ACADEMY RESOURCE

IBL01

LESSON PLAN

Role Play with ICT: Virtual Post Office

Early Learning goals

- Children will engage in role play using digital tools to create signs, labels, and digital “letters” for a pretend post office, enhancing symbolic play and communication. (EYLF Learning Outcome 5.5)
- Children will explore print and written communication in a meaningful context, building understanding of literacy and community roles. (EYLF Learning Outcome 5.2)
- Children will develop collaboration and social skills through shared role-play activities. (EYLF Learning Outcome 1.4

Activity

Children set up a pretend post office using real and digital resources. Using a computer, tablet, or interactive whiteboard, they create digital stamps, envelopes, and signs (e.g., “Open/Closed,” “Stamp Here,” “Mail Collection Times”). Children role play as post office workers and customers, writing short digital “letters” using a word processor or drawing app and then “sending” them through the post office.

Extension

Invite children to design their own digital postcards using a drawing app and “mail” them to peers. For older children, introduce typing short messages on a keyboard, focusing on name writing and simple sight words. Link the post office to a broader community project (e.g., creating digital signs for a school event).

ICT Resources

- Computer, laptop, or tablet
- Word processor or drawing/painting app (e.g., MS Word, Tux Paint, Book Creator)
- Printer (optional) for producing signs or postcards

ICT Levels of Differentiation

- Child uses software with support (copying text, selecting images).
- Child names the program or app used.
- Child independently types, designs, or creates digital resources without assistance.
- Child saves, prints, or shares work appropriately.

Ideas for adapting to my context

- If devices are limited, rotate children in small groups.
- Use a large interactive whiteboard to design signs as a group activity.
- Encourage children to photograph their role-play post office and display the images digitally.

Lesson Procedure: How will it develop?

Introduction:

IIntroduce the idea of a post office. Show children a real letter or postcard and ask, “How do we send letters?” Discuss how digital tools can help us make signs, stamps, or even postcards..

Main Activity:

Support children to create digital materials (stamps, signs, letters). Encourage them to role play customer and worker roles using these resources in their pretend post office.

Group work:

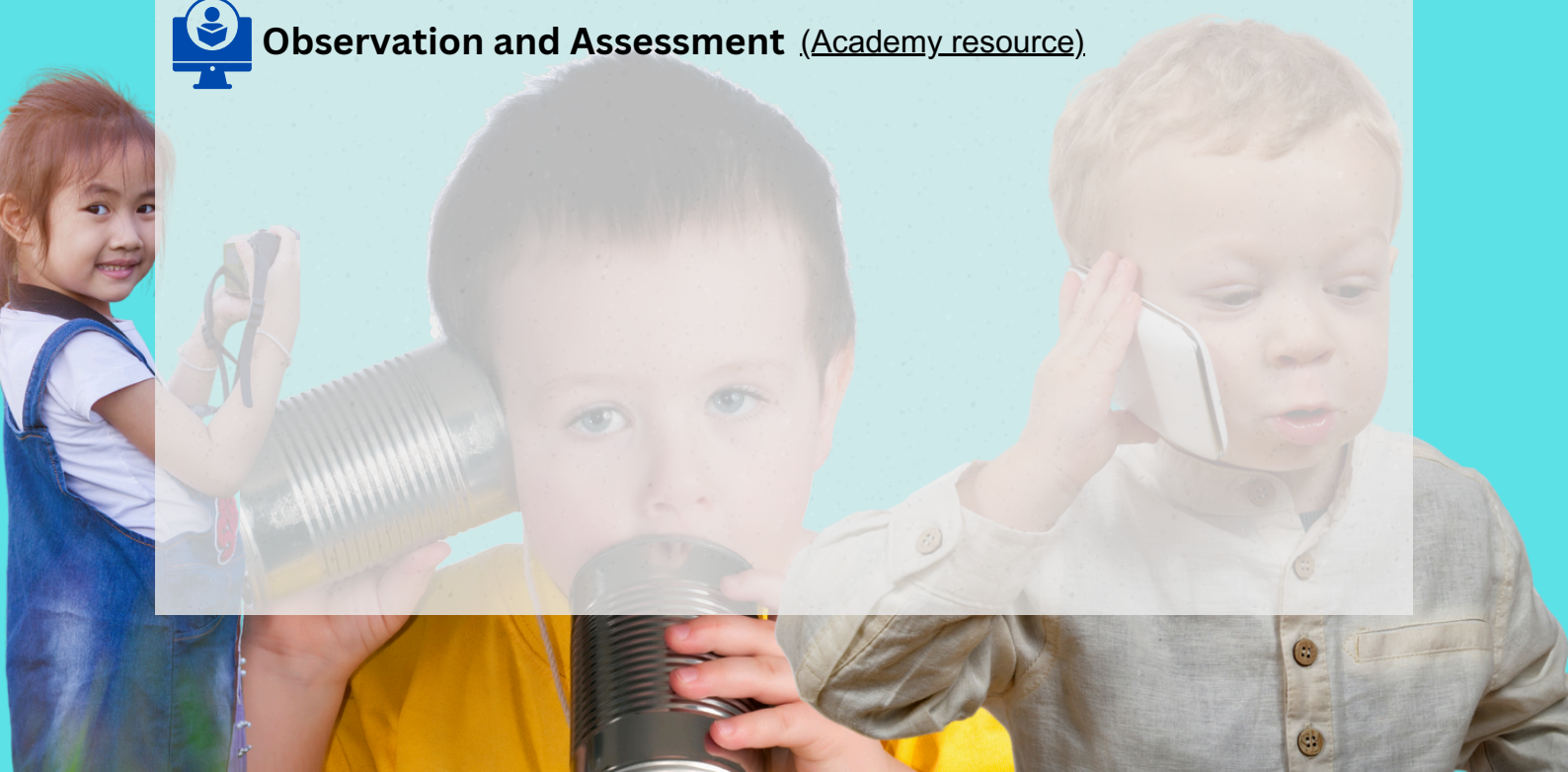
Children collaborate to create digital signs or stamp designs in pairs or small groups.

Independent practice:

Children independently use a drawing or writing app to create their own digital postcard or letter to “mail.”

Critical Reflection (Academy resource)

Observation and Assessment (Academy resource)



Instructions

Preparation

1. Choose a simple word processor or drawing app (e.g., MS Word, Tux Paint, Book Creator) and test saving/printing.
2. Gather basic role-play props (envelopes, boxes, bags).
3. Set up a “Post Office” space with a desk, mailbox, and access to a device.

Implementation:

1. Introduce the post office role play and show an example of a letter or postcard.
2. Demonstrate creating a simple sign, stamp, or letter using the app.
3. Support children as they design digital resources in pairs or groups, then use them in role play.
4. Extend play with digital postcards or typed messages.
5. Facilitate sharing of their creations and reflect on how ICT supported the role play.

Higher Order Thinking Skills	Computer Skills	Key Lerning Areas
Creative thinking – Designing digital stamps, postcards, or signs	Adding and arranging images and text	Creative Arts – Visual design and representation
Problem solving – Deciding how to “send” or “deliver” digital letters	Typing names, short words, inserting clip art/images	Literacy – Understanding print, letter-writing, name recognition
Decision making – Choosing tools and colours for signs	Saving, printing, or sharing work	Language & Communication – Explaining role-play actions, interpreting signs
Evaluation – Reflecting on whether signs/letters communicate meaning	Navigating basic interface (toolbar, file menu, save)	Personal & Social Development – Collaborative play, turn-taking, role negotiation
Symbolic thinking – Using signs/letters to represent real-world communication	Differentiating between tools (text tool vs. drawing tool)	Understanding Community – Learning about postal roles and systems

Why This Lesson Plan for ECE Is Different

This free sample is more than a role-play idea — it saves you planning time, engages children in meaningful symbolic play, and connects directly to your professional growth.

Inside the ICT in Education Teacher Academy, every plan is designed to make ICT integration in early childhood practical, curriculum-aligned, and transformative.

Every Section of This Lesson Plan Matters

- Learning Goals
  - For teachers: No need to spend hours aligning to EYLF — it's already done. Save time and feel confident the lesson builds literacy, communication, and collaboration.
  - For children: Activities develop symbolic thinking, digital literacy, problem-solving, and teamwork — essential skills for early learning.
- Activities & Extensions
  - For teachers: Step-by-step guidance means you can implement this lesson immediately. Extensions give you built-in differentiation strategies.
  - For children: Beginners learn by typing names or making simple signs, while advanced learners create postcards, letters, or multi-step projects.
- ICT Resources
  - For teachers: Plans are designed for common tools (Word, Tux Paint, Book Creator) — no new purchases needed.
  - For children: They gain new skills from familiar tools, using them to create authentic artefacts like stamps, letters, and signs.
- Observation & Assessment Table
  - For teachers: Track how children used ICT and literacy skills in real time. Saves effort when reporting or planning next steps.
  - For children: Their learning is personalised because you can extend play based on observed independence or collaboration.
- Reflection Prompts
  - For teachers: Simple, practical questions help you improve your next lesson without extra effort.
  - For children: Lessons keep getting better every time you teach them, because they are refined and adapted.
- Higher-Order Thinking & Key Learning Areas
  - For teachers: See clearly how ICT builds problem-solving, literacy, science, and creative arts skills.
  - For children: They don't just play — they learn to think critically, create, and explore across subjects.
- Professional Growth Connection
  - For teachers: Every plan is linked to a workshop that counts towards CPD hours. This is professional learning that happens in your classroom, not in a lecture hall.
  - For children: Because you grow in your teaching practice, they benefit from richer, more engaging ICT experiences.

Take This Lesson Further — Wherever You're At

Every teacher is at a different stage in using technology. Here's how you can grow this single activity in ways that match your experience and confidence.

If you're....	Try this next
New to using technology	• Run the activity as written: model creating one sign or stamp, then let children try. • Reflect in your workbook: Did ICT make the role play more meaningful than traditional props?
Building confidence	• Add postcards or typed letters as an extension. • Use the Differentiation Table in your workbook to note which children were independent vs. needed support.
Comfortable and ready to share	• Extend into inquiry units (e.g., postal systems in the community, maths through price lists). • Share outcomes in the Academy Community Forum and invite peer feedback.
Experienced and leading others	• Guide children to design digital artefacts for real audiences (families, other classes). • Document your practice as a case study, link it to EYLF and APST standards, and share it in the Academy to inspire colleagues.

How This Lesson is Supported Beyond the Plan

This activity doesn't stand alone. It connects with a wider set of tools, training, and support designed to make ICT integration easier:

- **Professional Workshop**: Technology and Language Development in Early Childhood Education (3 PD hours) — practical strategies to scaffold talk, literacy, and symbolic play with ICT.
- **Other Lesson Plans**: Access a growing library of ICT-integrated role-play and literacy plans, all linked to EYLF and supported with observation/assessment templates.
- **Community of Educators**: Join discussions with members sharing how they adapted this lesson in preschools, kinders, and early primary classes.
- **Wisdom Tool (24/7 Support)**: Search for "digital role play" or "ICT literacy play" and instantly access shared ideas and troubleshooting tips.
- **Expert Presentations**: Watch recorded sessions on ICT in symbolic play, language-rich activities, and digital pedagogy.

This Virtual Post Office plan is just one example of how the ICT in Education Teacher Academy helps you take technology beyond novelty and into intentional, confidence-building practice. Keep this plan handy — and when you're ready to grow further, the workshops, resources, and community are waiting for you inside the membership.