



You Got a Phone!

Activity 1: Phones & Your Life

Students will discuss the ways they think having a phone will impact their lives and their feelings about the habits of adults in their lives around their phones.

Format:

- Small Groups (2-4)

Materials:

- Computer
- Projector

Instructions:

1. Prompt students with the following questions for discussion within their small groups:

- What are some of the ways that access to a phone might:
 - a) improve your life?
 - b) be the source of challenge in your life?
- Do the adults in your house have any rules about, or model any habits around, how and when they use their phones?
- If so, what do you think of those rules or habits? Do you think they should change anything about how they use their phones?

2. Ask one student from each group to share a short summary of their group's discussions with the class.

Activity 2: Different Opinions

Students will watch and discuss Grade 8 Student Tanner Welton's talk about the challenges of having a phone and the advice he has to offer to other teens navigating the realities of tech use in today's world.

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- Projector

Instructions:

1. Listen to Grade 8 Student, Tanner Welton, talk about the challenges of having a phone and the advice he has to offer to other teens navigating the realities of tech use in today's world:
<https://www.youtube.com/watch?v=qBbEXJ-Uqi0> (6:46)
2. Ask the class the following questions for follow up discussion:
 - What did you think about Tanner's presentation?
 - Do you agree with the challenges Tanner talks about? Why, or why not?
 - Which piece of advice offered by Tanner do you think is most important?

Activity 3: Making Meanings

In pairs, students will work through a handout that contains a series of text messages that many different meanings can be ascribed to. Together, they will see how many different meanings they can come up with before sharing and comparing their answers and learnings with the class.

Format:

- Groups of 2

Materials:

- Printouts of the Making Meanings handout

Instructions:

1. Have students pair up and work through the "Making Meanings Handout".
2. Give students an opportunity to answer the follow up questions in their pairs.
3. Discuss and share findings as a class, highlighting the importance of *tone, intention, body language, and facial expression*.

Making Meanings

Name(s): _____

With a friend, read the following text messages in as many different ways as you can; think about how tone and inflection (how you say the words) change the sound and meaning of a text. Write some of the meanings you come up with in the bubbles beside each text.

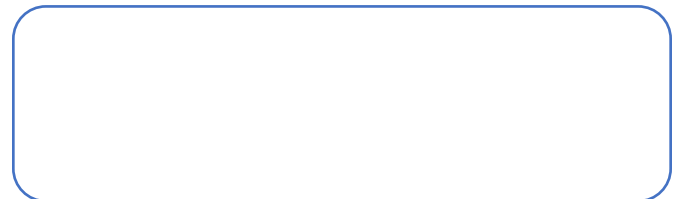
Have a great time with Zara at the museum.



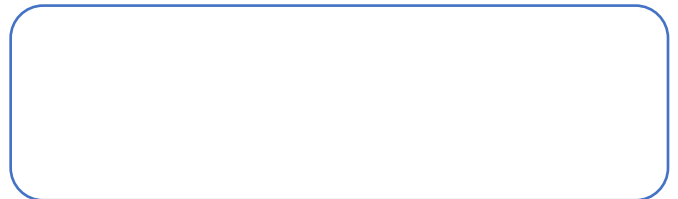
I didn't know you wanted to join us.



Sure, I can make that work.



Did you really want to invite Mira?



Follow up questions:

How many different meanings did you come up with for each text?

What does it mean that each message can have many different meanings?

Activity 4: Moral Dilemmas

In small groups, students will discuss 3 separate moral dilemmas they may encounter using smartphones and determine what they might do in each one.

Format:

- Small Groups (3-5 people)

Materials:

- Printouts of the Moral Dilemmas handout

Instructions:

1. Divide class into small groups of 3-5 students.
2. Give groups time to work through the "Moral Dilemma Handout".
3. Lead discussion around each scenario and the responses students had to them.

Talking Points:

- Scenario 1: privacy, safety, how to protect others from online bullying
- Scenario 2: consent, safety, privacy, telling an adult
- Scenario 3: safety, telling an adult, online/social media chat safety

Moral Dilemmas Handout

Names: _____

In small groups, discuss the following three scenarios and take notes on what you would do for each one.

Scenario 1: Your friend Anton sends you an embarrassing photo of your other friend, Chloe. Chloe does not know that Anton is sharing this photo. Anton thinks the photo is funny and is sending it to others for a laugh. What would you do?

Scenario 2: You are out shopping with friends. Your friend River goes to the changeroom to try on a shirt. Your other friend Eva decides to sneak her phone next to the changing room curtain and video River getting dressed. It sounds like Eva might share this video with others without River knowing. What would you do?

Scenario 3: Your friend Janaan tells you that she is going to meet up with someone she met online. Her parents do not know she is doing this. Janaan asks you to promise not to tell anyone; she is confident this person is safe – they've been talking for months, and have mutual friends, so she's sure it's okay. What would you do?

Activity 5: Phone Phreedom Pact

Using the handout provided, students will write a list of commitments and habits they think will help you maintain a good balance and healthy relationships in their life when using a smart phone.

Format:

- Individual

Materials:

- Printouts of the Phone Phreedom Pact handout

Instructions:

- Distribute the Phone Phreedom Pact handout to students
- Guide students to write a list of commitments and habits that they feel will help them to maintain a good balance and healthy relationships when using a smart phone.
 - Some key words are provided to help frame their list.
 - Students may choose to share this with an adult, or keep it for themselves as a reminder of what they've learned.
- Ask if any students want to share any of the habits/commitments they listed with the class

Phone Phreedom Pact

Name: _____

In the space provided below, write a list of **commitments and habits** that you think will help you to maintain a good balance and healthy relationships when using a smart phone. This can be shared with the adults in your life or kept for yourself as a reminder of what you've learned.

Don't forget to look at the book for inspiration!

Key words to help build your list:

Safety	Cyber-Bullying	Privacy	Creativity
Consent	Boundaries	Safe-Adult	Healthy

My Phone Phreedom Pact

- I will _____
- I want using my phone to make me feel _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____

Activity 6: Phone 4 Good Roadmap

Students will use the roadmap in the handout to sketch out how they can use a phone responsibly to achieve a specific goal such as learning something new or giving back (to someone they care about, the community, etc.).

Format:

- Groups of 2

Materials:

- Printouts of the Phone 4 Good Roadmap handout

Instructions:

1. Have students get into pairs.
2. Give students time to complete the Phone 4 Good Roadmap handout
 - Note that you may need to help them recall examples from the book to begin their brainstorming
3. Allow students to share their goals and roadmap with the class.
4. Conclude with a brief discussion/summary about positive ways our phones can help achieve goals.

Phone 4 Good Roadmap

Name(s): _____

Think about something you want to learn, or some way you want to give back (to a person, your community, etc.) in your lives. Use the roadmap below to show how you can use your phone responsibly to achieve that goal. Share your goal with the class!

Don't forget to include the following in your roadmap:

- Checkpoints: These are small accomplishments that show your progress on your way to your big goal
- Actions between checkpoints: What steps will you take between checkpoints to get to the next one on the road?
- Your big goal at the end of the road!

Note: If you want to outline your steps toward achieving your Phone 4 Good goal in a different way, feel free to use the back of the handout or a different sheet of paper to do so.

START

