U12.3 - Lesson 3: Creating a better internet - learning throughout life

Subject
Exploring the theme of 'Education and lifelong learning'.

Age group
Under 12 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen/printer Video clip (YouTube or CD) Internet access (pre-check access to individual websites)	Flipchart paper/pens Sticky memo notes School history

Introduction
This is the third lesson in a series of activities on 'Creating a better internet'. This lesson explores the theme of education and lifelong learning. This theme will enable students to think about their rights to learn in a way that is relevant to them by exploring education of the past and the future. We wouldn't expect children and young people now to use chalk and blackboard tablets!

Description
A key part of the manifesto is ensuring that children and young people will have digital skills that can be acquired through learning: this can be considered a 'right' as part of education. This lesson will enable students to analyse the kinds of tools that were previously used in education and encourage them to think about what tools are relevant to them today. Many of the skills, such as writing and reading, are very important today as indeed they were in years gone by, but the form of those skills may now have changed to online or digital. This lesson enables students to consider the importance of learning with modern forms of technology.

Pedagogical objectives
As a result of engaging in this lesson, children and young people will have:
1. Increased their awareness of learning throughout the ages.
2. Increased their awareness of their own digital lifestyles.
3. Learnt safer online research techniques and critical thinking skills
4. Learnt about contributing positively to the development of European policy.
5. Increased their understanding of their rights and responsibilities in the online environment.

Process
Introduce the theme of the lesson by playing the provided tutorial video. After playing the video, ask the group if they have any immediate questions, to ensure that they have understood the process. Keep a flipchart of the questions asked and the responses given. This can then be kept throughout the lesson to refer back to. It can also be used as a 'parking space' for questions you wish to answer later in the lesson.

- **Part A:** In groups, ask students to think about the tools that they use now to help

them learn. Can they firstly list what is in their classroom?

- **Part B:** Ask your students to then consider how their grandparents, parents and/or carers might have learnt when they were at school. What are the differences? Using either a safe image search engine (such as Kidrex.org) or searching in books, can they find any pictures of books, pens with ink, chalk boards, or similar? Are there any pictures or artefacts still in the school? Working in pairs, ask students to have a look around the school for 'older tools: for example, are there any typewriters or calculators? What about a handbell? Encourage them to think as holistically as possible.

- **Part C:** Working in small groups, ask the students to draw a school of the future on flipchart paper or make a presentation using PowerPoint. They can decide how far into the future they want to think. They can give their school a special name and think about the way pupils travel to and school, or they might want to consider what will be in the classroom or what will the food be like, for example. They can have fun thinking what the teachers will look like, or indeed will they be robots? Ask the groups to present their school of the future to the other groups. Other supporting resources, such as internet searches for cartoons or children's films which consider the future can also be useful.

- **Part D:** Still working in groups, and referring to the concept of a manifesto as appropriate, ask students to discuss why it is important to ensure education includes accessing various forms of technology including access to the internet. The resulting ideas can be shared on the Tricider website.

Evaluation
A final round up of sticky note feedback on *'things I have learnt'*, or online feedback using Tricider, can be used to evidence learning outcomes. The classroom of the future should also be a point of reference when thinking about rights in future lessons in this series.

Links

Website	Description
youthmanifesto.eu	Website to collate views on digital rights.
www.kidrex.org	Safer search engine provided by Google.