



ignoring someone. And even though you may have a reason for not responding, the other person doesn't necessarily know that. Go to Slide #5 and say, "Emojis can help – as you know, this represents only a small number of what's out there! The only problem is—" go to slide 6—"even Emojis can't communicate everything you're trying to communicate sometimes. Say Person One asks Person Two to hang out – A thumbs up is pretty clear that Person Two is up for it; what could the second Emoji communicate? How about the last two?" If it's not mentioned, talk about how the fourth Emoji can be used to communicate an expectation of doing something sexual. (13 minutes).

Ask whether they know of anyone who had a fight with a friend or boyfriend or girlfriend via text or other messaging. Ask for examples of what the fight was about. Pull out themes, probing for issues relating to what was said and how it was said – as well as how each person responded.

Say, "Talking by text is really similar to talking in person or talking over the phone or by Skype – but there are some real differences. Let's figure out how we can text in ways that are clear – and don't put us into awkward or even unsafe situations."

Divide the class into pairs. Hand out the Beth and Sam Worksheet and ask for individual volunteers to read the first three paragraphs aloud. Tell pairs they will have about 10 minutes to read the text dialogue and answer the questions on page 2 together. (12 minutes)

After about 10 minutes, process in the larger group by going through the questions on the worksheet. Make sure to make the following points:

- Just like with in-person conversations, people can misunderstand or miscommunicate via text. "
- The main difference between a difficult conversation or disagreement via text rather than having it in person is that a person can put down their phone and not respond, which can feel hurtful and disrespectful to the other person. "
- Texts that you thought were fine to send but were misconstrued by another person can be forwarded on to other people, which can blow the situation out of proportion and make a private disagreement public. " (15 minutes)

Distribute the homework sheet, which asks them about their own use of cell phones to communicate with others, and ask them to return it during the next class session. (2 minutes)

The first learning objective will be accomplished during the whole-class brainstorm activity. The second learning objective will be addressed during the short PowerPoint presentation and discussion, and reinforced by the paired worksheet activity, the latter of which will also fulfill the third learning objective.

Students will complete a self-assessment of their own cell phone use with a specific focus on communicating via text.

Small blue speech bubble

Medium blue speech bubble

Large blue speech bubble

Large blue speech bubble

Names: _____

1. What happened here? _____

2. What made it go from being a friendly text to an argument? _____

3. Why do you think Beth responded to Sam's text as she did? _____

4. How did Sam's response to Beth make things worse, not better? _____

5. Now that this has happened, what do you think Sam should do next? What do you think Beth should do next? _____



Fill out the following survey about how YOU use technology to communicate with others in your life.

1) Do you own a cell phone? Yes No

If yes, at what age did you get your cell phone? _____

If no, why not? _____

2) What do you use your cell phone for? (Check all that apply):

Talking to friends/a boyfriend or girlfriend _____

Texting with friends/a boyfriend or girlfriend _____

Taking and sharing photos on SnapChat, Instagram or other social media? _____

On social media sites like Facebook or YouTube? _____

Playing games? _____

5) What do you like about being able to text with friends/a boyfriend or girlfriend?

6) What do you NOT like about texting with friends/a boyfriend or girlfriend?

7) How do you think your life would be different if you didn't have technology to communicate with other people?