



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

For use with NetDay 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 2006 Speak Up event. ([www.netdayspeakup.org](http://www.netdayspeakup.org))
- Preview the survey. ([http://www.netday.org/SPEAKUP/speakup\\_surveys.htm](http://www.netday.org/SPEAKUP/speakup_surveys.htm))
- 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, [www.netdayspeakup.org](http://www.netdayspeakup.org), will be open **November 1-November 30, 2006**. Teachers and students use their school name or zip code 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 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.netday.org/SPEAKUP/speak\\_up\\_how\\_to\\_2.htm](http://www.netday.org/SPEAKUP/speak_up_how_to_2.htm)

## 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 questions 4 and 5 of the survey with the class.

#### **4 In the last week, did you use any of these things? (Choose any that you used.)**

- a. Desktop computer
- b. Laptop computer
- c. Cell Phone
- d. Hand-held device (PDA)
- e. Digital camera or video camera
- f. Scanner
- g. DVD or CD burner
- h. MP3 player or iPod
- i. Video game, like PlayStation or Xbox
- j. None of the above

#### **5 At school or for schoolwork: How do you use computers? (Select all that apply.)**

- a. Use the Internet for schoolwork
- b. Create a slide show or movie
- c. Learn keyboarding
- d. Practice for tests or take tests
- e. Check on my grades
- f. Use an online textbook
- g. Email my teacher
- h. Email or instant message a classmate about a school project
- i. Work on projects with students in other countries
- j. Use educational software or games
- k. Get help from an online tutor
- l. 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 – How Do You Like to Learn? (15 minutes)

Review questions 21 and 22 from the survey. As a class, discuss how students like to learn subjects like math and 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?*

### 21 How do you like to learn science?

- a. Do experiments
- b. Talk to scientists about careers
- c. Use computers and the Internet to learn
- d. Use tools like microscopes
- e. Solve real life problems
- f. Learn science that will help me in a job in the future
- g. Explore my own ideas
- h. Visit places where I can see science in action
- i. None of the above

### 22 How do you like to learn math?

- a. Practice problems in my textbook
- b. Use computers to practice math skills
- c. Use other math programs on the computer
- d. Solve math puzzles
- e. Talk to people who use math in their careers
- f. Solve word problems
- g. Use calculators to solve problems
- h. Use math for real-world situations
- i. Learn math that will help me in a job in the future.
- j. None of the above

Have students share their ideas for using technology for school. Students can create posters illustrating one new way that they would like to use technology in school.

## 3. Group Activity: Your Favorite Communication Tool (10 minutes)

Ask students to brainstorm a list of tools they use for communication. Encourage them to be creative – do they use walkie-talkies? Then have students respond to question 10 from the survey. Ask students to guess *your* favorite communication tool and then share the answer. Ask students: *How do you think your parents would answer this question? Your older brothers or sisters? Your grandparents?* Have students share their ideas about why different people might prefer different communication tools.

### 10 What is your favorite tool for communication? (Choose one.)

- a. Home telephone
- b. Cell phone for talking
- c. Cell phone for text messaging
- d. Email
- e. Instant Messenger (IM)
- f. Skype or VoIP (talking over the Internet)
- g. Writing letters



#### **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 question 6 and compare the responses to the list generated by the class.

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

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

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

Next, review question 20 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?*

#### **20 If you were the principal, what is the ONE thing you would change about technology at your school? (Choose one.)**

- a. Buy more or better computers, software, printers, and digital cameras
- b. Have faster Internet access.
- c. Use online textbooks.
- d. Make sure computers always work.
- e. Teach teachers how to use technology.
- f. Give students a laptop they can take home.
- g. Let students go online at school



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

Introduce question 23 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.

### **23 What should your school do so that you can get a good job in the future?**

- a. Teach me how to communicate well.
- b. Teach me to solve problems
- c. Teach me how to work well with others.
- d. Make sure I learn all the main school subjects.
- e. Make sure I learn another language
- f. Teach me how to use computers
- g. Make sure I have good writing skills.
- h. Listen to my ideas about my education
- i. I don't know

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.

**27 Using computers and the Internet, students just like you are sharing ideas with students in other countries. If you could do a project with students from another country, what kind of project would be fun to do using technology? What would you want to learn from those students? What country would you like to work with?**

**28 What is your favorite science or math lesson, activity or project from this year or last year? What is different about that lesson, activity or project that makes it your favorite?**

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

Have students to complete the online Speak Up survey about how they use technology and the Internet. Students go to the survey site: [www.netdayspeakup.org](http://www.netdayspeakup.org) 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.netday.org/SPEAKUP/speak\\_up\\_how\\_to.htm](http://www.netday.org/SPEAKUP/speak_up_how_to.htm)) 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 NetDay Speak Up data is available in January 2007. 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. NetDay 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**

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.

#### **Listening and Speaking 4-12**

Standard 8: Uses listening and speaking strategies for different purposes

#### **Media 4-12**

Standard 10: Understands the characteristics and components of the media

#### **Writing 4-12**

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

#### **Technology 4 –12**

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

### **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.
- 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.