhance their creative expression. (EYLF 4.5)
- Children will use trial and error to explore different ways to represent and communicate their thoughts using technology. (EYLF 4.2)
- Children will use digital tools to record and share their ideas, collaborating with peers to create and interpret multimodal texts. (EYLF 5.5)

Activity

Children will explore their outdoor environment and go on a “Digital Sound Safari” using tablets or smartphones to record natural sounds—birdsong, rustling leaves, trickling water. These sounds become the inspiration for creating and narrating digital stories using tools like Book Creator or iMovie. This activity enhances creativity, oral language, digital literacy, and children’s ability to represent ideas through multiple modes.

Extension

Encourage collaboration by having children build a shared soundscape. Each child adds a unique sound to a group project, with a collective story narrated together. This builds social and creative confidence while reinforcing teamwork.

ICT Resources

- Tablets or smartphones with an audio recording app
- Book Creator or iMovie
- Headphones (optional)
- Smartboard or laptop for playback and discussion

ICT Levels of Differentiation

- To know the name of a device
- To take a photograph
- To edit sound with support
- To complete the program with support
- To complete the program unaided

Ideas for adapting to my context

- Use simple audio apps like Voice Memos for younger children
- Allow indoor recordings (e.g., tapping on different surfaces) if weather limits outdoor access
- Use pre-recorded nature sounds for children with limited mobility

Lesson Procedure: How will it develop?

Introduction:

Main Activity:

Group work:

Independent practice:



Critical Reflection ([Academy resource](#)).

Consider how children engaged with both the natural and digital worlds. What sounds intrigued them most? How did they represent their experiences? What guidance or scaffolding was needed to support storytelling?

Instructions

1. Introduction:

Take children outside and encourage them to listen carefully to nature. Discuss sounds they might hear.

2. Recording Sounds:

Support children in using an audio recording app to capture different sounds.

3. Story Creation:

Ask children what the sounds remind them of. Support them in creating a simple story based on the sounds.

4. Editing:

Assist children in combining their recordings with drawings or photos in Book Creator or iMovie.

5. Sharing:

Play back the stories for the group. Encourage children to talk about their process and what they discovered.

Observation and Assessment Table

Higher Order Thinking Skills	Computer Skills	KLAs
Creative thinking – using sounds to inspire storytelling	Using a recording app	Language and Literacy – storytelling
Problem-solving – organizing sounds to fit a narrative	Navigating digital tools	Science – sound exploration in nature
Analysis – identifying and comparing different sounds	Combining audio and images	Technology – creative expression
Evaluation – deciding which sounds support their story	Editing and saving content	Creative Arts – sound and visual storytelling
Reflection – discussing how sounds shape stories	Playback and discussion	Social Skills – presenting to peers

Connecting This Lesson to Your Membership

● If you downloaded this from the Preschool Technology Activities page:

This lesson is a great start! To fully support your transformation through the membership:

- Explore the ECE Workshop “Science and Technology in ECE” to understand how storytelling and sound exploration are grounded in inquiry-based learning theory.
- Watch Dr. Amanda Sullivan’s session in the Expert Playlist, “Breaking the STEM Stereotype,” to reflect on inclusive and creative science learning.
- Use the Wisdom Tool to ask, “How else can I build storytelling from digital sound exploration?” or “What’s the next step after this activity?”
- Head to the Community Forum to share how your children responded to this lesson and hear how others extended it with technology.

💡 This activity supports your Adoption or Adaption Stage milestones. Use your Workbook to log how this ICT activity enhances communication, science inquiry, and storytelling—and supports your shift to more purposeful digital learning.

● If you downloaded this from the ECE Workshop “Science and Technology in Early Childhood Education”:

- Did you complete the full workshop? If not, revisit the module on using digital tools for exploration and multimodal communication.
- Reflect on how this lesson applies TPACK principles—especially Technological Pedagogical Knowledge (TPK).
- Ask the Wisdom Tool for ideas on building more advanced story sequencing with sound and visuals.
- Share your reflections, variations, and learning insights in the Community Forum.
- Log your progress using the TPACK radar chart and Success Path action steps in your workbook.

Workbook Guidance

This Digital Sound Safari lesson is ideal for supporting your professional growth and reflection using the Membership Workbook. It fosters creativity, inquiry-based learning, digital storytelling, and communication using ICT in nature-based settings.

1. TPACK Growth – Multimodal Digital Expression

Workbook Section: Creative ICT Use in Storytelling

APST Links:

- 2.6.2 – Use effective ICT strategies to make content meaningful.
- 3.4.2 – Select and use ICT resources to engage students.

Why this fits:

Children creatively combine sound and visuals to communicate ideas through digital tools. You model how technology enhances oral language and creative expression.

🎯 Action Step:

Reflect in the Storytelling & Digital Creativity section of your workbook.

Ask yourself:

- How did children represent their thinking using sound and images?
- What did you learn about their understanding of storytelling and the environment?

2. Success Path – Adaption Stage: Purposeful ICT Integration

Workbook Section: Differentiating ICT Learning for Early Childhood

APST Link:

- 4.1.2 – Differentiate teaching strategies for diverse learning needs.

Why this fits:

Children engage at various levels—from recording basic sounds to creating complete narratives. The lesson can be scaffolded for different ability levels.

 Action Step:

Use the Differentiation in ICT Learning template to document how each child engaged and what supports were needed.

Reflection prompts:

- How did I adapt this for beginners vs. advanced users?
- What signs of ICT capability growth did I observe?

3. Safe & Ethical ICT Use – Success Path Infusion Stage

Workbook Section: Safe & Ethical ICT Use in Early Childhood

APST Link:

- 4.5.2 – Promote safe, responsible ICT use in learning.

Why this fits:

Children learned to handle devices respectfully in outdoor settings, practiced listening to the environment without disturbing it, and reflected on using digital tools for positive storytelling.

 Action Step:

Use the Ethical ICT Use Reflection Page to evaluate:

- How did children engage responsibly with technology?
- What classroom rules or reminders supported safe outdoor use?

4. Assessment & Observations in ICT Activities

Workbook Section: Using ICT for Observations & Assessment

APST Link:

- 6.2.2 – Use assessment strategies to improve teaching.

Why this fits:

This lesson offers rich opportunities to observe storytelling, creative thinking, problem-solving, and collaboration. It supports both formative assessment and reflection.

Action Step:

Use the Observation & Assessment Table to document evidence of:

- Children's ability to capture, organise, and represent their thoughts
- Creativity and sequencing in story development
- Technical skills in using apps and devices

5. Professional Learning & Community Engagement

Workbook Section: Workshop & Resources Integration

APST Links:

- 6.2.2 – Engage in professional learning.
- 7.4.2 – Participate in professional networks to improve practice.

Why this fits:

This lesson reflects the principles taught in the Science and Technology in ECE workshop, particularly around using digital tools for scientific inquiry and communication.

Action Step:

Complete the Workshop Reflection Page after applying this activity.

Then:

- Use the Wisdom Tool to explore new storytelling apps or activity extensions
- Post your version of this activity or share your reflections in the Community Forum

 Reflection prompts:

- How did this lesson reinforce key workshop concepts?
- What feedback or insights did I gain from other members?

Final Reminder:

Use your Success Path tracking pages to record this activity under the Adaption Stage – Purposeful ICT Integration. If you adapted the lesson based on a child's needs, reflect on how this supports your movement toward the Infusion Stage.

This isn't just a great learning activity—it's also a milestone marker on your path to transformation.