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Lesson 1**:** Technology in our classroom

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## Introduction

Learners will become familiar with the term ‘technology’. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.

## Learning objectives

To identify technology

* I can explain technology as something that helps us
* I can locate examples of technology in the classroom
* I can explain how these technology examples help us

## Key vocabulary

Technology

## Preparation

**Subject knowledge:**

Teachers need to know that the definition of technology is something that has been made with a specific purpose to help other people. Teachers should familiarise themselves with objects which are and are not examples of technology.

**You will need:**

While you teach this lesson, you should make some examples of technology available in the classroom.

* L1 Slides
* A1 Handout – Is it technology? (printed and images cut out if appropriate)
* A1 Solutions – Is it technology?
* A1 – glue
* A2 – sticky notes (optional)
* A3 Worksheet – How technology helps us (page 1 should be printed, page 2 optional)
* A3 Solutions – How technology helps us

## Assessment opportunities

* **Activity 1:** Assess whether learners understand which items can be defined as technology.
* **Activity 2:** Assess whether learners are able to identify technology within their school or classroom environment.
* **Activities 3:** Assess whether learners understand how different technology can help them.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*timings are rough guides*

| **Introduction**  (Slides 2 – 5)  5 mins | **What is technology?**  Share the learning objective with the learners.  Show slide 3 and ask learners what they think the word ‘technology’ means. Responses may include: something electronic/computers/things which are man made.  Display slide 4 and share some examples of technology in the classroom (or use physical objects), for example:   * Desktop computer * Laptop computer * Pencil * Mobile phone * Pencil sharpener (manual, electric, or both) * Scissors   Click to share the animated question with the learners. Ask what the purpose of each of these examples of technology is. Prompt learners to include the phrase “it helps us to…”.  Share slide 5 with the learners and explain to learners that technology is something which has been made by people to help us. The distinction between ‘natural’ and ‘made by people (= manufactured)’ is important. For example, a guide dog helps people, but it has not been made by people, so it is not technology.  **Note:** A common misconception about the term technology, is that it must be digital or electronic. Throughout this lesson, learners will look at different kinds of technology, which is not limited to digital or electronic items. |
| --- | --- |
| **Activity 1**  (Slide 6)  15 mins | **Is this technology?**  Display slide 6 and explain to the learners that they will be deciding if the images should be considered technology or not technology.  Provide each learner with the A1 Handout - Is it technology?. Ask the learners to cut the images out and sort them into the two groups.  **Note:** Depending on your learners, it may be appropriate to cut the images prior to sharing.  Allow some learners to share their two groups with the class and discuss any differing opinions, before asking the learners to stick their images on their sheets.  **Scaffolding opportunity:** Use the prompts “Does it help us?” and “Has it been made by people?” to aid learners in their classification.  **Explorer task:** Ask learners to consider which of the technology examples contain a computer. |
| **Activity 2** (Slide 7)  10 mins | **Technology hunt**  Share slide 7 with the learners. Explain that they are going to use sticky notes to label examples of technology in the classroom or school. Split the learners into groups and ask the learners to place sticky notes on things they think are technology. If possible you could provide each group with a different coloured sticky note for assessment purposes.  **Note:** This activity could include learners using a tablet, camera, or similar device to take photos of the technology examples they find. This provides an opportunity to highlight the use of technology during the activity.  **Explorer task:** Ask learners to consider which of the technology examples they’ve found contain a computer. |
| **Activity 3**  (Slide 8)  10 mins | **How technology helps us**  Display slide 8. Share the A3 Worksheet – How technology helps us with the learners and provide each learner with page 1. Explain that they should match the pictures of technology with one of the sentences next to it. For example, a pencil helps us to... write down ideas. Learners should draw lines from the image to the correct sentence.  **Explorer task**: Provide learners with page 2 of the A3 Worksheet – How technology helps us. Explain that the learners need to write or draw an example of technology which would help them to do the stated sentence. For example, learners may draw a car which helps them get to school. |
| **Plenary**  (Slide 9)  5 mins | **Examples of technology**  Share slide 9 with the learners and ask them whether the objects have anything in common. If necessary, prompt further by asking whether any of the items are computers.  Review the lesson and explain to learners in the next lesson they will use technology and find out about the main parts of a computer. |
| **Next time**  (Slides 10 - 11)  5 mins | **This time, next time**  Review the ‘Assessment’ and ‘Summary’ slides. |

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