DATE

Erasmus+

PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

FREEDOM AND TECHNOLOGY

LESSON PLAN

Lesson Topic
Freedom and Technology

Subject	Class	Curriculum Links
English/Personal Awareness Lesson	6th Form (17-18 year old students)	English ICT SOK

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Writing for and against essays Debating: listening/speaking
Links with *future* lesson(s)	Creative writing Debating Vocabulary related to relationships and HR
Cross curricular links *before* the lesson	Digital skills HR
Cross curricular links *after* the lesson	Vocabulary related to relationships and HR HR Charter European Convention of HR

Learning Objective:
What happens when human beings try to control others Respecting privacy Awareness of dependence of technology Developing critical and analytical skills Vocabulary related to technology and human relations Vocabulary related to HR and freedom

Learning Outcomes:

1. Express their understanding of relationships and technology
2. Learn new vocabulary related to technology
3. Will be able to use video technology, ICT tools
4. Develop skills in debating and public speaking

Pre-Lesson Preparation	ICT Resources
Video clip, props, mobile phones, paper and pens, instructions for facilitators	Projector, screen, laptop

Prior Learning / Assessment to inform planning

For example:

Information about dependence of young people on technology

Knowledge of the students from the classroom of various subjects

Knowledge of intergenerational relationships

Key Vocabulary

ICT: Download, upload, streaming, virtual space, interactive platform, mobile surveillance, digital manipulation

Personal Development and Relationships: Over-protection, helicopter parenting, control, manipulation, addiction, vigilance, possessiveness, insecurity and fear, freedom.

Key competencies development:

1. **Listening:** Listening and understanding native speakers' discourse.
2. **Speaking:** Expressing ideas clearly and develop debating skills, speaking in front of an audience.
3. **Reading:** Understand the given tasks (look on the web for short texts about the effect of technology on young people)
4. **Writing:** Develop a mind map, produce a script and stage it in front of your friends

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5mins		**Ice-Breaker**			*see Appendix 1
2mins	**1**	**Lead In:** One question about sts' use of gadgets and their dependency on them	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher
10mins	**2**	**Cloze Passage:** fill in the blanks with provided IT related words	Sharing answers in small groups	Reporting to the whole group what has been discussed and project results on screen	*see Appendix 2 Teacher, writing material, laptop, projector
5mins	**2, 3**	**Mind Map:** Present to Sts four keywords around which they will build the vocabulary to do with ICT	Write words under the following categories: 1. Virtual World 2. Cloud 3. Social Media 4. Surveillance Apps	Group work and reporting to the whole group	Teacher, writing material, laptop, projector
5mins		**Ice-Breaker**			*see Appendix 3
15mins	**1, 4**	**Panel Discussion:** Two panels with two different and opposing questions	One group defends the mother's choice, the second group will defend the right to privacy and autonomy	Assessing use of vocabulary, sentence structure and debating skills	Teacher, laptop, projector
3mins	**1**	**Explanation of Homework**			

Home Learning/Homework

Express your personal views on an ICT controlled society.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Freedom and Technology	English

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays.
Progress was observed in students' essays and in the debate especially in terms of vocabulary learnt.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
The students were asked to watch the video but some of them did not. In group work division of tasks was not evenly distributed.
As a result of the above, students will watch the video as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.
Imaginative and creative approaches could include acting, script writing, song lyrics, poetry and article writing.

Next Steps in Learning
Connectivity between young people in Europe through digital technology.

APPENDIX 1

Beginning of the lesson before the Lead-in (4 mins).

The *Extremes Game: Where Do You Stand?* is a useful classroom icebreaker that helps people get to know each other's opinions and stances a bit better. This is important for team building (*Panel discussion*). It can be played with medium to extra large sized groups and is a good way to get everyone moving around a little bit. The game can vary in time depending on how many questions you use; in general allow for 4-15 minutes as a good range. (*4 mins in our case*)

Setup for *Extremes Game: Where Do You Stand?*

In the front of the room, create an imaginary line. All the way on the left side is one extreme, and all the way on the right side is the other extreme. Make sure there is enough space for people to stand anywhere along this imaginary line.

To play this game, a teacher will ask everyone several questions. Everyone will then respond by standing somewhere along the imaginary line according to how strong of an opinion they have on that item. For example, if a teacher asks students "coffee? or tea?" Students will stand far along the left-hand side if they strongly prefer coffee, and they will stand on the far end of the right-hand side if they strongly prefer tea. If they are neutral, they will stand in the middle.

A teacher can ask many kinds of questions. For example,

- winter or summer?
- sweet or salty?
- Hawaii or New York City?
- boxers or briefs?
- rock music or classical?
- chocolate or strawberry?
- Morning person or Night person?
- would you rather be short or tall?
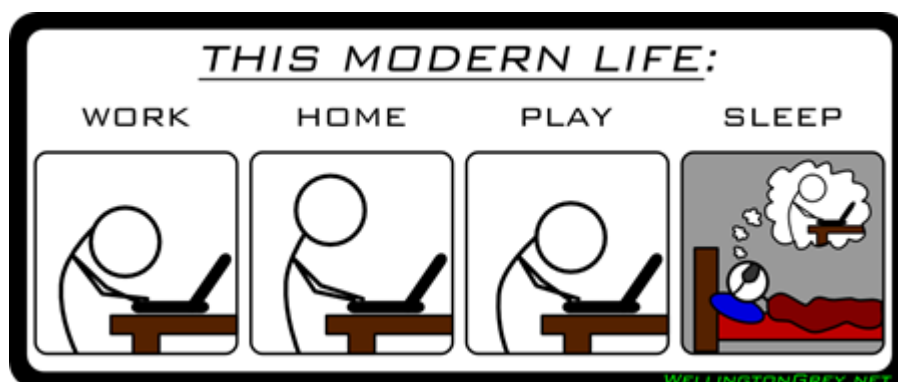- would you rather be rich or beautiful?

Many of these questions can be very funny. You can also ask many deep questions as well — use your imagination and have fun!

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities, Cloze Passage, Fill in the blanks with provided IT related words:*

Teacher's Paper:

Are We too Dependent on Technology?

Technology brought us machines, computers, cars and aeroplanes. It made the world smaller by providing good communication tools, made it possible to explore the solar system and the universe and proved that technology is truly significant in human advancement.

There's no denying technology is great, but are humans becoming too dependent on technology? Advancements in technology have enabled humans to do things that were previously unimaginable and it has certainly made many tasks easier than they were before. How many of us can go for a

week without <u>an internet connection</u> or cell phone? Do people take time to memorise phone numbers anymore? Technology has made life so convenient for humans that being without it is a very scary thought.

The term <u>social</u> has a very different meaning now. Decades ago, when you say "<u>social</u>" or you're going to a "<u>social event</u>", it means that you're going to another place and mingle or party with other people. Now, when people speak of <u>social</u>, it usually means you're active on <u>social media</u>. You have multiple <u>social media</u> accounts, older folks surely used to have their "Friendster" and MiRC accounts, then came "MySpace" and then "Facebook", "Instagram" and "Twitter". Being social nowadays means that you have many "friends" on your friends list even though you don't personally know most of them. People are more willing to talk or interact in the digital world than in real life.

Years ago, you had to physically go and spend time in the library to look for specific books to get your specific answers to your specific questions. Now we have <u>Google</u>, <u>Wikipedia</u>, <u>YouTube</u> and other <u>knowledge-based websites</u>. Plus, there are thousands of reference books that are <u>scanned</u> and converted to <u>a digital format</u> and <u>uploaded</u> to the internet.

Technology is a wonderful thing and there is no doubt that we're currently living in the age of technological advancements. It should come as no surprise that almost every aspect of our lives is now evidently becoming dependent on these complex <u>devices</u>. When the system is <u>down</u>, work comes to a standstill. <u>Emails</u> cannot be sent to clients, the <u>required data</u> are not received and sent to the essential people outside the field and all the necessary documentation that is needed for the day cannot be accomplished.

Ever since <u>smartphones</u> introduced cameras and video <u>apps</u>, everyone just wants to take a picture or take a video of everything and not live and feel the moment. Whenever you forgot your phone at home or in your car or if it gets repaired, you surely experience "<u>separation anxiety</u>". You feel incomplete or naked without your phone. Some people's schedules revolve around their phones signal strength. Many gadget - loving people are even reluctant to go on vacations to slightly remote places because there will be less <u>network coverage</u> or probably none at all. These people will be bored to death if they have not posted their Facebook <u>status</u>, <u>uploaded</u> their pictures on <u>Instagram</u> or tweeted about how the beach looks cool. Yes, it's a good thing to admire your gadgets and technology, but too much of it can leave you stressed or strung-out. Many studies and reports have shown that smartphone usage can lead to accidents and it is one of the primary causes of a poor work-life balance. It may be high time to take a step back from technology to truly evaluate society's position. We may have taken the step from regular usage to full-blown <u>addiction</u> and technology <u>dependence</u>.

Student's Paper:

Task: Fill in the blanks with the following words and phrases. You might need to use some of the words more than once:

communication tools, an internet connection, social "social event", social media, Google, Wikipedia, YouTube, knowledge-based websites, scanned, a digital format, uploaded, devices,

down, emails, required data, smartphones, apps, "separation anxiety, network coverage, status, uploaded, Instagram, addiction, dependence.

Are We too Dependent on Technology?
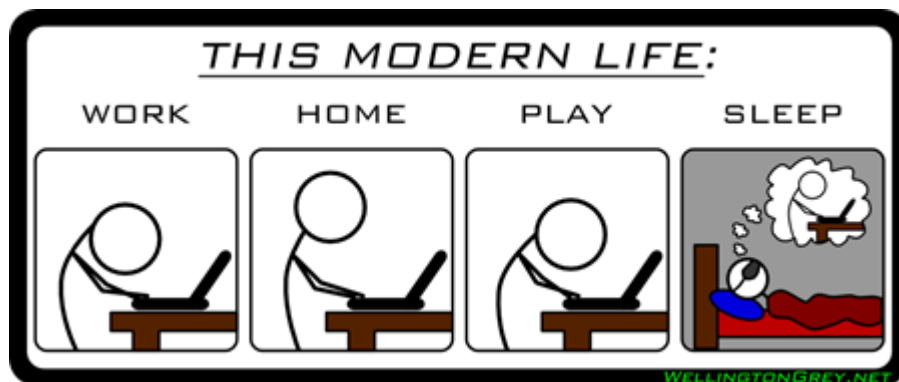
Technology brought us machines, computers, cars and aeroplanes. It made the world smaller by providing good, _____ made it possible to explore the solar system and the universe and proved that technology is truly significant in human advancement.

There's no denying technology is great, but are humans becoming too dependent on technology? Advancements in technology have enabled humans to do things that were previously unimaginable, and it has certainly made many tasks easier than they were before. How many of us can go for a week without _____ or cell phone? Do people take time to memorise phone numbers anymore? Technology has made life so convenient for humans that being without it is a very scary thought.

The term _____ has a very different meaning now. Decades ago, when you say "_____" or you're going to a "_____", it means that you're going to another place and mingle or party with other people. Now, when people speak of _____, it usually means you're active on _____. You have multiple _____ accounts, older folks surely used to have their "Friendster" and MiRC accounts, then came "MySpace" and then "Facebook", "Instagram" and "Twitter". Being social nowadays means that you have many "friends" on your friends list even though you don't personally know most of them. People are more willing to talk or interact in the digital world than in real life.

Years ago, you had to physically go and spend time in the library to look for specific books to get your specific answers to your specific questions. Now we have _____, _____, _____ and other _____. Plus, there are thousands of reference books that are _____ and converted to _____ and _____ to the internet.

Technology is a wonderful thing and there is no doubt that we're currently living in the age of technological advancements. It should come as no surprise that almost every aspect of our lives is now evidently becoming dependent on these complex _____. When the system is _____, work comes to a standstill. _____ cannot be sent to clients, the _____ are not received and sent to the essential people outside the field and all the necessary documentation that is needed for the day cannot be accomplished.

Ever since _____ introduced cameras and video _____, everyone just wants to take a picture or take a video of everything and not live and feel the moment. Whenever you forgot your phone at home or in your car or if it gets repaired, you surely experience "_____". You feel incomplete or naked without your phone. Some people's schedules revolve around their phones signal strength. Many gadget - loving people are even reluctant to go on vacations to slightly remote places because there will be less _____ or probably none at all. These people will be bored to death if they have not posted their Facebook _____, _____ their pictures on _____ or tweeted about how the beach looks cool. Yes, it's a good thing to admire your gadgets and technology, but too much of it can leave you stressed or strung-out. Many studies and reports have shown that smartphone usage can lead to accidents and it is one of the primary causes of a poor work-life balance. It may be high time to take a step back from technology to truly evaluate society's position. We may have taken the step from regular usage to full-blown _____ and technology _____.

APPENDIX 3

Before the "Panel Discussion" (4 mins)

Great Wind Blows (also known as the Big Wind Blows) is a good icebreaker that involves a bit of movement, a bit similar to Musical Chairs. The game can help break the ice and help students get to know each other a bit better. This game gets people moving which is important given that the two previous tasks are written tasks (Cloze passage and Mind map).

You'll need several chairs (one fewer than the total number of players).

Setup for Great Wind Blows Game

Arrange all the chairs to form a circle (all chairs facing inward toward the middle). One player starts in the middle, standing up. He or she begins the round.

Playing Great Wind Blows

The game is simple to play; one person in the middle starts by saying "Great wind blows for everyone who…" and then says any characteristic that is true for that person. For example, if the person has been to Canada before, he or she can say, "Great wind blows for everyone who has been to Canada." All players who have been to Canada before must stand and quickly find a new seat that is more than 2 chairs away from them. If the player is not able to find a vacant seat, he or she is the new person who is in the middle.

Some ideas include:

- Great wind blows for everyone who has been to more than 3 countries before.
- Great wind blows for everyone who hates chocolate.
- Great wind blows for everyone who loves to wear boxers.
- Great wind blows for everyone who has gone more than 2 days without showering.
- Great wind blows for everyone who is addicted to video games.
- Great wind blows for everyone who loves sushi.