

Life Without Technology

STANDARDS:

AASL: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. Discover and innovate in a growth mindset developed through experience and reflection.

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

OBJECTIVE

Students will explore how technology impacts their daily lives.

OPENING ACTIVITY

CHOOSE 1:

Directions for each on following pages

- Small group map out a life without technology.
- Whole group activity: Would You Rather

OPTIONAL READ-ALOUDS

- Choose a read-aloud to show how technology plays a role in our lives.
- Have students think about and be prepared to discuss how the character's life would be different without technology.

REFLECT & WRAP UP

Choose 1:

- What technology could you live without?
- Would You Rather (if you didn't play earlier)
- Fist to Five Technology (directions follow)

Technology Use Analysis

STANDARDS:

AASL: Reflect on the purpose and impact of different technologies. Use evidence to evaluate the role and value of technology in daily life. Analyze personal technology use and its effects on daily routines and enjoyment.

ISTE: Understand and evaluate the impact of apps and digital tools on their lives. Analyze and rank different digital tools based on their usefulness and enjoyment.

OBJECTIVE

Students will analyze and reflect on the apps they frequently use.

OPENING ACTIVITY

CHOOSE 1:

- Directions for each on following pages
- Whole Group Technology Fun-o-meter
 - Human Meter (no print)

OPTIONAL READ-ALOUDS

- Choose a read-aloud to show how technology plays a role in our lives.
- Have students think about and be prepared to discuss how the

INDEPENDENT WORK AND/OR STATIONS

You can have students choose one of the following activities, you can assign one, or you can have them set up as stations.

- Tech Planner
- Tech Graph
- Technology Fun-O-Meters

Personal Tech Evaluation

STANDARDS:

AASL: Reflect on personal and shared knowledge to make informed decisions. Use evidence-based practice to make thoughtful decisions. Evaluate personal experiences to determine areas for improvement and growth.

ISTE: Students understand the impact of their technology use and make informed decisions about their digital habits. Students set personal goals for their technology use and reflect on how it helps or hinders them. Students evaluate the purpose and value of the technology they use in their daily lives.

OBJECTIVE

Students will reflect on and evaluate their personal technology use, and the impact it has on their daily lives.

OPENING ACTIVITY

CHOOSE 1:

- Directions for each on following pages
- Small group reflection chart on technology use
 - Partner Technology Interview

OPTIONAL READ-ALOUDS

- Choose a read-aloud to show how technology plays a role in our lives.
- Have students think about and be prepared to discuss how technology affected the character's life.

INDEPENDENT WORK AND/OR STATIONS

- Technology Use Reflection - cut & paste
- Technology Inventory & reflection

You could also place all 4 of these activities at a station and have students choose which to complete. Just skip the opening activity, and start with a read-aloud.

3 STANDARDS-BASED LESSONS. LESSONS CONNECT TO AASL & ISTE STANDARDS FOR STUDENTS. EACH LESSON INCLUDES SUGGESTED READ-ALOUDS, ENGAGEMENT ACTIVITIES, INDEPENDENT WORK THAT CAN BE USED AS STATIONS, AND REFLECTION ACTIVITIES

SMALL GROUP MIND MAP

SET IT UP:

- Divide students into small groups of 4-6.
- Each group will need one of these supplies to complete the task:
 - A piece of chart paper & markers
 - Dry erase board and markers
 - Digital Whiteboard to collaboratively brainstorm
- Broadly define technology: Technology is more than just phones, computers, and video games. It includes any tool, device, or system that helps us solve problems, make things easier, or improve our daily lives. Technology can be as simple as a pencil that helps us write or as complex as a computer that connects us to the internet. Everything around us is powered by electricity, from our alarm clock to our refrigerator.

FACILITATE IT:

7-10 minutes: Once students are in their groups, they'll brainstorm and create a mind map of all the different kinds of technology we use every day—both big and small—and how they make a difference in our lives.

- Encourage them to think beyond obvious uses like phones and tablets.
- Tell them to consider things like household appliances, transportation, etc.
- Remind that then when they are creating their mind map, they should think about creating it in a way that groups the technology they use together. They can choose how to group the technology. Don't give them suggestions because this is an important part of the collaboration and critical thinking of the activity. You may see some groups organize items by types of technology, most valuable to them, life changing, etc.

3-5 minutes:

- Invite small groups to share what they learned about technology in their daily lives. Have them use what they included on their maps, the ways in which they organized it, etc. to start their share.



HUMAN METER

SET IT UP:

- This is a great no-print activity that gets kids up, moving, and thinking.
- Explain to kids what a meter is: It's a measuring tool that visually shows a quantity, speedometer, temperature gauge, etc.
 - Show them how they'll use their bodies to act as a meter, and show a measurement:
 - Touching toes = no love
 - Hands up = really love
 - Hands straight out in front of you = it's okay
 - Then show them how they can show ranges between that by moving the position of their hands and what measurement of adoration it could show.

FACILITATE IT:

- Explain to them that you're going to name a technology. They'll move their fun-o-meter to show how much they love that technology. Then they'll hold it up to show you.
- Show them what that would look like with something you really love, something you like just fine, and something that you don't care for—like ice cream flavors.
 - Have them practice a few with different ice cream flavors.

Here are some technologies you can name. Use as many as you like or have time for:

- ☐ Smart phone
- ☐ Tablet
- ☐ Computer
- ☐ Music streamer — Spotify, Apple Music, etc.
- ☐ Video streamer — Netflix, YouTube, etc.
- ☐ Social Media — Discord, Roblox, TikTok, etc.
- ☐ Gaming
- ☐ Content creation — Canva, ProCreate, YouTube Studio, Stop Motion, etc.
- ☐ Ebooks and Audiobooks
- ☐ Health & Fitness apps



FIST TO FIVE

SET IT UP:

- You'll name a technology
- Students will think about to what degree they can live without it.
- They'll show how likely they can live without it on a scale of one to five (or Fist to Five) by showing with the appropriate number of fingers.
 - 1 Finger: "I cannot live without this technology at all."
 - 2 Fingers: "It would be extremely difficult, but maybe I could."
 - 3 Fingers: "I think I could live without it, but it would be a challenge."
 - 4 Fingers: "I could live without it with some effort."
 - 5 Fingers: "I can easily live without this technology."

FACILITATE IT:

Read out a list of different technologies, one by one. After each technology is named, students silently reflect and then hold up a fist or the number of fingers that represents how likely they think they could live without that technology.

Optional: after each round, invite a few students to share why they chose their rating.

- Smartphones
- Tablets
- Video Game Consoles
- Streaming Services
- Smart TVs
- Computers/Laptops
- E-Readers (e.g., Kindle)
- Digital Cameras
- Smart Speakers (e.g., Alexa, Google Home)
- Wearable Tech (e.g., smartwatches, fitness trackers)
- Social Media Platforms.
- Handheld Gaming Devices (e.g., Nintendo Switch)

- After the game, and if time, ask students:
- ☐ Which technologies they found hardest to give up and why.
 - ☐ How different technologies impact their lives and which ones they consider essential.



TECH FUN-O-METER

SET IT UP:

- Print out a fun-o-meter for each child. There are 2 ways you can do this.
 - Print out 2 circles, each on a different color of paper.
 - Buy 2 different colors of paper plates. Or you can have them assemble and take them home.
- You could cut and assemble before using with students. Or you can have them assemble and take them home.
 - You're going to most likely want a dark color and lighter color so there is a clear contrast.
 - After printing, cut out each circle.
 - Cut down the lines on each circle.
 - Using the cut lines, slide one circle onto the other.
 - You should now be able to move one circle to show a fraction of the other.

FACILITATE IT:

Show students how to move the circles so that they can move them easily. Explain to them that you're going to name a technology. They'll move their fun-o-meter to show how much they love that technology. Then they'll hold it up to show you.

WOULD YOU RATHER

SET IT UP:

- **Game Hack:** Lay a piece of painter's tape down the middle of where students would typically line up.
- Explain to students that you're going to play Would You Rather.
 - They'll start on the blue line.
 - You'll ask them a question.
 - They'll briefly consider it, and move one step over to the left or right of the tape based on their decision.
 - Reassure them that you'll point to the side for each option so they'll know where to step for their choice.

FACILITATE IT:

Once students are on the blue line, ask a question, give them a short period to consider it, and then move. Use any of the questions below:

1. Would you rather give up your phone for a week or give up sweets for a month?
2. Would you rather read a paper book or an e-book?
3. Would you rather live in a world with no video games or no movies?
4. Would you rather have no internet for a week or no friends to talk to for a week?
5. Would you rather have no internet for a week or a robot that cleans your homework or a robot that cleans your room?

5 ENGAGEMENT STRATEGIES THAT GET KIDS UP AND MOVING. THEY'LL THINK DEEPLY ABOUT THEIR TECHNOLOGY USE AND DEVELOP SOCIAL SKILLS WHILE TALKING WITH PEERS

A DAY WITHOUT TECHNOLOGY

Imagine you woke up tomorrow, and all the technology has disappeared. How would your day look? Write about it and draw a picture to show what you'd do.

A large rectangular box for drawing and writing, with horizontal lines below it.

TECHNOLOGY USE

Work together to list all the different tech tools you use for each category. Then discuss the prompts below.

COMMUNICATION (texting, calling)	ENTERTAINMENT (games, movies, music)
PRODUCTIVITY (research, creating content)	
LEARNING (homework, lessons)	SOCIAL MEDIA

DISCUSS:
Which technology category do you use the most, and why?
Which tool do you rely on the most, and why?

PARTNER TECH INTERVIEW

Interview your partner about their technology use. Record what they say, and be ready to share what you learned!

Which technology do you think is the most helpful to you? Why?

What technology do you think is NOT helpful, or may distract you? Why?

What are some benefits of using technology? Downside?

If you could change one thing about how you use technology, what would it be? Why?

TECHNOLOGY USE

Cut out the different types of technology that you frequently use. Then, paste them in order of time spent on each. After, reflect on and answer the questions.

Which technology do you use the most? How might that affect your day?

ACTIVITIES THAT HELP STUDENTS IMAGINE WHAT A DAY WITHOUT TECHNOLOGY WOULD BE LIKE, AND EVALUATE THEIR OWN PERSONAL TECHNOLOGY CONSUMPTION.

Tech PLANNER



Monday

Tuesday

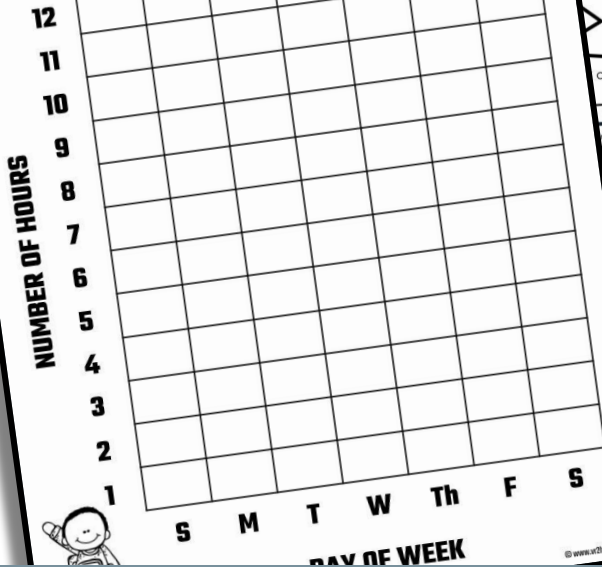
Wednesday

Thursday

Friday

Technology USE GRAPH

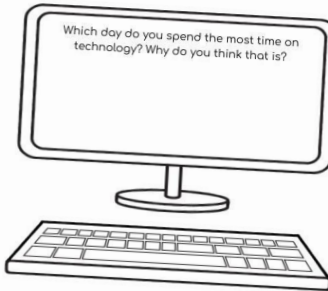
Think about all of the technology you use on each day. Record the number of hours you spend on all technology each day.



TECHNOLOGY USE GRAPH

Record the technology use you scheduled for one week. Then reflect on your usage through the following questions. Write your thinking.

Did you find anything interesting about your weekly technology use?



Which day do you spend the most time on technology? Why do you think that is?

Do you think technology use is different for different people? Why could that be?

How could you balance your technology use with other activities throughout the week?

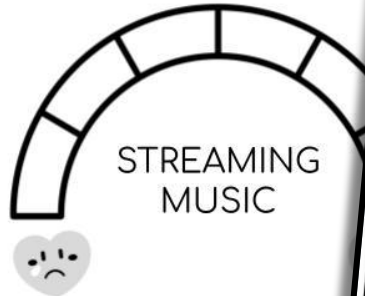
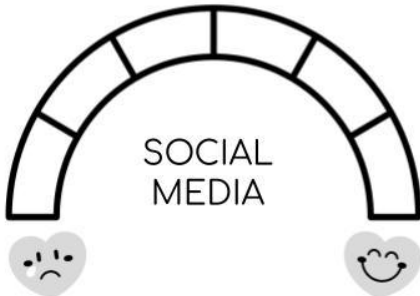
Remove one technology activity from each day. Replace it with an activity like drawing, biking, etc to each day. Write what you would like to do.

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ACTIVITIES THAT HELP STUDENTS EVALUATE THEIR TECH CONSUMPTION AND DEVELOP A PLAN TO BALANCE IT

TECHNOLOGY FUN-O-METER

Look at each technology use. Color in the fun-o-meter to show how positive of an impact it has on your mood when you use it



TECHNOLOGY FUN-O-METER

Look at all of your technology fun-o-meters. Average them, and color in this fun-o-meter to show the overall effect technology has on your mood.

A summary fun-o-meter and four smartphone icons with reflection questions.

Why do some tech activities have a more positive affect on your mood?

Why do some tech activities have a more negative affect on your mood?

What is surprising about how technology affects your mood?

After reflecting what changes might you make?

TECHNOLOGY MOOD METER

List the technology you typically use. Then place them on the mood meter below.

HIGH ENERGY - UNPLEASANT Makes me feel frustrated or anxious.	HIGH ENERGY - PLEASANT Makes me feel good.
LOW ENERGY - UNPLEASANT Makes me feel tired or unmotivated.	LOW ENERGY - PLEASANT Makes me feel calm or at ease.

Using your mood meter, reflect on the questions below.

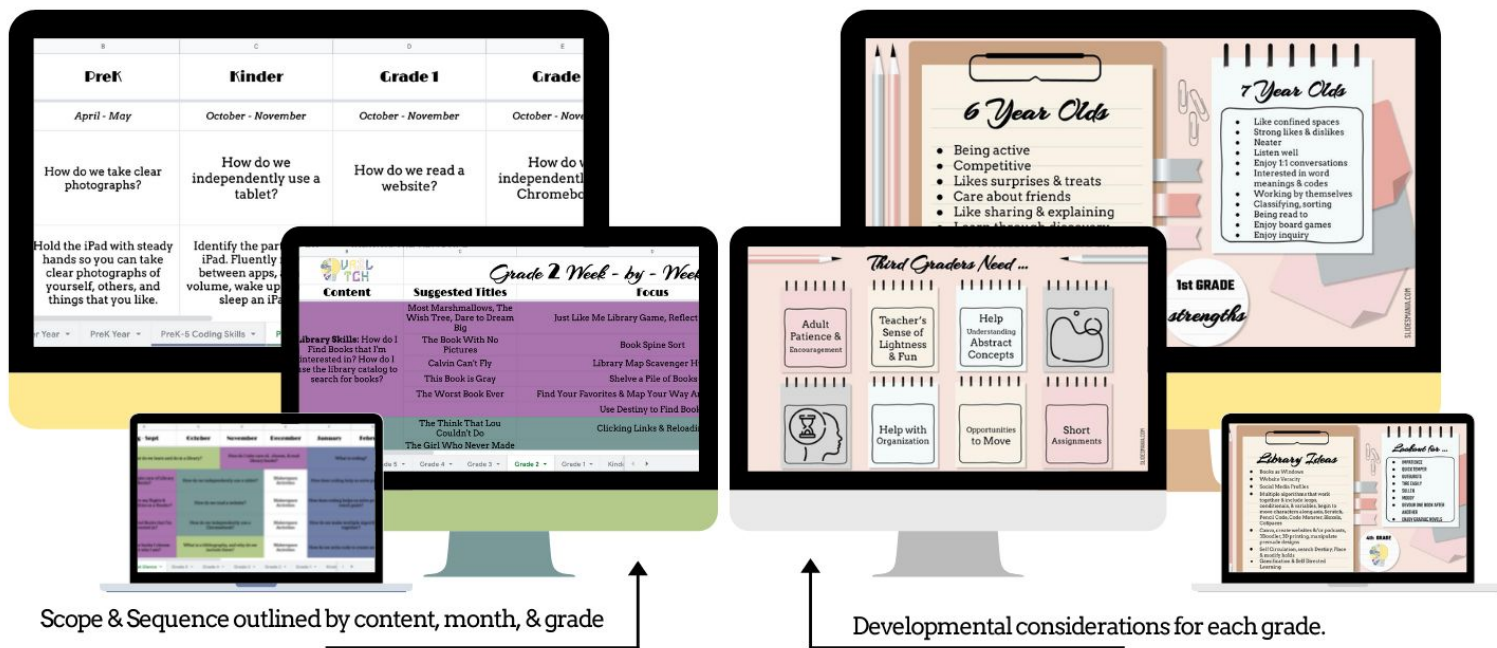
- Look at the technology in the red quadrant. What might you do differently the next time you use it?
- Look at the technology in the yellow quadrant. How can you use it in a balanced way?
- Look at the technology in the green quadrant. How can you use it more often?

ACTIVITIES THAT HELP STUDENTS EVALUATE THE WAYS THAT THEIR TECHNOLOGY USE AFFECTS THEIR MOOD.

COMPLETE

YEAR

PreK - 6



Scope & Sequence outlined by content, month, & grade

Developmental considerations for each grade.

Scope LIBRARY Sequence

An outline of what to teach PreK - Grade 6 students.
 Laid out by content area, month, and grade level.
 Developmental Considerations for each grade; includes app & content suggestions.

PURCHASE NOW