

Alone Together: Cell Phones & Our Health

1. Research Task & Question

We use our cell phones for everything. From texting, to social media posting, to checking out our reflections in “selfie mode,” our phones have become an extension of ourselves, ubiquitous and indispensable.

Many states have passed [laws and restrictions to limit our cell phone use and reduce accidents caused by distracted driving](#) (check out Maryland’s laws). But are there other negative impacts associated with cell phone use?

Your teacher/librarian will show the video [Teens on Tech](#).

How do the cell phone habits of these teens compare to your own? Can you imagine life without your cell phone?

We will be researching cell phone use, particularly by teenagers, in order to answer the essential question:

How might cell phone use be harmful to our health?



Image Source: YouTube

Watch the video linked above entitled “I Forgot My Phone.” ***Does this resonate with your own experience? What point do you think the video creator is trying to make here?***

2. Information Sources

First, reflect on your own cell phone use by taking this brief online [Smartphone Compulsion Test](#).

- *What do your responses suggest? Are you surprised by the results?*
- *Do you think you are addicted to your cell phone?*

Then, choose at least 4 of the sources linked here to complete the Student Activity on Slide 3.

- [Smartphone Addiction Could be Changing Your Brain](#)
- [Teens and Dangerous Levels of Cell Phone Use](#)
- [Statistics Regarding Cell Phone Use](#)
- [Students Are Addicted to Their Cell Phones](#)
- [Cell Phone Use and Brain Tumors?](#)
- [California Warns about Cellphone Exposure & Health Risks](#)
- [4 Ways Technology is Injuring Your Body](#)
- [Your Smartphone May Be Hurting Your Sleep](#)

****You may need to authenticate login to databases by clicking BCPS Digital Content in the [Apps Portal](#).**



Image Source: YouTube

Watch the video linked above, “The Drug-like Effect of Screen Time on the Teenage Brain.” -- from [PBS News Hour](#)

3. Student Activity

How might cell phone use be harmful to our health?

Use [this Cornell Notes organizer](#) or [NoodleTools](#) notecards to help you sort through each source's main idea/claim and supporting evidence, and to summarize the information in your own words. Focus on information that helps you to respond to the essential question. Cite your sources.

You may collaborate with a partner or small group to help you sift through each source's information. If you choose to collaborate, you can use the functionality of Google Docs or NoodleTools to share your notetaking.

You will be using your notes to create an Infographic for the Assessment Activity on Slide 4.



Image Source: Pixabay

4. Assessment Activity

Create an infographic to answer the essential question:

How might cell phone use be harmful to our health?

- You may use one of these [infographic templates](#) as an aid, or create your own infographic using Google Docs, Google Slides, or paper and markers.
- Be sure to include hard evidence from your research to support your response, as well as eye-catching original photos or artwork, or correctly-cited digital images, to enhance the information.
- Use [this rubric](#) to self-assess your infographic.
- Share your infographic with your classmates and the wider school community.
- See Slide 5 for some Enrichment Activities.



Image Source: Pixabay



Image Source: Flickr

5. Enrichment Activities

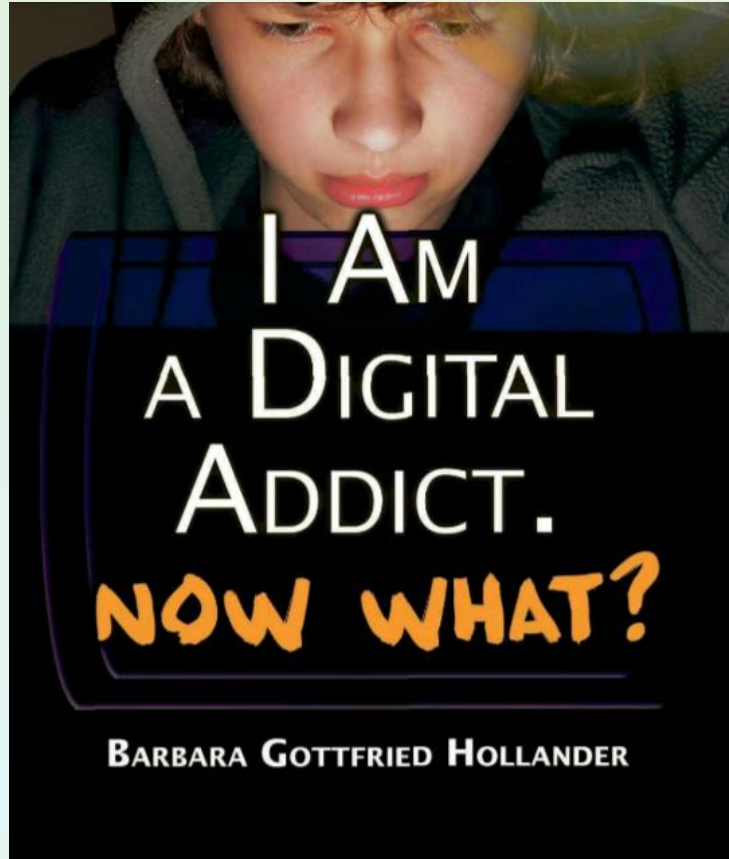


Image Source: Gale Virtual Reference Library

Read the opinion column, “[Students Are Addicted to Their Cell Phones, and They Need Our Help,](#)” written by a teacher.

- *Do you agree with the author’s claims about cell phone use in school?*
- *How do you think students might be encouraged to reduce the distraction of cell phone use in school?*

Read one of these eBooks to consider the impact of social media and digital addiction for yourself and society. Discuss your new insights with another student who read the same eBook.

*Authenticate GALE eBooks before opening these direct links by accessing BCPS Digital Content in the [Apps Portal](#).

- [Online Addiction](#)
- [I Am a Digital Addict. Now What?](#)
- [Is Social Media Good for Society?](#)

6. Teacher Resources

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Learning Standards Alignment

[National Health Education Standards: Grades 9-12 Health](#)

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.5 Evaluate the effect of media on personal and family health.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners:](#)

I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Grow: Learners engage with information to extend personal learning by:

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

High School Health/Library Media Grades 9-12

Objective: Students will synthesize findings from brief, focused research in order to create an infographic informing teenagers about the impact of cell phone use on health.

Time Frame: Three 45-minute class periods or two 90-minute class periods.

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Show students strategies like sifting through online tables of content, using the index, and search tools like CTRL-F in order to more efficiently analyze the sources on slide 2.
- This Slam Dunk Lesson may include links to YouTube videos. If access is blocked for students, teacher/librarian may screen videos for the class.
- Teacher or librarian may need to provide printout copies or access to resources blocked by BCPS filter for students.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.