



# ST5 Time travel and technology

This classroom-based module encourages students and teachers to discuss technological advances during the past 100 years by setting up comparisons and differences between then and now.

Preview 2025

**Teacher's lesson plan**  
**Science and/or Technology**  
Suitable for teaching at most secondary school years or levels

**Time travel and technology**

**How to use this module**

Photocopy required numbers of the module. Distribute to students, invite them to choose their characters and then either individually or in groups act out the roleplay and work through the discussion and activities. Use as a class lesson or within your teaching plan.

**Lesson duration**

One-two class lessons depending on objectives.

**Achievement objectives**

Investigate ways in which developments in science and technology may have had an impact on society and/or the environment.

**Assessment**

Students have an understanding of how changes in science and technology may have changed the lives of people in their community.

**Characters**

Students One and Two are from different centuries. They meet and discuss simple science and technological items from their times that both take for granted.

**Note**

ActUp modules are fictional works. Any similarity or reference to actual events or places or products or persons, living or dead, is entirely coincidental and not intended.

SETTING: PERSON TWO IS TRYING TO GET THEIR LAMP WORKING.  
PERSON ONE APPROACHES.

PERSON 2 Who goes there?

PERSON 1 Who wants to know?

PERSON 2 Person Two. Who are you?

PERSON 1 Person One. What are you carrying?

PERSON 2 A lamp so I can see.

PERSON 1 But there's no light.

PERSON 2 I've run out of whale oil. Where can I go to catch a whale and get its oil?

PERSON 1 That's not very environmentally friendly.

PERSON 2 I need whale oil for my lamp.

PERSON 1 You can have my torch.

PERSON 2 LOOKS AT TORCH

PERSON 2 Where does the whale oil go?

PERSON 1 Doesn't use whale oil. It runs on batteries.

PERSON 2 How long do the batteries last?

PERSON 1 A few months.

PERSON 2 Then what do you do?

PERSON 1 Replace them with new ones.

PERSON 2 That's not very environmentally friendly is it?

PERSON 1 Maybe not but it's better than killing whales.

PERSON 2 But whales breed and we are very careful and only take what we need. Do batteries breed?

PERSON 1 Not really.

PERSON 2 I'm looking for food and warm clothing.

PERSON 1 OFFERS THERMAL GLOVES

PERSON 2 What sort of food is this?

PERSON 1 You don't eat it. You wear it.

PERSON 2 I need something warm for my fingers.

PERSON 1 This is warm.

## Student worksheet

### Discussion and activities

Students perform the roleplay and then work through some or all of the following discussion and activities, either individually or in groups.

#### Discussion

1. Person 2 says "Where can I go and catch a whale and get its oil?" Identify and discuss five differences between living in 1818 and 2018.

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2. Person 2 says "That's not very environmentally friendly." What does environmentally friendly mean? Was it an issue in 1818? Why? Is it an issue in 2018? Why?

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3. Person 2 says to go and catch some birds and fish and Person 1 says "Gross". Identify three ways in which food has changed in the past one hundred years.

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