



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 2)

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 reflect on their personal habits to lessen their screen time to improve their overall health.

Essential Question (related to objective):

How does being mindful of my cell phone usage help my own life?

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.

CASEL Core SEL Competency:

Self-awareness

- Accurate self-perception

Responsible decision-making

- Reflecting

Equipment Needed:

- Students will need to bring their cell phones to class.
- Cell Phone Usage Reflection Sheet

Lesson Overview:

Teachers will continue to guide students in analyzing their cell phone usage and how it relates to being mindful and self-awareness. Students will reflect on their cell phone usage, and how being mindful of their cell phone usage can directly impact their own lives.

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Activity Progression:

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

Example script: “Remember we are practicing being self-aware by checking in with ourselves when we come into class. Place a sticky note next to the heart you feel best describes how you’re feeling right now as you come in. Write your name on the back if you want me to check in with you. At the end of class, I will ask you again how you are feeling.”

Review the Analyzing Cell Phone Usage Part 1 mini-lesson. Tell students that we are going to see if they were able to meet the challenge of trying to have less cell phone time and do some additional reflecting.

Example script: “Last time when we analyzed our cell phone usage, I challenged you all to try and beat your lowest amount of time for a single day. We are going to see if you were able to meet the challenge and reflect a little bit about your cell phone habits, being mindful and your overall health.”

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 “screen time” or they have a pixel phone which has “Digital Wellbeing” in the settings.

Give each student a Cell Phone Use Reflection Sheet. Give students seven-ten minutes to complete the sheet. Then ask for students to share out their responses.

Cell Phone Use Reflection Sheet questions:

1. What was your challenge time? _____ What was your time now? _____ Did you beat your challenge time?
2. What were some things you noticed about your overall cell phone usage from last class and this time?
3. Did you change any habits to help decrease your time? Describe what you did. If you didn’t beat your time what are some habits you could improve on in the future.
4. How can being mindful of your cell phone usage help your own life?

For students that don’t have a cell phone, have them pair up with another student who does have a cell phone.

1. What do you notice about your partner’s cell phone usage?
2. Did your partner change any habits to help decrease their time? Describe what they did. If they didn’t beat their time, what are some habits you think they could improve on in the future.
3. Do you think having a cell phone would make your life better? Why or why not?
4. How can being mindful of cell phone usage improve someone’s overall health?

After students have had some time to complete the sheet, ask students to share out their responses. Use their answers to guide discussion.

Additional suggestions for discussion:

- Relating cell phone usage to social media use and the impact it can have on one’s personal life, self-esteem, expectations, societal pressures, etc.
- Relating cell phone usage to better/worse sleep.

Example script: “Cell phones are a big part of our lives. While there are a lot of great things about having cell phones, like anything else we have to use it in moderation. Being mindful of cell phone usage helps us pay attention to the present and be in the moment. This helps build stronger relationships with our friends, family members, teachers and peers. Having strong relationships with others and 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.”

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.

Modifications/Differentiation:

- Put students in pairs to share answers.
- Allow to share their responses to you orally.
- Paraphrase questions or only provide a few questions at a time.
- Collect the reflection sheets and read responses anonymously to guide discussion.

Checks for Understanding:

- How do you think being mindful of our cell phone usage can help us be healthier emotionally and physically?



Cell Phone Use Log

Name: _____

Date: _____

Cell Phone Use Reflection Sheet questions:

1. What was the time you were trying to beat? _____

What was your time now? _____

Did you beat your challenge time? (circle) Y N

2. What were some things you noticed about your overall cell phone usage from last class and this time?

3. Did you change any habits to help decrease your time? Describe what you did. If you didn't beat your time, what are some habits you could improve on in the future.

4. How can being mindful of your cell phone usage help your own life?

If you don't have a cell phone, answer these questions based on a classmate's cell phone use:

1. What do you notice about your partner's cell phone use?

2. Did your partner change any habits to help decrease their time? Describe what they did. If they didn't beat their time, what are some habits you think they could improve on in the future.

3. Do you think having a cell phone would make your life better? Why or why not?

4. How can being mindful of cell phone usage improve someone's overall health?