

PRACTICAL APPLICATIONS FOR HAND-HELD DEVICES (E.G., CELL PHONES, I-PODS) IN THE CLASSROOM

Introduction:

Most high school students bring hand-held devices to class. Some of these devices have access to the World Wide Web. To engage wired learners, teachers should look for opportunities to incorporate activities that make use of these devices and capabilities.

Recent studies as well as the results from our student surveys suggest that the use of cell phones and I-Pods is not only prevalent among teenagers but also rising quite rapidly. Most teachers fight daily battles against the use of cell phones in their classrooms. Moreover, many English teachers attribute what they perceive as the slovenliness of the English usage as a by-product of the language of text messaging.

However, as teachers look to engage wired learners, incorporating these hand-held devices into the classroom may bring benefits that outweigh some negative effects on students' usage of English. Moreover, if teachers discuss the effects of text messaging on English usage, they can make students more aware that text messaging, like essays or news reports, has its own conventions and that these conventions should not cross over into other forms of writing or communicating.

Overview/Preface:

Seeking ways to utilize cell phones in engaging and worthwhile ways for learning may now have a place. The question teachers, administrators, and school leaders need to be asking is: How can this amazingly powerful tool be used to ENGAGE students and help them develop the skills as well as knowledge they'll need for success in the workforce after high school?

Lesson Plan 1:

Resources:

-OERB* (Ontario Education Resource Bank)

* Each School Board has its own login and password. Contact your e-learning lead for the Board login etc.

-Catholic District School Board of Eastern Ontario (CDSBEO) TALL Program Binder

-“Essentials of Business Communication by Mark Ellen Guffey (gr. 12 Business Communications text (EBT4O)); article & questions on Facebook and ISM).

-<http://teachdigital.pbworks.com/cellphones>

-<http://www.cmch.tv/mentors/hottopic.asp?id=70>

-<http://www.lessonplanet.com/search?keywords=cell+phones&rating=3>**

** (There are lessons on cell phones found here, you need to create an account)

Objectives:

(i) Introductory lesson

- To decode social media texts;
- To develop translation skills and raise/reinforce proper literacy awareness of standard abbreviations focusing on the new language of texting;
- Reconstruct proper English (e.g. learn how to text while minimizing mechanical errors such as spelling, not including standard text abbreviations used during informal texting);
- To explore the onset and development of the Internet.
- Review a glossary of "Internet Terminology"
- Explore issues of privacy on the Internet;

Activities:

1. A journal exercise allows student to bend imagination and reflect upon how different life would be if they had to live without the Internet.
2. Discussion regarding privacy issues in Cyberspace.
3. Reflect on strategies and codes of conduct that limit unwanted outcomes that can arise from an invasion of privacy.
4. Discuss "safe surfing"/texting by encouraging the withholding of personal information and safe activities on the Internet.
5. Examine spoof and/or purposefully false, extremist, extremely biased or unbalanced websites
6. Analyze pages/sites and discuss how young people can discern and navigate to "credible" and "legitimate" websites. Manipulate social perceptions and set agendas through subversive or highly subjective web content.
7. Familiarize students with Textem.net (or a similar web service which allows teacher to text students without the teacher's cell phone number showing; and for subsequent lessons: Facebook and YouTube accounts).

Curriculum Expectations:

(I) Overall Expectations:

- demonstrate understanding of a variety of media texts;
- demonstrate an understanding of their growth as media analysts/producers;
- demonstrate an understanding of the ways in which the creators of media texts target and attract audiences;
- demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression;
- analyze and critique media representations of people, issues, values, and behaviours;
- analyze and evaluate the impact of media on society.

(II) Specific Expectations:

- ✚ identify and explain the purpose and audience of a variety of media; identify and explain the messages in and meanings of media texts.
- ✚ reflect on how behaviours as consumers of media have changed in response to their study of media.
- ✚ identify some of the ways in which the delivery of content to audiences has changed as a result of new technologies and describe the effects of those changes.
- ✚ explain the impact of technology on the perspectives and voices available to media.
- ✚ analyze the impact of the media and of communication technologies on health, relationships, and interpersonal communications.
- ✚ explain how people use media and communication technologies in their personal and working lives and identify some of the effects of those technologies. Analyze how the language, tone, and point of view used in media texts work to influence interpretations.

Applications:

1. Student response polling or pop quizzes
2. Find definitions, currency conversion, math equations, and translations
3. Utilize an Internet browser to access information
4. Research
5. Read news articles and current events
6. Read books
7. Download and use education programs such as Google Maps and use as GPS
8. Use as a digital or video camera to accompany school projects, publishing, etc.
9. Educate students on appropriate and acceptable social use
10. Use the voice technology to share engaging lectures or lessons

Materials Needed:

- cell phones that students bring to class (at least 50% of students need to have one)
- LCD projector
- Internet access in classroom

Lesson Plan:

Note to teacher: Students need a cell phone and the teacher needs a text 'em account to receive student texts so as not to give the students personal cell phone number.

- Make parents aware of the unit. Utilize SAMPLE letter to parents (does not have to be signed and returned)

-students need to be paired accordingly (student access to technology (e.g. Txt/Data management plans etc)...

Directions to students:

-anticipatory:

1) Use Guffy text article on either Facebook or ISM and have students do the first accompanying question...

2) Discuss:

-What can you do with hand held devices?

(Put list on board or overhead). Then add to the list; utilize:

<http://worldofmedia2007-2008.blogspot.com/2009/05/10-ideas-for-using-cell-phones-in.html>

-What was the original reason texting was invented? (An innovation of the pager (what was the pager/beeper). Originally, and still today in the world of business, employers can text an employee telling them to call back.

-Compare txt vs. formal language conventions (What are things you can get away with in a text that you can't in: letters, e-mails, and essays (etc). Are there instances where texting must have formal writing? What are ways you can minimize spelling mistakes in texts?

-Although the technology for cell phones has been around since the early 20th century, it has only been mass marketed in the last 10 years.

-Before texting and before people had cell phones, there was the Internet (people started bringing the Internet into their homes in 1995.

3) Review the following timeline:

1930-future

1958	US Advance Research Project Agency (ARPA) created to put the US ahead of the world in science and technology
1965	ARPA sponsors a study on network of time sharing computers call ARPANET
1973	First international ARPANET connection between England and Norway
1981	BITNET allows for exchange of electronic emails and files
1985	All Canadian Universities are connected to NetNorth
1986	Internet Engineering Task Force (IETF) is developed
1988	The first worm infects up to 60 000 hosts
1989	Tim Berners-Lee Invents World Wide Web Server and Client Software for Next Step
1991	World Wide Web (www) released; PGP (Pretty Good Privacy) released
1992	Term "surfing the net" coined by Jean Armour Polly
1995	Online dial-up provides Internet access
1998	Netscape browser released to public

2010: New uses emerging that were never previously predicted, e.g. txt msg parking (see: <http://www.cfra.com/?cat=1&nid=73809>)

-Discuss what advances the Internet has made in the last 12 years (i.e. 1998-2010) and all the different social media sites (e.g. Facebook, MySpace, Twitter, Gabcast, voicethread.com, drop.io, Flickr, <http://qik.com/>).

-Brainstorm all features a cell phone may have (Camera, phone, text, AOL, Instant Messenger, applications, Web browsing, speakerphone, superphonic real-music [ringtones](#), scheduler, calculator, alarm stopwatch tools, voki, Bluetooth wireless)

-Discuss/explore “Health and other Risks”:

- ⌚ **Mental Health Connections:** A research study looked at addictive, problematic use of cell phones and found a link between low self-esteem and problem cell phone use. Another study measuring the link between cell phones and mental health found that teens that used cell phones the most were more likely to be anxious and depressed.
- ⌚ **Bullying:** Text messaging is increasingly used by bullies to torment their victims. Cyber bullying, psychological harassment in text or instant messaging is more often perpetrated by girls, who initiate inappropriate messages or spread damaging gossip.
- ⌚ **Eye strain and “digital thumb”:** Just like other repetitive strain injuries that can result from computer use and other repetitive tasks, these conditions can result from focusing continually on a small screen and typing on small buttons.
- ⌚ **Bacteria:** Because of the close proximity to the mouth where germs can be passed from breathing, coughing and sneezing, most cell phones are crawling with bacteria. Additionally, many people use their phone everywhere, even in the bathroom.
- ⌚ **Brain tumours and low sperm counts:** While some research investigating the effects of electromagnetic radiation from cell phones in close proximity to the body have found statistical associations, other studies have found no increased risk.
- ⌚ **Lack of sleep:** One study found that some teen cell phone users are likely to be woken at night by incoming text messages or calls, and are therefore more likely to be tired and less able to focus throughout the day.
- ⌚ **Dependence:** One study finds that 37 percent of teens felt they wouldn’t be able to live without a cell phone once they had it. This study also shows that the more friends a teen has, the more likely they are to feel dependent on their phone and let calls or text messages interfere with their daily schedule.
- ⌚ **Dishonesty:** The Pew Internet & American Life Project found that 39 percent of cell users ages 18-29 say they are not always truthful about where they are when they are on the phone.

- ⌚ **Expense:** Parents often experience sticker shock when they receive the bill for their child's cell phone. Special ring tones, text, picture and video messaging, downloadable games, overage minutes and connecting to the Internet can all be very expensive and heavily used by teens.

-Conduct on line Internet terminology quiz using an LCD projector: Tests are available through e-learning Ontario English courses. You will need to obtain your school board login etc. or create a quiz yourself.

- Journal:

- How different would your life be if the Internet was never invented, or if one day the internet just disappeared!
- How would its absence affect your relationships, well-being, education, and worldview?
- How would the absence of the Internet affect your parents or grandparents?

(As a follow up activity, they will have to text this.)

-Discuss issue of privacy: The Internet is fantastic, but there are risks. For example: internet fraud, exploitations of persons or personal information, defamation of character or sites that notoriously post false information. If you are using the Internet, then you need to approach it critically in order to recognize that not all information that is posted is accurate or appropriate.

-Discuss via handout attached. Social Networking Sites and Personal Internet Space.

Social Networking Sites and Personal Internet Space

-People who are born in 1981 and after are considered the Internet generation; this generation embraces the Internet and has had access to it from a very young age. The Internet generation is quite comfortable contributing to social networking sites and creating their own personal spaces on the Internet.

-Social networking sites allow participants to simultaneously share information and ideas with people all across the world. Although these sites can be quite entertaining, they can also be risky. All information, even your private information, can become accessible to anyone.

-Personal spaces on the Internet might be foreign to parents and grandparents, but they have become an important social outlet for the Internet generation. These spaces capture and record moments in your life that can be accessible to an unlimited number of viewers. Luckily, many of these personal spaces are equipped with barriers that block unwelcome guests. Nonetheless, personal spaces are very public outlets for personal and sometime private information. Users and viewers must approach this technology carefully and critically to ensure privacy and to avoid unwanted outcomes.

-So what is privacy? What factors should be taken into account? Should there be separate definitions for individuals and specific groups? Do the definitions take into account private, corporate, and government interests?

-Twitter: Is it more for personal use or business? (Twitterfest: <http://twestival.com/about-twestival-global-2010/>)

-Legislating Privacy in the Information Age

-Many people think government record keeping threatens personal freedom and dignity and that modern electronic technology has become a curse rather than a blessing:

Most Canadians see the role of protecting privacy as a Government responsibility or perhaps a partnership of Government and business. At the same time, many Canadians feel the individual has a strong role to play in solving privacy problems. Two out of three Canadians believe that it is 'up to the individual' to solve privacy problems. These are not inconsistent responses. Most Canadians are seeking a shared division of responsibilities amongst the individual, Government, and business.

-What aspects of privacy should be addressed by the individual?

-What aspects of privacy should be address by government or business?

-Explain your thinking.

Privacy Code: The Canadian Standards Association (CSA) Model Code for the Protection of Personal Information was developed using CSA's consensus-based methods. In Canada, the key elements of the Privacy Code are now incorporated into the Personal Information Protection and Electronic Documents Act (PIPEDA). All organizations that comply with the CSA standard can be confident that they meet the federal requirements of PIPEDA. Organizations involved in multinational exchanges of

information can also be confident that they are addressing increasingly rigorous international demands for the protection of personal information.

-In a recent survey of teens in London, Ontario, it was discovered that sixty per cent of those surveyed provide too much personal information about themselves on the Internet. Photos of themselves, home addresses, school addresses and favourite hang-outs were some of the information that young teens admitted to publicizing on their personal spaces. One in four teens surveyed also revealed that they had met face to face with a total stranger, **whom they had encountered on the Internet.**

-Discuss:

1. State your definition of "privacy" when it comes to surfing the net.
2. What type of personal information should remain private?
3. What are the potential dangers of revealing too much personal information to total strangers

-Safety:



How can you protect yourself from fraud, false friends, unwanted emails and risky situations associated with Internet use?

Wiki Sites:

-Wiki Sites allow viewers to add and delete information on public sites. It is information for all to share, and these sites can be a depository for both personal information, and educational information. Unfortunately, the information on these sites may be inaccurate or they may provide a narrow perspective. Visitors to Wiki sites should always double check the validity of their information by comparing the content to other resources.

-As more and more students access the Internet for research, it's essential that they learn how to validate online information. The Internet is a place where you can find "proof" of essentially any belief system that you can imagine. For too many students, "If it's on the Internet, it must be true."

-Conduct on LCD Jo Cool Website interactive quiz/Discuss Google pranks (put up on LCD)

-http://www.media-awareness.ca/english/special_initiatives/games/joecool_joefool/cybertour.swf

-<http://toppayingideas.com/blog/2010/03/31/april-fool%E2%80%99s-day-pranks-%E2%80%93-remembering-the-top-google-pranks/>

Activity

SOCIAL NETWORKING MEDIA

(Vocabulary, fluency, decoding, comprehension, use of technology)

Dialogue-----MSN (assess dialogue)

Infer/dialogue-----T9 Cell phone texting

Real-life narrative & info-----Facebook

Section 1: TEXT message decoding

Rewrite the following text messages in proper English:




1. R U going 2 the party 4 Liz? Wat t r u wearing? :/ A rose 4 u ----□@
CUI8r PS: wru doing 4 NYE?

2. lol ur □ ! BRB.... FYI: I LOST MY CELLY SO I HAD TO BUY THIS ONE. Rothfl.
□ haha. I heart the summer, and it's almost here! Ttyl .




(Students will point out which ISM short forms are now out of date and considered un-cool and which ones are still used. In addition, students will provide examples of newer ones you may be unaware of.)




Section 2:

Edit the T9 feature texts conversations between Jeff and his brother Ron

   pick me up after the hand me you get the car. Foot tell non that I failed that test, OK, leed?

Section 3: Facebook

   Infer what is explicitly or implicitly being sent/shown etc. on a site.

   Profiles: For each profile, provided below:

- Summarize the person's personality
- What is potentially missing from the profile?
- Why or why wouldn't this person be a potential Facebook friend for you?
- How old do you think is the person in this profile? Why?
- What parts of the profile did you not clearly understand

1. User Name: I FORGOT MY NAME

March 13

Information
Fav movies: Back to the Future, Star Trek, Stand By Me
Fav Music: Hedley, H inder, Bon Jovi, Aerosmith, Tragically Hip, Motley Crue
Website:
Personal Info:

About Me:

Displaying 3 of 7,543 wall posts
See All

Wall-to-Wall

3. User Name: Kelly Hardy

Is painting the town (3:00 pm)

Is writing her FB status (9:00 pm)

Information

Contact Info

Fav movies: My Best Friend's Wedding; The 3 Amigos

Fav TV: Friends, Seinfeld

Employer: Dairy Queen

Groups: Overwhelmed by Obama, I am an Ottawa Senators Fan, Bring Back Blue Pepsi, Seinfeld – a group about nothing

Activities: Music, dance, reading, yoga, hiking

Fav music: Kayne West, Carrie Underwood, Adam from American Idol

Newspost:

Kelly became a fam of "Retro Facebook:"

Kelly added the 3D profile application

Kelly is now the admin of the petition to "Bring Abercrombie & Fitch to Ottawa" group

Kelly was tagged in a picture in the album "PROM '09"

Kelly started a new group: "Kelly's lost-cell-phone group"

Kelly received a gift from Terry H

Kelly is now friends with Martina S

Kelly is now friends with Anderson Cooper

Kelly is now friends with the dog from Beethoven

Kelly is attending "Hilton Halloween"

Kelly commented on danielle's photo: "nice dress!"

Kelly went from being in a relationship to single

Kelly commented on Kyles' pic: "nice face!"

Kelly and Kendra Lee are now friends

Kelly was tagged in an album "Banf/Ottawa"

Kelly posted a link to a video: "Toddler wrestles pet alligator."

Interests:

Section 4: MSN dialogue questions

Dillybar: Hi

patiodweller Hey...

Dillybar: Oh man I just saw the craziest YouTube video, there was this squirrel and cat fighting, and the Star Wars Kid was there dancing on a treadmill.

patiodweller: So... N E way.... About our assignment for English... What are you saying 4 ur fav books?

Dillybar: My friend's blog, the graphic novelization of Heroes (on the web).

patiodweller: I'm not sure that counts

Dillybar: Well, what about you?

Patiodweller: "The 5 People You Meet In Heaven", "To Kill A Mockingbird" and "Blink."

Dillybar: What about Slumdog Millionaire, ur always going on about that?

Patiodweller: That's not a book. Just a movie.

Dillybar: OMG, sorry, duh.

Patiodweller: K

Dillybar: Thx for reminding me about this though.

Patiodweller: Wut up with you and what's her name?

Dillybar: O, I c, change the topic why don't cha... ya, Natasha, she is a QT. We are just bff's.

Patiodweller: But have you asked her to Prom yet? You are going to ask her, no? IRL, you'd be good together.

Dillybar: NVM about that. I mean, I dunno...

Patiodweller: Well, for tomorrow, we can stick to our power point, I was thinking you can read the opening quote, I can do the first main point; you 2nd, me 3rd, I'll go over our group's question, and we can both touch on one of our fav books, you can just use one of mine if you want.

Dillybar: cool. G2g though. Cu.

Patiodweller: BB

Dillybar: BTW, dress down tomorrow right?

Patiodweller: U KNOW IT!

Concluding Activity:

Get out cell phones and txt teacher (text 'em) & parent one link that was referenced in class + their journal response + any feedback they have on the lesson (comments, questions)

[Troubleshooting: see below](#)

LESSON PLAN 2: CREATING A SCRIPTED GALLERY

Overview

Students will take part in a series of activities to prepare them for the final task: creating a scripted poem for an original poem. Students will take pictures with a hand-held device, such as a cell phone, and post their pictures and poem in the form of a scripted gallery on FaceBook.

FaceBook is a popular social media forum that, according to our in-school survey, a majority of students access regularly. There are security concerns, however. The “Troubleshooting” section below offers project guidelines that ensure classroom and teacher privacy.

Objectives:

1. Discuss the use of imagery in poetry.
2. Create a scripted gallery with the help of a hand-held device and a social media website (i.e., FaceBook).

Duration:

Two full class periods are required to complete the activities outlined below. Here is a tentative schedule:

- ✓ DAY 1: Teacher discusses the use of imagery in poem and shows students an example of a scripted gallery. The scripted gallery assignment is introduced.
- ✓ DAY 2: Students participate in a nature walk and take pictures of their surroundings with a hand-held device. Students return to class and create a scripted gallery using the pictures they have collected.

Materials Required:

- ✓ Computer/laptop and LCD projector (DAY 1)
- ✓ Student copies of “Daybreak in Alabama” and “Stopping by Woods on a Snowy Evening” (DAY 1)
- ✓ Student access to cell phones with cameras – preferably with internet access (DAY 2)

Lesson Plan

A scripted gallery is a collection of visuals accompanied with text. Like any narrative, the sequence of pictures and text tells a story and/or creates a dominant impression of the subject matter. Because the text in a scripted gallery tends to be sparse, it lends itself well to the study of poetry. Poems, of course, rely on vivid imagery to tell a story, to develop a theme, and/or to create a dominant impression; moreover, the writing can be sparse and open-ended. As a result, the reader must make connections between the images and lines to come to an understanding of the piece. Similarly, a scripted gallery allows the reader to think about the relations between visuals and text.

Before discussing or creating a scripted gallery, it is important that students learn to identify imagery and think about the role of imagery in poetry. This is a helpful entry point into the eventual activity of creating a scripted gallery. The end product or activity, however, is creating a scripted gallery for an original poem. Since the focus of this CPLC is using social media and hand-held devices in the classroom, students are encouraged to take pictures with a hand-held device (e.g., cell phone) and post their scripted gallery on FaceBook.

Before:

Here are some things that should be completed prior to the two-day lesson:

- ✓ Send a letter to parent/guardians. The letter will notify parents/guardians that students are being asked to use or set up a FaceBook account for a school assignment.
- ✓ Organize students into groups of two or three. It is important that each group has access to a cell phone with a camera. A cell phone with internet access is preferable.
- ✓ Create a FaceBook account, and create a closed group. The teacher must have a FaceBook account in order to have access to the students' scripted galleries.
- ✓ Ask students to create their own FaceBook account and to join the closed group. Most students will have a FaceBook account; however, they must ask to join the closed group. As the administrator, you must accept them into the closed group. **Please note** that one FaceBook account per group will suffice as each group will post one scripted gallery.

During:

The lesson needs two days and consists of three activities.

Identifying and analyzing imagery in a poem (DAY 1). Read Langston Hughes' "Daybreak in Alabama" aloud, and ask students to visualize the poem as it is being read. On the board, write imagery in the centre of the board, and write the definition of imagery underneath the word. Using a web diagram, make a list of the images that are included in the poem. Discuss the effect of the imagery in the poem. The guiding question of the class discussion should be "How do the images of the poem create a dominant impression of the topic?"

DAY 1: Outlining steps to making a scripted gallery. Ask students the following: "What steps would you use to create a scripted gallery for the poem we just read?" Make a list of steps to follow on the board.

DAY 2: Creating a scripted gallery for an original poem. Tell students they will be creating a scripted gallery by taking pictures of nature and then adding their own lines of poetry to the pictures using a Facebook account. Take students for a nature walk so that they can take and collect. The rest of the period is devoted to student work. The teacher should be in close contact with groups.

After:

Students should post their pictures and verses on Facebook. Have students view the work of other groups, and then comment regarding the originality of the productions. Students should be provided with a template for responding to the work of their peers.

TROUBLESHOOTING

Incorporating social media into the classroom demands foresight. Outlined below, you will find a description of the concerns and solutions to each concern.

- Accessing the internet. Our student surveys indicate that most students access the Internet from home. A minority of students have access to the Internet through a hand-held device. Thus, the scripted gallery will likely be posted from home, unless the teacher makes the scripted gallery a group activity and organizes the groups so that each one includes one person with Internet access through a hand-held device.
- Ensuring privacy. To access FaceBook, students and the teacher will require accounts. Most students will likely have accounts; however, according to our in-school teacher survey, most teachers do not have a FaceBook account. Having access to a student's FaceBook page is not recommended for obvious reasons; likewise, students should not have access to a teacher's FaceBook account. To ensure privacy, the teacher should set up a closed FaceBook group. Students are invited to join a FaceBook group by an administrator; however, students do not have access to the administrator's FaceBook page nor does the teacher have

access to the students' FaceBook pages. Moreover, the scripted galleries that will be posted on FaceBook cannot be viewed by anybody outside the closed group. Please note that the administrator can be a student or a teacher.










LESSON 3: CREATING A SELF-SCRIPTED VIDEO

OVERVIEW

Students will take part in a series of activities to prepare them for the final task: creating a scripted video in two parts. Students will record the video using a hand-held device, such as a cell phone, and post their videos at YouTube (closed group).

YouTube is a popular social media forum that, according to our in-school survey, a majority of students access regularly. There are security concerns, however. The “Troubleshooting” section below offers project guidelines that ensure classroom and teacher privacy.

Objectives:

-    To recognize and implement aspects of the surprise ending within story creation.
-    Create a two-part video with the help of a hand-held device and a social media website (i.e., YouTube).
-    To make predictions.

Duration:

Three to five full class periods are required to complete the activities outlined below. Here is a tentative schedule:

- DAY 1: Teacher discusses the use of the surprise ending in short stories and shows students examples:
 - The Lottery and One Ordinary Day
 - With Peanuts by Shirley Jackson
 Stories are read but ending is withheld. Students make predictions. Follow up with discussion of movies that employ surprise endings.
- DAY 2: Students participate in group story creation. Instructions are to create a story with a surprise ending. Students are then to prepare a script that will eventually be filmed in a minimum of two parts.
- DAY 3 and beyond: Filming and viewing of videos.

Materials Required:

- ✓ Computer/laptop and LCD projector
- ✓ Student copies of *The Lottery* and *One Ordinary Day, With Peanuts* (DAY 1)
- ✓ Student access to cell phones with cameras – preferably with internet access (DAY 3 and beyond)

Lesson Plan

Students are to collaborate on the writing of a script that will be filmed in a minimum of two 30 second video clips filmed using a hand-held device (i.e. cell phone, etc).

Before:

Here are some things that should be completed prior to the two-day lesson:

- ✓ Send a letter to parent/guardians. The letter will notify parents/guardians that students are being asked to use or set up a YouTube account for an activity.
- ✓ Organize students into groups of four or five. It is important that each group has access to a cell phone with a camera. A cell phone with internet access is preferable.
- ✓ Create a YouTube account, and create a closed group. The teacher must have a YouTube account in order to have access to the students' videos.
- ✓ Ask students to create their own YouTube account and to join the closed group. Most students will have a YouTube account; however, they must ask to join the closed group. As the administrator, you must accept them into the closed group. Please note that one YouTube account per group will suffice as each group will post one project.

During:

The lesson needs 3 -5 days and consists of three activities.

DAY 1: Identifying and analysing components of surprise endings. Read the Shirley Jackson short stories and discuss the surprise ending. What components are necessary to “set up” the reader so that the ending is not telegraphed? Discuss the effect of the surprise ending on the reader. What movies have students seen with surprise endings? The guiding question of the class discussion should be “How does the surprise ending add to reader/viewer satisfaction?”

DAY 2: Outlining the steps to creating a story with a surprise ending. Ask students the following, “What steps would you use to create a story with a surprise ending?” Make a list of steps to follow and post for ongoing use.

DAY 3 and beyond: Creating a script and video for an original story with a surprise ending. Tell students they will be creating a short story with a surprise ending. In groups, the students need to prepare a script that they will then film in at least two 30 second segments. Allow at least one period for script writing and up to two more for filming. The rest of the period and beyond is devoted to student work. The teacher should be in close contact with groups.

After:

Students should post their videos on YouTube. Have students watch the work of other groups, post comments (after viewing the first part) which predict the surprise ending/twist. Finally, groups should comment on the originality of the surprise endings and the overall quality of the work. Suggestions (positive) are to be encouraged

TROUBLESHOOTING

Incorporating social media into the classroom demands foresight. Below, you will find a description of the concerns and solutions to each concern.

- Accessing the internet. Our student surveys indicate that most students access the Internet from home. A minority of students have access to the Internet through a hand-held device. Thus, the scripted gallery will likely be posted from home, unless the teacher makes the scripted gallery a group activity and organises the groups so that each one includes one person with Internet access through a hand-held device.
- Ensuring privacy. To access YouTube, students and the teacher will require accounts. Most students will likely have accounts; however, according to our in-school teacher survey, most teachers do not have a YouTube account. Having access to a student's YouTube page is not recommended for obvious reasons; likewise, students should not have access to a teacher's YouTube account. To ensure privacy, the teacher should set up a closed YouTube group. Students are invited to join a YouTube group by an administrator; however, students do not have access to the administrator's YouTube page nor does the teacher have access to the students' YouTube pages. Moreover, the videos that will be posted on YouTube cannot be viewed by anybody outside the closed group. Please note that the administrator can be a student or a teacher.