common sense education

GRADE 10: RISK CHECK FOR NEW TECH

NAME

DATE

Lunch Lines Dilemma

Part 1: Dilemma

Read the dilemma below.

"LUNCH LINES"

Dr. Davis is the principal of Fairview High School, one of the biggest schools in the state. At the beginning of the year, Dr. Davis sent a survey to learn about the things students wanted to improve about school. Most students said they wanted to make the lunch lines more efficient so that everyone could eat without having to rush to make it to their next class.

While looking for solutions to the issue of lunch lines, Dr. Davis received a pitch from a facial recognition company. The company said it could create a system that allows students to pay for their lunch using their face. That way, students would not have to wait in long lines to get their lunch and then pay for it.

Do you think Dr. Davis should get the facial recognition technology to improve the lunch lines?

Part 2: Take a Stand

Complete the steps below to take a stand on the issue. Some steps are done individually, and others as a class.

TAKE A STAND

(On your own.) What do you think? Explain your perspective.

On their own, have students reflect on their perspective. They could take one minute to think, and three to four minutes to write their responses on the handout. You can provide anchors to help students start their responses, such as a line from Strongly Agree to Strongly Disagree where students mark their position along the continuum.

Encourage students to consider the benefits and privacy risks of facial recognition they discussed in the previous activity.

The aim of this step is to support students' immediate reaction, thinking, and reflection -- no need for them to write out a full paragraph or complete sentences. Getting down thoughts in the form of bullet points or keywords works.

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STAND BACK

(As a group.) Where do your classmates stand? Listen to their perspectives.

As a group, first get a sense of where students stand. You can either have students:

- Give a thumbs up, thumbs down, or thumbs sideways to signal if they agree, disagree, or are undecided, or
- Get up and position themselves physically to show where they stand. Assign each corner of the room to one of these positions, or form a line along one wall. It's helpful to have signs to remind students where to go -- e.g., for "Strongly Agree" vs. "Strongly Disagree."

Invite students to share their perspectives. Try to hear from students who have different perspectives. As students share their views, document themes from their responses on the board. For example, if a student shares "it could help," you might write "Helpful." If a student shares "it can be risky," you could write "Risk." Your aim as a facilitator is to help surface as many different considerations as possible.

Encourage students to show changes in their thinking. As students listen to their classmates' perspectives, their own stance on the dilemma may shift. If students have physically located themselves on a line or in different corners of the room to show where they stand, invite them to shift their location to represent any changes in their thinking.

LOOK AGAIN

(On your own.) Look again at your original response. What had you <u>not</u> considered that other people brought up? (Maybe you changed your mind, maybe you didn't -- that's OK! Either way, you heard other views. How has your thinking shifted after hearing your classmates' perspectives, even if you haven't changed your mind?)

On their own, have students look again at their original response and identify what they had not considered. The "Look Again" step is *not* about asking students, "Did you change your mind?" Rather, the idea is to help them identify ways their thinking has changed based on what they learned and heard. It's powerful to recognize that our perspectives can evolve, deepen, or change when we listen to others. Students don't need to identify considerations that are opposite their perspectives. Perhaps someone had the same general view as them (agree/disagree) but raised a consideration that they hadn't thought of, which is fine to include here.



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Students can use sentence starters for guidance:

- I had not considered ...
- My perspective did/did not change because ...

LOOK BEYOND

(As a group.) Look beyond this specific case. How does this dilemma remind you of other situations we've explored in class or that you've seen, heard about, or experienced?

Students make connections to situations or experiences beyond this specific dilemma. Ask:

- How does the dilemma connect to other things we've talked about in our class?
- How does the dilemma connect to other situations you've seen, heard about, or experienced?

Your aim is to support students in recognizing connections and applying considerations beyond the current abstract situation.

Part 3: Complicate

In your group, pick and discuss one of the questions below.

- Does it make a difference where the technology is installed (hallway vs. cafeteria)?
- What if the school administrators also have access to the facial recognition information?
- Would it make a difference if this technology were already in use in a place like a grocery store?

Part 4: Exit Ticket

Take a moment to reflect on today's activity and then respond to the following prompt.

"I used to think _____, and now I think _____."

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