

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, Government, Civics, Career or Job Training, Science (Extension)

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. Review vocabulary and start with the warm-up activity, 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 the Speak Up survey.

Activity List

1. [Warm-up Exercise – How do you use technology? \(10 minutes\)](#)
2. [Class Discussion – Digital Footprint Debate \(20 minutes\)](#)
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 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

Resources

- Poster board or white board to record ideas
- Writing journals and/or paper
- Pencils

Teacher Preparation

- Confirm registration of your school at: <http://www.speakup4schools.org/speakup2013/>
- Preview the Speak Up 2013 Survey questions by contacting the Speak Up Team at speakup@tomorrow.org or going to: 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.

- *Critical thinking*
- *Digital reader (such as: Kindle, Nook)*
- *Interactive Whiteboard (SmartBoard, Polyvision)*
- *Laptops, Netbooks and Laptops*
- *Learning management systems (such as Blackboard)*
- *Mobile devices (smartphone, tablet)*
- *Mobile apps*
- *MP3 player (like an iPod or iPod Touch)*
- *Online class/courses, MOOCs*
- *Online textbooks*
- *Podcast*
- *PowerPoint*
- *School portal*
- *Smartphone (iPhone, Droid)*
- *Simulations*
- *Skype*
- *Social Networking*
- *Tablet PC (such as iPad)*
- *Text messaging*
- *Twitter*
- *Video game player like xbox, Playstation or Wii*
- *Virtual Worlds/ massively multiplayer online games (MMOG) (like World of Warcraft)*
- *Blogs*
- *Website*
- *Digital footprint*

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.

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:

Which of these things do you regularly do for schoolwork? (Check all that apply)

- Access class information online (such as: grades, teacher's notes or presentations, podcasts)
- Access online databases or real time data (such as from Google maps)
- Communicate with other students using a webcam, skype or online chat
- Communicate with other students using text messaging
- Communicate with teachers using text messaging
- Conduct virtual experiments or simulations
- Create multi-media presentations for an assignment
- Get help from an online tutor
- Listen to a podcast for a class
- Play educational games
- Post online digital content (writing, videos, artwork) that I have created to get feedback from others
- Post to blogs or wikis
- Record or video a teacher lecture or lab
- Take photos of school assignments or materials using my mobile device
- Take tests online
- Upload assignments and homework to school portal
- Use a laptop or tablet that is assigned to me
- Use Google drive for education
- Use mobile applications to keep organized
- Use my social networking site (such as Facebook) to collaborate with classmates on a project
- Use online textbooks or other online curriculum
- Use Twitter to communicate or to follow others
- Watch a video I find online to help with homework
- Watch an online video created by my teacher
- Other

In some schools, students can now use mobile devices (such as smartphones, laptops, tablets, digital readers) in class to support learning. How have you used a mobile device to help you with your schoolwork? (check all that apply)

- Access online textbooks
- Access Facebook or other similar sites
- Access the school network when at school
- Access the school network outside of school or at home
- Access Twitter
- Check grades
- Communicate with classmates and teachers
- Create Videos
- Learn about school activities
- Look up information on the Internet
- Organize my schoolwork assignments
- Participate in a class poll
- Play educational games

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Project
Tomorrow



2013
Speak Up

- Receive reminders and alerts about upcoming tests or assignment due dates
- Record or video lectures or labs so that I can review them later
- Take an online test
- Take photos of assignments
- Take notes for class
- Text my teacher questions in class
- Upload or download information from my teachers' website and/or the school's portal
- Use mobile apps
- Use the calculator
- Use the calendar
- Work on projects with my classmates
- Write papers or do homework assignments
- I have not used a mobile device for school work
- Other

Which of these social media tools or applications do you use outside of school? (Check all that apply)

- Communicate with others through discussion boards, social networking sites, chat or online communities
- Communicate with others through text messaging
- Create videos to post and share with others (such as: YouTube, Facebook video)
- Download and view videos from the Internet
- Follow blogs that interest me
- Participate in an online community around a topic that I am interested in
- Participate in massively multiplayer online games (MMOG) or other virtual reality worlds (such as World of Warcraft)
- Participate in online/mobile app games (such as: Words With Friends, Facebook games)
- Social media apps (such as: Instagram, Snapchat, Vine)
- Stream TV shows/movies from the internet (such as: Hulu, Netflix)
- Take an online class
- Talk to others over the Internet (such as: Skype, Facetime or iChat)
- Update my social networking profile (such as Facebook)
- Use educational mobile apps (such as: graphing calculator, vocabulary lists, language translators)
- Use Twitter to communicate or to follow others
- Use web tools/mobile apps to create a list of resources I want to share or remember (such as: Evernote, Pinterest)
- Use web tools for writing collaboratively with others (such as GOOGLE docs)
- Write or contribute to a blog (my own or someone else's)
- None of the above
- Other

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 – Digital Footprint Debate (20 minutes)

Your digital footprint is the information that is available online about you from what you and others have posted. Discuss the type of information students “leave” online. In their journals, ask students to write a quick response to each of the following questions:

- *Should students be concerned about the information posted online about them? Why or why not?*
- *Can your digital footprint impact your future?*
- *How much control should you have over your digital footprint?*

Read each journal question and have students move to a side (or corner) of the room that best represents their opinion. Allow students from each group to share their viewpoints. Review the questions below and compare them to the opinions shared during the class debate.

Which of these statements reflect your thoughts about digital footprints (information that is available online about you from what you and others have posted)? (Check all that apply)

- | | |
|--|--|
| <ul style="list-style-type: none">○ I am careful about what I post about myself online○ I am careful about what I post about others online, so that I do not damage their reputation or get them into trouble○ I am careful about what I send or text privately○ I have advised my friends not to post certain things online that could get me in trouble○ I have advised by friends not to post certain things online that could get them in trouble○ I have stopped interacting with someone online based on what they posted to their profile○ I look at other people’s digital footprints to determine whether I want to have an online connection with them○ I think it is important to have a positive online profile | <ul style="list-style-type: none">○ I use digital footprints to find people to collaborate or connect with online○ I worry about what others post online about me○ I worry about what will still be online 5 years from now about me○ I worry what others will think about me based upon whom I am connected with online○ My digital footprint accurately presents an image of my future directions and goals○ My digital footprint accurately presents an image of who I am at this time○ I do not regularly post much about myself online○ I have not thought about this before |
|--|--|

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.

Mind/Shift: KQED.org Schools and Students Clash Over Use of Technology
<http://blogs.kqed.org/mindshift/tag/speak-up-2011/>

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The High School Student and Online Learning: Be Prepared To Succeed
<http://www.sys-con.com/node/1963437>

Kids Today
<http://www.schoolcio.com/article/kids-today/51702>

One to One computing platform helps kids explore technology, world
<http://www.schoolcio.com/article/one-to-one-computing-platform-helps-kids-explore-technology-world/51005>

eSchool News: Technology News for Today's K-20 Educator – a great source for current technology news.

<http://www.eschoolnews.com/freesn/index-cfm/?i=58076>

**Requires a complimentary, digital subscription for access.*

NEAToday: Should Schools Embrace "Bring Your Own Device"?
<http://neatoday.org/2012/07/19/should-schools-embrace-bring-your-own-device/>

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 five challenges or obstacles to using technology and the Internet for schoolwork. Is there any problem that is common to most challenges? What are some 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. Review the questions below and compare the responses to the list generated by the class.

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

- Cannot access Twitter, Facebook or other social media sites
- Cannot communicate with classmates using text messaging at school
- Cannot use my own mobile devices (cell phone, smartphone, tablet computer, etc.) at school
- My assignments don't require using technology
- Not enough computers or they don't often work
- Printers are not available for my use or my school charges me to print documents
- Teachers don't know how to use the technology
- Teachers limit our technology use
- The Internet is too slow
- There are too many rules against using technology at my school

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- Websites that I need are blocked (through school filters or firewalls)
- Not a big deal. I rarely use the technology at my school
- Other

Next, review the question below and have the students design their own schools. *What is first thing they would change at the school about technology? How does their choice help students learn?*

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

- Ability to access the Internet anywhere at school
- Ability to use my own mobile devices at school (such as smartphones and tablets)
- Adaptive learning software which adjusts levels of difficulty and content to address your needs
- Chat rooms to discuss topics with students while in class
- Digital content (such as: databases, electronic books, animations, videos etc)
- Digital media creation tools (video, audio)
- Digital reader (such as: Kindle, Nook)
- Educational mobile apps (such as: graphing calculator, vocabulary lists, language translators)
- Electronic portfolios for students
- Games or virtual simulations
- Handheld student response systems
- High speed color printers
- Interactive whiteboards (such as: Smartboard, Polyvision)
- Keyboards for mobile devices
- Laptop for every student to use at school
- Learning management systems (such as Blackboard)
- Online classes
- Online tests and assessments
- Online textbooks
- Online tutors
- School website or portal
- Simulations
- Social media tools for collaboration and communications (blogs, wikis, social networking sites)
- Tablet computer (such as iPad) for every student to use at school
- Text messaging
- Tools to help me organize my work (such as: organize my assignments, take notes, organize my ideas)
- Video conferences and webinars
- Virtual reality games or environments
- Other

Extend this activity by having students write a letter or design a presentation in which they evaluate the problem, their solution(s), and how their solution(s) will benefit student learning.

5. Class Activity: Our Voices, Our Futures

Students in grades 6th-12th 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.

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How would you like your school to help you explore careers or to get prepared for a future job? (check all that apply)

- Allow me to take career preparing community college or trade school classes for credit
- Allow us to take field trips to visit companies and meet successful role models
- Have a program during the school day about future careers
- Have after school or Saturday programs about future careers
- Learn about careers through social media like Twitter and Facebook
- Learn from teachers who have worked in the professional field I'm interested in
- Let career professionals teach lessons at school
- Provide a self-assessment test to identify my career interests or strengths
- Provide access to websites with information about careers
- Provide "Day in the Life" podcasts or videos about different jobs
- Provide information about mobile apps to explore careers
- Provide information about summer career exploration programs
- Provide information about summer or part-time jobs or internships in my field of interest
- Provide more career technical education classes at school so that I can learn about future jobs
- Tell me about competitions that allow me to assess my skills against other students
- Use the same tools in my classroom that professionals use at work
- Work with mentors who can help me with my college and career planning
- Other

6. Wrap Up – The Big Picture

As with previous years, the Speak Up survey concludes with 2 open-ended questions that focus on big-picture thinking. You may assign these questions to students as a homework assignment.

1.) Technology has made it easier for students to connect with other students and experts all around the world. And to work together to solve real problems. If you could dream up a project to work on with other students to solve a local, national or global problem, how could you use technology to do that? Tell us about your dream project and the problem you want to solve. How would you recruit other students and experts to work on your team? What digital tools and resources would you use within your project? How would the use of that technology make your project successful?

2.) Some students are using social media tools, videos, online games and even massively open online courses (MOOCs) outside of school to explore or teach themselves about academic or school topics that interest them. How are you using technology outside of school to learn new things or skills? What are you learning about? What digital tools or resources are you using? What do you like or dislike about this type of self-directed, interest-driven learning?

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/speakup2013/>. 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 2014. 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

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

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- 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 Reading

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

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

College and Career Readiness Anchor Standards for Speaking and Listening

<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.

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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.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

College and Career Readiness Anchor Standards for Writing

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

Text Types and Purposes

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.