



### Mindfulness

During the Mindfulness mini-lessons, students are learning the benefits of mindfulness and being self-aware of thoughts, emotions, their body and the environment. They will explore different strategies to determine which strategies will help them best in daily lives. The key message is learning about emotions and strategies to appropriately manage them helps us make healthier choices.

**Lesson Name: Analyzing Cell Phone Usage (Part 1)**

**Unit Name: Mindfulness**

**Grade Level: 9-12**

**Lesson Length: 15 minutes**

**Before beginning,** teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under "Additional Resources" [here](#).

### Lesson Objective(s):

Students will be able to analyze their cell phone usage and how it relates to the overall practice of being mindful.

### Essential Question (related to objective):

How does being aware of my screen time make me more mindful?

### National Health Education Standards & Performance Indicators:

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

- 2.12.6 Evaluate the impact of technology on personal, family, and community health.

### Equipment Needed:

- How am I feeling? Daily Check-In poster
- Students will need to bring their cell phones to class.
- Cell Phone Use Log Sheet (for students without a cell phone or an app that tracks phone usage)

### CASEL Core SEL Competency:

Self-awareness

- Accurate self-perception

### Lesson Overview:

Teachers will guide students in analyzing their cell phone usage and how it relates to being mindful and self-aware. Teachers will help students correlate lessening screen time to improved overall health.

Mini-Lesson Name: **Analyzing Cell Phone Usage (Part 1)** Unit Name: **Mindfulness** Grade Level: **9-12**

## Definitions:

### Mindfulness is

- Paying full attention to your:
  - thoughts
  - emotions
  - body
  - environment

- Focusing on the present.
  - The past already happened. (*Consider your students experiences and traumas they may have had before choosing to share this portion of the definition.*)
  - The future isn't here yet.
- Without judgement.
  - Be kind to yourself (*compassion*).
  - It is what it is – nothing more nothing less.

### Self-awareness is:

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

### Self-management is:

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

## Activity Progression:

As students walk in have them check in using the “How am I feeling? Daily Check-In poster”.

Review with students the definition of mindfulness. Being mindful is another way of being self-aware. By being self-aware, we are able to make better health-related decisions which can improve our emotional and physical health.

**Example script:** “Today we are going to continue to look at ways that we can be mindful. Remember, being mindful is paying full attention to our thoughts, emotions, body and environment. Being mindful is slowing down and focusing on the present without passing judgement and being kind to yourself. In other words, it is what it is – nothing more, nothing less. Practicing being mindful is one way that we can be more self-aware which leads to making better health-related decisions. To practice that we are going to take a look at our cell phone use!”

Ask students to guess how much time they think they spend on their phones daily. Have students write their guesses down on a piece of paper and save that piece of paper to be used later in a couple days. Ask students to share out their answers.

Now have students take out their cell phones. Here is a [slide with instructions for students with iPhones](#). Android users, will not be able to see this unless they download an app like “Moment- Screen Time Tracker” or they have a pixel phone which has “Digital Wellbeing” in the settings.

Once the students have the app open, encourage them to look at it and discuss what they notice with people around them.

Sample questions to encourage discussion:

- Who has the highest/lowest screen time?
- Are there certain points in the day when your screen time is higher/lower than other parts of the day? Have them analyze why that might be. Are they participating in a specific activity?
- Are they using their phones a lot before bed?
- What kinds of usage do they notice they use the most (social media, entertainment, etc.)?

If a student does not have their phone or is using one that does not track screen time, have them partner up and share the results of another student.

**Example script:** “What did you all think of your screen time usage? Were you surprised? If we were to pick a particular day and also add other screen time such as TV watching or computer or video game use, how much more screen time might you have in a day? I want you to find the least amount of screen time the app has recorded for you in a single day. Tell someone close to you what your least amount of time for a single day is. Now, you have a challenge, to try and beat that number tomorrow by getting the least amount of time on your phone screen as possible. Can you do it? In a couple of days, we will check our phones again and reflect on our usage.”

Tell the students how today's activity allowed us to become mindful of the amount of time we spend on our phones. Reinforce the importance of being mindful of what we do and how we feel. Being mindful can have a positive effect on our personal lives as well as others around us. Tell students that we will revisit cell phone use and screen time in a couple days/lessons. For students that do not have an iPhone or an app on their phone to track their cell phone usage, give them a Cell Phone Use Log sheet. Alternatively, you could have all students use the Cell Phone Use Log sheet. By students having to manually log their usage, they might have a greater realization of how much they actually use their phones.

Optional: As the teacher, join in on the challenge! Share with students you are going to work on your own cell phone usage time as well.

End the mini-lesson with a Mindful Minute and have students check in with themselves again. You can allow students to change their sticky note if they want to.

Consider your students' personal and cultural background prior to implementing the lesson. For some students, this activity may be seen as a violation of privacy or control causing students to become defensive.

### **Modifications/Differentiation:**

- For students who do not have an app or a way to track their usage, have them keep a log and mark how many times they used or checked their phone for an entire day. Additionally, have them record how much time they used the phone each time.
- Provide students with the questions.
- Prepare students that they will be working with other students.
- Allow students to prepare their answers first, then share out.

### **Checks for Understanding:**

- What did you notice about your cell phone usage?
- Were there any patterns you noticed?
- How do you think being mindful of our cell phone use can help us be healthier emotionally and physically?



# Cell Phone Use Log

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**The number of times I checked my cell phone**

*Make a tally mark every time you check or open your phone.*

**The amount of time I spent on my cell phone**

*Write down the time you started using your phone and the time you stopped using it then calculate the minutes per session.*

	Start Time	End Time	Minutes Total

**Total times I checked my cell phone**  
*Count the number of tallies.*

**Total minutes used in a day**  
*Add all the minutes from the day.*