

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

Grades: K-2 Group Survey

Subjects: Language Arts, Technology, Math (Extension)

Suggested Time: One Class Period (35 minutes)

Lesson Overview

Students will reflect on learning, communications, and preparation for future jobs, including the roles that technology and the Internet play in these areas. There are 6 suggested activities listed in this lesson plan. Review vocabulary and start with the warm-up activity, then select any of the activities that are appropriate for your students. The warm-up activity is a great way to get your students ready for participating in the Speak Up survey.

Activity List

- [Warm-up Exercise – What Is Technology? \(10 minutes\)](#)
- [Class Discussion – Internet Safety \(15 minutes\)](#)
- [Group Activity – Mobile Devices for Schoolwork \(10 minutes\)](#)
- [Class Discussion – Video games as part of the school day \(15 minutes\)](#)
- [Group Activity – Our Voices, Our Futures \(15 minutes\)](#)
- [Complete the Speak Up Survey \(15-20 minutes\)](#)
- [Extension – Compare results of your school with the national data \(optional\)](#)

Objectives

Students will:

- 1). Define computer, mobile devices, the Internet, and common technology used today
- 2). Discuss their opinions and findings with peers
- 3). Write and share their ideas
- 4). Engage in civic responsibility by sharing their ideas with their school community and contributing to a national survey
- 5). Suggest ways that technology and Internet use can be improved in their school

Resources

- Poster board or white board to record ideas
- Paper and pencils for students
- Crayons, markers, colored pencils, or clipart flashcards (optional) for vocabulary illustrations

Teacher Preparation

- Confirm registration of your school at <http://www.speakup4schools.org/speakup2013/anytime>
- Print out the Speak Up survey for the class if taking the K-2 Group Survey found at . http://www.tomorrow.org/speakup/promo_instructions_group.html. Also included at the end of this lesson plan.
- Review the survey and determine the best way to engage the students.
- Note: For younger students, you may want to split the survey into two class sessions depending on their attention span.

Instructions for Completing the Survey with Your Class

- 1) **Group survey:** If you are administering the K-2 survey as a group exercise, we've included the survey questions at the end of this lesson plan. **For verification purposes, the program will prompt you for the total number of students in your class and will use this information to ensure the accuracy of your subsequent responses for each option.**
- 2). As a class, ask the students to raise their hands to respond to each question and record the results. You can also work with a parent or older-student volunteer to help you tabulate the responses and enter the data into the online survey.
- 3). Note: For some questions, you may want to receive responses as written answers to protect the students' privacy.
- 4). The last two questions are open-ended. We recommend that you facilitate a 5-minute class discussion to select your group's favorite answer.
- 5). When you (or your class representative) are ready to enter all of the survey data, go to <http://www.speakup4schools.org/speakup2013anytime> to enter the results. You will need your school name and state. Please be sure that you have enough time to complete the survey (about 15-20 minutes).
- 6). Please encourage the parents to participate in Speak Up as well. Please contact the Speak Up team, speakup@tomorrow.org for a variety of Flyers that are available for you to print out and send home with your students.

Vocabulary

The Speak Up surveys ask questions about the tools that the students use for learning inside and outside of the classroom. In preparation for the survey, discuss any new terminology with students. Use clipart or student-generated illustrations to help students associate each word with its proper meaning. Revisit these illustrations to facilitate comprehension as you complete the activities and take the survey.

- | | |
|-------------------------|---------------------------|
| - Critical thinking | - Hand held game |
| - Computer | like Nintendo DS, GameBoy |
| - Digital Reader | or Leapfrog |
| (such as: Kindle, Nook) | - Instant Messenger |
| - Firewalls | |

- Interactive Whiteboard (SmartBoard, Polyvision)
- Laptops, Netbooks
- MP3 player or iPod
- Online class/courses
- Online textbooks
- Podcast
- PowerPoint
- School portal (Blackboard)
- Search engine
- Smartphone, (iPhone, Droid)
- Simulations
- Skype
- Social Networking
- Tablet computer (such as iPad)
- Text messaging
- Video game player like xbox, Nintendo or Wii
- Virtual Worlds (like Webkinz, Club Penguin or JumpStart)
- Website

Assessment

Teachers can evaluate the students on their preparation and participation in group and class discussions.

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 – What Is Technology? (10 minutes)

Tell students that they are going to be taking a survey about how they use computers and the Internet. Students just like you all over the United States are filling out this survey so that adults can learn more about how students use technology.

Introduce the survey by talking about computers. Computers are big and small. They are inside all kinds of things that you use every day. Ask your students to brainstorm some things that people do with computers (e.g. make sounds, draw pictures, play movies, write letters, et cetera). *What are some examples of things that you do with computers?*

Have students come up with ideas and write them where they can be seen.

Tell the students that different types of technology may include: computers, printers, cell phones, MP3 players (like an iPod or iPod Touch), digital readers and so on. This survey is going to ask about computers and technology. *Now that we all know what technology is, let's think about how we use it in school.* Ask students to identify which technologies they use for school and write them on the board. Next, review this sample survey question with the class.

How do you use computers for schoolwork? (Question 8)

- o Check on my grades

- Complete writing assignments
- Create a PowerPoint
- Do online experiments for science
- Email or text message my classmates
- Email or text message my teacher
- Listen to books being read out loud
- Look up information on the Internet
- Play learning games
- Read books
- Send my homework to my teacher
- Take tests on the computer
- Use a laptop or tablet in class
- Watch online videos
- None of the above

Now engage the students in a conversation about how they use the Internet outside of school. Students may come up with ideas that are not listed in the survey. Ask the students to share some of their favorite things to do during free time or fun time. Next review the sample question below with the class.

How do you use the Internet outside of school? (Question 9)

- Make videos to post online (YouTube)
- Play in virtual worlds like JumpStart, Club Penguin or Webkinz
- Play video or online games
- Send e-mails
- Share photos
- Talk to other people online (like Skype)
- To learn things from websites
- Update my profile on websites like JumpStart, Club Penguin or Webkinz
- Watch online videos
- Watch TV shows online
- Write for a blog (like a journal)
- I don't use the Internet outside of school
- None of the above

Compare the uses of technology at school and at home using a Venn diagram. *How are they the same? How are they different?*

2. Class Discussion – Internet Safety (15 minutes)

Review the sample survey question below. As a class, discuss the best ways students can learn about how to be safe on the internet. *From friends? From adults (parents/teachers)? Through classes provided at school or an afterschool program? Why is it important to learn how to be safe on the internet? Can you think of any other ways you can learn how to be safe on*

the internet? Extend this activity by having students generate a kid-friendly list of Internet safety rules to hang in the classroom.

What is the best way for you to learn about being safe on the Internet?

- From my friends
- From my parents
- From my teacher
- Learn on my own just by using computers
- Take a class after school (YMCA, Boys & Girls Club, Scouts)
- Take a special class at my school
- Take an online class
- Use computers in my class
- Watch videos about it
- I don't know

3. Group Activity: Mobile Devices for Schoolwork (10 minutes)

Ask the students to brainstorm a list of how mobile devices could be used in the classroom. Encourage them to be creative. Then, have them respond to the question below from the survey. Ask students to think of specific subjects that would benefit from the use of mobile devices. Have students share their ideas about how mobile devices might be helpful in the classroom with each other. To make the task more kinesthetic, allow students to draw their idea and then explain it to the group.

How would you use your own smartphone (iPhone, droid) or tablet computer (iPad) for schoolwork?

- Check my grades
- Find out about things at school
- Go to my teacher's website
- Help others in my class
- Make a video
- Play learning games
- Read my online textbook
- Receive reminders about my homework or tests
- Send my homework to my teacher
- Text message my classmates
- Text message my teacher
- Use the calculator
- Use the calendar
- Use the Internet to learn about something
- None of the above

4. Class Discussion: Video Games as Part of the School Day (15 minutes)

Create a large t-chart. On one side of the table have students brainstorm a list of online games (educational or recreational) they play using technology (e.g., computer, iPhone, iPad, Xbox). Next, ask students to explain why they enjoy playing each game. List their responses on the opposite side of the table. Have them respond to the sample question below. Ask the students to think of specific subjects that would benefit from the use of video games. Have the students share their ideas about how video games might be helpful in the classroom

What device do you use to play games? (Check all that apply) ***Question #10***

- Cell phone
- Smartphone
- Tablet computer
- Laptop computer
- Desktop computer
- Digital reader
- Console video game (like Playstation, Wii)
- Handheld game device (like Nintendo DS)
- I don't play online or video games
- Other

Why do you think playing games at school would be a good way to learn? (check all that apply) ***Question #11***

- Games make it easier for me to learn
- I would be a better thinker and problem solver
- I would be more interested in school
- I would learn how to work in teams
- I would learn more
- I would learn more about the real world
- I would learn skills that I can use in other grades
- I would practice more problems
- I would try new things through the game
- School would be more fun
- I don't want to play games at school

5. Group Activity – Our Voices, Our Futures (15 minutes)

Unlike adults and older students, your students may not have thought much about creating tools that would make their learning more fun or exciting. As with previous years, the Speak Up survey concludes with open-ended questions that focus on big-picture thinking. This year the questions are about technology needs in school. Have students spend 5-10 minutes brainstorming their ideas on a graphic organizer (e.g., circle map, bubble map). Share ideas and generate a class map. Pick several favorite ideas to share.

Open Ended Questions:

1.) Using technology and the Internet, students just like you are working on projects and exchanging ideas with students from other countries. If we could do a project with a class from another country, what kind of project would be fun to do using technology? What country would you like to work with? What kinds of technology could we use? What would you learn from these other students?

6. Complete Speak Up Survey (15 - 20 minutes)

Follow the instructions on page 2 of this lesson plan to complete the online Speak Up survey.

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

School contacts will be notified when the Speak Up data is available. Your school's data will be accessible with a special admin password. 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. 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

ISTE National Education Technology Standards

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop

innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Common Core State Standards

For English Language Arts & Literacy

College and Career Readiness Anchor Standards for Speaking and Listening (K-5)

<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

Comprehension and Collaboration

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5) College and Career Readiness Anchor Standards for Writing (K-5)

<http://www.corestandards.org/ELA-Literacy/CCRA/W/>

Production and Distribution of Writing

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Speak Up Survey Grades K – 2 Group

If you complete the K-2 Group survey – the program will prompt you for the total number of students in your class that participated in the survey. This information is used for data validation only.

Response	Number of Responses
1 What grade are you in? (one response per student)	
<input type="checkbox"/> Preschool	
<input type="checkbox"/> Kindergarten	
<input type="checkbox"/> Grade 1	
<input type="checkbox"/> Grade 2	
2 Are you a... (one response per student)	
<input type="checkbox"/> Girl	
<input type="checkbox"/> Boy	
3 Thinking about others in your class, do you... (one response per student)	
<input type="checkbox"/> Know more than other students about technology	
<input type="checkbox"/> Know about the same as other students about technology	
<input type="checkbox"/> Know less than other students about technology	
4 Which of these things do you have for your own use? (student may answer more than once)	
<input type="checkbox"/> Cell phone (no Internet)	
<input type="checkbox"/> Smartphone like an iPhone or Droid	
<input type="checkbox"/> Laptop	
<input type="checkbox"/> Tablet computer (such as iPad)	
<input type="checkbox"/> My school gave me a laptop or tablet to use	
<input type="checkbox"/> Digital reader (such as: Kindle, Nook)	
<input type="checkbox"/> MP3 player or iPod	
<input type="checkbox"/> Other	
5 What kind of computer do you use outside of school? (student may answer more than once)	
<input type="checkbox"/> A home computer with no Internet	
<input type="checkbox"/> A home computer with slow Internet	
<input type="checkbox"/> A home computer with fast Internet	
<input type="checkbox"/> I use the TV to get to the Internet	
<input type="checkbox"/> I only use the computer at a library or an afterschool program	
<input type="checkbox"/> I only use a computer at my school	

6 How often do you use the computers or tablets at school? (one response per student)	
<input type="checkbox"/> Every day	
<input type="checkbox"/> A few days a week	
<input type="checkbox"/> A few days a month	
<input type="checkbox"/> Never	
<input type="checkbox"/> I don't know	
<input type="checkbox"/> We don't have computers or tablets at my school	
7 How do you use computers or tablets for schoolwork? (student may answer more than once)	
<input type="checkbox"/> Check on my grades	
<input type="checkbox"/> Complete writing assignments	
<input type="checkbox"/> Create a PowerPoint	
<input type="checkbox"/> Do online experiments for science	
<input type="checkbox"/> Email or text message my classmates	
<input type="checkbox"/> Email or text message my teacher	
<input type="checkbox"/> Listen to books being read out loud	
<input type="checkbox"/> Look up information on the Internet	
<input type="checkbox"/> Play learning games	
<input type="checkbox"/> Read books	
<input type="checkbox"/> Send my homework to my teacher	
<input type="checkbox"/> Take tests on the computer	
<input type="checkbox"/> Use a laptop or tablet in class	
<input type="checkbox"/> Watch online videos	
<input type="checkbox"/> None of the above	
8 Do you like using a computer or tablet to write stories? (one response per student)	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
<input type="checkbox"/> Maybe	
<input type="checkbox"/> I don't know	
9 How do you use the Internet outside of school? (student may answer more than once)	
<input type="checkbox"/> Make videos to post online (YouTube)	
<input type="checkbox"/> Play in virtual worlds like JumpStart, Club Penguin or Webkinz	
<input type="checkbox"/> Play video or online games	
<input type="checkbox"/> Send e-mails	
<input type="checkbox"/> Share photos	
<input type="checkbox"/> Talk to other people online (like Skype)	
<input type="checkbox"/> To learn things from websites	

<input type="checkbox"/>	Update my profile on websites like JumpStart, Club Penguin or Webkinz	
<input type="checkbox"/>	Watch online videos	
<input type="checkbox"/>	Watch TV shows online	
<input type="checkbox"/>	Write for a blog (like a journal)	
<input type="checkbox"/>	I don't use the Internet outside of school	
<input type="checkbox"/>	None of the above	
10 What device do you use to play games? (student may answer more than once)		
<input type="checkbox"/>	Cell phone	
<input type="checkbox"/>	Smartphone	
<input type="checkbox"/>	Tablet computer	
<input type="checkbox"/>	Laptop computer	
<input type="checkbox"/>	Desktop computer	
<input type="checkbox"/>	Digital reader	
<input type="checkbox"/>	Console video game (like Playstation, Wii)	
<input type="checkbox"/>	Handheld game device (like Nintendo DS)	
<input type="checkbox"/>	I don't play online or video games	
<input type="checkbox"/>	Other	
11 Why do you think playing games at school would be a good way to learn? (student may answer more than once)		
<input type="checkbox"/>	Games make it easier for me to learn	
<input type="checkbox"/>	I would be a better thinker and problem solver	
<input type="checkbox"/>	I would be more interested in school	
<input type="checkbox"/>	I would learn how to work in teams	
<input type="checkbox"/>	I would learn more	
<input type="checkbox"/>	I would learn more about the real world	
<input type="checkbox"/>	I would learn skills that I can use in other grades	
<input type="checkbox"/>	I would practice more problems	
<input type="checkbox"/>	I would try new things through the game	
<input type="checkbox"/>	School would be more fun	
<input type="checkbox"/>	I don't want to play games at school	
12 Read these sentences. Check the box if you agree with them. (student may answer more than once)		
<input type="checkbox"/>	I am a good student	
<input type="checkbox"/>	I don't like school	
<input type="checkbox"/>	I feel safe at school	
<input type="checkbox"/>	I have good friends at school	
<input type="checkbox"/>	I know how to be safe when I am on the Internet	
<input type="checkbox"/>	I like my teacher	
<input type="checkbox"/>	I like reading books on the computer	

<input type="checkbox"/>	I like school	
<input type="checkbox"/>	I wish we could use more technology at school	
<input type="checkbox"/>	My parents ask me questions about school	
<input type="checkbox"/>	My teacher cares about me	
<input type="checkbox"/>	Sometimes school is boring	
<input type="checkbox"/>	Sometimes school is hard for me	
13	Pretend you are building a new school. What would you include in that new school for students to use? (student may answer more than once)	
<input type="checkbox"/>	A laptop for every student to use at school	
<input type="checkbox"/>	A tablet computer for every student to use at school	
<input type="checkbox"/>	Ability to use my own smartphone or tablet computer at school	
<input type="checkbox"/>	Ability to use the Internet anywhere at school	
<input type="checkbox"/>	Digital reader (like a Kindle or Nook)	
<input type="checkbox"/>	Email and text messaging	
<input type="checkbox"/>	High speed color printer	
<input type="checkbox"/>	Interactive whiteboards (such as: Smartboard, Polyvision)	
<input type="checkbox"/>	Keyboards for mobile devices	
<input type="checkbox"/>	Online classes	
<input type="checkbox"/>	Online, computer and video games	
<input type="checkbox"/>	Online textbooks	
<input type="checkbox"/>	Online tutors	
<input type="checkbox"/>	School website or portal	
<input type="checkbox"/>	Tools to create videos	
<input type="checkbox"/>	Tools to help me organize my schoolwork	
<input type="checkbox"/>	Tools to work with others (blogs, wikis, GOOGLE Docs, etc)	
<input type="checkbox"/>	Other	

Open Ended:

14.) Using technology and the Internet, students just like you are working on projects and exchanging ideas with students from other countries. If we could do a project with a class from another country, what kind of project would be fun to do using technology? What country would you like to work with? What kinds of technology could we use? What would you learn from these other students? What country would you like to work with? What kinds of technology could we use? What would you learn from these other students?