

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

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 – Technology Use \(10 minutes\)](#)
- [Group Activity – Digital Citizenship \(10 minutes\)](#)
- [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 speakup.tomorrow.org
- 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 – The survey is open until 01/18/2018

- 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 question is 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 speakup.tomorrow.org to enter the results. You will need your school name, state, and secret word. 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. A flyer is available at http://www.tomorrow.org/speakup/promo_parent_invite_flyer.html 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.

- Computer
- Digital games
- Digital Citizenship
- Firewalls
- Interactive Whiteboard (SmartBoard, Polyvision)
- Internet
- Laptops, Chromebooks, and 2-in-1 laptops
- Mobile app
- Mobile device
- Mobile reading device (like a Kindle)
- Online class/courses
- Online textbooks
- Online/virtual school
- Podcast
- PowerPoint, Prezi
- Coding programs (like Scratch or Minecraft)
- School portal (Blackboard)
- Search engine
- Smartphone, (iPhone, Samsung Galaxy)
- Simulations
- Skype
- Social Networking
- STEM (science, technology, engineering and math)
- Tablet (like an 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, 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 technology at school to help you with learning? (One response per student)

- Look at my grades
- Read a book on a mobile device
- Take tests on the computer
- Make a PowerPoint
- Text message other students for help
- Text message my teacher with questions
- Email my teacher with questions
- Go online to do a project with other students
- Go online to watch a video
- Watch a video my teacher made for me
- Play digital learning games

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?

- Make videos to post online (like YouTube)
- Play in virtual worlds like JumpStart, Club Penguin, or Webkinz
- Play video or online games
- Send emails
- 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

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 – Technology Use (10 minutes)

Review the sample survey questions below. As a class, discuss how often students use technology and the Internet inside and outside of school, and if they think it is important to use at school.

Do you use the Internet at home to help you with learning or schoolwork? (Question 5)

- Every day
- A few times a week
- A few times a month
- Once a month
- Every few months
- Never

***How often do you use technology at school to help you with learning?
(Question 6)***

- Every day
- A few times a week
- A few times a month
- Once a month
- Every few months
- Never

Do you think all students should be able to use a laptop, tablet, or Chromebook at school?

- Yes
- No
- Not sure

3. Group Activity: Digital Citizenship (10 minutes)

Digital citizenship is the set of norms of appropriate, responsible behavior with regard to technology use. These are some examples of how to be a good digital citizen that you may go over with your students:

- Appreciating that everyone has digital rights as well as responsibilities to the society at large
- Knowing how to be safe online and use safeguards to protect our information and ourselves
- Knowing how to use various communications tools appropriately
- Knowing how to use, and how to learn to use, technology for learning purposes
- Learning how to be an effective consumer in a digital economy
- Learning how to protect one's self from the physical and psychological dangers of technology use
- Understanding ethical and lawful use of digital tools
- Understanding that not everyone has access to technology
- Understanding what are appropriate and inappropriate digital behaviors

Choose a few of these and ask students to brainstorm examples of good digital citizenship according to those practices. Next, have them respond to the sample questions below.

***A good digital citizen is a student who knows how to use technology in the right way and knows how to be safe online. Have you been taught how to be a good digital citizen?
(One response per student) (Question 10)***

- Yes
- No
- Not sure

Who taught you how to be a good digital citizen? (Question 11)

- After school program leader
- Classroom teacher
- Computer teacher
- Older students
- Parents or other family members
- Police officer
- School librarian
- I learned on my own
- No one has taught me this
- Other

4. 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:

What is your favorite online game or computer activity that helps you with learning?

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

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

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

School contacts will be notified when the Speak Up data is available in February 2018. 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/for-students>

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
- b. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices..
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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.

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 (K-5)

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

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.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.

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.

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)	Number of Responses
<input type="checkbox"/> Preschool	
<input type="checkbox"/> Kindergarten	
<input type="checkbox"/> Grade 1	
<input type="checkbox"/> Grade 2	
2 Raise your hand if you are a... (One response per student)	Number of Responses
<input type="checkbox"/> Girl	
<input type="checkbox"/> Boy	
<input type="checkbox"/> Decline to state	
3 How much do you know about how to use technology? (One response per student)	Number of Responses
<input type="checkbox"/> I know more than others in my class	
<input type="checkbox"/> I know the same as others in my class	
<input type="checkbox"/> I know less than others in my class	
4 Which of these mobile devices do you have for your own use? Don't count devices that your school has given you to use. (Student may answer more than once)	Number of Responses
<input type="checkbox"/> Phone that does not have Internet	
<input type="checkbox"/> Phone with Internet (like iPhone, Samsung Galaxy)	
<input type="checkbox"/> Laptop	
<input type="checkbox"/> Laptop that can turn into a tablet	
<input type="checkbox"/> Chromebook	
<input type="checkbox"/> Tablet (like an iPad)	
<input type="checkbox"/> Mobile reading device (like a Kindle or Nook)	

5	Do you use the Internet at home to help you with learning or schoolwork? (One response per student)	Number of Responses
	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
6	How often do you use technology at school to help you with learning? (One response per student)	Number of Responses
	<input type="checkbox"/> Every day	
	<input type="checkbox"/> A few times a week	
	<input type="checkbox"/> A few times a month	
	<input type="checkbox"/> Once a month	
	<input type="checkbox"/> Every few months	
	<input type="checkbox"/> Never	
7	A good digital citizen knows how to use technology in the right way and knows how to be safe online. Have you been taught how to be a good digital citizen? (One response per student)	Number of Responses
	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
	<input type="checkbox"/> Not sure	
8	Which of these do you use when you are at school? (Student may answer more than once)	Number of Responses
	<input type="checkbox"/> I use my own mobile device (phone with Internet, tablet, laptop) to help with schoolwork	
	<input type="checkbox"/> Laptop	
	<input type="checkbox"/> Tablet (like an iPad)	
	<input type="checkbox"/> Chromebook	
	<input type="checkbox"/> Computers in the library	
	<input type="checkbox"/> None of these	
9	Are you a good at solving math problems? (One response per student)	Number of Responses
	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
	<input type="checkbox"/> Not sure	

10	What would help you become a better math student? (Student may answer more than once)	Number of Responses
	<input type="checkbox"/> Having a math tutor	
	<input type="checkbox"/> Doing math problems with a friend	
	<input type="checkbox"/> Doing hand-on math activities	
	<input type="checkbox"/> Doing math problems from a textbook or on a worksheet	
	<input type="checkbox"/> Having a teacher who likes math	
	<input type="checkbox"/> Playing math games on a computer	
	<input type="checkbox"/> Watching videos or movies about how to do math	
	<input type="checkbox"/> Doing math puzzles	
	<input type="checkbox"/> Having an older student help me with math	
	<input type="checkbox"/> Playing counting games	
	<input type="checkbox"/> Singing songs about math	
	<input type="checkbox"/> Using math blocks, counters, and shapes	
	<input type="checkbox"/> Other	
11	Imagine you are building a new school. Which of these things would you have in that school to help students learn? Mark the things you would want. (Student may answer more than once)	Number of Responses
	<input type="checkbox"/> Chromebook or laptop for every student to use at school	
	<input type="checkbox"/> Google Apps for Education	
	<input type="checkbox"/> Interactive whiteboards	
	<input type="checkbox"/> Internet access anywhere at school	
	<input type="checkbox"/> Mobile apps for learning	
	<input type="checkbox"/> Online tests or quizzes	
	<input type="checkbox"/> Online textbooks	
	<input type="checkbox"/> Online tutors	
	<input type="checkbox"/> Digital learning games	
	<input type="checkbox"/> Online videos and movies	
	<input type="checkbox"/> Tools to connect and work with others (like Edmodo)	
	<input type="checkbox"/> Tablet for every student	
	<input type="checkbox"/> Tools to make videos	
	<input type="checkbox"/> Other	

12	What is your favorite way to read a book or story? (One response per student)	Number of Responses
	<input type="checkbox"/> Reading it as a printed book	
	<input type="checkbox"/> Reading it on a tablet or a computer	
	<input type="checkbox"/> Having the story or book read to me by the computer	
	<input type="checkbox"/> Reading the words while watching a video or movie	
13	When you grow up, would you like a job that uses science, math, or computers? (One response per student)	Number of Responses
	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
	<input type="checkbox"/> Maybe	
14	Would you like to learn how to write programs to make computers do things, like in Scratch or Minecraft? (One response per student)	Number of Responses
	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
	<input type="checkbox"/> I already do this myself	
	<input type="checkbox"/> I already do this in school	
	<input type="checkbox"/> I already do this in an after school program	

