Creating With Purpose
A Learning Activity for Grades 3-5

Centre of Excellence DIGITAL INNOVATION

Overview

In this activity, learners will be inspired to create – and not only create with the technologies available to them, but they will also be challenged to create with purpose. Learners will explore: *How can the technological ideas and products we create impact our schools, our families, and our communities **for** good? How can we use technology to **solve** real-life problems that we see in our everyday lives?*

NB Curriculum Connections

3-5 Learning Areas
English Language Arts:
o *Strand:* Interactions - *Big Idea:* Exchanges – *Skill Descriptor:* Ask and respond to questions to clarify information, explore possibilities, and identify solutions to a problem.
o *Strand:* Representations - *Big Idea:* Compositions – *Skill Descriptor:* Organize ideas and create written and media texts collaboratively and independently.
Visual Arts:
o *Strand:* Create - *Big Idea:* Application and Product - *Skill Descriptor:* Create and present expressive work for a range of audiences and purposes using a variety of art media including technology.

What You'll Need

- Book – *Peter & Pablo the Printer: Adventures in Making the Future* (by: Jeffrey Ito)
- Pencils
- Creative Inventory & Purpose Project Planning Sheet (*provided below*)
- Smart Board or projector
- PowerPoint Presentation (*included*)
- Canva (free design tool for NBED educators & learners - *optional*)
- 3D Printer (*optional*)
- iPads/laptops (*optional*)
- Micro bits (*optional*)
- Chart Paper & Markers/whiteboard

Instructions

1. **TECHNOLOGY USE ACTIVITY**: Gather learners together and on a whiteboard or chart paper, write down learners' responses to this question (on Slide #2): *How do you use technology every day?* (Record students' uses of technology at home, school, extra-curricular activities, hobbies etc.) Next, look at Slide #3 in the PowerPoint and as a class, review and discuss the differences between a consumer and a creator. Go back to the technology list that was generated, and beside each use listed, have learners label if it is

a technology that they consume or is it a technology that they create with – **CO** (consume) and **CR** (create with). Tally up the results. As a group, talk about what the results indicate. *Are we mostly consumers, creators, or a mixture of both? How do we feel about this?*

2. **READ ALOUD – *Peter and Pablo the Printer: Adventures in Making the Future*:** Gather together and read the story. Discuss: "*At what moment, did Peter make the change from consumer to creator? How did his creations affect others around him? How did his use of technology bring about good in his home, in his school, and in his community?*" Allow learners to share their responses. Looking back at the Technology Use List created, have learners reflect on: *How does my use of technology solve problems in my everyday life? Is my use of technology bringing positive change to myself and those around me? How can I be sure I do this in the future?*

3. **CREATOR COMMUNITY WALK:** Before going outdoors, have learners share any classroom, school, or community need that they are aware of. Begin a list on chart paper or a whiteboard. Then, have learners participate in a school grounds/community walk with intentionality – remind them to be looking for details, to be looking for evidence of change needed, to use their 5 senses, and to be mindful on the walk.

   Here are some guiding questions for learners to consider on their Creator Community Walk (Slide #4):
   o *Where can I be of service to this place/space?*
   o *What does someone/something need along our route that I could create?*
   o *What do I notice that needs changed for the better?*

   (Service Walk, A Walking Curriculum, Gillian Judson, p.54-55)

4. **HANDS + HEART + TECH Printable:** Provide each learner with a copy of Hands + Heart + Tech printable and a pencil. Allow learners time to jot down their noticings from their Creator Community Walk, and the discussion before the walk, about real needs that they are aware of. Through further discussion, have learners fill out the Technology Inventory to truly know what they have access to within their classroom and school. Next, for the *Hatching Idea* section, pair up learners or create small groups, to bring together a need and a viable technology source that could help address meeting that need in some way.

5. **CREATING WITH PURPOSE PROJECT:** Be sure to go over the printable provided with your learners and answer any questions. Take the time to examine Slide #5 and discuss what impact means and some practical ways to measure it. *(Examples: Another walk to visibly see change, a feedback form, results, etc.)* Then using the template provided, have learners begin to plan their own purpose project. Once completed, have them go to another peer or peer group for feedback and suggestions BEFORE creating. Have groups and learners begin the creation process. Upon completion, allow individuals and groups to present their final project to the whole class – orally or via display. Celebrate the amazing creativity and impact created by all learners!

6. **CAREERS CREATING WITH TECHNOLOGY:** Looking at Slide #6 of the PPT, examine together examples of everyday people creating with technology in their workplace. See if learners can identify more than what are listed.

Extension Ideas

- School-wide Show & Share event – have learners be prepared to share about their Purpose project to multiple classes and grades.
- Community Experts – Invite a community member, (local council person, mayor, expert in their field) in-person or via Teams, to hear Purpose Project presentations that have potential to bring good to the community. Have them give input and suggestions for maximum impact.

- Purpose Project Journal – have learners keep track of their learning journey from the beginning stages to the final steps of their Purpose Projects.

Reflection Activity

Please see the attached PDF for several choices on how you and your learners can reflect upon today's activity.

Digital Literacy Framework

Creativity, Design, and Problem Solving: Students explore a variety of digital technologies to develop and enhance ideas, products, or processes through creative expression and innovative design to solve issues that affect them, their community, and the world.

Global Competencies

Collaboration   **Communication**   **Critical Thinking & Problem-Solving**   **Innovation, Creativity & Entrepreneurship**   **Fostering and Teaching Self-Awareness and Self-Management**   **Sustainability and Global Citizenship**

Acknowledgements

1. Judson, Gillian: Human Impact Walk - A Walking Curriculum: Walking, Wonder, & Sense of Place (K-12), 2018, pg.43-44.
2. Merriam-Webster Dictionary: Impact - https://www.merriam-webster.com/dictionary/impact#:~:text=%3A%20the%20force%20of%20impression%20of,a%20significant%20or%20major%20effect, 2023.

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Hands + Heart + Tech

Name: _____

✍ What **needs** do I notice around me? (classroom, school, community)

My Technology Inventory: (check off all that are at your fingertips)

- ○ Laptop
- ○ iPad
- ○ Microbit
- ○ b.Board
- ○ 3-D Printer
- ○ Beebot
- ○ Cricut
- ○ Camera

- ○ Microsoft Teams (Video, Sway, One Note)
- ○ Microsoft Word
- ○ Microsoft PowerPoint
- ○ Scratch
- ○ Garage Band
- ○ Email (Microsoft Outlook)
- ○ TinkerCAD

- ○ Web Camera
- ○ Speakers
- ○ Printer (colour and/or black and white)
- ○ iMovie
- ○ Canva
- ○ Green Screen
- ○ _____

💡 **Hatching An Idea** (Choose 1 need + technology, that together, could help meet the need and create GOOD around you)

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Creating With Purpose Project

Name(s): _____

What **need** in our classroom, school or community are we going to address?

_____

What **materials** will we need?

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

What are we creating to help solve this need? (Sketch your plan **here**)

How is our technological idea/product that we create, going to impact our schools, our families, and our communities for **good**?

_____
_____
_____

How will we measure the **impact** of our creation?

_____
_____
_____

Received feedback from: _____