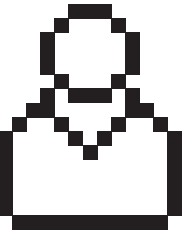


# CLASS 3: The Images



## CSPE Curriculum Mapping:

### CONCEPT:

Human Dignity; Rights & Responsibilities

### METHODOLOGY:

Discussion; Creating a spider's web

### AIMS:

- To stimulate and encourage students to reflect on their powers of imagination with regard to the internet and mobile phones
- To open up a route in a creative way while identifying themes to work on

### LEARNING OUTCOMES:

After completing the lesson, students should:

- Have reflected on their powers of imagination in relation to the internet and mobile phones
- Have become familiar with certain terms relating to the use of these tools

## 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 allow students an opportunity to consider the creative capacities of young people using the internet and mobile phones.

## REQUIREMENTS:

- Newspapers and magazines
- Scissors, sheets of wrapping paper, scotch tape, glue stick
- Arrange the room seating in a horseshoe layout and leave the newspapers, magazines, and scissors on the room's most centrally-positioned table or surface area so that they are very clearly visible.
- Homework worksheet

## STEP 1:

Explain to the class that the activity requires that they express themselves freely and openly about what they think about the internet and mobile phones (the activity can deal with both together or can focus on one and then the other, allotting separate time periods to the two).

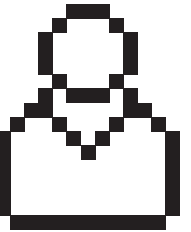
## STEP 2:

Ask them to form groups of two and leaf through the newspapers and magazines, and then find and cut out a couple of images that represent or express their concept of the internet and/or mobile phones.

## STEP 3:

Once cut out, each group will glue the images onto a sheet of paper hung up on a wall.

## CLASS 3: The Images



### STEP 4:

Taking turns from one end of the table to the other, the students will then be asked to choose an image among those displayed on the walls that best represents their idea of the internet or mobile phones. The images selected will be circled. They may also choose images that have already been chosen by other students.

### STEP 5:

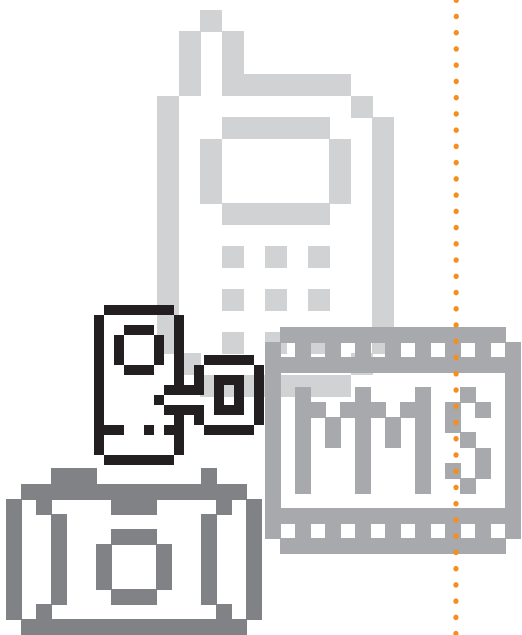
Then follow this stage by focusing attention on which images were chosen most and which the least, encourage them to tell you all the words that come to their minds while looking at the images, and write them up on the blackboard. Read out the words and, together as a group, try to identify those that are closest in meaning, having thematic contiguity, etc.

### STEP 6:

Have the students decide among themselves on the criteria to use in making these choices, but make sure to ask them to explain how and why they've chosen their criteria. Trace a line connecting the words the students have chosen to group together, so that you end up creating a sort of 'net', a spider's web of connecting ideas. You can then also point out the metaphor with the internet as a 'web' or network and reflect on the concept of a 'net' together with them. The worksheet overleaf may be used for this.

### HOMEWORK:

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



Complete this spider's web with key words about the internet and mobile phones, connecting words that you feel should be grouped together.

