

technology

What does technology do for us?

Lesson at a glance

Hold up a spoon, torch and calculator and ask what job each does, then teach that technology is anything people make to do a job. Groups handle a shared tray (spoon, bell, sharpener, torch, calculator), name each job, and sort into digital or non-digital using the chip-or-screen test. Pupils record object, sort and job on the Investigation Journal page, then pair-share one good thing and one not-so-good thing about a chosen technology.

Learning objectives

- Explain that a technology is something people make to do a job
- Sort everyday examples into digital and non-digital
- Name one good thing and one not-so-good thing about a chosen technology

Before the bell – prep

Build one identical tray per group the day before: spoon, bicycle or hand bell, manual pencil sharpener, plain battery torch, classroom calculator or digital watch. Print one Digital / Non-digital label pair per group. Keep trays closed until after the whole-class look.

Materials

Item	Qty	Per	Source	Low-cost substitute
group tray of everyday technologies (spoon, bicycle bell or small hand bell, manual / hand-crank pencil sharpener, torch, classroom calculator or digital watch)	1	group	classroom	name the interactive board as the shared class digital example if calculators are short; a metal fork can stand in for the spoon; a small hand bell for the bicycle bell; an old phone switched off only if one is already available
sorting labels (Digital, Non-digital)	1	group	provided printable	two sticky notes labelled by hand
Investigation Journal page	1	pupil	provided printable	a simple two-column table on plain paper headed Digital and Non-digital

**Safety watch-point**

Torch beams stay off faces; no taking devices apart; pencil sharpener is for looking unless you supervise a single demonstration.

**Teaching moves**

- **Getting Started:** Hold up the spoon, torch and calculator one at a time from your tray only — do not hand trays out yet. Ask what job each does and keep it light. When someone says technology is only screens, hold that idea gently for the next step.
- **What counts as technology?:** Project only the short key point. Model aloud with the bell: people made it, it rings to warn or get attention, so it counts as technology with no screen. Keep digital and non-digital labels for the sort; say good thing and not-so-good thing from now on.
- **Handle the tray:** Hand out trays. Circulate asking what job each object does, who might use it, and what people used before. Stop any torch pointed at a face and any attempt to take a device apart.
- **Sort digital and non-digital:** Give each group the two labels. Model once with the chip-or-screen test, then let groups place objects. If the torch sparks debate, praise the thinking and settle it: plain battery and bulb, no chip or screen, so non-digital. Whole-class share one or two objects only if time is tight.
- **Record on your Investigation Journal page:** Pupils write object name, digital or non-digital, and a short job phrase on paper. Put the sentence starter on the board: The ____ is digital/non-digital because _____. Its job is ____.
- **One good thing, one not-so-good thing:** Think-pair-share on one chosen technology. Prompt power, weather, ease for a child, and what happens if it breaks. Listen until you hear both halves from as many pairs as you can; park any writing-tools history talk for the close.

**What it should show**

Core sort: calculator or digital watch = digital; spoon, bell, manual sharpener and plain torch = non-digital. Job phrases should name a clear use (lifts food, rings a warning, works out sums). A smart torch with a display is the main odd case — treat it as digital and say why. Pairs should offer a real trade-off, not two good things.

**Misconceptions & interventions**

- **Technology is only phones, computers and things with screens.** — Hold up the spoon or bell and walk the three checks: people made it, it does a job, so it counts. Leave the digital split for the tray sort.
- **If it uses batteries it must be digital.** — Apply the chip-or-screen test to the plain torch: battery and bulb only, no chip or screen, so non-digital for this lesson.
- **Newer technology is always better.** — Ask for one not-so-good thing about the newer tool (power, cost, breaks easily) so pairs name a trade-off, not a winner.



Differentiation

Emerging	Developing	Proficient
• Sit at the teacher table with the sentence starter on a card and sort only three objects first (spoon, torch, calculator). • Accept a spoken job phrase you scribe onto their Investigation Journal row.	• Add one extra classroom technology not on the tray and place it on the Journal page with a job phrase.	• Critique another group's torch or calculator sort in one sentence using the chip-or-screen test, then name a sharper not-so-good thing (e.g. calculator needs power and you still need to understand the sum).

Cross-curricular hook

Link to English oral language — pairs must justify a sort and state a balanced good thing / not-so-good thing.