

## Technology Integration Workshop 2016

**Unit Title:** Getting to Know You - incorporating tech in most steps - as well as incorporating comments from business panels - and answering a question that came up in the conference - how do you do the work even if tech fails!

**Grade Level:** 9-12

**Subject Area:** CTE Digital Media/Career Readiness

**Duration/Length/Number of class periods:** several iterations over the first several weeks of semester as students learn specifics about individual classes as well.

**Description:** Developing the cooperative classroom from day 1: students begin by interviewing and introducing a partner on the first day, and, using the design cycle through several iterations, develop soft skills and technical skills while telling their partner's "story".

**Established Goals** (National, State, Local): Workplace readiness: preparing students for collaborative workplace environments.

### ISTE

**2. Communication and collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a) interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

**3. Research and information fluency** - Students apply digital tools to gather, evaluate, and use information. a) Plan strategies to guide inquiry. b) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

What **Enduring Understandings** are desired?

Stories are ways of understanding others, or can create or perpetuate misunderstandings.

Success at work is based on supportive competition - individual excellence succeeds only with the support and collaboration of others.

Understanding and valuing individual differences (cultural, temperament, experiences, viewpoints) builds a more productive work environment.

Active listening is a valuable skill.

Technology is fun, but the process is more important than the tech!

What [Essential Questions](#) will be considered?

What stories do people tell about each other?

How do stories motivate people?

How is information researched, developed, and shared?

What ethical choices are involved in representing a person?

Students will know / be able to: use the design process. Work in teams. Present to others in a variety of ways. Contribute to building a cooperative classroom. Use a variety of tech - whatever is current, available, and can fit into the lesson goals.

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">Formative</a> | <a href="#">Summative</a> | Introductory Activity | Learning Activity | Student Technology Used | * Teacher Technology Used | <a href="#">ISTE Standards</a> |
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| <p>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</p> <p>Students, working cooperatively over several iterations, find out information and present about their partners in a variety of formats, learning and applying the design cycle while exploring a variety of tech resources.</p> <p>*Teacher Technology Used - to set up lessons in a learning management system, and if students can't run youtube to run the videos - ideally Teacher is only projecting the agenda students check when they come into the classroom each day, and circulating to help students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | x                         | x                         |                       |                   | x                       |                           | x                              |
| <p>To start building the classroom cooperative community, on the first day of class, students partner and then find out how their partner would like to be introduced (first name, nickname?) They also find out an interesting fact that their partner would like their classmates to know. Each pair must stand and introduce each other. (Teacher starts evaluating likely level of presentation skills)</p> <p>First round-first day introductions: teacher introduces herself, demoing "stand and deliver" format - standing and speaking clearly Teacher then describes "stand and deliver" (standing, planting one foot forward, speaking up.)</p> <p>Teacher directs students to find a partner and find out what name they would like to be introduced by, make sure they know how to say it, and find out one interesting fact their partner would like everyone to know - teacher should also mention personal v private information - protect your partner by only using information they are comfortable with EVERYONE knowing - opportunity to introduce what is appropriate information for a workplace - never too early to introduce workplace expectations. Students stand and deliver introductions. (Low Tech)</p> | x                         |                           | x                     | x                 |                         |                           |                                |
| <p>Second representation of subjects/story: (Low Tech - articles printed out/worksheets/discussions/reports or posters/markers.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | x                         |                           |                       | x                 | x                       |                           | 2a<br>3a<br>3b                 |

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| <p>(Tech integration) students access assignment in Gclass, using Gforms asking media representation/stereotypes and ethics questions filled out with a partner to research Lone Ranger, using links provided by teacher for the Disney movie, (<a href="http://movies.disney.com/the-lone-ranger">http://movies.disney.com/the-lone-ranger</a>) discussion of racist representation (<a href="http://entertainment.time.com/2013/07/03/johnny-depp-as-tonto-is-the-lone-ranger-racist/">http://entertainment.time.com/2013/07/03/johnny-depp-as-tonto-is-the-lone-ranger-racist/</a>) images from the tv series <a href="http://www.imdb.com/title/tt0041038/mediaviewer/rm3631662848">http://www.imdb.com/title/tt0041038/mediaviewer/rm3631662848</a>) "Tonto" and Kemosabe" origin (<a href="http://www.slate.com/blogs/browbeat/2013/06/26/kemosabe_meaning_origin_and_history_of_tonto_s_word_in_lone_ranger.html">http://www.slate.com/blogs/browbeat/2013/06/26/kemosabe_meaning_origin_and_history_of_tonto_s_word_in_lone_ranger.html</a>) and the real "Lone Ranger" (<a href="http://politicalblindspot.com/the-real-lone-ranger-was-an-african-american-lawman-who-lived-with-native-american-indians/">http://politicalblindspot.com/the-real-lone-ranger-was-an-african-american-lawman-who-lived-with-native-american-indians/</a>) (<a href="https://www.policeone.com/police-heroes/articles/6408028-Police-History-Was-U-S-Marshall-Bass-Reeves-the-real-Lone-Ranger/">https://www.policeone.com/police-heroes/articles/6408028-Police-History-Was-U-S-Marshall-Bass-Reeves-the-real-Lone-Ranger/</a>)</p> <p>To introduce partners using the design cycle (low tech use notebooks/notes) (tech integration) set up a shared Gdoc (also shared with teacher.) Each elicits 20 facts about their partner and types each fact into their shared document, and checks for accuracy, while also listening for what the partner ("subject") is excited about. (Low Tech) draw story using stick figures - no dialogue (Tech Infusion) reference emoticons - (<a href="http://emojipedia.org/shrug/">http://emojipedia.org/shrug/</a>) and working in groups of 2-3 create a story using emoticons and NO DIALOGUE!</p> <p>(Good place for a video -<a href="http://www.howcast.com/videos/10608-how-to-interpret-body-language/">http://www.howcast.com/videos/10608-how-to-interpret-body-language/</a> with discussion of reactions - true? Cross-cultural? Also watch (<a href="http://www.howcast.com/videos/1885-how-to-detect-a-lie/">http://www.howcast.com/videos/1885-how-to-detect-a-lie/</a>) and (<a href="http://www.howcast.com/videos/1616-how-to-lie-and-get-away-with-it/">http://www.howcast.com/videos/1616-how-to-lie-and-get-away-with-it/</a>.)</p> <p>Use Flipgrid (or Photo Booth) to make videos for job interviews of true and not true answers and good liar answers (2-3 typical job interview questions to select from.) Partners research and develop 3 interviews each, using standard questions from Careerwise (<a href="https://www.careerwise.mnscu.edu/jobs/interviewquestions.html">https://www.careerwise.mnscu.edu/jobs/interviewquestions.html</a>) or other source, Note: interviewer behind camera so only seeing subject. Let students know that body language will be discussed again when preparing for presentations, and for developing stories in Comic Life program.</p> <p>Finally, students partner and find out 20 facts and put in a list on Gdoc, pick a few to hone in on based on which facts subject's body language indicates are what subject is most interested in, take rough notes while partner expands on a few or one to rough note 50-100 words or so, and then develop a true or artistically true story of about 100-200 words, 3 paragraphs. Emphasizing listening for accurate representation of VALUES of subject - Teacher tie into knowing values for happy future employment (upcoming lessons.) Note: true - my little pony collection, artistically true - the day I rode my favorite my little pony to school... draft in shared document and work through with subject to achieve approval.</p> |  |   |  |   |   |  |    |
| <p>Third round: - font as a way to represent your subject. For kids - type your name in 6 different fonts (ok type once, copy/paste 5 and change to different fonts) - which one do you like best, why? Older kids - What font are you? Then poll using one of the instant polling apps. Some font quizzes - (<a href="https://www.buzzfeed.com/alannaokun/what-font-are-you?utm_term=.aekYxLjqk#.joJEMZgjG">https://www.buzzfeed.com/alannaokun/what-font-are-you?utm_term=.aekYxLjqk#.joJEMZgjG</a>) and/or (<a href="http://www.pbs.org/independentlens/helvetica/quiz.html">http://www.pbs.org/independentlens/helvetica/quiz.html</a>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | x |  | x | x |  | 3b |

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| <p>Back to interview project - format into complete sentences, spell check, separate into logical paragraphs. THEN move to page publishing program (MSW, Gdocs, Pages, etc.) format for author photo, title, byline, photo of subject, selection of serif/sans serif (t demo, what font are you quiz font choices, or plays PBS or other video on fonts about serif v sans serif use)</p> <p>Required format: title in sans, body copy in serif of student's choice. Print and put article or story on classroom wall. (Tie in later to Photoshop self and quote and put on digital portfolio website, also what font choices on website to give impression of self.)</p> |  |  |  |  |  |  |  |
| <b>This lesson leads into lesson/project about developing a digital portfolio and what story are you telling about yourself online.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |  |  |  |

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| <b>Materials, tools and resources: projector, computers, variety of software - whatever is available that will fit lesson goals - can be done low tech (what do you do if the technology fails and you need to work) with paper/markers to high tech software/projection/printing.</b> |
| <b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Kirsten Rome, Washburn, <a href="mailto:kirsten.rome@mpls.k12.mn.us">kirsten.rome@mpls.k12.mn.us</a></b>                                                                              |
| <b>Additional credit given to</b>                                                                                                                                                                                                                                                      |