

# LESSON PLAN

## Doctor Role-play with Software

### Early Learning goals

- Use ICT to represent real-world processes and roles (EYLF 5.5)
- Develop social and emotional understanding through role play (EYLF 1.4)
- Use multimodal tools to explore and communicate ideas (EYLF 4.5)
- Engage collaboratively in meaningful, purpose-driven play (EYLF 2.1)

### Activity

Children engage in medical role play using a computer with doctor-themed software to enhance realism and support language-rich scenarios. They take on roles such as doctor, nurse, patient, or receptionist, using the software to check pretend records, make diagnoses, or manage appointments. Educators guide exploration with prompts like, “What does the screen say?” or “Can you book the next patient?”

### Extension

- Print sample digital x-rays, charts, or appointment slips for children to incorporate into their play.
- Add a child-size keyboard and mouse to help develop digital familiarity.
- Invite children to create a waiting room or type their own appointment slips using simple word processing software.

### ICT Resources

- Computer or laptop
- Doctor-themed role play software (e.g. 'At the Doctor's' or similar)
- Optional: printer, clipboards, keyboard overlays, mouse mats

### ICT Levels of Differentiation

- To be able to interact with the software with support
- To name digital tools and describe their function (e.g. “That’s a thermometer on the screen”)
- To navigate the program independently using the mouse or touchscreen
- To integrate the software purposefully into their role (e.g. “Let me check your file on the computer”)

### Ideas for adapting to my context

- Use programs with simple navigation and visual prompts for children with limited computer experience
- Introduce spoken-language software options for children with additional language needs
- Display real-life photos of medical professionals using digital tools to help children connect software use to real-world practice
- If software is unavailable, use a mock interface (e.g. screenshots or slides) to simulate a digital check-up



## Lesson Procedure: How will it develop?

### Introduction:

Introduce the software and demonstrate its basic features (e.g. clicking on patient records, choosing a tool). Discuss real-world use: "Doctors use computers to check patient files. What else do you think they use it for?"

### Main Activity:

Children interact with the software as part of their role play.

Doctors and nurses refer to the screen for pretend diagnoses or appointments.

Receptionists use the keyboard or mouse to "book" appointments.

Patients answer questions or explain symptoms.

Educators support with prompts and language cues.

### Group work:

Children role play together — one child enters information, another responds as patient or parent.

Encourage shared decision-making and turn-taking.

### Independent practice:

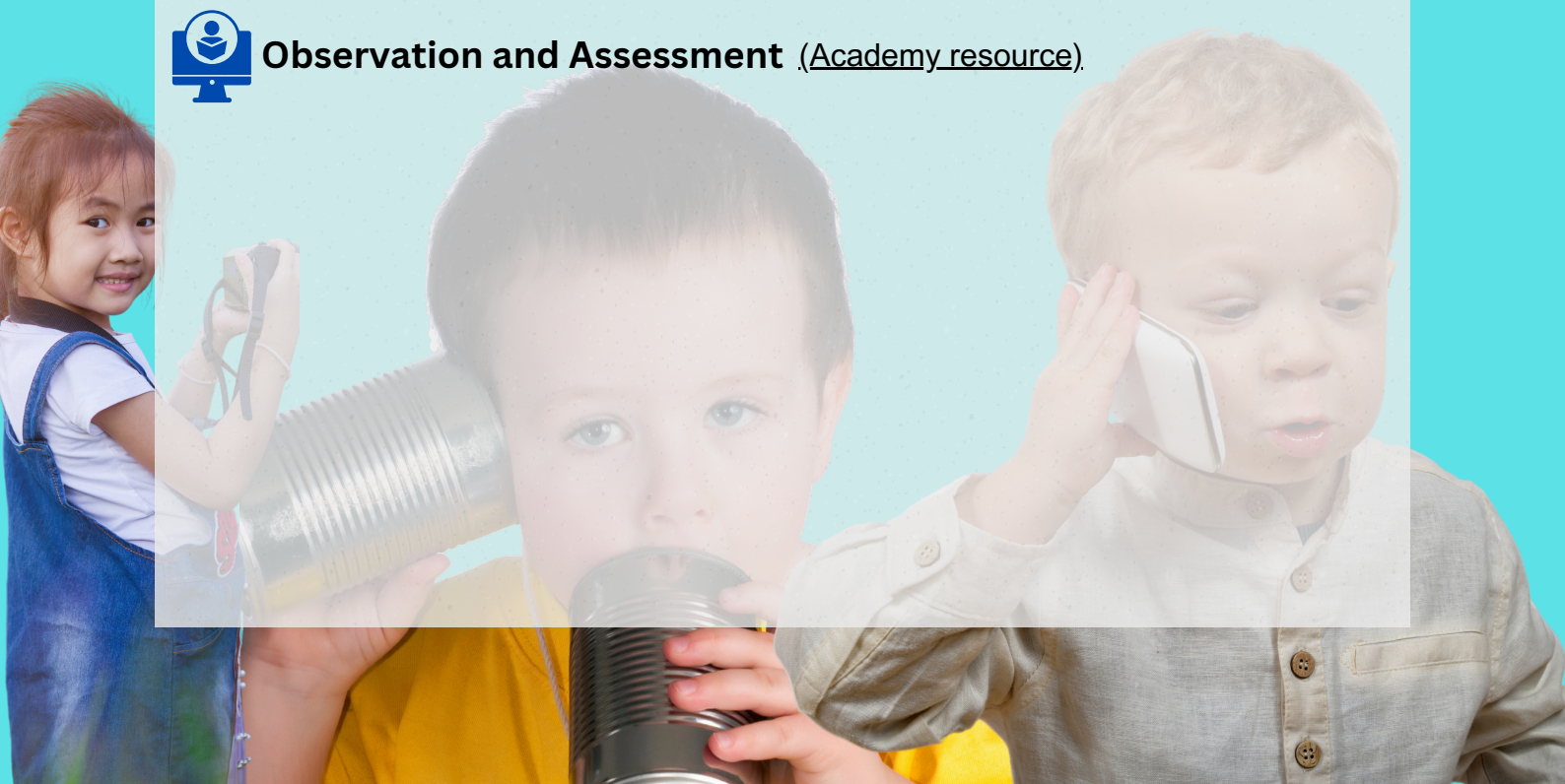
Children revisit the area and interact independently with the software. Some may narrate their experience aloud or recreate familiar medical scenarios from home.



## Critical Reflection



## Observation and Assessment ([Academy resource](#))





## Instructions

### Preparation:

1. Set up the computer with child-friendly doctor software
2. Create or display visual prompts near the computer (e.g. screenshots, tool names, icons)
3. Place the computer in the hospital/clinic role play area, along with other props (lab coats, dolls, bandages)

### Implementation:

1. Introduce the computer and demonstrate the role play software
2. Guide children through early interactions with the tool
3. Encourage children to use the software as part of their role, not as a standalone activity
4. Facilitate group storytelling or patient-care sequences involving multiple children.

Higher Order Thinking Skills	Computer Skills	Key Learning Areas
Creative thinking – Using the software as a purposeful prop in role play scenarios	Using mouse, keyboard, or touch controls to interact with digital elements	Creative Arts – Acting out roles through narrative, props, and digital interaction
Problem-solving – Deciding what tool or action to choose within the software to help the “patient”	Navigating a role play program using interface buttons, icons, and tools	Technology – Understanding digital tools as part of everyday occupations
Decision-making – Selecting options in the program, making pretend diagnoses, or booking appointments	Typing names or clicking checklists to simulate input	Language and Communication – Using digital prompts to guide conversation and story
Evaluation – Reflecting on whether the patient is “better,” and deciding next steps	Managing digital sequences (e.g. finish one step before moving to next)	Personal and Social Development – Empathy, turn-taking, and understanding roles
Visual planning – Creating or responding to digital information during play	Matching digital content to role-play context (e.g. selecting thermometer image to “take temperature”)	Health and Wellbeing – Understanding care routines and medical settings through play





## Connecting this to Your Professional Growth

Whether you discovered this lesson through the **Preschool Technology Activities** library or the **Technology and Language Development in Early Childhood Education Workshop**, this activity supports your journey in integrating purposeful digital tools into rich, realistic role play. It builds your capacity to scaffold children's communication, identity, and real-world understanding through digital interaction.

🧑🏫 If you downloaded this as a standalone lesson plan from the **Preschool Technology Activities** page:

You now have a ready-to-implement experience, but to grow your impact:

📖 Accessing the 'Technology and Language Development in ECE: Where to Start?' Workshop:

- Deepen your understanding of how digital tools support language and communication in early learning.
- Completing this 3-hour PD allows you to:
  1. Log your PD in the Workshop Reflections section of your workbook
  2. Identify how this activity supports EYLF 4.5, 5.3, 5.5 and APST 2.1.2, 2.6.2, 3.4.2
  3. Reflect on your current pedagogy and how digital play fosters oral language and direction-based vocabulary

💡 Using the Wisdom Tool:

- Search for related terms like “digital dramatic play,” “software in role play,” or “ICT-supported health scenarios” to discover examples, teaching stories, and member adaptations.

🧠 Engaging in the Community Forum:

- Ask others:
  - “Have you used computer software in your dramatic play areas?”
  - “What role-based software has helped children connect with real-life experiences?”
- Share a snapshot of your setup, or describe how children responded to the addition of the computer.

🔗 Exploring the Members' Library:

- Watch clips of educators supporting social role play using digital tools
- Browse themed playlists on multimodal language development and tech-supported communication
- Download printable resources to extend children's role-based storytelling

📚 If you accessed this lesson through the '**Technology and Language Development in ECE**' Workshop:

You're already taking a deeper, research-informed path. Now continue connecting this lesson to your professional learning goals:

🚩 Have you completed the full workshop?

- Log your implementation in the Workshop Reflection section
- Document how prompts and facilitation strategies from the workshop helped children link real-life roles to the digital world



🚫 Have you tracked your TPACK growth?

- Use your radar chart to assess shifts in Technological Knowledge and Pedagogical Knowledge
- Reflect on your confidence in supporting open-ended software use during collaborative play

🔍 Have you explored deeper learning opportunities?

- Search for software-based storytelling or digital tools in other classroom areas (e.g. vet clinic, bakery)
- Explore how others adapt programs to support narrative or functional ICT use in preschool

💬 Have you shared or connected with other educators?

- Post a reflection or question:
- “What have you found helpful when embedding software in pretend play areas?”
- Encourage others to share challenges or unexpected child-led discoveries



**No matter which path you started on—Standalone Lesson or Workshop-Based—you'll get the most out of this lesson when you connect it to your membership learning journey using the workbook tools:**

- ✓ Log your activity
- ✓ Track your growth
- ✓ Seek feedback
- ✓ Reflect regularly





# Workbook Guidance

This Doctor Role Play with Software lesson supports your professional growth by integrating purposeful ICT into dramatic play. It helps children develop social understanding, language, and digital literacy while giving you structured ways to assess, differentiate, and reflect using your Membership Workbook.

## 1. TPACK Growth – ICT for Language and Role Representation

Workbook Section: TPACK Growth – Creative ICT Use in Observation & Exploration (Page 21)

- 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 used a computer as part of their role play, connecting digital interaction with real-world understanding. You scaffolded this by modelling how to use the software and by providing prompts to support expressive language and social roles.

🎯 Action Step:

In the Observation & Exploration reflection box, note:

- How children used the computer to support dialogue or actions in their roles
- What ICT features supported children's communication and narrative development

## 2. Success Path – Adaptation Stage: Using ICT Tools in Social Contexts

Workbook Section: Differentiation in ICT Learning for Early Childhood (Page 28)

APST Link:

- 4.1.2 – Differentiate teaching strategies for diverse learning needs

Why this fits:

Children accessed the software at different entry points—some needed step-by-step support, others navigated independently or initiated storytelling. The digital tool offered rich opportunities for differentiated engagement through role use and interaction.

🎯 Action Step:

Use the Differentiation Template to record:

- How children responded to different software features
- Levels of confidence and independence
- Emerging narrative, empathy, or use of professional language in play

🌱 Next Steps on the Success Path:

If children are confidently using software, guiding peers, or designing new scenarios with digital elements, you are moving toward the Infusion Stage.

To progress:

- Introduce other community role-based software (e.g. vet, dentist, builder)
- Encourage children to create their own checklists or visual prompts based on software use
- Observe how technology becomes a seamless support for expression and role exploration



### **3. Safe & Ethical ICT Use – Respectful Use of Shared Digital Tools**


Workbook Section: Safe and Ethical ICT Use in Early Childhood (Page 32)

APST Link:

- 4.5.2 – Promote safe, responsible ICT use in learning

Why this fits:

You introduced shared expectations for using the computer, modelled safe behaviour, and supported respectful collaboration. Children learned to take turns and use the equipment thoughtfully as part of their role.

 Action Step:

Use the Ethical Use Reflection Page to note:

- How children shared and respected the computer or workstation
- Any visual cues or language used to reinforce safe, ethical tech use
- Examples of peer reminders or emerging responsibility

### **4. Assessment & Observations – Capturing ICT-Supported Role Play**


Workbook Section: Using ICT for Observations & Assessment (Page 36)

APST Link:

- 6.2.2 – Use assessment strategies to improve teaching

Why this fits:

This activity gave you insight into children's role understanding, empathy, and sequencing abilities through their digital interactions. You observed how ICT supported storytelling and social collaboration.

 Action Step:

In the Observation & Assessment Table, record:

- Which features children engaged with most (e.g. booking, scanning, typing)
- Verbal cues or language that reflected real-world role knowledge
- Group behaviours or leadership observed during shared ICT play

### **5. Professional Learning & Community Engagement – Applying the Workshop**

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 directly connects to the workshop on Technology and Language Development in Early Childhood Education, and your role in supporting children's symbolic use of ICT in play.

 Action Step:

- Complete the Workshop Reflection Page
- Log how you introduced software for role-based learning
- Use the Wisdom Tool to find ideas on supporting community helper play with ICT
- Post a reflection or photo example in the Community Forum to gain peer feedback



### Reflection Prompts:

- How did the software deepen children's understanding of real-life roles?
- What social interactions or new language emerged from the use of ICT?
- What adaptations or scaffolds helped all children access the digital component?

### Final Reminder:

Use the Success Path (Pages 12–13) to log this as an Adaptation Stage activity.

If children began guiding peers, narrating with structure, or using the software as an expressive tool, you are on your way to the Infusion Stage of the Technology Integrator's Learning Journey to Transformation.