

CLASS 2: My Autobiography



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY:

Creating my timeline

AIMS:

- To introduce students to the theme of New Media
- To explore students own knowledge and relationships with such tools

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have had an opportunity to reflect on the role and significance of the internet and mobile phones have and continue to have in their lives

ICT Framework Links:

LEARNING OUTCOMES:

Students, having completed this lesson, should be able to:

- *Demonstrate understanding and critical awareness of the contribution of New Media to the individual and to our society*

DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Discuss past, current and emerging technologies*
- *Assess the impact that New Media has on the individual and society*
- *Analyse and discuss the advantages and disadvantages of widespread use and reliance on New Media technologies*

OVERVIEW:

This lesson will give students an introduction to the theme of New Media (the internet and mobile phones in particular) using as a starting point the personal experiences of each student.

REQUIREMENTS:

+ Coloured A4 sheets of paper

+ A sheet of wrapping paper

+ Sticky-tape and paints

STEP 1:

Distribute the A4 sheets and ask each of the students to draw a timeline that represents the story of their life. It can be straight, curved or circular, as one chooses.

STEP 2:

Tell the students that they will all have about 20 minutes to recall at what point in their lives they first discovered the internet and mobile phones, and mark these events on their life timelines.

STEP 3:

Then, they should pinpoint when (and if) and how he or she began to first make use of them, visualizing and describing the memory of that precise moment.

STEP 4:

Finally, ask them to draw or describe, always on their timelines, a significant event in their personal life stories relating to their usage (if applicable) that has to do directly with them or persons they know.

STEP 5:

Once a student's own memory timeline is completed, anyone who wishes to do so can describe it in full to his or her fellow panel members. At the end, it will be possible to trace on the sheet of wrapping paper a very long line, starting from the year of birth of the youngest member of the class and reaching the current year and asking each one to mark the date of the event, taken from each individual's personal work, on this wider-ranging history of the class group.

HOMWORK:

Ask students to write a summary of the experience of drawing their own timeline. They should write an account of how it felt to be part of the time-line of the entire class.

