

Vote With Your Feet

Students physically position themselves in the classroom to show whether they prefer older or newer technologies. By moving, debating, and explaining their choices, learners compare analogue and digital tools, consider trade-offs, and practice respectful disagreement. The activity reinforces prior learning on technological evolution while increasing engagement through movement.

ACTIVITY TYPE Debate · Experiential learning	DURATION 20–25 min	PARTICIPATION Whole class · Small groups
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OBJECTIVES

By the end of this activity, learners will:

- Compare old and new technologies and explain preferences
- Identify advantages and disadvantages of different tools
- Practice expressing opinions and listening to others
- Engage in cooperative discussion through movement and debate

MATERIALS

- Completed Analogue vs Digital matching worksheets (See 3.1 - Evolution of Technology)
- Optional labels or signs for OLD, CENTER, NEW
- Optional beads or stars for debate rewards
- Optional poster paper and markers
- Clear classroom space for movement
- Timer or bell for transitions (*nice to have*)

PROCEDURE

OPENING

1. Confirm students have completed the Analogue vs Digital matching worksheet.
2. Ask students to retrieve and briefly review their matches.
3. Explain the purpose of the activity: “Now we’re going to share our opinions about old and new technologies.”
4. Emphasize that there are no right or wrong answers.

PRE-ACTIVITY

3-5 minutes

1. Lead a short whole-class discussion about whether new technologies are always better.
2. Ask what old technologies are good at and what might be lost when upgrading.
3. Select one technology pair such as typewriter versus laptop or horse and cart versus car.
4. Invite students to name pros and cons of each option.
5. Take a quick show of hands for initial preference.

Objective In Student’s Words

- “Show which technology I prefer and explain why.”

ACTIVITY

10-15 minutes

Setup

1. Designate three physical zones in the classroom labeled OLD, CENTER, and NEW.
2. Ensure boundaries are clear and movement rules are understood.

Model

1. Demonstrate the process using an easy example such as letter versus email.
2. Model moving to a side and giving a short explanation.
3. Reinforce respectful listening and disagreement.

Carry Out

1. Read aloud one pair of technologies.
2. Count down clearly and say "GO."
3. Students move to OLD, NEW, or CENTER based on preference.
4. Invite one or two students from each side to explain their choice.
5. Encourage respectful disagreement and reasoning.
6. Ask all students to return to the CENTER.
7. Repeat with new technology pairs for four to six rounds or while engagement remains high.

Checkpoint

1. Observe whether students can give reasons beyond simple preference statements.
2. Pause to clarify misunderstandings about technologies when needed.

Reflection

- Ask whether anyone changed their mind after hearing from others.
- Ask which technology pair was hardest to choose.
- Reinforce that different preferences can still be valid.

FOLLOW-UP

3-5 minutes

- Review that technology changes over time and serves different needs.
- Emphasize that both old and new tools have strengths.
- Connect the discussion to future lessons on innovation and adaptation.

Optional extensions include short debates, assigned arguments, or creating a class vote chart.

CLOSE

2 minutes

1. Ask students to return to their seats.
2. Remove signs and reset the classroom layout.
3. Thank students for respectful participation.
4. Final message to students: "Every technology has its time and place, and what matters is how we think about and use our tools."

NOTES

- Use this lesson to foster critical thinking *without judgment*
- Balance fun and focus - encourage physical activity while maintaining classroom order
- Consider using real or printed images of the items to support visual learners
- This activity can also segue into a future lesson about *innovation, change over time, or how people adapt to new tools*

Classroom management

- Enforce safe movement and clear boundaries

- Watch for quieter students and invite them to speak

Extensions & Sponge Activities

- Visual bar graph of class preferences
- Journal reflection on favorite technology
- Instead of choosing, assign students a technology to argue *for*
- Create a class bar graph or poster

Differentiation

- Younger students: fewer rounds and simpler explanations.
- Older students: Invite 1–2 volunteers from each side to “defend” their choice
- ELL/Accessibility: visual cues, modeling, and sentence starters.
- Safety: Safety: no running and clear movement rules.