

**GRAFFITI WALL:**

Before Beginning the textED.ca Lessons

**CREATE A CLASS GRAFFITI WALL FOR THE textED.ca UNIT**

Technology plays a very central role in the lives of today's youth. It is definitely a pivotal part of their social lives, and has been integrated into their entertainment and learning spaces. This has afforded an increased access to youth, with teens feeling a greater pressure to be "plugged in" and available to others at all times. With this comes a decrease in the amount of "downtime" enjoyed by youth, and an increase in the amount of public exposure experienced by youth, which can all culminate into extreme pressure and stress for teens. Conversations with youth about texting need to be broad based because this type of technology has been so seamlessly incorporated into their everyday lives, that they may not be able to easily identify its impact at first.

Before starting the textED.ca lessons, explain to students that in this texting unit they will be examining how cell phones have been seamlessly integrated into their everyday lives. Throughout the textED.ca lessons, students will be asked to participate in creating a Graffiti Wall where they will record and make sense of what they are learning. The Graffiti Wall will become over time a visual display of the "big picture" when it comes to the risks and benefits of using texting technologies. Encourage students to add to the Graffiti Wall throughout the texting unit, as they process new information learned in each of the lessons.

**HOW TO GET STARTED ON THE GRAFFITI WALL:**

1. Hand out a piece of chart paper to each student.
2. Ask students to design the title "TEXTING" on their piece of chart paper.
3. Designate a wall or walls in the classroom for students to post their graffiti art (choose a location that is easily accessible to them).
4. After students have created a design for their title, have them choose a spot on the designated wall to post their piece of chart paper. Explain to students that they will be adding to their graffiti art throughout the texting unit to express their thoughts, pose questions, and demonstrate their understanding.
5. At the end of each lesson, ask students to add information they have learned during the lesson and/or any additional information that they would like to learn (encourage students to use lots of colour, icons, words, sentences, etc. in their graffiti art).
6. Throughout the texting unit, review the Graffiti Wall in order to help you adapt the lessons to address the needs of your students.
7. At the end of the texting unit, reflect with students on the overall visual representation of the Graffiti Wall demonstrating the diverse things that students must consider when texting. Discuss with students how seamlessly this type of technology has been incorporated into all areas of their lives.



## OUTCOMES

- Students will understand both the benefits and the risks associated with texting.
- Students will be able to identify appropriate and inappropriate ways to socialize via texting.

## REQUIRED MATERIALS

- Texting Activity Sheet
- Jigsaw Statements (each group of five students gets the jigsaw statements already cut into strips)
- Texting Exit Slips
- Markers \*
- Poster paper \*
- Pencil crayons \*

*Suggested Time: 90 minutes*

*Note: Materials with an asterisk (\*) are not supplied.*

## BACKGROUND

Texting can be incredibly appealing to adolescents as it provides a quick and easy way to connect with others. Texting can also allow them to experiment with intimacy. While technology can open the door to lots of opportunities for youth, it can also present risks. Behaviour is often less inhibited while texting, with youth often feeling like they can write just about anything (things they wouldn't normally say face to face). When technology is misused it can lead to troubling situations with difficult consequences. Students need to consider the benefits and the risks involved with texting. They need to be empowered with information in order to make healthy decisions.

## PRESENTATION

### DISCUSSION:

Ask the students the following questions:

1. What is texting?
2. What is texting generally used for?
3. Is texting a formal or an informal way to communicate?
4. Would you rather call someone on the phone or text them? Why?
5. What is the difference between writing something down and saying it? (*Answers might include: having a record of a written conversation stored, easier to communicate feelings in writing, easier to communicate in writing because you have time to think about what you want to say, etc.*)

### BENEFITS AND RISKS: Texting Activity Sheet

1. Arrange students into groups of five to discuss the issue of texting. Ask each group to appoint a recorder and a reporter. Hand out a **Texting Activity Sheet** to each group. Ask each group to brainstorm ideas to the following questions and to record their answers on their **Texting Activity Sheet**.
  - What are the positives of texting?
  - What are the negatives of texting?
  - What do you need to be careful of when communicating something in writing instead of speaking to someone about something (written communication vs. spoken communication)? (Have students record their answers to this question in the "Put it into writing" section).
2. Give the students 10 minutes to complete the task. Once completed, ask each group's reporter to share what the group felt were two of the most important points they came up with for both the positives and the negatives of texting.
3. Using a sheet of poster paper, incorporate students' answers into one class texting activity chart.



## PRACTICE

### JIGSAW: TEXTING RESPONSIBLY

1. Arrange the class into groups of five. These groups will be considered the students' "home groups." Hand out to each group the (pre-cut) five statements from the Jigsaw Statements Activity Sheet (each member of the group should have a different statement).
2. Ask students to move from their home groups into new "expert groups" by teaming up students with the same statement. For example, all students with statement one group together, statement two, and so on. Have each expert group read their statement and true story, discuss the questions that go along with their statement and agree upon answers to report back to their home groups.
3. Ask the members of the expert groups to return to their original home groups. Have each student present their statement to their home group and share the responses that were decided upon in their expert group. Have the students include additional comments and feedback for each statement given by their home groups.
4. As a class, review the statements and the appropriate responses.

## CLOSURE

### CREATE A POSTER

With a partner, have students create a poster (using poster paper and pencil crayons) targeted towards younger students about responsible texting.

### EXIT SLIP

Hand out a Texting Exit Slip to each individual student and ask them to write two positive and two negative aspects of texting, and what's important to remember when socializing through technology. Collect the exit slips, review, and clarify any misunderstandings. Review key concepts.



PUT IT INTO WRITING:

POSITIVES OF TEXTING:

NEGATIVES OF TEXTING:



 <p><b>1</b></p>	<p><b>STATEMENT</b> People write things in texts that they would never say face-to-face with the person.</p>	<p><b>TRUE STORY</b> On Friday night Riley and his friends were hanging out. They were talking about this girl at school that they thought was pretty hot. Riley decided to text her. His friends were egging him on and he got carried away in the moment. He sent her texts that were really sexual. He asked her to take a picture of herself in her bra and send it to him.</p>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Do you think this happens often? Explain.</li> <li>• How can this be avoided?</li> <li>• What might be a consequence?</li> </ul>
 <p><b>2</b></p>	<p><b>STATEMENT</b> People forward texts that they should delete.</p>	<p><b>TRUE STORY</b> Katie was out for dinner with her parents and she got a text from one of her friends. She noticed her friend sent it to everyone on her contact list - pretty much everyone she knew. The text was about this kid at school who everybody makes fun of. It was all about how he peed his pants in gym class and what a loser he was. Super mean! When she got to school on Monday he wasn't there.</p>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Do you think this happens often? Explain.</li> <li>• How can this be avoided?</li> <li>• What might be a consequence?</li> </ul>
 <p><b>3</b></p>	<p><b>STATEMENT</b> People send text messages that they later regret.</p>	<p><b>TRUE STORY</b> Kristen is 14 years old and in Grade 8. Last year she liked this guy, Jack, who goes to a different school than she does. He plays on the same hockey team as a whole bunch of guys from her school. One Saturday, a friend texted her a message asking her if she liked Jack. Her friend asked her what she liked about him. Kristen was joking around and texted back that she thought he was hot and wanted to "hook up" with him. As a joke, she took a picture of herself pretending she was making out with him and sent it to her friend. When her friend texted back, Kristen noticed that she had sent it to all of her contacts and Jack was one of them.</p>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Do you think this happens often? Explain.</li> <li>• How can this be avoided?</li> <li>• What might be a consequence?</li> </ul>
 <p><b>4</b></p>	<p><b>STATEMENT</b> People post pictures of friends without getting their permission.</p>	<p><b>TRUE STORY</b> Jen and her friends were hanging out on a Friday night. They met up with some guys from their school. They started drinking and one of Jen's friends started taking pictures. She was taking pictures of the bottles, and people doing stupid stuff. She also took pictures of people making out. The pictures were pretty bad. Jen thought they were great and wanted to show everyone what they did on the weekend. She posted all the pictures on Facebook and tagged all of her friends. Kelly was one of the friends tagged. Kelly's aunt (one of her friends on Facebook) saw all the pictures.</p>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Do you think this happens often? Explain.</li> <li>• How can this be avoided?</li> <li>• What might be a consequence?</li> </ul>
 <p><b>5</b></p>	<p><b>STATEMENT</b> People take pictures of others and post them without thinking of the consequences.</p>	<p><b>TRUE STORY</b> Ellen went to camp with her school classmates and it was tons of fun. She shared a cottage with five of her friends and two other girls she and her friends didn't really hang out with. They would stay up all night and talk. She loved it. One night she and her friends stayed up late talking while the other two girls fell asleep. Ellen and her friends thought it would be hilarious to take a picture of one of the girls while she was sleeping. She had fallen asleep with her covers off and her bum was showing. Ellen took a picture and they laughed their heads off all night! When Ellen got back from camp she posted the pictures on Facebook.</p>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Do you think this happens often? Explain.</li> <li>• How can this be avoided?</li> <li>• What might be a consequence?</li> </ul>



NAME: \_\_\_\_\_

Positive aspects of texting:

1.

2.

Negative aspects of texting:

1.

2.

What is important to remember when texting?



## OUTCOME

- To identify and consider the important qualities in a person.
- To identify and consider the important qualities of a friendship.
- To identify and consider the important qualities of a romantic relationship.

## REQUIRED MATERIALS

- Sheets of lined paper for students and groups. \*
- 3 large sheets of chart paper for class lists of qualities.\*
- Sticker dots (6 per student) \*
- Journal Sheet

*SUGGESTED TIME: 80 minutes*

*Note: Materials with an asterisk (\*) are not supplied.*

## BACKGROUND

Adolescents are using texting to stay connected to people in their lives. Healthy relationships are the most important part of an adolescent's life. Relationships help shape an adolescent's identity and help them form opinions about themselves and their environment. Learning about healthy relationships will empower students with knowledge about how they and others deserve to be treated.

## PRESENTATION

### 1. DISCUSSION: IMPORTANT QUALITIES IN A PERSON

As a class, ask the students the following question:

Think about a person you know in your life who you really care about. What are the qualities you like about them?

**WHAT ARE 10 IMPORTANT QUALITIES FOR A PERSON TO HAVE?**

- Ask each individual student to make a list of the qualities they think are important for a person to have.

- Then, arrange students into groups of three to discuss their ideas and combine them into one list. Have the three students narrow their list down to one list of 10 qualities.
- Ideas should be discussed, changed, accepted or rejected until a list is agreed upon.
- Next, have two groups of three join together and repeat the process.
- Use the final lists to gain consensus from the class and collapse into one class list using a sheet of chart paper.
- Give each individual student two sticker dots and ask them to place the dots beside the qualities they consider are the most important.

### 2. DISCUSSION: IMPORTANT QUALITIES IN A FRIENDSHIP

As a class, ask the students the following question:

Think about a friendship that you have with someone. What are the qualities that you like about the friendship?

**WHAT ARE 10 IMPORTANT QUALITIES OF A FRIENDSHIP?**

- Ask each individual student to make a list of qualities they think are important in a friendship.
- Then, arrange students into groups of three to discuss their ideas and combine them into one list. Have the three students narrow their list down to one list of 10 qualities.
- Ideas should be discussed, changed, accepted or rejected until a list is agreed upon.
- Next, have two groups of three join together and repeat the process.
- Use the final lists to gain consensus from the class and collapse into one class list using a sheet of chart paper.
- Give each individual student two sticker dots and ask them to place the dots beside the qualities they consider are the most important.

Compare and contrast the friendship list to the list of personal qualities.



**ARE THESE QUALITIES OF A FRIENDSHIP OR NOT?**

Explain to the class: Stand up if the statement I read is an example of friendship and stay seated if the statement I read is not an example of true friendship.

- Going out of your way to embarrass someone.
- Putting someone down, but saying it was a joke.
- Posting a picture of your friend on Facebook that could be embarrassing.
- Forwarding a text message about your friend to other people.
- Laughing with someone.
- Laughing at someone.
- Deleting a message you receive about your friend that could be embarrassing.
- Sticking by your friend and being supportive when others are being hurtful.
- Respecting someone's decision when they do not want to do something.
- Text messaging a person 50 times a day to find out what they are doing.

**3. DISCUSSION: IMPORTANT QUALITIES OF A ROMANTIC RELATIONSHIP****WHAT ARE 10 IMPORTANT QUALITIES OF A ROMANTIC RELATIONSHIP?**

- Ask each individual student to make a list of qualities they think are important in a romantic relationship.
- Then, arrange students into groups of three to discuss their ideas and combine them into one list. Have the three students narrow their lists down to one list of 10 qualities.
- Ideas should be discussed, changed, accepted or rejected until a list is agreed upon.
- Next, have two groups of three join together and repeat the process.

- Use the final lists to gain consensus from the class and collapse the lists into one class list using a sheet of chart paper.
- Give each individual student two sticker dots and ask them to place a dot beside the qualities they consider are the most important.

Compare and contrast the friendship list to the romantic relationships list.

**CLOSURE****JOURNAL QUESTIONS**

Hand out the *Journal Sheet* to students. Have the individual students privately journal their answers to the *Journal Sheet* questions.

- What qualities do you think you have that make you a good friend? What qualities do you think you need to work on?
- What do you think are the most important qualities of a friendship? Why?
- What do you think are the most important qualities in a romantic relationship? Why?

**FOLLOW-UP**

Hang the class list of important qualities in a person, in a friendship, and in a romantic relationship in the classroom and revisit the list with the class.







## OUTCOMES

- To generate ideas that relate to the topic of stress.
- To identify strategies to cope with stress.
- To identify strategies to reduce stress.

## REQUIRED MATERIALS

- Computer Lab \*
- Coping with Stress Sheet (pg. 3)
- Coping with Stress Group Sheet (pg. 4)
- 1 piece of large chart paper \*
- Magazines \*
- Scissors \*
- Glue \*
- Large pieces of coloured cardboard \*
- Recipe for Stress Activity Sheet (pg. 5)

**SUGGESTED TIME: 40 minutes**

*Note: Materials with an asterisk (\*) are not supplied.*

## BACKGROUND

Adolescents benefit from learning stress management skills. Identifying causes of stress and developing stress reduction skills will build their capacity to cope and adapt with daily life events.

## PRESENTATION

### AS A CLASS, DISCUSS WITH THE STUDENTS:

If you are feeling stressed out, it's important to figure out why. Stress is bad for your health. It can impact your outlook on life and put strain on your relationships with your friends and family. It's important to know that how you can gain control over the situation. There are lots of different ways to cope with stress and there are many people who can help you out.

### 1. BRAINSTORM

What are some reasons why adolescents feel stressed? How do you know if you are feeling stressed? What are some signs?

### 2. COPING WITH STRESS SHEET

- Individually, have each student fill in the column entitled "Reasons for Stress" in their Coping with Stress sheet.
- As a class or in their groups, ask students to work on the second column, writing ideas for signs that tell them they are stressed out.

## PRACTICE

### 1. textED.ca WEBSITE

Tell students you are going to take them to a brand new website called textED.ca to learn more about coping with stress. Once on the website ([textED.ca](http://textED.ca)), ask them to go through the site and to find information about stress. Ask students to add the information to their Coping with Stress Sheet in the third column.

Let students know that you will be providing them more time to go through the site next time you are in the lab.

### 2. COMPILE INFORMATION

- Arrange students into groups of three to combine their ideas from the Coping with Stress Sheet into one list. Hand each group one Coping with Stress Group Sheet to record their answers.
- Ideas should be discussed and all included.
- Have two groups join and repeat the process.
- Use the final lists to create a class chart using a large piece of chart paper for Coping with Stress.



## CLOSURE

### STRESS COLLAGE

- Arrange students into groups of three. Give each group magazines, scissors, glue, pencil crayons and a large piece of coloured cardboard.
- Using an assortment of magazines, have each group cut out images that they think reflect things that might cause stress. Students may also use pencil crayons to draw things that they think might cause stress. Have each group glue their images onto large pieces of coloured cardboard, creating a collage.
- Have each group present their collage to the class.

## FOLLOW-UP

### RECIPE FOR STRESS

Hand each individual student a **Recipe for Stress Activity Sheet**. Have students write a recipe for stress – including all of the ingredients that, combined together, may lead to stress, and then how they would deal with it. Have students share their recipes with the class.



**REASONS  
FOR STRESS:**

**SIGNS  
OF STRESS:**

**COPING  
WITH STRESS:**

notes from [textED.ca](http://textED.ca)



**COPING WITH STRESS:**

A large rectangular area for writing, bounded by a hand-drawn dark brown line. On the left side, there are three grey circular punch holes. A solid black horizontal line is drawn just below the section header. The rest of the area contains approximately 25 horizontal light blue lines for writing.



**RECIPE FOR STRESS:**

**INGREDIENTS:**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Other: \_\_\_\_\_

**INSTRUCTIONS:**

(How you would deal with these combined ingredients)

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