



LESSON PLAN

Positive Use of Technology

Target audience:
12-16

Duration: 45 mins – 1 hour

Lesson Aims: To encourage children and young people to recognise the positive uses for technology in developing and improving their own education.

Curriculum Notes and Resources

Technology has developed faster than anyone could have imagined in the past 10 years. Schools routinely have interactive whiteboards, data projectors and computers in all classrooms, but they also have a wider array of “non-school” technologies to content with; i-pods, mobile phones, PSPs and other pocket gaming consoles are being brought into schools along with netbooks and notebooks which are becoming increasingly portable and easy to carry and conceal. Some of this is understandably causing concern for teachers.

Similarly, the way in which children use technologies has changed over recent years. Web 2.0 means that children and young people are able to be creators of content rather than simply users of it.

Watch the video for a useful summary about web 2.0 and how to begin to use new technologies successfully within the classroom.

http://www.teachertube.com/view_video.php?viewkey=731e589b0e869adadf94

Blogging in schools

<http://www.teachers.tv/clip/210?destination=node%2F210>

Pupil Opportunities

- To be able to reflect on ways in which modern technologies that they use could be of benefit within the classroom.
- To experiment with a range of web 2.0 technologies

Desirable Outcomes:

Learners will be able to use web 2.0 technologies to demonstrate their understanding of a given area of study.

Technical Vocabulary: web 2.0, wiki, podcast, blog, you-tube, facebook,

Preparation:

Activity:

Start by asking the pupils what is good about the internet?

What do they use it for?

How does technology help us?

How has it improved the ways in which we live our lives?

How many times does technology play a part in a typical day? Alarm clock, microwave, bus destinations displayed in bus stop.....etc. etc.

What would pupils miss the most if they had to live without technology for a day?

What developments have they heard about for the future or do they imagine for the future?

What would they like to see in the future?

Can they think of ways in which technology can sometimes be used when there are perhaps more effective, efficient ways (such as using a book)?

How would *they* use technology to support learning in school?

1. Ask pupils to create a 5 minute presentation of the best web-based resource or application that they would use in teaching if they were teacher for a day. They need to be able to explain why they would use this and what the advantage is over other solutions which do not rely on technology.

2. Encourage children to make their own resource here using new technologies. Can they create a blog, podcast, film or website/webpage?

Discussion Points:

How does the group feel about using these technologies? What are the benefits? Can they think of any other applications that could be used?

How do children and young people use these types of technology within their own lives outside of the school environment?

Links to National Curriculum:

Online safety is relevant to three key areas of the national curriculum for Key Stage 3, citizenship, ICT and PSHE.

Citizenship:

Key Processes 2.3 Taking informed and responsible action

Pupils should be able to:

- a. explore creative approaches to taking action on problems and issues to achieve intended purposes
- b. work individually and with others to negotiate, plan and [take action](#) on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately

- c. analyse the impact of their actions on communities and the wider world, now and in the future
- d. reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

Curriculum Opportunities

The curriculum should provide opportunities to:

- i. use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

ICT

Key Concepts

1.4 Impact of technology

- a. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.
- b. Recognising issues of risk, safety and responsibility surrounding the use of ICT

Key Processes

2.3 Communicating information

Pupils should be able to:

communicate and exchange information (including digital communication) effectively, safely and responsibly. **“Safely and responsibly” is defined as:**

when using digital communication, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing and uploading digital content. They should also recognise the need to show respect towards others.

Range and content

The study of ICT should include

- d. developing an understanding of the need to:
 - Keep information secure – for example keeping copies safe, backing up work and protecting passwords or PINs to avoid identity theft.
- e. the impact of ICT on individuals, communities and society, including the social, economical, legal and ethical implications of access to, and use of, ICT. – This could include, issues relating to ownership, copyright, plagiarism and privacy of information; effects on employment and working practices; effects on local communities; sustainability issues; the causes and implications of unequal access to ICT locally, nationally and globally; and the abuse of ICT, including the issue of cyberbullying.

PSHE

Key Concepts

1.3 Risk

- a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

Key Processes

2.1 Critical reflection

Pupils should be able to:

- a. reflect on feelings and identify [positive ways of understanding](#), managing and expressing strong emotions and challenging behaviour
- b. develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision making and managing risk

Pupils should be able to:

- a. use knowledge and understanding to make informed choices about safety, health and wellbeing
- b. find information and support from a variety of sources
- c. assess and manage the element of risk in personal choices and situations
- d. use strategies for resisting unhelpful peer influence and pressure
- e. know when and how to get help
- f. identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Pupils should be able to:

- a. use social skills to build and maintain a range of positive relationships
- b. use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c. use the social skills of communication, [negotiation](#), assertiveness and collaboration
- d. value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e. challenge prejudice and discrimination assertively.