

## Speak Up Lesson Plan

Grades 6-12 Survey

*Learning, Communication, and 21st Century Skills:  
Students Speak Up*



**Grades:** 6-12

**Subjects:** Language Arts, Social Studies/History, Math, Government, Civics, Career or Job Training

**Suggested Time:** One Class Period (50 minutes)

### *Lesson Overview*

Students will reflect on learning, communication, and preparation for future jobs, including the roles that technology and the Internet play in these areas. There are 8 suggested activities listed in this lesson plan. Start with the warm-up activity and select any of the activities that are appropriate for your students. The wrap up activity is a great way to get your students ready for the Speak Up survey.

### *Activity List*

1. Warm-up Exercise – How do you use technology? (10 minutes)
2. Class Discussion – How do you like to learn math? (15 minutes)
3. Class Activity – Technology and Education in the News (20 minutes)
4. Group Activity – Challenges and Obstacles (15 minutes)
5. Group Activity – Our voices, our future (30 minutes)
6. Wrap Up – The Big Picture (15 minutes + homework)
7. Individual Activity – Speak Up Surveys (15-20 minutes)
8. Extension – Compare the results of your school with the national data (optional)

### *Objectives*

Students will:

- Reflect on their use of technology for learning and communication, both in and outside of school
- Consider how their math and technology education is preparing them for future success
- Discuss their opinions and findings with peers
- Suggest ways that technology and the Internet use can be improved in their school
- Engage in civic responsibility by participating in school site decision-making

### *Teacher Preparation*

- Confirm registration of your school at <http://www.speakup4schools.org/speakup2009>
- Preview the survey at [http://www.tomorrow.org/speakup/speakup\\_surveys.html](http://www.tomorrow.org/speakup/speakup_surveys.html)
- Reserve a computer lab or gain access to mobile laptops for classroom use, set up a station in the classroom where the students can complete the survey, or assign the completion of the survey as homework.

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### Vocabulary

The Speak Up surveys ask questions about the tools that students use for learning inside and outside of the classroom. In preparation for the survey, discuss any new terminology with students.

- Chat rooms
- Critical thinking
- Desktop computer
- Digital camera (Flip Camera, webcam)
- Discussion board
- DVD or CD burner
- Instant Messenger (AIM, MSN Messenger)
- Interactive Whiteboard (SmartBoard)
- Internet filters
- Laptops or Netbooks
- MP3 player or iPod
- Online
- Online class/courses
- Personal networking (Facebook, MySpace)
- Podcast
- Scanner
- School portal (Blackboard, Moodle)
- Search engine
- SmartPhone, (PDA's: Blackberry, iPhone, Sidekick)
- Simulations
- Skype or VoIP
- Software
- Tablet PC
- Text messaging
- Twitter
- Web logs (Blog, Xanga)
- Website

### Assessment

Teachers can evaluate the students on preparation and participation in group and class discussions. Students can print out a copy of their survey completion confirmation to submit as proof of completion of the survey.

### Taking the survey

- Visit: <http://www.speakup4schools.org/speakup2009> to take the survey – it will be open until December 18, 2009.
- To take the survey, students will select the state their school is in, select their school and enter the survey password.
- Students can take the survey from any Internet-connected computer (at home, at a library, etc).
- Consider encouraging parents to participate in Speak Up as well. A flyer is available at [http://www.tomorrow.org/speakup/pdfs/Speak\\_Up\\_Flyer.pdf](http://www.tomorrow.org/speakup/pdfs/Speak_Up_Flyer.pdf) for you to print out and send home with your students.

### *Classroom Activities*

The following activities are designed to engage the students in the survey experience and understand the importance of their participation. You may choose to do all or some of these exercises.

### **1. Warm-up Exercise – How Do You Use Technology? (10 minutes)**

Technology means different things to different people. For this activity and the survey, we are using the term “technology” to mean all kinds of electronic devices, not just computers and the Internet. Start by reviewing the following Speak Up questions with the class:

#### **How do you use technology for schoolwork? (Check all that apply)**

- Access class information (such as: grades, teacher’s notes or presentations, podcasts)
- Communicate with other students (via email, IM, text or chat)
- Communicate with teachers (via email, IM, text or chat)
- Complete writing assignments
- Conduct research
- Create slide shows, videos or web pages for an assignment
- Get help from an online tutor
- Listen to a podcast for a class
- Participate in online communities
- Participate in videoconferences
- Participate in 3D virtual reality worlds (such as Second Life, Whyville)
- Play educational games
- Post to blogs or wikis
- Take an online class.
- Take tests online
- Turn in papers for plagiarism check (such as: TurnItIn)
- Twitter or post a microblog
- Upload assignments and homework to school portal
- Use my profile (Myspace, Friendster, Facebook) to collaborate with classmates on a project
- Use online textbooks or other online curriculum
- Work on projects with students in other countries
- None of the above

#### **In some schools, students use mobile devices (laptops, cell phones, smart phones, MP3 players, PDAs etc.) to help with schoolwork. If that was allowed at your school, how would you use a mobile device to help you with your schoolwork? (Check all that apply)**

- Access online textbooks
- Access social networking sites (such as: Facebook, MySpace)
- Communicate with classmates (via email, IM, text or chat)
- Communicate with teachers (via email, IM, text or chat)
- Coordinate calendars with classmates or share bookmarked websites
- Create or share documents, videos or podcasts
- Learn about school activities
- Look up information on the Internet
- Organize my schoolwork
- Play educational games
- Receive reminders or alerts on my cell phone about homework and tests
- Take notes or record lectures so I can refer to them later
- Take videos of class presentations or experiments to study from later
- Share and edit calendars, or organize bookmarks
- Upload or download information from my teachers' website and/or the school's portal

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- Work on projects with my classmates
- None of the above
- Other (If Other is selected, please specify.)

### Which of these Internet based tools or applications do you use outside of school?

- Upload or download videos, podcasts or photos to the Internet
- Use web tools to create or modify and upload videos, music, audio or animation
- Create new work using pre-existing text, graphics, audio, video or animation (MashUp)
- Communicate with others through email, IM or text message
- Communicate with others through discussion boards, social networking sites, chat or online communities
- Participate in 3D virtual reality worlds (such as: Second Life, Whyville)
- Participate in online games
- Update my profile (such as: MySpace, Facebook)
- Write or contribute to a blog (my own or someone else's)
- Use web tools to create a list of resources I want to share or remember (such as: del.icio.us, digg, diigo, magnolia, reddit)
- Use web tools for writing collaboratively with others (such as: GOOGLE docs, writeboard or letterpop)
- Contribute to a wiki (such as: Wikipedia)
- Use web tools (such as: GOOGLE reader) to notify me about things I'm interested in (such as news or magazine articles, or changes to websites)
- None of the above

Ask students to write in their journal a quick response to one or both of these questions:

- *How important is technology to the way you learn at school and outside of school?*
- *What is different about the way you use technology at school from the way you use it outside of school?*

## 2. Class Discussion – How do you like to learn math? (15 minutes)

As a class, discuss how students like to learn math. Do you like group activities? Using the computer? Learning about careers? How much (or how little) is technology involved in the way you like to learn? Are there other ways you can see technology helping you with these subject areas (such as animations, games)? Interweave these questions with a discussion about why math is important for everyone to learn.

### Why is learning math important to your future?

- I might want a job that uses math
- I want to earn good grades
- It helps me develop my problem solving and critical thinking skills
- To graduate from high school
- To help me get into college
- To help me make informed decisions in the future
- Math is not important to me
- I don't like math at all
- I don't know

### Which of these would be most helpful for you in learning math?

- Learning math by solving real-world problems
- Discussing how I solved a problem with my classmates

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- Helping other students learn math
- Learning from a teacher who is excited about math
- Practicing problems from my textbook
- Using interactive simulations to solve math problems
- Solve math puzzles or word problems
- Understanding why math is important in my life
- Using calculators
- Using math blocks, counters, shapes
- Use online or computer based math games
- Using animations to help me visualize difficult math concepts
- None of the above
- Other (If Other is selected, please specify.)

### **3. Class Activity: Technology and Education in the News (20 minutes)**

As a class, read and discuss a current article about technology in schools. We suggest any one of these as a starting point with suggested discussion questions. Choose one or multiple topics and discuss students' reactions in class.

Learning without limits – How the rise of online instruction is changing the nature of school – April 3, 2009 (eschool News) <http://www.eschoolnews.com/news/special-reports/special-reports-articles/index.cfm?i=58076>

Sending Kids Back to School with Cell Phones  
<http://www.schoolcio.com/showArticle.jhtml?articleID=192500041>

Social-Networking Web Sites Pose Growing Challenge for Educators  
<http://www.edweek.org/ew/articles/2006/02/15/23facebook.h25.html>

Classroom Instruction: Rural Georgia school displays iPod ingenuity  
<http://www.eschoolnews.com/news/showStorysr.cfm?ArticleID=6283>

Potential questions to ask students during discussion:

- What kinds of technology should students be able to use at school?
- Should there be any restrictions about how to use technology at school?
- How does technology help students with their school work?
- How does technology distract students from their school work?
- How are decisions about technology use in schools made?
- Speak Up survey question: How could your school make it easier for you to use technology for schoolwork?

### **4. Group Activity: Challenges and Obstacles (15 minutes)**

Divide students into small groups to brainstorm about 5 challenges or obstacles to using technology and the Internet for schoolwork. Is there any problem that is common to most challenges? What are some of their proposed solutions?

Encourage students to put themselves in the place of key decision makers in the school or district. How would they prioritize the problems? Which obstacle would they choose to tackle first? Encourage students to think about the trade-offs and new challenges that might be introduced by their proposal.

**Besides not having enough time in your school day, what are the major obstacles to using technology in your school? (Check all that apply)**

- Computers or other tech equipment are not available
- I am unable to access the Internet
- I cannot access my personal email account or send email or IM to classmates
- I cannot use my own laptop in school
- I cannot use my own cell phone, smart phone or MP3 player
- I don't have the skills I need
- Internet access is not fast enough
- My assignments don't require using technology
- School filters or firewalls block websites I need to use
- Software is not good enough
- Teachers don't know how to use the technology
- Teachers limit our technology use
- There are rules against using technology at my school
- My school has different computers or software than I am used to
- Not a big deal. I rarely use the technology at my school
- None of the above
- Other (If Other is selected, please specify.)

**Imagine you are designing the ultimate school. Which of these tools would have the greatest positive impact on your learning? (Check all that apply)**

- Collaboration tools (such as: blogs, social networking sites, wikis, bookmarking)
- Communications tools (such as: email, IM, or text messaging)
- Computer projection devices
- Digital media tools (video, audio)
- Digital reader (such as: Kindle, Sony Digital Reader)
- Digital resources (such as: databases, electronic books, animations, videos etc)
- Document camera (such as: ELMO)
- Electronic portfolios for students
- Handheld digital video camcorder (flip camera)
- Games or virtual simulations
- Handheld student response systems
- High tech instruments for science
- Interactive whiteboards (such as: Smartboard, Polyvision)
- Mobile computer for every student (such as: laptop, mini-notebook, tablet PC)
- Learning management systems (such as: Blackboard, Moodle, Angel)
- Mobile devices (such as: cell phones, MP3 players)
- Online classes
- Online textbooks
- School website or portal
- Tools to help me organize my work (such as: organize my assignments, take notes, organize my ideas)
- Ability to access the Internet anywhere at school
- Video conferences and webinars
- Virtual or online whiteboard
- Webcam
- Wireless microphone system for the teacher
- Other (If Other is selected, please specify.)

### **5. Class Activity: Your Voices, Your Futures**

Students in grades 6<sup>th</sup>-12<sup>th</sup> may begin to think about their future or they may be very used to discussing their career aspirations. Have students work on ranking the choices below on their own and share their responses within a class discussion.

**Which of the following would help increase your interest in a career you might be thinking about?**

- Learn about careers through "Day in the Life" podcasts or videos
- Learn from teachers who have worked in the professional field I'm interested in
- Meet successful role models
- Participate in career exploration programs after school
- Participate in career exploration programs during the summer
- Participate in virtual tours of companies
- Participate in competitions that allow me to assess my skills against other students
- Receive scholarships to college
- Talk to professionals about their jobs
- Use tools that professionals use in my classroom (such as: microscopes, probes)
- Visit companies
- Work in a part-time job in those fields
- Work with mentors who can help me with my college and career planning
- Provide access to websites with information about careers
- None of the above
- Other (If Other is selected, please specify.)

### **6. Wrap Up – The Big Picture**

As with previous years, the Speak Up survey concludes with two open-ended questions that focus on big-picture thinking. You may assign one or both of these questions to students as a homework assignment.

**Imagine that you are the teacher in your least favorite class at school. How would you improve that class to make it more interesting and valuable for your fellow students? What would you do differently to engage students in learning that subject content? How would you as the teacher use technology more effectively in that class?**

**The US Department of Education has recently announced a new program called "Race to the Top" to help schools do a better job of preparing you for the jobs and careers of the future. What would you like to tell our national leaders about the importance of using new kinds of technology in learning? Write a short (25-30 word) text message or tweet (a concise message sent via Twitter) to tell us why technology use is important to you. Be short and to the point. We will post the best ones on our website next spring.**

### **7. Individual Activity: Speak Up Surveys (15-20 minutes)**

Have the students complete the Speak Up survey about how they use technology and the Internet at the survey site: <http://www.speakup4schools.org/speakup2009>. Enter the school name and state, and your school's secret word to access the survey.

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### **8. Extension: Compare the results of your school with the national data**

School contacts will be notified when the Speak Up data is available in February 2010. Your school's data will be accessible using an admin password provided by your Speak Up contact. Teachers can access aggregated results for their own school as well as their district and see how their students' experience with technology and the Internet relates to other students. Speak Up will compile the results and share with local, state, and national decision-makers.

The comparative national data provides rich opportunities for data and statistics activities that support your math objectives.

## **Curriculum Standards**

### **McREL Standards**

From Content Knowledge, 3<sup>rd</sup> Edition, a compilation of content standards for K-12 curriculum, created by Mid-continent Research for Education and Learning (McREL).

#### **Civics – 6-12 (Level III & IV)**

Standard 19 - Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media.

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=14&standardID=19>

#### **Listening and Speaking 6-12 (Level III & IV)**

Standard 8: Uses listening and speaking strategies for different purposes

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=8>

#### **Media 6-12 (Level III-IV)**

Standard 10: Understands the characteristics and components of the media

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=10>

#### **Writing 6-12 (Level III-IV)**

Standard 1: Uses the general skills and strategies of the writing process

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=1>

#### **Technology 6-12 (Level III-IV)**

Standard 3: Understands the relationships among science, technology, society, and the individual

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=19&standardID=3>

#### **ISTE National Education Technology Standards**

[http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)

##### **Standard 3. Technology productivity tools**

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

##### **Standard 4. Technology communications tools**

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- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

### **Standard 5. Technology research tools**

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

### **Standard 6. Technology problem-solving and decision-making tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.