

CELL PHONE SAVVY

English, Grade 12 Ontario Secondary School Literacy Course (OSSLC)

INTRODUCTION

The Cell Phone Savvy unit is intended for the grade 12 Ontario Secondary School Literacy Course. The following lessons use course expectations listed in the Ontario Curriculum (2003) to promote student development of critical media literacy skills. Students require these reading and writing competencies at school, at work, and in daily life to remain safe, to develop confidence, and to be successful. The activities in the following lessons will help students examine healthy cell phone use, while practising their reading, writing and oral communication skills.

Cell phones are the preferred technology of teens due to their versatile functions. Teens can text, phone, check email, surf the internet, find directions, record video, listen to music, play games, stream TV episodes and watch movies with this hand-held technology. The various applications that can be added to iPhones and other Android cells transform phones into thermometers, levelers, eTextbooks and more. In the minds of some teens, this technology is indispensable. So it is important that youth understand how to use cell phones, and how to be accountable for their mobile practices. They should examine the advantages as well as the consequences of cell phone use, while examining the responsibilities of owning a cell phone.

The focus of these three lessons is to teach teens how to be safe when taking, posting, and sending photos and messages wirelessly. Students will add writing pieces to their literacy portfolios, will read a variety of texts, and will share orally, and also will construct ideas and opinions based on the topic of cell phone safety.

The resources provided in these lessons will contain some sensitive materials that match the realistic viewing experiences to which adolescents are exposed. Teachers should consider reviewing all lessons, links, and resources to ensure the content is suitable for their given audience/class. In addition, all links and resources should be checked to ensure the content is still available and accessible online.

UNIT OVERVIEW

These lessons will guide Literacy students in becoming aware of digital dangers, and of their role as responsible users. The following activities can be delivered as stand-alone lessons or integrated into one mini-unit. The topics are:

- Lesson 1: Sexting
- Lesson 2: Textual Harassment
- Lesson 3: DWT (Driving While Texting)

Lesson 1: Sexting

This lesson is divided into two classes. First, students will practise reading aloud a story, by chunking the story into manageable sections, about the act of sending and receiving sexts. Students then will use this story to help define the term “sexting,” using a brainstorming strategy that is similar to creating a collaborative wiki. This definition and assessment will be added to each student’s literacy portfolio. Next, students will visit MTV’s website, A Thin Line, to watch selected videos concerning sexting, and will post comments about each video. This activity includes a self, peer, and teacher assessment.

The second part of this lesson will have students read the true story “Love isn’t forever...but photographs are” from Cybertip.ca. They will write a summary response paragraph and add this to their literacy portfolio. Students will examine the legal, educational, employment, and emotional implications of engaging in sexting. They will watch a video excerpt regarding teen suicide victim Jessie Logan. They will use this cautionary tale to help advise an anonymous teen on how to take control of her sexting situation.

Lesson 2: Textual Harassment

In this lesson, students will be examining digital harassment and abuse as a form of cyber bullying. They will complete a short writing task based on over-texting, and will assess their writing using a checklist. This piece will be added to their writing portfolios. Students then will practise their oral communication skills by taking the online quiz “Digital Drama” from the website A Thin Line. Then, students will read Six-Word Memoirs composed by teens, and will use inference-making skills to determine if these phrases are examples of digital harassment or abuse. In response, students will create their own six-word phrases informing fellow teens about how to be safe online and how to report harassing messages. These phrases will be incorporated into a poster promoting digital responsibility. This will be evaluated by both the student and the teacher, and added to the literacy portfolio.

Lesson 3: DWT (Driving While Texting)

During this lesson, teens will be writing a journal response to a comic which satirizes the very serious issue of impaired and distracted driving. Students will answer a series of questions regarding road safety and cell phone use during an Inside/Outside circle class activity. This will lead to students making a prediction on whether texting or being intoxicated makes for the most hazardous driver. They will use an Open Mind organizer to record their feelings, intuitions, predictions, and opinions on the topic before viewing a MythBusters mini-episode or reading a news article on the subject. Their predictions will be revisited and new facts or ideas will be added to the Open Mind organizer. Students then will take this knowledge of the laws and perilous nature of texting while driving and will complete a News Report on the subject. To conclude, students will compose their own “Safe Driving Promise” or pledge.

LESSON 1: SEXTING

2 x 75 minutes

CURRICULUM EXPECTATIONS

- BUILDING READING SKILLS – Using Strategies to Understand New Words and Expressions and to Build Vocabulary
 - BR4.01 – Use appropriate strategies to discover the meaning of unfamiliar and technical words encountered in their reading.
 - BR4.03 – Use appropriate strategies to expand their vocabulary through reading.
- BUILDING WRITING SKILLS – Using the Writing Process
 - BW1.08 – Quote and/or cite information from sources accurately, and acknowledge all sources of ideas and information used in written work.
 - BW1.04 – Use appropriate strategies for gathering supporting ideas and information from print and electronic sources.
- BUILDING WRITING SKILLS – Using Knowledge of Forms in Writing
 - BW2.02 – Construct summaries that clearly state the main idea and include important supporting details.
- UNDERSTANDING AND ASSESSING GROWTH IN LITERACY – Using the Portfolio to Assess Their Grown in Literacy Skills
 - UA4.02 – Each student's literacy portfolio will contain an inventory, with completion dates, of all the pieces of writing produced, identifying them as working drafts, revised drafts for evaluation, or polished pieces

KEY CONCEPTS AND GUIDING QUESTIONS

- What is sexting?
- What happens when a sext goes viral?
- What are the laws regarding sexual images and minors?
- How can you respect yourself and your friends online?
- Examine how to guard one's privacy.

INTRODUCTION/OVERVIEW

“According to the results of a survey by the National Campaign to Prevent Teen and Unplanned Pregnancy, 39 percent of North American teens have admitted to participating in sexting” (“Sexting’ racy pictures, messages raise risks on teen cell phones, CBC.ca).

So, what exactly is sexting? It is the transmission of images or text that is racy or sexually graphic. Teens are sending and soliciting nude or partially nude videos and photos of each other, by cell phone or online. Teens should consider that private information not always is held in confidence, that sexualized sharing is illegal when minors are involved, and that pornographic images are about sex and not healthy, loving relationships. Therefore, it is important for teens to recognize the impact such electronic sharing can have on their lives.

TEACHING/LEARNING STRATEGIES

DIAGNOSTIC – On the chalkboard or SMARTboard, write the word “Sexting.” Ask students to share how familiar they are with the topic by giving a thumbs up (I am familiar with the term), a thumbs down (I do not know this term) or a sideways thumb (I recognize the term but am not entirely sure what it means) to determine prior knowledge.

Place students into groups of four, and have students number off from 1-4. Give each student the corresponding chunk of text (e.g., Chunk 1, Chunk 2, Chunk 3, Chunk 4) from the **story Picture Phones (1.1 H)**.

Students first will read their sections of the story independently, and will highlight any unfamiliar words with which they need help. The teacher will circulate to help with the pronunciation, a definition, or an example to clarify.

Each student will read their chunk aloud to their group members, beginning with Chunk 1. The rest of the group members will practise their active listening skills when not reading.

Explain to students that this story is about the act of Sexting, and by using this example they will be creating a definition for the term. (15 minutes)

Note: The teacher could also read the story aloud using the website:
<http://chatdanger.com/mobiles/picphones.aspx>

VOCABULARY DEVELOPMENT – A Wiki is a piece of software that allows users to freely create and edit web page content, and add links. The class will be creating their own collaborative wiki to define the term “Sexting”.

Have students volunteer to come up to the board to add to the word by completing the following prompts: (See the **Example Wiki Word Contributions (1.2 REF)** reference sheet as an example of what students may add or edit).



Students now can edit the wiki by sorting by significance, grouping similar ideas, or eliminating words. When the class is satisfied with their edit, students will use these wiki words or phrases to create their own definitions in their notebooks.

Have students compare their definitions to the online source **From Wikipedia (1.3 OH)** (<http://en.wikipedia.org/wiki/Sexting>) . They will hand this in for the teacher to assess their learning. **Use the Student Feedback Form (1.4 REF)**.

When the teacher returns the **Student Feedback Form (1.4 REF)**, students should add this Wiki Definition to their Literacy portfolios. (10 - 15 minutes)

WATCHING AND RESPONDING – Have students visit MTV’s A THIN LINE website independently or as a class to complete the writing activity outlined on **A Thin Line (1.5 H)**. Instructions for this activity are below.

When one watches a video online, there typically is a place where viewers can post comments about the video, provide feedback, add information, state opinions, provide tips, etc. That is what students will be doing in this next activity. Students will watch a minimum of 4 videos from MTV’s website A THIN LINE. For each video, they must record one phrase/quotation used in the video, and then post a comment about it. This selected text can be part of the dialogue, a fact or figure, a question, a tag line, or any interesting phrase that reveals something important about Sexting. Show the **Student Exemplar (1.7 OH)**.

The featured videos can be found on <http://www.athinline.org/videos>

Students can choose from:
<ul style="list-style-type: none">•Impressing Guys•Public Nudity•Not Accepted•Absolutely Everyone•Sexting in America<ul style="list-style-type: none">•Rachel’s Sext•Why is Sexting such a big deal?<ul style="list-style-type: none">•Would I Really Do That?<ul style="list-style-type: none">•Forward It•Out There

Students will use the writing prompts to help create an insightful comment and demonstrate understanding of the topic.

Each student will need two copies of the **Comments handout (1.6 H)**, on which to write the prompts and the comments that they create.

When the comments are completed, the students will assess their own comments, a peer also should assess their comments, and then the teacher will assess, using the **Writing Traits Assessment sheet (1.8 H)**. (45 minutes)

ACTIVISM

The following activity should be prepared as a second lesson.

VIDEO HOOK – Show students the Public Service Announcement by the Ad Council “Everyone Knows Your Name.” (www.youtube.com/watch?v=hOwpGF1SOQM&feature=related)

SUMMARY PARAGRAPH (25 minutes)

- **Pre-Reading:** Ask students to brainstorm the possible consequences of sharing a nude or semi-nude photo of themselves. On chart paper or the board, create a list of these consequences.
- **During Reading:** Ask students to highlight the consequences of sexting, as revealed in the following article. Read aloud for students the article, and provide them with a copy: **“Love isn’t forever... but photographs are” from Cybertip.ca (1.9 H)**.
- **After Reading:** Write a summary paragraph based on the true story they have just heard and read. Students should follow the instructions on the **handout (1.9 H)**, and use the **Summary Plan (1.10 H)** to organize their points.

TAKE UP – Students can edit and revise their work by referring to the **Summary Evaluation Rubric (1.11 H/REF)**. They will make any necessary revisions and submit their work to the teacher for evaluation using the **Summary Evaluation Rubric (1.11 H/REF)**. This piece of writing also should be added to the Literacy Portfolio.

Have students review the list the class made, during the pre-reading activity, on possible consequences of sexting, and highlight the ones that appeared in the article. If any consequences appeared in the article and were not on the list, add these details now. Using different coloured markers or symbols, sort the details that now appear on the list into the categories of:



Write these headings on the list, and identify the colour or symbol used to sort the details into these categories.

Students should be made aware of the seriousness of the crime that is committed by sexting when minors are involved. Read the following to students:

Under the Criminal Code of Canada, offenders who possess images of children under the age of 18 engaging in sexual activity, posing in a sexually suggestive manner, or showing sexual organs may now be sentenced up to five years in prison. Keeping sexual images constitutes possession of child pornography; sending sexual images constitutes distribution of child pornography; taking a picture is producing child pornography. Cases in the United States have resulted in individuals having to pay hefty fines, being registered on the Sex Offenders' List, or having to attend group therapy or treatment classes.

Examine the Emotional Effects: Share with students the video from NBC Today concerning 18 year old Jessie Logan, who committed suicide because her private sext was made public (<http://today.msnbc.msn.com/id/26184891/vp/29546237#29546237>). (30 minutes)

In pairs, have students read the scenario **Anonymous Asked (1.12 H)**. Students will go online to find ways to help this teen “take control” of this sexting situation. Then, using the handout, students will give this Anonymous teen information on how to:



More information is available at: www.athinline.org/take-control#get-help-now. (20 minutes)

This handout, **Anonymous Asked (1.12 H)**, is the “ticket out the door” for the pair of students working on it. When they have completed the handout, they will hand them to the teacher before they leave the classroom. These responses should be posted in a visible area in the classroom, guidance office etc.

ASSESSMENT OPPORTUNITIES

- Anecdotal Observation of reading in groups
- Student Feedback Form (1.4 REF)
- Writing Traits Assessment (1.8 H)
- Summary Evaluation Rubric (1.11 H/REF)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK

Students could read the Sex and Tech survey's Key Findings, from The National Campaign to Prevent Teen and Unplanned Pregnancy and Cosmo Girl. For more information or the full article, visit www.thenationalcampaign.org/sextech/pdf/sextech_summary.pdf. They could complete a KWL chart (What I Know, What I Want to Know, What I Learned), create their own survey for classmates, or identify the Most/Least Important Ideas and Information (See organizer in Think Literacy: Cross Curricular Approaches, Grades 7-12, pg. 47).

EXTENSION ACTIVITY

How can you be safe when sexting? The article, "Safe Sexting? There's an App for That, Too" talks about the Safe Sexting application that is nothing more than a photo app that gives you four options for covering up: a small box, a large box, a head box and a transparent red silk box which can't be moved around or resized by the recipient. (for more information or to read/view the full article, visit Mashable Mobile at <http://mashable.com/2009/12/23/safe-sexting/>).

Challenge students. Ask them whether this is a good method of safe sexting. Have them explain why or why not.

CROSS CURRICULAR CONNECTIONS

- Challenge and Change in Society – Could examine MTV News – Sexting in America (<http://www.athinline.org/videos?page=3>) or Celebrity Sexting Scandals
- Understanding Canadian Law – Examining Sex Offenders, Sexting, and Sexual Predators
- Health and Physical Education – Examine Dating Violence

MATERIALS AND RESOURCES

- Internet accessibility required
- Data projector or SMARTboard
- Optional: earphones to listen to online videos
- Coloured markers (4 colours)
- Picture Phones (1.1 H)
- Example Wiki Word Contributions (1.2 REF)
- From Wikipedia, the free encyclopedia (Sexting Definition) (1.3 OH)
- Student Feedback Form (1.4 Ref)
- MTV's A THIN LINE (Assignment Instructions) (1.5 H)
- Comments (1.6 H)
- Student Exemplar (1.7 OH)
- Writing Traits Assessment (1.8 H)
- "Love isn't Forever...but photographs are" (1.9 H)
- The Summary Plan (1.10 H)
- Summary Evaluation Rubric (1.11 H/REF)
- Video about Jessie Logan (see Activism activity #7)
- Anonymous Asked (1.12 H)

IMPORTANT TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Messages** only refers to those written electronically (in emails, texts, IMs, etc.), and **pictures/video** only refers to those captured electronically (on a cell phone or digital camera/camcorder), etc. (More information available at: Sex and Tech Survey www.thenationalcampaign.org/sextech/)
- **Personal Digital Assistant** (PDA) is usually a hand held mobile device that can manage your personal information and has internet capabilities. It can be used as a gaming device, audio player and more.
- **Portmanteau** describes a word created by combining two or more words together: e.g., breakfast + lunch = brunch
- **Sext** is a sexual image or message that is sent or received electronically.
- **Sexting** is the act of sending electronically a sexually suggestive or explicit image or message
- **Sexually Suggestive pictures/video** include semi-nude or nude personal pictures/video taken of oneself. These do not include pictures of anonymous people found on the Internet, or received from a stranger (like spam), etc.
- **Sexually suggestive messages** include sexually suggestive written personal texts, emails, Instant Messages, etc. These do not include messages you might received from a stranger (like spam) etc.

LINKS AND RESOURCES

- Cybertip.ca
www.cybertip.ca/app/en/respect_home
- Kids Help Phone – Play the “No Signal” game or learn “How to Block” cell phone calls and messages.
www.kidshelpphone.ca/Teens/InfoBooth/The-Internet.aspx
- National Teen Dating Abuse Hotline
www.loveisrespect.org
- textED.ca
www.texted.ca/app/en/dyk
- Thinkuknow
www.thinkuknow.co.uk

PICTURE PHONES: A STORY FROM CYBERTIP.CA



FROM WIKIPEDIA, THE FREE ENCYCLOPEDIA:

People use mobile phones to send explicit messages or photos. *Sexting* is the act of sending sexually explicit messages or photographs, primarily between mobile phones. The term was first popularized around 2005, and is a portmanteau of *sex* and *texting*, where the latter is meant in the wide sense of sending a text possibly with images.



Sexting that involves teenagers sending explicit photographs of themselves to their peers has led to a legal gray area in countries that have strict anti-child pornography laws, such as the United States. Some teenagers who have texted photographs of themselves,

or of their friends or partners, have been charged with distribution of child pornography, while those who have received the images have been charged with possession of child pornography; in some cases the possession charge has been applied to school administrators who have investigated sexting incidents as well. The images involved in sexting are usually different in both nature and motivation from the type of content that anti-child pornography laws were created to address.

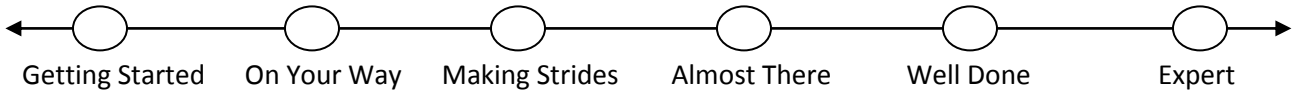
(PICTURE: MOTIVATEDPHOTOS.COM)

STUDENT FEEDBACK FORM

Name: _____

Word Choice:

The specific vocabulary the writer uses conveys an understanding of term **Sexting**

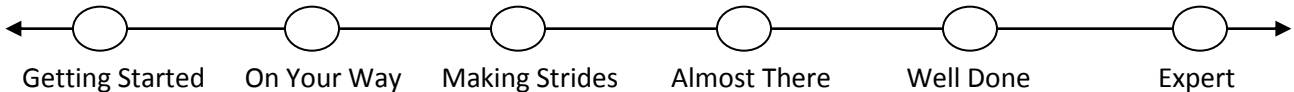


STUDENT FEEDBACK FORM

Name: _____

Word Choice:

The specific vocabulary the writer uses conveys an understanding of term **Sexting**



(ADAPTED FROM SCHOLASTIC REPRODUCIBLE FORMS FOR THE WRITING TRAITS CLASSROOM: MIDDLE SCHOOL – RUTH CULHAM)

WHAT IS MTV'S A THIN LINE?



MTV's A Thin Line campaign was developed to empower you to identify, respond to, and **stop the spread of digital abuse** in your life and amongst your peers. The campaign is built on the understanding that there's a "thin line" between what may begin as a harmless joke and something that could end up having a serious impact on you or someone else.

The Web and cell phones help us communicate, connect and learn in ways we never could before, but they've also forever changed how we interact with others.

Things we used to share in person – and in **private** – can **now be broadcast to thousands**, instantly.

Sometimes we type things we would never say to someone's face. As a result, new issues like forced **sexting**, textual harassment and cyber bullying have emerged, which now affect a majority of young people.

WHAT DO I DO?

- **Step 1:** Go to www.athinline.org/videos
- **Step 2:** Watch minimum of 4 videos from MTV's website A THIN LINE.
- **Step 3:** Place checkmarks in the boxes beside the videos you will watch.
- **Step 4:** For each video, record one phrase/quotation used in the video and post a comment about it. The selected phrase or quotation can be part of dialogue, a fact or figure, a question, a tag line, or any interesting text that reveals something important about **Sexting**

A THIN LINE: SEXTING VIDEOS

- Impressing Guys
- Public Nudity
- Not Accepted
- Absolutely Everyone
- Sexting in America
- Rachel's Sext
- Why is Sexting such a big deal?
- Would I Really Do That?
- Forward It
- Out There

COMMENTS

POST A COMMENT

Video Title:

Quotation:

Comment:

Video Title:

Quotation:

Comment:

Having trouble getting your comment started? Use these writing prompts:

- I predict that...
- I can relate...
- This reminds me of...
- I wonder...
- I believe...
- This means...
- What would happen if...
- I have learned...
- I want to know...
- This makes me feel...
- The pros of this...
- The cons of this...
- This is confusing because...
- I like...
- Now I think...
- Why did...
- Who is...
- At first I thought...
- I dislike
- This is similar to...
- I can relate to this...
- I can conclude...
- I now realize...
- The main message is...
- It doesn't deal with...
- Why did/didn't...
- I already knew...
- This is different than...
- I pictured...
- I'd like to take a closer look at...
- I disagree with...
- I wish...
- This is important because...

STUDENT EXEMPLAR

Video Title: *Public Nudity*

Quotation: "If someone pressures you to send a revealing photo, you have the right to say no."

Comment: I believe that many guys are requesting nude or semi-nude pictures of their girlfriends but sometimes girls will send these messages to their boyfriends without being asked. This is just as uncomfortable for him. Maybe he will feel pressure from his friends to share this photo and then he is divided or conflicted between being loyal to his girlfriend or guy friends.

WRITING TRAITS ASSESSMENT

WRITING TRAITS (circle the emoticon which best rates the comments made about the "Thin Line" videos)	SELF ASSESSMENT	PEER ASSESSMENT	TEACHER ASSESSMENT
IDEAS (good insight on the topic of sexting)			
ORGANIZATION (presentation of ideas is clearly structured)			
VOICE (uses the right tone and style for the audience)			
WORD CHOICE (uses specific sexting vocabulary to convey meaning)			
SENTENCE FLUENCY (the words and phrases flow through the piece)			
CONVENTIONS (the mechanical correctness of the piece)			

(ADAPTED FROM REPRODUCIBLE FORMS FOR THE WRITING TRAITS CLASSROOM – RUTH CULHAM)

LOVE ISN'T FOREVER... BUT PHOTOGRAPHS ARE

Task: Write a summary of the selection printed below. Include the main idea and at least two important details that support it.

Purpose and Audience: an adult who is interested in the topic.

Length: fewer than 100 words

Colleen, like many 15-year-olds, liked taking pictures and videos of herself and her friends on her camera phone. Colleen had started dating Kyle, a friend from school, near the beginning of the semester. The two would do fun things like send each other pictures of themselves from their computers and cell phones.

One day, Kyle sent a text message to Colleen asking for a sexy picture. She was a bit nervous, but still sent a couple pictures of what she thought was her "sexy face." Kyle replied that he liked them, but that he wanted something a little more revealing, and asked her to pose topless.

Colleen didn't know what to do, but figured she was in the privacy of her bedroom, so it was OK—after all, she liked and trusted Kyle. She took one picture without her shirt on, and sent it to Kyle before she could change her mind. Over the next month, Kyle's requests for sexy pictures increased. Eventually Colleen didn't feel as uneasy about it, and sent a variety of semi-nude or nude photos to Kyle.

Kyle and Colleen eventually broke up; Kyle sent Colleen a text message that was crude and nasty, letting her know that they were through. Colleen was shocked and upset, but had some good friends to give her support. Then one day she noticed some boys looking at her, whispering and snickering. That afternoon Colleen heard Kyle called down to the office. Half an hour later, she was called down as well.

Kyle was nowhere to be seen—in fact, the principal explained, he had been expelled. She later learned that Kyle was facing criminal charges and a \$10,000 fine. The principal told her that Kyle had printed a collection of Colleen's nude photos and made them into a collage, which he then posted in the boy's locker room.

It got worse—the principal had called her parents for a meeting with Colleen, the principal and the guidance counsellor... Colleen said the embarrassment she felt at school was the worst part of the whole experience!

Notes:

(REFERENCE: STORY IS FROM www.cybertip.ca)

THE SUMMARY PLAN

PLAN YOUR SUMMARY:

- Reread the entire selection.
- Find the 5Ws and 1 H.
- Find the main idea of the text
- Find the supporting details.

Topic Sentence: Who? _____
 What? _____
 Where? _____
 When? _____
 Why? _____
 How? _____

First Important Detail: _____

First Supporting Evidence: _____

Second Detail: _____

Second Supporting Evidence: _____

Concluding Sentence: _____

Now write your summary paragraph in the space below.

SUMMARY EVALUATION RUBRIC

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 to 4+ 80-100%
<p>KNOWLEDGE – Knowledge of the structure of the summary</p> <ul style="list-style-type: none"> • Topic sentences includes Who, What, Where, When, Why, How? • Body: Important detail and two pieces of supporting evidence given • Conclusion: An appropriate concluding sentence 	<p>Limited required components present</p> <ul style="list-style-type: none"> • Introduction • Body • Conclusion <p>Demonstrates limited understanding of</p> <ul style="list-style-type: none"> • Content 	<p>Most required components are present</p> <ul style="list-style-type: none"> • Introduction • Body • Conclusion <p>Demonstrates some understanding of</p> <ul style="list-style-type: none"> • Content 	<p>All required components are present</p> <ul style="list-style-type: none"> • Introduction • Body • Conclusion <p>Demonstrates considerable understanding of</p> <ul style="list-style-type: none"> • Content 	<p>Thoroughly meets required expectations</p> <ul style="list-style-type: none"> • Introduction • Body • Conclusion <p>Demonstrates thorough understanding of</p> <ul style="list-style-type: none"> • Content
<p>THINKING – Planning</p> <ul style="list-style-type: none"> • Finds the main idea of the original text • Selects appropriate details <p>THINKING – Processing</p> <ul style="list-style-type: none"> • Summary is thorough • Appropriate number of words and written in one paragraph 	<p>Shows limited evidence of planning skills</p> <ul style="list-style-type: none"> • Main idea • Details <p>Shows limited evidence of processing skills</p> <ul style="list-style-type: none"> • Information • Length 	<p>Shows some evidence of planning skills</p> <ul style="list-style-type: none"> • Main idea • Details <p>Shows some evidence of processing skills</p> <ul style="list-style-type: none"> • Information • Length 	<p>Shows considerable evidence of planning skills</p> <ul style="list-style-type: none"> • Main idea • Details <p>Shows considerable evidence of processing skills</p> <ul style="list-style-type: none"> • Information • Length 	<p>Shows a high degree of planning skills</p> <ul style="list-style-type: none"> • Main idea • Details <p>Shows a high degree of processing skills</p> <ul style="list-style-type: none"> • Information • Length
<p>COMMUNICATION – Organization</p> <ul style="list-style-type: none"> • Logical organization <p>COMMUNICATION – Audience and Purpose</p> <ul style="list-style-type: none"> • Targeted for an adult audience • Appropriate tone, style and diction • Does not use “I” or “me” or include personal opinion 	<p>Limited organization</p> <ul style="list-style-type: none"> • Organization <p>Limited awareness of audience and purpose</p> <ul style="list-style-type: none"> • Audience • Purpose 	<p>Somewhat organized</p> <ul style="list-style-type: none"> • Organization <p>Somewhat aware of audience and purpose</p> <ul style="list-style-type: none"> • Audience • Purpose 	<p>Considerably organized</p> <ul style="list-style-type: none"> • Organization <p>Considerable awareness of audience and purpose</p> <ul style="list-style-type: none"> • Audience • Purpose 	<p>Very highly organized</p> <ul style="list-style-type: none"> • Organization <p>Exceptional awareness of audience and purpose</p> <ul style="list-style-type: none"> • Audience • Purpose
<p>APPLICATION – Application of writing process</p> <ul style="list-style-type: none"> • Applies writing process: assesses own work and/or uses a peer editor <p>APPLICATION – Conventions of Language</p> <ul style="list-style-type: none"> • Complex sentence structure; proper spelling, punctuation and grammar <p>APPLICATION – Application of literary skills</p> <ul style="list-style-type: none"> • Written in one paragraph • Includes transitions and connections 	<p>Limited application of writing process</p> <ul style="list-style-type: none"> • Assessment <p>Significant errors in...</p> <ul style="list-style-type: none"> • Sentence structure • Spelling • Grammar • Punctuation <p>Literary skills are applied with limited effectiveness</p> <ul style="list-style-type: none"> • Transitions 	<p>Some application of writing process</p> <ul style="list-style-type: none"> • Assessment <p>Errors in...</p> <ul style="list-style-type: none"> • Sentence structure • Spelling • Grammar • Punctuation <p>Literary skills are applied with some effectiveness</p> <ul style="list-style-type: none"> • Transitions 	<p>Considerable application of writing process</p> <ul style="list-style-type: none"> • Assessment <p>Minor errors in...</p> <ul style="list-style-type: none"> • Sentence structure • Spelling • Grammar • Punctuation <p>Literary skills are applied effectively</p> <ul style="list-style-type: none"> • Transitions 	<p>Application of writing process thoroughly meets expectations</p> <ul style="list-style-type: none"> • Assessment <p>Language conventions meet expectations</p> <ul style="list-style-type: none"> • Sentence structure • Spelling • Grammar • Punctuation <p>Literary skills are applied with sophistication</p> <ul style="list-style-type: none"> • Transitions

ANONYMOUS ASKED

I AM 15 YEARS OLD AND MY BOYFRIEND OF A YEAR HAS ASKED ME TO SEND A TOPLESS PHOTO OF MYSELF VIA TEXT FOR HIS 17TH BIRTHDAY. I TRUST HIM AND KNOW HE WOULDN'T SHARE IT WITH ANYONE. HE SAYS HE LOVES ME AND I DON'T THINK IT'S A BIG DEAL TO SHOW YOUR BREASTS. MAYBE IF I JUST TAKE A PICTURE OF MY CHEST WITHOUT MY FACE IN THE PHOTO, IT WILL BE OKAY IF THE PICTURE IS ACCIDENTALLY FORWARDED - NO ONE COULD BE SURE IT WAS ME ANYWAYS. ALSO, MY PARENTS DON'T CHECK MY PHONE. I THINK THIS IS A PERSONAL CHOICE AND IT IS NOT A CRIME IF YOU ARE BOTH UNDERAGE...RIGHT? LET ME KNOW WHAT YOU THINK.

Using the website [A Thin Line](#), give this Anonymous Teen information on how to:

Defend his/her Digital Domain

Deal With It

Draw the Line

Find Support

LESSON 2: TEXTUAL HARASSMENT

75 minutes

CURRICULUM EXPECTATIONS

- BUILDING READING SKILLS – Using Reading Strategies to Understand Texts
 - BR3.07 – Use appropriate strategies to make inferences about and interpret different type of texts.
 - BR3.08 – Make connections between personal experiences and the content of texts to consolidate and extend understanding of different types of texts.
- BUILDING WRITING SKILLS – Using the Writing Process
 - BW1.03 – Use oral language skills, in English or a first language, to develop content for writing.
 - BW1.02 – Use pre-writing strategies to generate ideas for writing.
 - BW1.09 – Use appropriate strategies to edit written work.
- BUILDING WRITING SKILLS – Using Knowledge of Forms in Writing
 - BW2.12 – Construct personal reflections, in paragraph form, choosing a clear focus and using appropriate examples to explain their thinking.
- UNDERSTANDING AND ASSESSING GROWTH IN LITERACY – Understanding the Reading and Writing Processes and the Role of Reading and Writing in Learning
 - UA3.04 – Demonstrate understanding that their subject, audience, and purpose for writing influence their choices of form, tone, and level of language.

KEY CONCEPTS AND GUIDING QUESTIONS

- What constitutes harassment online?
- How can one recognize cyber harassment?
- What can be done to prevent or report digital abuse?

INTRODUCTION/OVERVIEW

Digital tools such as cell phones are used regularly by teens. The frequency with which they send and receive messages is astounding. A study by the Kaiser Family Foundation revealed that, “66 percent of people between the age of eight and 18 owned a cell phone” (2009) and that “kids between grades 7 and 12 spend an average of more than 90 minutes a day sending or receiving text messages.” This kind of shorthand transmission makes communicating very easy, and teens are sending, on average, just over 2000 texts a month (commonsensemedia.org). Teens need to have a strong sense of ethical responsibility when using this technology, since messages and information can be spread infinitely online. When boundaries are breached and messages become harassing, harmful or even abusive, one’s digital life can become toxic and the effects long-lasting. Students will be examining digital harassment as a form of cyber bullying. They will explore preventative solutions, and will identify strategies to report and deal with online and mobile bullying.

TEACHING/LEARNING STRATEGIES

SHORT WRITING TASK – As a predicting activity to prompt students to think about cyber-harassment, hand out and ask students to complete the **Short Writing Task (2.1 H)** worksheet. On this sheet, they will

be asked to respond to the following question: **“When it comes to over-texting, what puts it over the edge – the number of texts or what the texts are saying?”** Explain. (www.thatsnotcool.com)

Remind students that in these responses, they can use “I” and “me”, no title is needed, and they should use the following format: a topic sentence, two or three points introduced with transition words (e.g., first, also, then), and a conclusion.

Students will use **The Short Answer Paragraph: Evaluation Checklist (2.2 H)** to ensure that all writing requirements are met. Students will staple this checklist to their response, and hand in both items to the teacher for feedback.

The response and assessment can be recorded in the student’s literacy portfolio. (15 minutes)

QUIZ – Have students take the Thin Line Quiz on “Digital Drama” found online at www.athinline.org/quizzes/landing. There is a guy version and a girl version of this quiz. The questions are the same, but the readers are teen celebrity readers – Michelle Trachtenberg (Gossip Girl) and Asher Roth (Rapper).

Teachers could have students break off into groups of four to do the quiz, take the quiz as a class, or create one group of girls and one group of guys. The objective is to have the students discuss the possible answers amongst themselves (it is a multiple choice quiz), and make the best choice as a responsible digital user.

Once students complete the quiz, their answers will be analysed to determine their score out of 100 and what their score says about them: are they *connected*, *idle*, or *disconnected*. Explore the results and learn why they scored so well/poorly. Brief descriptions of the three levels are provided below, with more information provided on the webpage, as well as suggested pages to read for more information based on your score. (10 minutes)

- **Disconnected:** You spend plenty of time online but are a little blurry about the line between funny and mean, loving and stalking, public and private.
- **Idle:** The good news is that you know there’s a line between public and private, checking in and controlling, teasing and torture. The bad news is that you’re not always sure what the line is.
- **Connected:** Nice. You scored at the top, which shows that you know where to draw the line between interested and inappropriate, funny and mean, flirting and stalking. You also probably know what to do if you’re being harassed online.

SIX-WORD MEMOIRS – Ask students to use the examples from the quiz and their own background knowledge to answer this question: “What is Digital Disrespect?” Answer: “Spreading negative or embarrassing dirt (true, untrue, or unknown, via text, pic or video) about someone behind their back or to their face.” (A Thin Line)

Explain to students that cell phones can be great for instant communication, but this always-on state of connection sometimes can be unhealthy. Have students read the memoirs of teens found on **Six-Word Phrases from “I Can’t Keep My Own Secrets” (2.3 H)**. Although these are only six words describing a teen’s feelings, students will be able to use their inference skills to make educated guesses as to the situational context. They should draw from their own personal experiences and make connections. Model this process by using the following example:

I Read:
“I’m texting him;
he’s ignoring me.”

•**Student Inference:** Maybe the recipient of the email has received numerous emails from his friend/girlfriend and he is feeling smothered or controlled by her. This once happened to my friend and he didn’t know how to tell the girl to back-off. It turns out she was worried that he was cheating because her last boyfriend did that. She should have just explained that and they could have talked about it.

Have students highlight or circle the phrases on this worksheet that they think could be examples of abuse, unhealthy relationships, and harassment. Answers may vary, but students should use the textbox definitions and examples to help them. Each student should be prepared to share one example and inference with the class. (20 minutes)

Now, have students create their own Six-Word responses giving these teens advice on how to take control of their digital domains, to describe the possible consequences, to provide support or report the behaviour/offense (e.g., Keep passwords private and change frequently).

Students should use the websites A Thin Line, The Safe Space, or That’s Not Cool to locate information on how to deal with digital harassment and to help create their Six-Word responses.

- www.athinline.org
- www.thesafespace.org
- www.thatsnotcool.com

ACTIVISM

These Six-Word responses that the students have created will then become posters. Have students view the **That’s Not Cool – Call Out Cards (2.4 H)** as examples. These posters can be created with Microsoft Publisher, Comic Life, Paint Adobe, Photoshop, or other graphic design/creation software. Students will assess their posters using the **C.O.P.S. Editing Checklist (2.5 H)**. Teachers will evaluate the polished posters using the **Six-Word Poster Evaluation Rubric (2.6 REF)**. The finished/evaluated process should be recorded in the students’ literacy portfolios. (25 minutes)

ASSESSMENT OPPORTUNITIES

- Short Answer Paragraph: Evaluation Checklist (2.2 H)
- C.O.P.S. Editing Checklist (2.5 H)
- Six-Word Poster Evaluation Rubric (2.6 REF)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK

Students should review the [textEd.ca](http://texted.ca) website to read the 411: Guidelines for Safe Texting (www.texted.ca/app/en/the411). Students should create three more “I will...” statements to add to this Safe Texting Contract.

EXTENSION ACTIVITY

Know your rights! What should students do when they are feeling harassed or abused online? There are three great sites students can visit for more information.

- Have students visit the website The Safe Space.
www.thesafespace.org
- Visit Deal.org to learn about Canadian Law and Cyber bullying
<http://deal.org/the-knowzone/internet-safety/cyberbullying/>
- Examine steps to prevent and report cyber bullying and digital harassment.
www.cyberbullying.ca

CROSS CURRICULAR CONNECTIONS

Leadership and Peer Support – Students could view the website Love is Respect (www.loveisrespect.org) to help them coach fellow students through the Break-Up Process, or Find Support Services, or promote awareness of relationship abuse.

Media Studies – Have students examine Rihanna and Eminem’s song “Love the Way You Lie,” which touches on the issue of domestic violence and breaking the cycle of violence. This song can be found on YouTube, or lyrics can be googled.

Parenting – Students could examine a series of Public Service Announcements and determine their effectiveness in informing parents about the dangers of cyber bullying. Below are two suggested PSAs:

- Ad Council’s Kitchen PSA: www.youtube.com/watch?v=NbtajOvAU10
- Talent Show PSA: www.youtube.com/watch?v=gnFkKOZiHZA

MATERIALS AND RESOURCES

- Short Writing Task (2.1 H)
- The Short Answer Paragraph: Evaluation Checklist (2.2 H)
- Six-Word Phrases from “I Can’t Keep My Own Secrets” (2.3 H)
- That’s Not Cool – Call Out Cards (2.4 H)
- C.O.P.S. Editing checklist (2.5 H)
- Six-Word Poster Evaluation Rubric (2.6 REF)
- Internet Access
- Data projector or SMARTboard
- Publishing software

IMPORTANT TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Chat Room** is the name given to a place or page in a website or online service where people can type messages, which are displayed almost instantly on the screens of others who are in the "chat room.
- **Flaming** is hostile and insulting interaction between Internet users, which usually occurs in social media.
- **Internet Trolls** incite flame wars for the sole purpose of offending or irritating others.
- **Netiquette** is the informal rules of internet courtesy, enforced exclusively by other Internet users.
- **SMS** is the text communication service component of phone or mobile communication systems that allows for the exchange of short text messages between fixed line or mobile phone devices. (Wikipedia)

- **Social Networking Sites** are websites that allow users to build online profiles; share information, including personal information, photographs, blog entries, and music clips; and connect with other users, whether it is to find friends or land a job.

LINKS AND RESOURCES

- Chat Danger
<http://chatdanger.com>
- Common Sense Media
www.commonsensemedia.org/digital-citizenship/6-8/connected-culture#whats-cyberbullying
- Cyberbully411
www.cyberbully411.com
- Internet101
<http://internet101.ca/en/youth1417.php>
- Smith Magazine – Six Words
www.smithmag.net/sixwords
- Xblock iSafe
<http://xblock.isafe.org>

SHORT WRITING TASK

(ANSWER IN FULL AND CORRECTLY WRITTEN SENTENCES.)

"WHEN IT COMES TO OVER-TEXTING, WHAT PUTS IT OVER THE EDGE – THE NUMBER OF TEXTS OR WHAT THE TEXTS ARE SAYING, OR BOTH?"

Explain why: _____

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

THE SHORT ANSWER PARAGRAPH: EVALUATION CHECKLIST

Name: _____

REQUIRED COMPONENTS	YES	NO
TOPIC SENTENCE: -Rewords the question and indicates the topic of the paragraph clearly	<input type="radio"/>	<input type="radio"/>
POINT #1: -transition word -presents first point and explanation	<input type="radio"/>	<input type="radio"/>
POINT #2: -transition word -presents second point and explanation	<input type="radio"/>	<input type="radio"/>
CONCLUDING SENTENCE: -rewords the question and clearly sums up the paragraph	<input type="radio"/>	<input type="radio"/>
CONVENTIONS: -correct spelling, grammar, punctuation, and sentence structure -carefully written and edited.	<input type="radio"/>	<input type="radio"/>
COMMENTS: 		

SIX-WORD PHRASES FROM “I CAN’T KEEP MY OWN SECRETS”

BY TEENS FAMOUS AND OBSCURE – SMITH MAGAZINE (ADAPTED)

What is Verbal/Emotional Abuse?

(The Safe Space.org)

- name-calling and put-downs
- yelling and screaming
- intentionally embarrassing you in front of other people
- keeping you from seeing or talking with friends and family
- telling you what to do
- using online communities or cell phones to control, intimidate, or humiliate you
- making you feel responsible for the abuse
- stalking
- threatening to commit suicide in order to manipulate you
- threats of violence and harm to you or people you care about
- threats to expose your secrets (e.g., sexual history, sexual orientation), start rumours etc.

What is Digital Harassment?

It is when messages, texts, or calls repeatedly

- threaten physical harm
- are obscene
- intimidate
- bully
- are unwanted and/or constant
- involve spying on a partner
- are power-tripping comments
- attempt to control

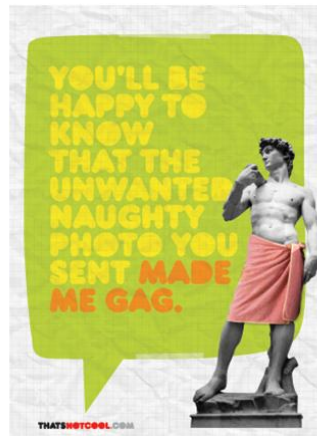
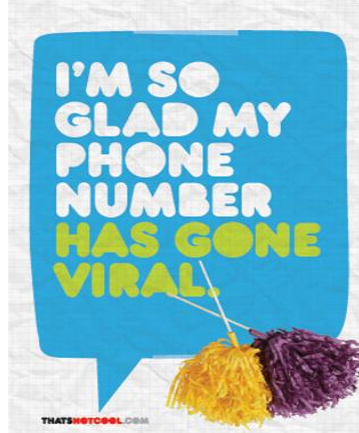
Technology and Abuse:

Cell phones and social networks are perfect for keeping in touch, but sometimes they can play a role in teen dating abuse.

1. Which of the Six-Word phrases could be examples of digital abuse? Explain.
2. Which could be examples of unhealthy relationships? Explain
3. Which could be examples of digital harassment? Explain

GOOGLED WHAT HE CALLED ME. OUCH – EMILY L.
IF NOT THROUGH WHISPERS, IN TEXTS. – HANNAH S.
HE SAID I WASN’T WORTH IT. – DIANA
I THOUGHT YOU SAID YOU’D CALL. – JENNIFER G.
I TOLD HIM EVERYTHING. BIG MISTAKE. – LINDSAY B.
YOU BLOG. I BOTTLE IT UP. – YOLANDRA B.
HIS ABUSE MADE ME RESPECT MYSELF. – LINDSEY E.
LEARNED THAT SOMETIMES FRIENDS AREN’T FOREVER. – VICTORIA
STILL WISHING FOR (CTRL+Z) UNDO COMMAND. – JOANNA L.
HE SAID BYE WITH YOUTUBE LINKS. – MELISSA B.
QUEER. GAY. HOMO. FAGGOT: JUST LABELS. – CALLAN H.
COMPUTER ATE MY SOUL. YOURS, TOO – LINDSEY ELISE S.
MY FRIENDS ARE STRANGERS IN CHATROOMS. – STEPHANIE S.
BLESSED WITH FRIENDS; CURSED WITH SECRETS. – JOSEPH B.
LIES DIDN’T HELP WIN HIM BACK. – NICOLE M.
LOST MYSELF IN HIS FLAMING ANGER. – ASMI H.
I CAN’T BELIEVE IT’S ON YOUTUBE. – GREG A.
I EDIT MY PROFILE, OR VICE-VERSA? – NOA B.S.
SHE SCREAMED "LOSER." I BELIEVED HIM. – ANDREW C.

THAT'S NOT COOL – CALL OUT CARDS



C.O.P.S. EDITING CHECKLIST

CHECKLIST ✓	
<p>Capitalization:</p> <ul style="list-style-type: none"> • Did I start all sentences with a capital letter? • Did I capitalize the nouns that name specific people, places, and things? 	
<p>Organization and Overall Appearance:</p> <ul style="list-style-type: none"> • Are words organized clearly? • Is the font chosen appropriate and easy to read? • Do the colour choices provide enough contrast to read clearly, and do they define the message and tone of the poster? • Are the graphics connected to the message? 	
<p>Punctuation:</p> <ul style="list-style-type: none"> • Does each sentence end with an appropriate punctuation mark (. ! ?)? • Are commas used after introductory clauses and transition words? • Are commas used in a series? • Are commas used before connecting words (and, but, or) in compound sentences? 	
<p>Spelling:</p> <ul style="list-style-type: none"> • Did I check for spelling (use spell check)? • Did I check for homonyms to make sure I used the correct form (e.g., to, too, two)? 	
<p>Reflection: In 2-3 sentences, describe how or why your poster will appeal to your audience of teenagers.</p> 	

(ADAPTED FROM <http://fc.niskyschools.org>)

SIX-WORD POSTER EVALUATION RUBRIC

	Level 1	Level 2	Level 3	Level 4
Knowledge: - of terminology (abuse, harassment, cyber bullying)	-demonstrates limited knowledge of digital harassment	-demonstrates some knowledge of digital harassment	-demonstrates considerable knowledge of digital harassment	-demonstrates thorough knowledge of digital harassment.
Thinking: - C.O.P.S. edit - uses critical and creative thinking skills in planning and developing the poster	-demonstrates limited competence in using self-assessment skills -demonstrates limited competence in using critical and creative thinking skills	-demonstrates moderate competence in using self-assessment skills -demonstrates moderate competence in using critical and creative thinking skills	-demonstrates considerable competence in using self-assessment skills -demonstrates considerable competence in using critical and creative thinking skills	-demonstrates a high degree of competence in using self-assessment skills -demonstrates a high degree of competence in using critical and creative thinking skills
Communication: - promotes ethical digital use and safety strategies, and solutions for teens.	-communicates a message with a limited degree of clarity for the intended audience	-communicates a message with some degree of clarity for the intended audience	-communicates a message with a considerable degree of clarity for the intended audience	-communicates a message with a high degree of clarity for the intended audience
Application: - uses accurate language conventions to present the message.	-uses the required language conventions with a limited degree of accuracy and effectiveness	-uses the required language conventions with some degree of accuracy and effectiveness	-uses the required language conventions with a considerable degree of accuracy and effectiveness	-uses the required language conventions with a high degree of accuracy and effectiveness
Comments:				

LESSON 3: DWT (DRIVING WHILE TEXTING)

75 minutes

CURRICULUM EXPECTATIONS

- BUILDING READING SKILLS – Reading and Responding to Texts
 - BR1.03 – Describe orally and/or in writing, personally relevant texts they have read and their responses to them.
- BUILDING READING SKILLS – Understanding the Forms of Text
 - BR2.01 – Use knowledge of the organizational structure (e.g., layout, grid pattern) of a variety of graphic texts to identify the purpose of the text, locate information, and extract pertinent details.
 - BR2.05 – Use cue words and features of print to understand the organization and relationship of ideas in the text.
- BUILDING WRITING SKILLS – Using the Writing Process
 - BW1.08 – Quote and/or cite information from sources accurately, and acknowledge all sources of ideas and information used in written work.
 - BW1.04 – Use appropriate strategies for gathering supporting ideas and information from print and electronic sources.
- BUILDING WRITING SKILLS – Using Knowledge of Forms in Writing
 - BW2.02 – Construct summaries that clearly state the main idea and include important supporting details.
 - BW2.09 – Construct clear, coherent, and objective news reports that include relevant facts, information, and supporting details, using the five-question model – Who? What? Where? When? Why?
- UNDERSTANDING AND ASSESSING GROWTH IN LITERACY – Using the Portfolio to Assess Their Grown in Literacy Skills
 - UA4.08 – Review the record of their progress in their learning journal, as well as the reading-response and writing samples produced during the course, in order to describe their growth in reading and writing skills throughout the course.

KEY CONCEPTS AND GUIDING QUESTIONS

- What laws and restrictions exist in Ontario regarding cell phones and driving?
- What is more dangerous: Drunk Driving or Texting and Driving?
- Impaired driving is more than just alcohol and drug intoxication.
- What are the consequences of driving while distracted?

INTRODUCTION/OVERVIEW

Driving while impaired means driving a motor vehicle while intoxicated, texting or talking on a cell phone, while high, tired or distracted. Today’s teens frequently are warned of the dangers of drinking and driving, but some may not consider the danger of taking one’s eyes off the road, even for a second, to check or send a text. Multi-tasking in the car is not safe, and that is why Ontario law has banned all hand-held electronic devices from being used while driving. Young drivers should consider the perils of driving while texting, and should learn how to maintain focus and limit distractions.

TEACHING/LEARNING STRATEGIES

JOURNAL RESPONSE – Distribute the **Journal Response Sheet (3.1 H)**. Students will read the comic and describe it. They then will think about it, and make inferences. Finally, they will identify the purpose of the comic. Each box should have 2-3 sentences. Have students share their responses and discuss how they made inferences, what they didn't understand (e.g., who was standing with the sickle?), and how teens may relate to this comic, given the texting lingo used. Why would the teacher choose this comic to show students? What predictions can they make about the forthcoming lesson? These reading skills (e.g., making inferences, predictions, asking questions) could be added to their learning journal at the completion of this activity. Also included in the handouts is **Alternate Comics (3.7 REF)**, so that the teacher has some choices for the comic to use for this activity. (10 minutes)

INSIDE/OUTSIDE CIRCLE – Clear desks to the perimeter of the room, and create a large circle in the centre of the clearing (use masking tape, a hoola hoop, or string). Have students stand outside the circle. Explain to students that you will pose a series of questions, and they are to move into the circle if their answer is “Yes,” and they are to remain outside the circle if their answer is “No”. Once everyone has taken up a position for each question, discuss the correct answer before moving on to the next question. (10 minute)

Is it illegal to use a hand-held device when driving?
(Answer: Yes)
If you are at a stop light can you use your cell phone?
(Answer: No)
Can you be fined for riding a bike and texting?
(Answer – Yes, in Owen Sound, a 15 year old boy was charged with careless driving after slamming into a parked car while he was texting on his cell phone.)
Can I be fined even if I'm not talking or texting on the phone, and I'm just holding it in my hand?
(Answer – Yes)
Can I use a hand-held cell phone while driving if there is an emergency (e.g., I have to contact fire, ambulance or police services)?
(Answer – Yes)
Would you tell a friend to stop if he/she were texting while driving?
(Answers will vary. The teacher could ask for personal responses here.)
Do I lose demerit points on my license if I am caught talking or texting on hand-held cell phones while driving?
(Answer: No.)
Is the fine for texting while driving more than \$500.00?
(Answer: No, it is around \$200.00 but that is if you get caught, not if there is an accident or injury resulting from your distraction.)
Is it true that motor vehicle crashes are the number one cause of death in Canada?
(Answer: Yes, and they are the number 1 killer of teens in America)
Is drinking and driving more dangerous than texting and driving?
(This question may be asked now, but is to be answered after the video or article.)

DURING READING/VIEWING – There are two options for this next activity. Teachers can choose to have students read the article: **OMG! Texting impairs drivers more than drinking: study (3.2 H)**, or students may watch the mini-episode of MythBusters: Cell Phone vs. Drunk Driving, found at <http://dsc.discovery.com/videos/mythbusters-cell-phone-vs-drunk-driving-minimyth.html>

Before playing the video or distributing the article, have students complete the **Open Mind Organizer (3.3 H)** to make predictions and give their opinion. When they have completed this organizer, students will have a “meeting of minds.” This is where they will stand up and share what is on/in their mind (in the diagram) with other students, to see how their opinions and predictions compare. Allow 2-3 minutes for this interaction.

Instruct the students that as they read the article, or watch the video, they are to add to their Open Mind Organizer any important quotations, facts, or ideas that they had not considered, or cross out any words that they feel are not true or no longer fit. (15 minutes)

AFTER-READING/VIEWING – Students will review what they have learned by using **After Reading/Viewing (3.4 H)** organizer. Have students list the possible consequences of driving while distracted (e.g., death, injury, criminal record, arrest, fine, guilt, license suspension). These responses and ideas can be used in the following News Report assignment. (10 minutes)

NEWS REPORT - Students will write a News Report using their knowledge of the dangers of texting and driving. Hand out **News Report Writing Assignment (3.5 H)**, and go over the details with the class. The teacher will evaluate the final copy using the **News Report Rubric (3.6 REF)**, and students will add this to their literacy portfolios. (20 minutes)

ACTIVISM

Have students visit the Ontario Students Against Impaired Driving (OSAID) website: www.osaid.org. Use this site to help students define “Impaired Driving.” Have them choose a campaign, project, or speaker that they think would help promote awareness of the issue of impaired driving at their school. Is there a student or parent committee who would be interested in this information (e.g., MADD, Parent Council, Peer Supporters, Student Council)? Evaluate what is being done at your school to spread the word on the dangers of cell phones and driving. Ask students what they can do as activists. (e.g., create a Facebook group dedicated to spreading the word on safe driving practices).

ASSESSMENT OPPORTUNITIES

- News Report Rubric (3.6 REF)
- Journal Response Sheet (3.1 H)
- Open Mind Organizer (3.3 H)
- After Reading/Viewing (3.4 H)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK

- Students will polish and complete the News Report.
- Students can create their own “Safe Driving Promise” or pledge similar to that encouraged by insurance provider All State. See teen examples on their website: www.allstateteendriver.com/pages/?showPromise=1008.

EXTENSION ACTIVITY

Check out how new cell phone applications prevent unsafe texting and driving (e.g., iPhone will alert your friends that you are driving and not to text you. Other apps disable SMS when the device travels at a specific speed, recognizing that you are in a car. Some phones and cars have speech to text features for hands-free communication.)

CROSS CURRICULAR CONNECTIONS

- Health and Physical Education – Personal Safety and Injury Prevention: assessing strategies for reducing injuries and injury associated deaths, among adolescents.

MATERIALS AND RESOURCES

- Journal Response Sheet (3.1 H)
- OMG! Texting impairs drivers more than drinking: study (3.2 H)
- Open Mind Organizer (3.3 H)
- After Reading/Viewing (3.4 H)
- News Report Writing Assignment (3.5 H)
- News Report Rubric (3.6 REF)
- Alternate Comics (3.7 REF)

IMPORTANT TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Drive texting** is the act of sending a text message while driving.
- **Facebook Weaving** is weaving in traffic because you are Facebooking from your phone. (Urban Dictionary)
- **Hands-Free** denotes an electronic device, especially a mobile phone, which can be operated without using one's hands.
- **Red Light Texting** is done by someone who doesn't text while driving, but does text while stopped at a red light. This person figures that this is the safest way to text while driving.

LINKS AND RESOURCES

- Graphic Organizers
www.freeology.com
- MADD
www.madd.ca
- MythBusters full episodes:
 - www.youtube.com/watch?v=3vFclpzF7pc
 - www.youtube.com/watch?v=iGN1pLI4ZaM&feature=related
 - www.youtube.com/watch?v=t8LuM92Twm8&feature=related
- No Phone Zone
www.oprah.com/packages/no-phone-zone.html

JOURNAL RESPONSE SHEET



(IMAGE FROM: www.intomobile.com/2010/07/02/michigan-bans-texting-while-driving/)

JOURNAL RESPONSE

<p>I Read...</p> <p>(Describe the words, text boxes, and images. What I don't understand is...)</p>	<p>I Think...</p> <p>(What is happening in the gutter? What inferences can you make? What is the main idea?)</p>
<p>Therefore...</p> <p>(Do you have a better understanding, or appreciation, for the subject? Who is the intended audience and what is the purpose of the comic?)</p>	

OMG! TEXTING IMPAIRS DRIVERS MORE THAN DRINKING: STUDY

Motorists who text while driving are "significantly more impaired" than those who drive drunk, a new study suggests. (Jae C. Hong/Associated Press)

Motorists who send text messages while driving are "significantly more impaired" than those who drive drunk, even at the minimum legal limit for alcohol, according to a British study.

The study showed that drivers' reaction times deteriorated by 35 per cent and they saw a 91 per cent decrease in steering ability.

Similar studies of drunk driving, by comparison, showed that reaction times fell by a mere 12 per cent.

"This research demonstrates how dangerous it is to drive and text," said Dr. Nick Reed, senior human factors researcher at U.K.-based Transport Research Laboratory, a private firm that conducted the study for the Royal Automobile Club Foundation.

"When texting, drivers are distracted by taking their hand off the wheel to use their phone, by trying to read small text on the phone display, and by thinking about how to write their message," said Reed.

The study comes on the heels of reports that texting was to blame when a commuter train slammed head-on into a freight train in Los Angeles two weeks ago, killing 25 people.

Officials believe the engineer on the commuter train was texting at the time. Los Angeles-area officials reacted this week by banning the use of all mobile devices by anyone at the controls of a moving train.

Last week, the Ontario Medical Association called for the province find ways to curtail the use of cell phones while driving, and recommended that any type of driving-related safety policy should also include activities such as texting and e-mailing.

The Ontario Provincial Police agree texting is among the worst distractions on the road, right up there with reading and applying makeup while driving.

"Anything that diverts attention from the road is a hazard," said Sgt. Pierre Chamberland.

19% of motorists admit texting while driving

A January 2007 survey by U.S.-based Nationwide Insurance suggested 19 per cent of motorists said they texted while driving.

According to the British study, texting while driving is also more dangerous than cell phone use.

The study compared the level of distraction caused by texting to that caused by cell phone use or drug and alcohol consumption. It concluded that texting had the most impact on lane positioning and the second most impact on reaction times.

All participants in the study described themselves as confident texters but were unable to react quickly when put into simulated driving conditions where hazards popped up and buzzers sounded.

Researchers found drivers' mental attention was diverted from the road to the hand-held device, and just as bad, they were reduced to driving with only one hand on the wheel.

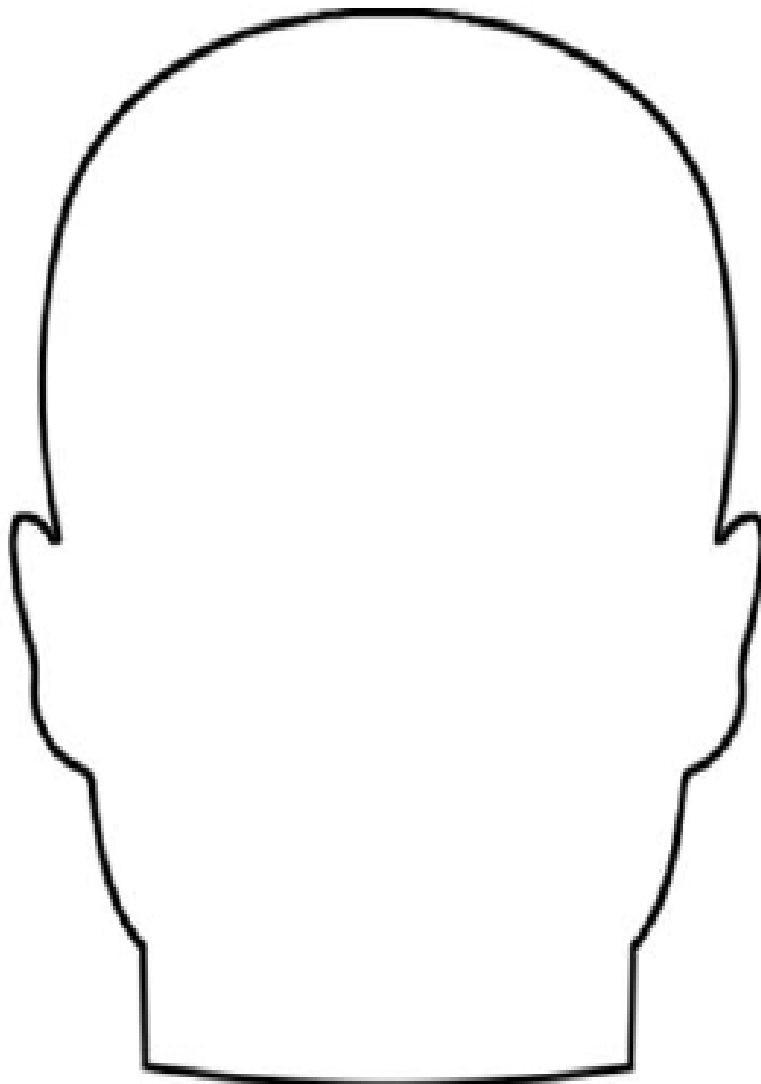
Interestingly, drinking and driving is still widely considered as a wholly inappropriate thing to do, but not texting while driving, said Prof. Stephen Glaister, director of the Royal Automobile Club Foundation.

"The participants in this study were almost unanimous in their view that drink driving was the most dangerous action on the road. Yet this research clearly shows that a motorist who is texting is significantly more impaired than a motorist at the legal limit for alcohol. No responsible motorist would drink and drive," Glaister said in a statement.

(**REFERENCE:** www.cbc.ca/consumer/story/2008/09/22/texting-driving.html)

OPEN MIND ORGANIZER

In the Open Mind Organizer below, scatter your thoughts about cell phone use and driving. Do you think it is more dangerous than drinking and driving? What do you think will be revealed?



AFTER READING / VIEWING

Ask a question:

- Why did...

- What would happen if...

Clarify something:

- At first I thought...

- But now I think...

Make a comment

- This is interesting because...

- What I remember the most is...

Make a connection

- This reminds me of...

- This impacts...

NEWS REPORT WRITING ASSIGNMENT

TEXTING LINKED TO HIGHWAY CHAOS AND COLLISIONS

Task: Write a news report based on the headline and picture below. You will have to make up the facts and information for your report.

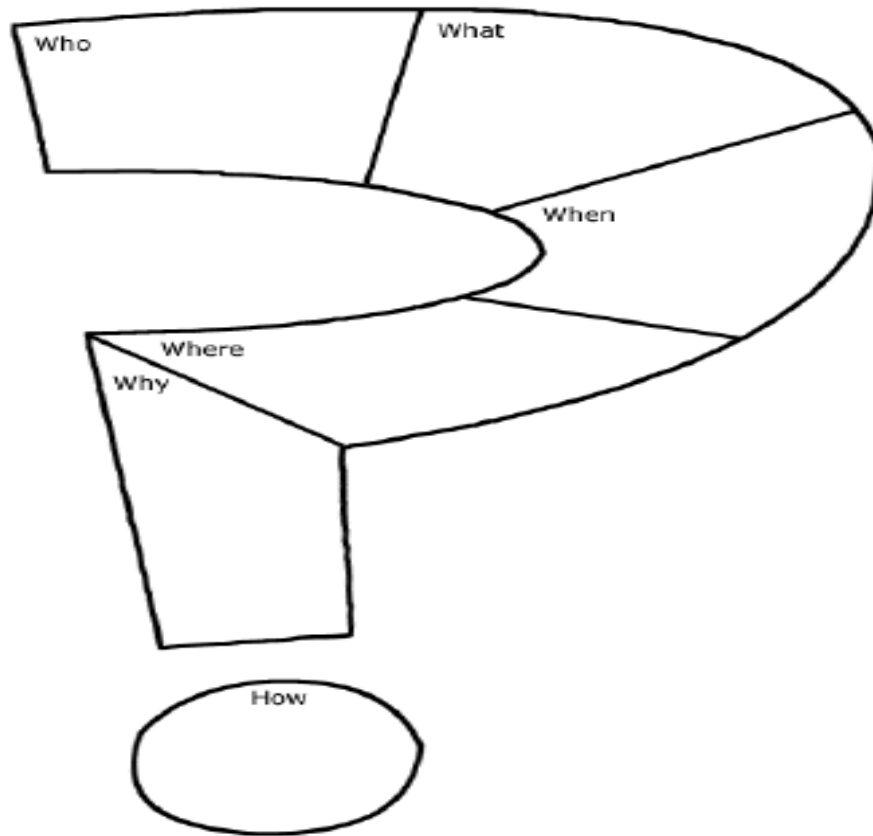
Purpose and Audience: to report on an event for the readers of a newspaper.



NEWS REPORT – DRAFT ORGANIZER

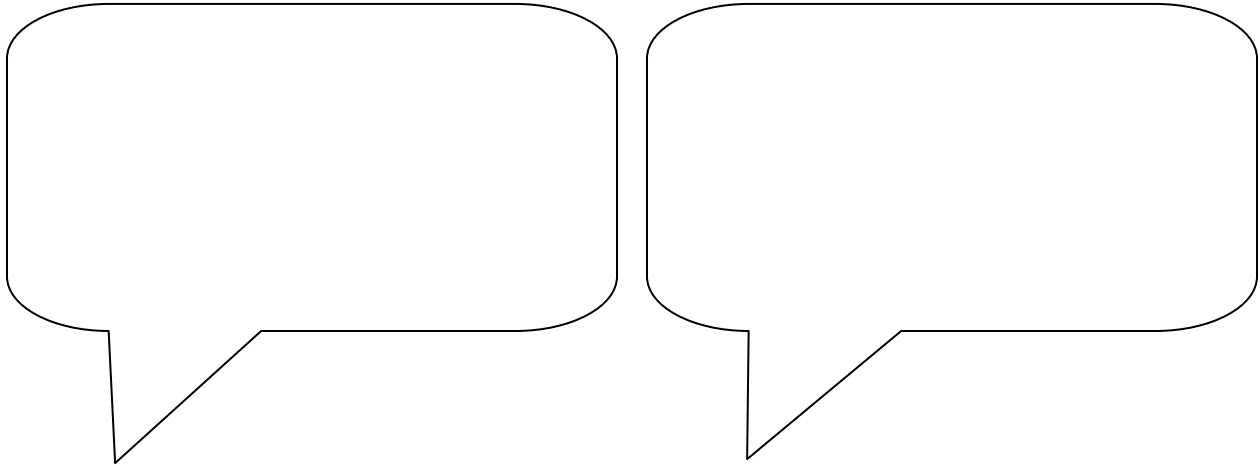
HEADLINE (TITLE) - TEXTING LINKED TO HIGHWAY CHAOS AND COLLISIONS

PARAGRAPH 1: LEAD PARAGRAPH – the lead paragraph answers Who, What, Where, When, Why, and How. Use the organizer below to fill in the details.



PARAGRAPH TWO: BACKGROUND INFORMATION – What events lead up to the event?

PARAGRAPH THREE: QUOTATIONS FROM BYSTANDERS – What do others have to say about it?



PARAGRAPH FOUR: EXTRA INFORMATION – Compare the event to other event(s). Make connections.

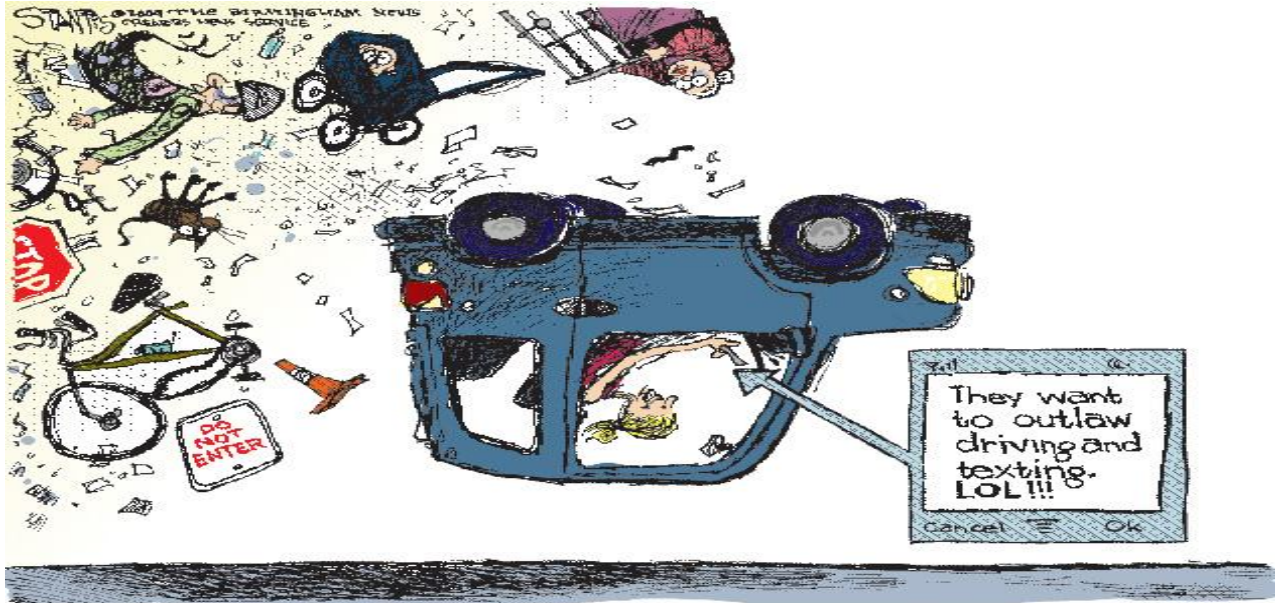
**Now write your first draft. Edit using the News Report Checklist. Revise and submit all drafts and the final copy.*

News Report Checklist: Required Components	YES	NO
Lead Paragraph: Answers the questions Who, What, Where, When, Why and How	<input type="checkbox"/>	<input type="checkbox"/>
Background Information: Background information follows and describes what events led up to the crash.	<input type="checkbox"/>	<input type="checkbox"/>
Quotations: Bystander comments are relevant, and the full name and/or relationship/title is included (i.e. Constable Collins, the sister of the injured boy).	<input type="checkbox"/>	<input type="checkbox"/>
Extra Information: Compares the event to other events, a new law, or links to a helpful website.	<input type="checkbox"/>	<input type="checkbox"/>
Language Conventions: Uses correct spelling, grammar, punctuation and sentence structure Is carefully written and edited, using the writing process, a peer editor, and a self edit (e.g., C.O.P.S.)	<input type="checkbox"/>	<input type="checkbox"/>
Style and Structure: Is a creative piece of writing Does not use “I” or “me” Presents facts objectively Is written in a series of short paragraphs (4 paragraphs)	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: <div style="border: 1px solid black; height: 40px;"></div>		

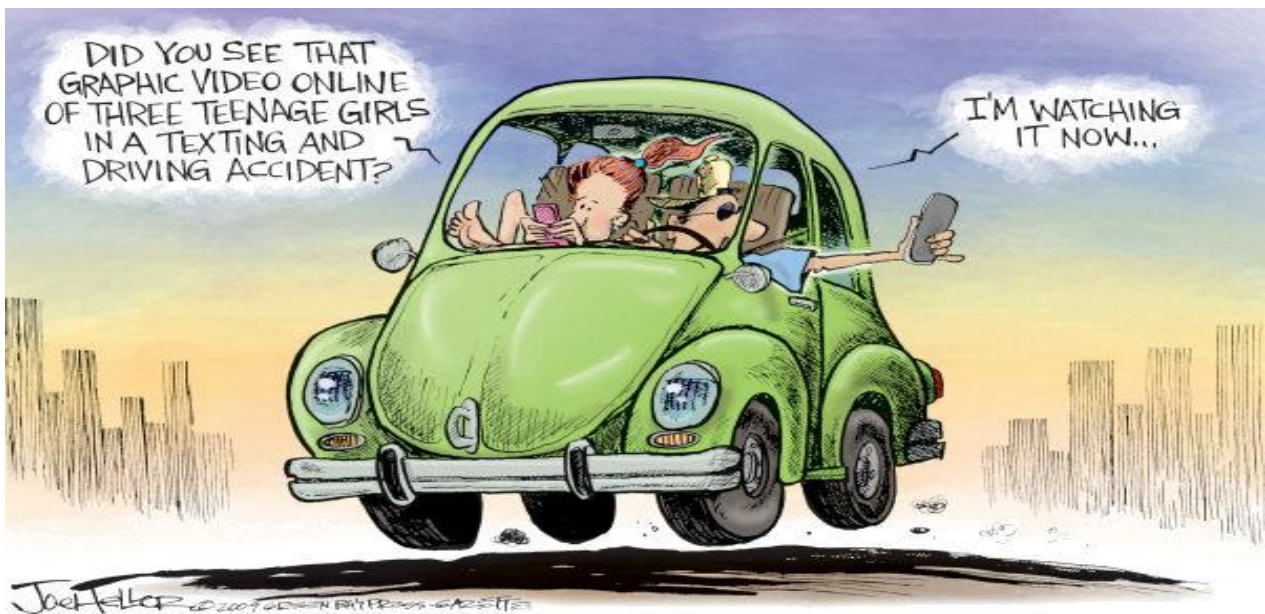
NEWS REPORT RUBRIC

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 to 4+ 80-100%
<p>KNOWLEDGE – Knowledge of News Report Format</p> <ul style="list-style-type: none"> -lead paragraph answers the questions Who, What, Where, When, Why and How. -Subsequent paragraphs add additional details, background information, quotations from bystanders, comparison to similar events 	<p>News Report Format</p> <ul style="list-style-type: none"> • 5W+H questions are somewhat answered in lead paragraph • subsequent paragraphs provide a limited amount of detail 	<p>News Report Format</p> <ul style="list-style-type: none"> • 5W+H questions are adequately answered in lead paragraph • subsequent paragraphs provide an adequate amount of detail 	<p>News Report Format</p> <ul style="list-style-type: none"> • 5W+H questions are considerably well answered in lead paragraph • subsequent paragraphs provide a considerable amount of detail 	<p>News Report Format</p> <ul style="list-style-type: none"> • 5W+H questions are exceptionally well answered in lead paragraph • subsequent paragraphs provide an exceptional amount of detail
<p>THINKING – Planning</p> <ul style="list-style-type: none"> • -Use of organizers and drafts to plan the News Report. <p>THINKING – Processing Skills</p> <ul style="list-style-type: none"> • -quality of the detail, description and explanation. <p>THINKING – Creative Thinking Skills</p> <ul style="list-style-type: none"> • -work is creative, unique and original 	<ul style="list-style-type: none"> • uses planning skills with limited effectiveness. • demonstrates limited processing skills • uses creative/critical thinking processes with limited effectiveness 	<ul style="list-style-type: none"> • uses planning skills with some effectiveness • demonstrates some processing skills • uses creative/critical thinking processes with some effectiveness 	<ul style="list-style-type: none"> • uses planning skills with considerable effectiveness • demonstrates considerable processing skills • uses creative/critical thinking processes with considerable effectiveness 	<ul style="list-style-type: none"> • uses planning skills with a high degree of effectiveness • demonstrates excellent processing skills • uses creative/critical thinking processes with a high degree of effectiveness
<p>COMMUNICATION – Organization</p> <ul style="list-style-type: none"> • -Logical organization • -information is ordered from most important to least important <p>COMMUNICATION – Audience and Purpose</p> <ul style="list-style-type: none"> • -Targeted for an adult audience • -Appropriate tone, style and diction • -Does not use “I” or “me” or include personal opinion • -Is written in 3rd person 	<ul style="list-style-type: none"> • Limited organization • Limited awareness of audience and purpose • Style and tone is limited and somewhat effective 	<ul style="list-style-type: none"> • Somewhat organized • Somewhat aware of audience and purpose • Style and tone is adequate and moderately effective. 	<ul style="list-style-type: none"> • Considerably organized • Considerable awareness of audience and purpose • Style and tone is appropriate and effective 	<ul style="list-style-type: none"> • Very highly organized • Exceptional awareness of audience and purpose • Style and tone is sophisticated and very effective
<p>APPLICATION – Application of writing process</p> <ul style="list-style-type: none"> • -Applies writing process: assesses own work and/or uses a peer editor <p>APPLICATION – Conventions of Language</p> <ul style="list-style-type: none"> • -Complex sentence structure, proper spelling, punctuation (e.g. quotations) and grammar <p>APPLICATION – Application of literary skills</p> <ul style="list-style-type: none"> • -Written in a series of short paragraphs • -Includes transitions and connections 	<ul style="list-style-type: none"> • Limited application of writing process • Significant errors in... <ul style="list-style-type: none"> ○ Sentence structure ○ Spelling ○ Grammar ○ Punctuation • Literary skills are applied with limited effectiveness • Transitions • One paragraph 	<ul style="list-style-type: none"> • Some application of writing process • Errors in... <ul style="list-style-type: none"> ○ Sentence structure ○ Spelling ○ Grammar ○ Punctuation • Literary skills are applied with some effectiveness • Transitions • Two paragraphs 	<ul style="list-style-type: none"> • Considerable application of writing process • Minor errors in... <ul style="list-style-type: none"> ○ Sentence structure ○ Spelling ○ Grammar ○ Punctuation • Literary skills are applied effectively • Transitions • Three paragraphs 	<ul style="list-style-type: none"> • Excellent application of writing process • Language conventions meet expectations <ul style="list-style-type: none"> ○ Sentence structure ○ Spelling ○ Grammar ○ Punctuation • Literary skills are applied with sophistication • Transitions • Four paragraphs

ALTERNATE COMICS (IN CASE OF LICENSING ISSUES)



(REFERENCE: www.seriousaccidents.com/articles/wp-content/uploads/2010/01/Texting-And-Driving-Cartoon.jpg)



(REFERENCE: www.textually.org/textually/archives/2010/05/11/texting-and-driving.jpeg)