



FEBRUARY - MAY 2017

# SMARTPHONE EDUCATION

*A Pedagogical Model for a conscious use of the Smartphone*

EDUCATIONAL GUIDE FOR THEACHERS AND EDUCATORS

EDUCATIONAL WORKSHOP 2 – DIGITAL RELATIONSHIPS

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## EDUCATIONAL WORKSHOP 2 – DIGITAL RELATIONSHIPS

### Methodological path

#### Introduction

For teenagers, the smartphone represents the opportunity to be constantly in touch with friends. To talk about themselves, share, know people, take photos and selfies are the most popular activities among young people. The smartphone is able to accomplish all of them, but to enjoy its benefits and not to fall into the traps of digital communication you must take the time to reflect on which the appropriate way to communicate is and what the limit not to be exceeded is.

As emerged from the research carried out within the SMART Generation project, one of the main activities implemented by teenagers through the smartphone is chatting with friends. For this reason, this workshop focuses on the "chat" in order to help boys and girls to reflect on which aspects of digital communication can support relations and which ones can limit their potentialities. One of the main topics currently debated is hate speech, which refers to the use of words and discourses aiming only at expressing hate and intolerance towards a person or a group. This topic is even more controversial when compared to freedom of expression online, where specific international shared rules do not even exist. Big companies like Google and Facebook entrust the definition of standards of services to a specific working group, jokingly called "the Deciders".

One of the main element of communication via chat are emoticons, which aim to better explain the tone of a text: as texts are made only by written words, they can be interpreted in different ways. However, one wonders if emoticons are able to express the richness of our inner feelings or if they themselves can be subject to different interpretations. It is also true that a teenager may find it easier to communicate through the mediation of the smartphone.

The path has been differentiated for the two age groups because some experiences may be premature for 12-14-years-olds. Every teacher / educator can of course evaluate which path is best suited to the class / group they work with.

#### Objectives

- To reflect on different ways of personal use of the smartphone
- To identify behaviors favoring relations
- To identify behaviors preventing relations
- To identify tools favoring relations

#### Path sheet 1 (12-14-years-olds)

<b>DESCRIPTION</b>	Game about whatsapp emoticons' faces. Participants reproduce them and express with words represented emotions, trying to find out the effect that the use of emoticons has on communication.
<b>KEY WORDS</b>	chat, emoticon, emotions, relationships, communication, respect, integrity, empathy, responsibility
<b>TARGET</b>	12-14-years-olds
<b>LENGTH</b>	1 hour
<b>MODALITY</b>	brainstorming, cooperative learning, recitation
<b>TECHNICAL EQUIPMENT</b>	1 smartphone per group, PC and projector and speaker system

#### Purpose

This workshop aims to make participants reflect on the differences between a verbal or in person communication and communication mediated by the smartphone. For example, do emoticons facilitate or hinder the expression of my emotions? Is an emoticon able to exhaust the description of

how I feel? At the end of the workshop, participants will thus discuss the possibilities and the best way to communicate depending on the situation and on the people one is conversing with.

**READER Activity (12-14-years-olds): “In the chat”**

To begin with, the teacher / educator proposes to the class / group to watch the video “Play your part for a #BetterInternetSG” (posted on Youtube channel of Media Literacy Council of Singapore (see materials on the project website).

The video allows the teacher / educator to start brainstorming among participants to bring out what the key elements of a responsible digital communication are. The discussion can be based on the following questions:

- Do you agree with the video point of view?
- Try to define the four new emoticons that are proposed at the end of the video: respect – integrity - empathy - responsibility.

**USER Activity (12-14-years-olds): “Emoticon faces”**

Before starting the activity, the teacher / educator divides participants in groups of 3 to 6 members. Then she / he gives each group the worksheet entitled “Emoticon\_table” containing the representation of the most used emoticons. By using the worksheet as a guide, in a few minutes participants will have to:

- Describe, as precisely as possible, the meaning of some emoticons
- Play with their faces some emotions of their choice
- Take a picture or make a short video mimicking some emoticons of their choice

At this point the groups deliver a selection of the taken photos to the teacher / educator who shows them with the projector so that everyone can see them. The groups will compete to guess what emotion refers to each photo or video projected.

Doing the activity, participants are in fact expected to realize the difficulty of expressing face the complexity of emotions with words or with emoticons.

The activity can be concluded by uploading videos or photos on a social media using the hashtag #smartgeneration\_emoticon also to share them with young people from other project partner Countries.

**CRITIC Activity (12-14-years-olds): “Faces or words”**

In this activity, participants experience the difference between digital communication and face-to-face communication.

The groups formed earlier try to:

- Choose some emotions and to express with their face in a natural way, without imitating emoticons
- Choose a simple dialogue and recite it, accompanying it firstly with “emoticons faces” and then with normal facial expressions

At this point the teacher / educator can make some questions to stimulate among participants a critical analysis of their way to express emotions with the smartphone in the chat.

Some questions may be:

- Are there any differences between the emotions expressed with emoticons and those expressed face-to-face?
- While chatting, when do you use emoticons?
- When you need others to clearly understand you, do you use mainly words or emoticons?
- Are you able to express anything you want to say through the chat and emoticons?
- In which occasions don’t you use the chat as you prefer to talk in person?

*Example of dialogue:*










For dialogue recitation, they can use any conversation among those ones that participants do every day, for example:










A – This weekend I have to go to the mountain with my parents, how boring!!

B – I will go to Justin Bieber concert with Paul and Mary instead

A – Cool! So lucky! My parents would never let me go to a concert with friends

Sheet "Emoticon Table"

	DESCRIBE THE EMOTION
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	

	DESCRIBE THE EMOTION
	
	
	
	
	
	
	
	
	

**EVALUATOR Activity (12-14-years-olds): “Virtual or real?”**

The teacher / educator makes participants the set of questions proposed in the “Relationships – Evaluation” sheet.

Sheet

**“Relationships – Evaluation”**

Which actions do you make mainly verbally and which ones mainly chatting?

	verbally	chatting	both
Birthday wishes			
Make plans to go out with friends			
To meet new friends			
To get together with a girl / boy			
To broke up with a girl / boy			
To asks your friend how he / she is			
To tell something nice happened to you			
To tell something unpleasant happened to you			
To tell what you are doing at the moment			



*Path sheet 2 (15-17-years-olds)*

<b>DESCRIPTION</b>	Role-playing: simulation of a chat with an assigned plot. Definition of rules to be used for class / group chat.
<b>KEY WORDS</b>	relationship, chat, rules, communication, bullying
<b>TARGET</b>	15-17-years-olds
<b>LENGTH</b>	1 hour
<b>MODALITY</b>	brainstorm, surfing, cooperative learning, role-playing
<b>TECHNICAL EQUIPMENT</b>	Room with interactive whiteboard (IWB) or video projector connected to a PC Smartphone (at least 1 per group), internet connection

*Purpose*

This activity aims to promote a comparison among participants on the different modes and expectations on the use of chats and in particular of the class / group chat. On what occasions does the chat prove to be a useful tool and when should you prefer direct communication?

The activity ends by establishing a set of rules for the responsible use of the class / group chat.

**READER Activity (15-17): “Always connected”**

To begin with, the teacher / educator proposes to the class / group to watch the video “*Are You Lost In The World Like Me?*” (video of the homonymous song of the American singer Moby, animations are made by Steve Cutts) (see materials on the project website).

The video allows the teacher / educator to start brainstorming among participants to bring out in a provocative way what the harmful effects of an excessive use of the smartphone are.

The discussion can be based on the following questions:

- What are the negative aspects for relationships denounced by the video?
- Do you agree with the point of view expressed by the video?
- Which aspects among the ones emerged do you experience in your daily life?

**USER Activity (15-17-years-olds): “Let’s chat!”**

To prepare the activity, the teacher / educator creates a group chat with participants. The group is functional to the activity and will be canceled at the end of it.

Through the use of Whatsapp Web the teacher / educator can have the chat on the PC and can connect it to the projector so that all texts can be easily seen by everyone at the same moment.

At this point role-playing starts.

Following the plot described in the “Role-playing Chat” sheet, the teacher / educator presents the situation and assigns roles that can be interpreted by several people together in order to involve all participants. The teacher / educator dedicates a little time to the explanation and description of the characteristics of each character. Each person / group has to keep its role secret.

Since some roles provide for negative behaviors, it is important that the teacher / educator establishes a priori the limitations concerning both the language and the aggressive contents.

Once the role-playing starts, each group will have to interact respecting the characteristics assigned to their character. The chat proceeds until everyone has interacted with several messages.

Then the teacher / educator invites participants to analyze what happened with questions such as:

- How did you feel in the role you played?
- Has the conflict been solved?
- Who has worked in a positive way for a solution? Why?
- Who has worked in a negative way for a solution? Why?
- When we chat does the way we communicate change?

- How would you act?
- How could this kind of situation be solved?
- What would you like not to happen on chat?
- What would you like to happen on chat?

Sheet

### “Role-playing Chat”

“**TheBest**” is the class / group chat, the kids do not know each other very well yet, but Paul is enterprising and he has immediately created the chat to exchange information.

One day Lucy, who is downtown with her boyfriend, posts on the chat a selfie portraying her boyfriend and her in front of a pastry shop to show that she is happy and she is having fun.

Some comments, however, are not positive ...

Roles:

- Paul: he created the chat for class / group communications, but he doesn't want people to send personal texts, therefore he gets angry with Lucy as he thinks she used the chat in the wrong way.
- Jack: he likes girls and Lucy is definitely cute, he hoped she was free and he is disappointed to know she has a boyfriend, then he writes some sarcastic comments on the couple.
- Steve: he hopes the chat is an opportunity to become all good friends. He will try to mediate among different positions.
- Monica: she likes to be the center of attention and she is a bit annoyed that Lucy has shown off herself. She tries to get noticed by others.
- Sheila: she is very careful about the look and she is always critical on how others get dressed.
- Joey: he uses a very aggressive language and argues about anything and with anyone.
- Lucy: she was having a great time with her boyfriend downtown and she just wanted to share it with the class / group, she didn't think her message could attract so many criticisms.

#### ROLE-PLAYING – SOME SUGGESTIONS

Role-playing means to play an invented character by inserting it in a certain context. Put simply, it means to “recite”, forgetting that part of us that is “the player”. In role-playing character and player are two completely different people who never interact and whose worlds never get in contact.

Nobody wins. It is a storytelling and cooperation game. The purpose is to have fun to invent a story all together.

Participants have to act as their character would act. Likes or dislikes of real life should not affect the game.

Insults between characters are not prohibited as long as they are not offensive to the player instead of the character!

Participants have to remember that what is told or done belongs to the simulation, it is told and done to the character played and not directly to participants.

**CRITIC Activity (15-17-years-olds): “Looking for the good chat”**

Previous groups have to be maintained also for this activity. Each group needs a smartphone with internet connection. The teacher / educator proposes an online search with the smartphone to collect suggestions on how to properly use chats. To avoid distractions, this search will last 10-15 minutes at the most.

After the search, the groups share their findings. The teacher / educator urges the participants to express also their ideas and proposals for a good chat.

**EVALUATOR Activity (15-17-years-olds): “Chat, let’s give us some rules!”**

The activity that concludes the workshop foresees that the class / group, keeping in mind the reflections carried out, materials found and proposals, creates together a list of rules to follow in the use of class / group chat.

In collaboration with

