

technology

Technology in Irish life: advantages and drawbacks

Lesson at a glance

Open with everyday tech pupils used before school and leave the hook unsettled: is the newest tool always best? Model advantage, drawback and setting with a dishwasher example only — keep bus-tracker conclusions off the board. Groups research one Irish technology from printed card sets A–C (bus tracker, weather app or smart farming), weighing with-it against without-it for real places. They capture the comparison on the Investigation Journal page, present which option suits which setting, then pull the three comparisons into one class idea about use and place.

Learning objectives

- Compare two ways of doing a job with and without a chosen technology
- Weigh advantages and drawbacks depending on how and where the technology is used
- Present which option suits which setting with clear reasons

Before the bell – prep

Print one full card set (A, B or C) per group from the step-3 notes — aim for all three technologies across the room. Print Investigation Journal pages. Group desks in threes or fours; scrap paper and pencils ready for rough notes.

Materials

Item	Qty	Per	Source	Low-cost substitute
research card sets (bus tracker, weather app, smart farming)	1	group	provided printable	handwritten card copies on scrap paper using the same full texts
scrap paper for rough notes	2	group	classroom	the back of used worksheets
pencils	1	pupil	classroom	any writing implement already in pencil cases
Investigation Journal page	1	pupil	provided printable	ruled paper; pupils write headings for technology, job, with/without, three judge-bys, helps/problems, and two places

**Safety watch-point**

Ordinary classroom movement only. If a group glances at a real app on a class tablet, keep it teacher-supervised and brief — the cards alone are enough.

**Teaching moves**

- **Getting Started:** Keep the hook under three minutes. Take two or three everyday examples, then float *Is the newest tool always the best tool for the job?* Leave it unsettled — do not resolve it yet.
- **Weighing a technology:** Six minutes on the board only. Model advantage, drawback and setting with the dishwasher; stop before any conclusion. If a pupil raises the bus tracker, park it: group A will tell us later.
- **Research one Irish technology:** Give each group about 22 minutes and project the pupil checklist. Circulate and press for judge-bys linked to the job — Who is this for? What breaks first? Who is left out? Rough notes on scrap; neat work comes next.
- **Record the comparison:** Set the must-record list aloud rather than walking the page box by box. If a group stalls, send them back to Cards 4 and 5, or model one spoken line: job, with, without, three judge-bys, two places.
- **Present which suits which setting:** Plan three live groups of about one minute plus one listener question each. Other groups do a journal-page gallery swap. Listen for a genuine place contrast and revoice it; cut to the gallery sooner rather than overrun into the big-questions talk.
- **Big questions about technology in our lives:** Protect the full five minutes. Prompt screen time, app-only services and rural signal gaps. Collect the stem *A good technology choice depends on...* from three pairs and write the strongest endings on the board.

**What it should show**

Successful groups name a real job, three job-linked judge-bys, and opposite recommendations for two places — e.g. tracker at a busy city stop with signal; paper timetable at a rural stop with a dead phone. A group that crowns the app always best has skipped Card 5 settings; send them back to pick a place where battery, signal or cost fails.

**Misconceptions & interventions**

- **The newest or digital option is automatically the best tool for every job.** — Point them at Card 5 and ask which listed place would break first without battery or signal. Revoice: same tool can win in one place and fail in another.
- **Advantages and drawbacks are fixed traits of the tool, not tied to who uses it or where.** — Prompt *Who is this for?* and *What happens when it fails?* Have them rewrite one help and one problem against a specific place on Card 5.
- **Judge-bys stay vague likes — it's cool / it's easier — instead of job criteria.** — Project the checklist and demand three measurable judge-bys (speed, signal, battery, cost, who is left out). Model one line from the bus-tracker set if needed.



Differentiation

Emerging	Developing	Proficient
• Give the group two ready judge-by slips (speed; what happens when it fails) and ask them to add one more of their own. • If stuck on the Journal page, model the spoken one-liner: job, with, without, three judge-bys, two places.	• Press for advantages and drawbacks explicitly linked to each judge-by, not a general list of likes. • During presentations, require one respectful listener question about a place the group did not mention.	• Insist on one advantage and one drawback for each way of doing the job, plus two places with opposite recommendations. • Stretch the big-questions stem toward fairness: who is left out if a service is app-only?

Cross-curricular hook

Link to Geography — urban bus stops versus rural broadband gaps shape which option actually works in Irish places.