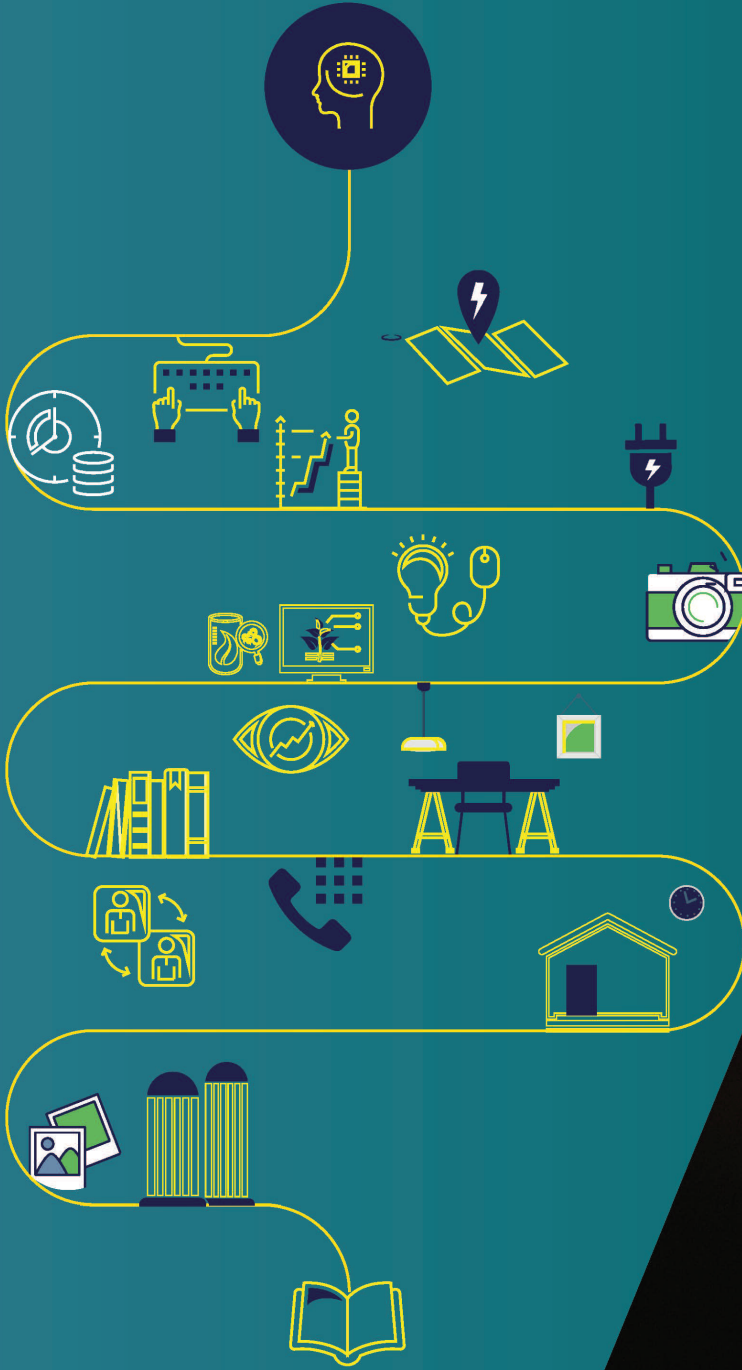


Lesson plans



contents

Introduction	5
Lesson Plans	6
Zines as a Tool	7
01 — Introduction to ethics and doing the right thing	8
02 — Technology & social media	10
03 — The technology that surrounds us	12
04 — What technology should 5th and 6th class students be allowed to access?	14
05 — Using technology to help with schoolwork and homework	16
06 — The unethical and undesirable behaviour facilitated by technology	18
07 — What have we learned about the ethical use of technology in our lives?	20
Final Project Activity	22
Additional Resources for the TimL Module	23

Overview of Course



Introduction

The Technology in my Life (TimL) project consists of a series of classes and workshops specifically designed to facilitate learning, understanding and discussion around the ethical use of technology by 5th and 6th class students in Ireland. The TimL project will achieve this by engaging the students and teachers in a variety of classes and workshops on the topic of the ethical use of technology in their lives. Specifically, this includes how to use technology in an ethical manner and in accordance with the moral and ethical standards of the school, the children's home, and society in general.

The classes and workshops will be highly interactive and include co-creation sessions where students will develop their own materials for teaching, learning and facilitating discussion on the ethical use of technology. Students will have the opportunity to showcase all materials to other students, siblings, and parents/guardians during and at the end of the project.

The core objective of the TimL project is to inform and empower students on a variety of topics including, but not limited to, the technologies primary school students can access, the use of technology (such as voice assistants) for help with homework, using the Internet and social media for contacting friends and getting information/news, and identifying and dealing with cyberbullying and other forms of unethical and undesirable behaviour facilitated by technology.

Lesson Plans

TimL will consist of a total of 7 lessons, each taking between 30–45 minutes to complete.

These timings for each lesson should be used as a guide only and lessons can be longer or shorter than recommended. Each lesson can be specifically tailored to the pedagogical preferences of the teacher and the specific student cohort they are teaching.

It is recommended that lessons are completed in order starting at Lesson 1 and working through to Lesson 7. However, teachers may schedule lessons in a different order if they believe it is appropriate to their specific circumstances and student cohort.

Lessons should ideally be carried out over the course of a two or three week period, and some time should be left between lessons and at the conclusion of the lessons to allow for student reflection.

There is a high degree of pedagogical flexibility in the lessons and teachers may adopt a variety of approaches which they deem suitable to their student cohort and classroom environment. Lessons are discussion and activity based, and a variety of support materials are provided in the teachers' manual and accompanying PowerPoint slides. In addition, a variety of promotional posters, postcards and infographics are provided.

Zines as a Tool

Zines are the recommended method for student expression and reflection, but alternative methods may be used where appropriate. Zines are short, self-made 'booklets' which the student can use for drawing or writing – please see the PowerPoint presentation on how to create and use Zines. The teacher should introduce Zines as part of Lesson 1 and take some time to show the class how to make a Zine and use this for reflection. Each student can then make a Zine of their own and write/draw their own idea about ethics, right and wrong, and anything else which has been discussed in the lessons. Students can show the Zines to the teacher, friends in class, and they can also take them home to show and discuss the issues that have been discussed with parents/guardians, siblings and other friends and family members.

Resources Needed

The resources needed for all lessons include:

- Materials required to make Zines
- A3 and A4 paper for drawing
- Stapler, scissors, glue
- Pens, markers and other materials for writing and drawing
- Magazines for collage
- Any other materials as deemed necessary by the teacher

Introduction to ethics and doing the right thing

30–45 minutes

Lesson



1

This lesson will involve a broad introduction by the teacher on the meaning of ethics. The lesson is also designed to facilitate discussion of the child's perception of the meaning of ethics and what is right and wrong.

Lesson overview

This lesson will involve a class discussion around the following broad questions on the topic of ethics:

- Have you ever heard the word 'ethics' before?
- What does 'ethics' mean to you?
- How do we know what is right and wrong?
- Where do we learn right and wrong? From parents, friends, family?
- Is it difficult to always do the right thing?

Ethics should be described as the discipline concerned with what is morally good and bad and morally right and wrong. This can vary according to the person and there is rarely only one correct answer – what one person believes is right, another person may think is wrong. The teacher may be guided by the 'Black Rhino' exercise in the Lesson 1 PowerPoint. This exercise can also be completed in the form of a story.

Additional resources

Additional guidance can be found on the PowerPoint slides and the ['Save the Rhino'](#) website.

Classroom Activity

Make a Zine and use it to reflect on what we have learned and discussed in Lesson 1. The teacher explains how to make a Zine and what they are used for. The teacher then asks the students to use the Zine to reflect on their own ideas about ethics and what has been discussed in Lesson 1. Zines can be shared between the teacher and students and used to further discuss Lesson 1.

Resources

- PowerPoint slides
- ['Save the Rhino'](#) website
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- [Walking Debate explainer from JCT Steam https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf](https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf)
- TimL posters and infographics

Technology & social media

30–45 minutes

Lesson



2

This lesson will involve an introduction to technology and social media. This lesson is designed to enable the child to make informed decisions about the ethical use of technology and their own participation in social media platforms.

Lesson overview

The lesson will also discuss the potential of social media platforms such as SnapChat, Tik Tok and Instagram to do both good and harm. The discussion will be guided by the following broad questions about technology and social media:

- What is technology?
- What technology do you use every day?
- What is social media?
- Do you use any social media platforms?
- Which platforms do you use?

Additional discussion questions:

- Can you name a famous person on social media?
- Is social media good for you?
- What is good and bad about social media?
- From parents, friends, family?
- Is it difficult to always do the right thing?

Classroom Activity

The student is asked to draw (with pencils and an A4 sheet of paper) how they see themselves on any of the social media platforms they have identified. This exercise can be completed for a variety of platforms with students drawing themselves on Tik Tok, Instagram, or Snapchat for example. One or more images can be drawn by the student depending on the time allocated for this part of Lesson 2. They should then draw how they see themselves offline in real life.

It may be helpful to suggest drawing the student as they see themselves playing sports, dancing, at home with family, etc. Again, one or more drawings can be made depending on the time available. The two drawings can be compared and discussed by the teacher and class. Zines can be used for reflection at the end of this lesson if the teacher deems necessary.

Resources

- PowerPoint slides
- TimL posters and infographics

The technology that surrounds us

30–45 minutes

Lesson



3

Technology is everywhere, and we are surrounded by technology in our daily lives. The purpose of this lesson is to identify and reflect on the technology that surrounds us and the impact this may have on the way we work and socialise with friends and family.

Lesson overview

The teacher facilitates a discussion around the following:

- Can we identify the technology in the classroom? Ask the students to count how many technology items they can see in the classroom (e.g. laptop, TV, projector, computer, phone, lights, etc).
- What technology is in your home (e.g. in the kitchen, the living room, the bedroom)?
- Where can we go to get away from technology?
- Is there anywhere you have been where there was absolutely no technology?

Ask the student to draw themselves the last time they were away from all technology. This drawing can be shared and discussed in class between the students.

The teacher then facilitates a discussion around the topic of using technology for schoolwork and homework:

- Do you use technology for schoolwork or homework?
- Does technology help you learn and help with schoolwork?
- Is using technology for homework ethical?

This discussion should be expanded by the teacher to include asking how technology can help with learning and schoolwork, and how technology can be a distraction when doing homework.

Classroom Activity

Ask the students to make a Zine about what has been discussed in this lesson. This can be shared with the teacher and classmates.

An alternative activity might be to ask groups of students to create a story around the use of technology for homework. The story can be guided by the teacher, and students can be given the opportunity to tell – or act out – their story for the entire class.

Resources

- PowerPoint slides
- [Video How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

What technology should 5th and 6th class students be allowed to access?

30–45 minutes

Lesson



As we discussed in the last lesson, many 5th and 6th class students will have access to advanced technology. This lesson involves a discussion about the technology that students may have direct access to and the ethical implications of using this technology in their daily lives and for schoolwork.

4

Lesson overview

The discussion is guided by the following question:

- Ask the students again about the technology they have access to.
- This could be a games console, TV, computer, iPad, mobile phone, etc.
- Ask the students to count the number of technology items they have access to and own themselves.
- Is there anywhere you have been where there was absolutely no technology?

Classroom Activity

Ask the students to draw themselves in the centre of an A4 page surrounded by the technology items they have access to and own themselves. This drawing can be compared to the drawing in Lesson 3 when they were totally away from all technology.

Ask the students to compare these two drawings and discuss with each other individually or in groups. The teacher should pay particular attention to how the child draws themselves in each picture. The discussion should focus on any opinions the students have about themselves when they are/are not surrounded by technology.

Zine time – ask the students to make a Zine and write, draw, and/or collage what they have learned from Lesson 4.

Resources

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

Using technology to help with schoolwork and homework

30–45 minutes

Lesson



We all use technology to help us in our work, from accountants to farmers, from lorry drivers to doctors. Start this lesson by asking the students to name the technology they use for their homework as discussed in Lesson 3. You can refer to the Lesson 3 materials, and ask the students to make a list.

5

Lesson overview

Then ask the students if they can name the technology that their parents/guardians use in work. This could be computers, vehicles, farm technology, etc. depending on the parents' jobs.

Then ask what technology can help the children in their schoolwork. The objective of this lesson is to focus specifically on the ethical implications of using technology for getting help with schoolwork and homework. This discussion can be expanded to include a discussion about the use of social media for homework and the ethical implications of this.

The teacher now has the opportunity to tell a brief story about a student using technology for their homework. Mary is

using Alexa to get help with her Maths homework. Cian gets help with his Irish homework from friends on Tik Tok. Alissa does not have access to Alexa or a mobile phone, so she asks her Mum to help with English spellings. Which student is most ethical? The story does not have a definitive answer as to which of these is most ethical.

This story leads into the following questions to form the basis for a larger class discussion:

- Have you ever asked Alexa or Siri to help with homework?
- Is there a difference between asking Alexa or Siri to help with homework and asking parents or a sibling to help?
- Is it ethical to use technology to help with homework?

Classroom Activity

Make a Zine and ask the class to write and draw what has just been discussed about how technology can help with schoolwork. Students can show the Zines to the teacher, friends in class, and they can also take home to show and discuss the issues that have been discussed in this lesson with parents.

Resources

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

The unethical and undesirable behaviour facilitated by technology

30–45 minutes

Lesson



Previous lessons have discussed how technology can help us in our lives and with schoolwork. Unfortunately, technology can also do harm and be used in unethical ways. This lesson is designed to highlight and discuss ways where technology can be used unethically and in other ways that might hurt people.

6

Lesson overview

This class discussion is guided by the following questions:

- Do you think that technology could be used, on purpose or accidentally, in unethical ways that might hurt people?
- Can you think of an example?
- How could social media such as Snapchat and Tik Tok be used to hurt people or

used unethically?

- Can you think of examples?

This should lead to a broader discussion about whether or not this potential for unethical use of technology should mean that students have access to technology.

Classroom Activity

Can the class reach agreement on the age they should be given mobile phones, for example? Answers to this question can be shown in a variety of ways such as by walking debates or groups of students attempting to come to an agreed age.

Ask the students in groups to redesign the SnapChat app (or another piece of technology such as a mobile phone) to make it less likely to be used unethically or to hurt people (whether on purpose or accidentally).

Alternatively, ask the students in groups to develop a story about their redesigned Snapchat app and how it will now be used. The story can be told to the class or acted out by the students.

Ask the students to make a Zine and write/draw what has just been discussed about unethical use of technology and social media. Students can show the Zines to teacher, friends in class, and they can also take them home to show and discuss the issues that have been discussed in this lesson with parents.

Resources

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- [Walking Debate explainer from JCT Steam https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf](https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf)
- TimL posters and infographics

What have we learned about the ethical use of technology in our lives?

30–45 minutes

Lesson



This lesson wraps up and summarises what has been discussed in the previous lessons. The main purpose is to re-emphasise the main points from Lessons 1–6, and to reflect on these issues. Particular attention should be paid to any key points of topics of particular interest raised in previous lessons.

7

Lesson overview

If Zines are used as the main method or reflection, the Zines can be used to create a presentation for the entire school and parents/guardians.

The teacher should start the lesson by summarising the main points of the previous Lessons 1–6. The main points may be as follows:

- Technology is everywhere and can be difficult to get away from.
- Technology can help with our schoolwork, but can sometimes be unreliable and we should not always trust what we see and hear on social media.
- Despite this, technology can be a great help for our schoolwork and very positive in our lives.
- We have to understand how to use technology ethically in our lives, and particularly for our schoolwork.

This reflection on previous lessons can facilitate the following discussion:

- Do you think you know how to use technology ethically in your life and for schoolwork?
- Did our previous conversations change your mind about technology in your life and how to use technology more ethically?
- What did you enjoy about our discussions in the previous lessons?

These questions are designed to allow the students to think about whether or not they have an improved idea of what is ethical and unethical about how they use technology in their lives. Use this discussion as the basis for asking if the students are now more confident about these topics. Get examples and stories from the students if possible. Zines and stories created by the students in previous lessons may be used here.

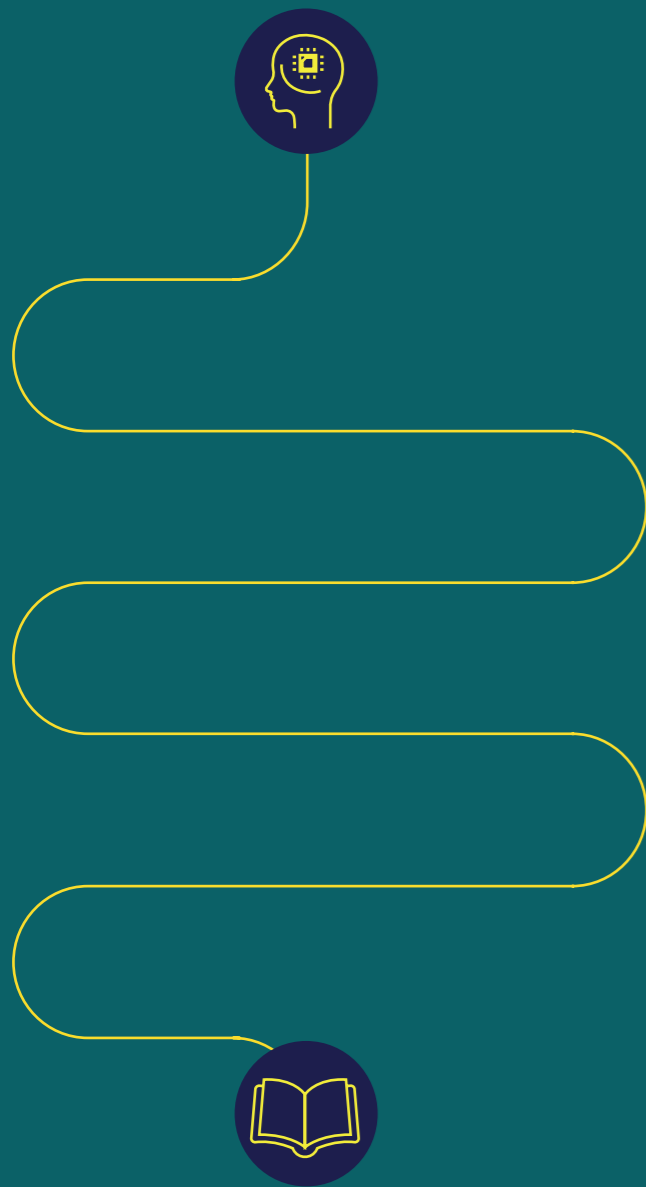
Classroom Activity

Ask the students to draw a picture of themselves using technology ethically in their lives. The students can also be asked to develop a story of using technology in their lives - the story can be read or acted to the class.

Resources

- PowerPoint slides

Final Project Activity:



Lesson overview

The students complete a final project either in groups or individually. The teacher asks the students to make a very special Zine about all they have learned as part of this course. Students can also include other Zines, drawings and stories they have created for previous lessons. All Zines and pictures are then brought together and the students organise the material for display. This can be done in any appropriate way, and the result should be a prominent display of a selection of Zines and other materials from each of the students. If possible, ask other classes to look at the Zines and make space for inter-class discussion on these topics. Parents/Guardians may also be invited to see the Zine display.

Resources

- PowerPoint slides
- TimL posters and infographics

Additional Resources for the TimL Module

The following external resources might be useful for teachers for lesson preparation:

- DigiTown Digital Resources — A learning path for 9–12 year olds to become smart digital citizens
- <https://www.medialiteracyireland.ie/resources/all-aboard-for-digitown>
- Webwise Parents Hub
- <https://www.webwise.ie/parents/>
- Primary School Curriculum from SchoolDays.ie
- <https://www.schooldays.ie/articles/primary-schools-curriculum>
- Social, Personal & Health Education document from curriculumonline.ie https://www.curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf
- Curriculumonline.ie details for 5th and 6th class students <https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/Fifth-and-Sixth-class/>
- Green teen memes: how TikTok could save the planet <https://www.theguardian.com/environment/2020/aug/28/green-teen-memes-how-tiktok-could-save-the-planet-aoe>

Lesson 1

- PowerPoint slides
- [‘Save the Rhino’ website](#)
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- [Walking Debate explainer from JCT Steam https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf](https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf)
- TimL posters and infographics

Lesson 2

- PowerPoint slides
- TimL posters and infographics

Lesson 3

- PowerPoint slides
- [Video How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

Lesson 4

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

Lesson 5

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- TimL posters and infographics

Lesson 6

- PowerPoint slides
- Video [How to make a Zine from One Piece of Paper](#) by The Oregonian
- [Walking Debate explainer from JCT Steam https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf](https://www.jct.ie/perch/resources/english/walking-debate-strategy-sheet-2.pdf)
- TimL posters and infographics

Lesson 7

- PowerPoint slides

Final Project Activity

- PowerPoint slides
- TimL posters and infographics