

## **Learning, Communication, and 21<sup>st</sup> Century Skills: Students Speak Up**

For use with Speak Up Survey Grades 3-5

**Grades:** 3-5

**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 their preparation for future jobs including the role technology and the Internet play in these areas. There are 7 suggested activities listed in this lesson plan. Start with the warm up activity and then 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 participating in 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? (15 minutes)
3. Group Activity – Your Favorite Communication Tool (10 minutes)
4. Group Activity – Technology Challenges (15 minutes)
5. Wrap Up – Our Voices, Our Futures (15 minutes + homework)
6. Individual Activity – Complete Speak Up Surveys (15 -20 minutes)
7. Extension – Compare results of your school with the national data (optional)

### **Objectives**

Students will

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

### **Teacher Preparation**

- Confirm that your school is registered for the 2008 Speak Up event. (<http://www.netdayspeakup.org/speakup2008>)
- Preview the survey. ([http://www.tomorrow.org/speakup/speakup\\_surveys.html](http://www.tomorrow.org/speakup/speakup_surveys.html))
- Reserve computer lab or mobile laptop for class use, set up a station in the classroom where students can complete the survey, or assign the completion of the survey as homework.



## How To Speak Up – Tips For Having Your Students Take the Survey

The Speak Up survey site, <http://www.netdayspeakup.org/speakup2008>, will be open **October 20 - December 19, 2008**. Teachers and students use their school name, state, and secret word to access the surveys online.

Students can take the survey from any Internet-connected computer, at home or at a library using your school name, state, and secret word. If you want to have students take the survey in class, consider setting up the survey on several classroom computers as a survey center for the entire survey period. Students can rotate through the centers during class period activities.

Please also encourage parents to participate in Speak Up. A flyer is available for you to print out and send home with students at [http://www.tomorrow.org/speakup/pdfs/Speak\\_Up\\_Flyer.pdf](http://www.tomorrow.org/speakup/pdfs/Speak_Up_Flyer.pdf)

## 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.

- Desktop computer
- Digital camera
- Download
- DVD or CD burner
- Hand-held device (PDA)
- Instant Messenger (IM or AIM)
- Internet
- Internet access
- Internet filters
- Laptop computer
- MP3 player or iPod
- Online
- Online textbook
- Scanner
- Skype or VoIP (talking over the Internet)
- Software
- Search engine
- Software
- Tablet PC
- Text Messaging
- Website
- Wireless

## Assessment

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

## ***Classroom Activities***

The following activities are designed to engage 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 the purposes of 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 sample survey questions below with the class.

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

- a Share music, videos or photos
- b Participate in online virtual world
- c Go to TV show websites to give feedback or vote
- d Play video or online games
- e Download music
- f Send E-mails
- g Send Instant Messages
- h Send Text Messages
- i None of the above

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

- a Check on my grades
- b Practice my writing
- c Email, IM or Text my teachers
- d Email, IM or Text my classmates about a project
- e Get help from an online tutor
- f Play educational games
- g Work on projects with students in other countries
- h Use online textbooks
- i Take tests online
- j Take a class online
- k Use the internet for research
- l Create a slide show or movie
- m None of the above

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

- *What kinds of technology do you use?*
- *How important is technology to the way you learn at school and outside of school?*

## 2. Class Discussion – Why is science important? (15 minutes)

Review the questions below from the survey. As a class, discuss how students like to learn science. *Do you like hands-on activities? Practicing skills on 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?* Ask students what makes science an important skill to master, and whether it is important for everyone or just those who want to pursue a career in science?

### How is learning science important to your future? (Check all that apply)

- a I might want a job that uses science.
- b To help me do well in high school.
- c To learn how to solve problems.
- d I do not think learning science is important.
- e I do not know.

### Think of your dream science classroom. What would be a part of your classroom? (Check all that apply)

- a A teacher who is excited about science.
- b Fun experiments.
- c Computers with the Internet to research interesting topics.
- d Using real tools like microscopes.
- e Having experts come and talk to our class about science.
- f Working with other students on projects.
- g Reading the science textbook.
- h Multi-media tools to create projects.
- i Solving real life problems.
- j None of the above.

## 3. Group Activity: Video games as part of the school day (10 minutes)

Ask students to brainstorm a list of how video games could be helpful in the classroom. Encourage them to be creative. Then have students respond to the sample question below from the survey. Ask students to think of specific subjects that would benefit from the use of video games. Have students share their ideas about how video games might be helpful in the classroom with each other.

### Why would you like to use video games for school work?

- a I would learn more about the subject.
- b I would be more interested in the subject.
- c I would learn how to work in teams.
- d Games make it seem easier.
- e School would be more interesting.
- f I could work on my own.
- g I could try new things through the game.

- h I do not want to use video games for schoolwork.
- i None of the above

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

Divide students into small groups or pairs to brainstorm generally about 1 or 2 challenges or obstacles to using technology including computers and the Internet for school work. Write the challenges on the board for students to see. Help students identify any key problems such as not enough computers, computers that don't work all the time, and so on.

Review the question below and compare the responses to the list generated by the class.

#### **What keeps you from using computers more at school? (Check all that apply)**

- a Computers do not always work
- b Not enough computers
- c Internet or computers aren't fast enough
- d Computers are not always available or easy to get to
- e Software is old or not good enough
- f I do not know how to use them
- g Teachers do not know how to use them
- h We only use computers in the computer lab
- i None of the above

Have student return to their small groups and have each group brainstorm solutions to one of the key problems identified by the class. Have them share their proposed solutions with the class.

Next, review the question below and have students put themselves in the position of school principal. *What is first thing they would change at the school about technology? How does their choice help students learn?*

#### **If you were making a new school for students, which of these would be part of your school? (Check all that apply)**

- a Personal laptops for each student to use
- b Digital cameras, or video equipment for students to use
- c Games
- d Interactive white boards in every classroom
- e Parents, teachers, and students using email or IM to talk
- f More student time with computers and the internet
- g Using my cell phone or MP3 player at school
- h Unlimited student access to the internet
- i Other, please specify

## 5. Wrap Up – Our Voices, Our Futures

Introduce the sample question below as a closing to any of the activities you've completed above. Have students share any closing ideas about the role technology plays in their lives.

### **Which of these skills do you think you will need when you are older? (Check all that apply)**

- a Work well with people from another country
- b Work well with others
- c Speak more than one language
- d Be a good speaker
- e Be able to learn new things
- f Be creative
- g Know how to use technology well
- h Be able to solve problems quickly
- i None of the above
- j Other, please specify: \_\_\_\_\_

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

**If you could make an online or video game about a topic that is important to you, what would it be about? How do you play it, what would kids learn from your game, what makes your game special?**

**Pretend that you are the school principal and you want to make sure every student feels important. What would you do?**

## 6. Individual Activity: Complete Speak Up Surveys (15 minutes)

Have students complete the online Speak Up survey about how they use technology and the Internet. Students go to the survey site: <http://www.netdayspeakup.org/speakup2008/> and enter their school name or zip code, and your school's secret word to access the survey. See the How-to Speak Up Guide ([http://www.tomorrow.org/speakup/speak\\_up\\_faq.html](http://www.tomorrow.org/speakup/speak_up_faq.html)) for more tips on administering the survey.

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

School contacts will be notified when the Speak Up data is available in February 2009. Your school's data will be accessible with the same secret word that you use to take the surveys. Students and teachers can access aggregated results for their own school as well as their district and to see how their experience with technology and the Internet relates to other youth. Project Tomorrow will compile the results and share with local, state, and national decision-makers.

## Speak Up Lesson Plan

Grades 3-5 Survey



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 – 6-8 (Level III)**

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 3-5 (Level II)**

Standard 8: Uses listening and speaking strategies for different purposes

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

#### **Media 3-5 (Level II)**

Standard 10: Understands the characteristics and components of the media

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

#### **Writing 3-5 (Level II)**

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

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

#### **Technology 3-5 (Level II)**

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)

#### **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.

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

- 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.

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

- Students use technology to locate, evaluate, and collect information from a variety of sources.

## Speak Up Lesson Plan

Grades 3-5 Survey



- 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.

### 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.