

Truth or Consequence???

Objective

Students will realize that just because something is posted on the internet...it doesn't make it true.

Directions

1. Navigate students through the site and generate interest and excitement about this amazing creature.
2. Have students spend time gathering information from the article and create posters about what they have learned.
3. Have students present their posters to the class.
4. Explain after all posters have been shared that this article is 100% false...there is no such thing as a Pacific Northwestern Tree Octopus!

Materials

- Computer
- Link on the Pacific Northwest Tree Octopus <http://zapatopi.net/treeoctopus/>
- Posters
- Markers
- Pens
- Scissors
- Glue

Discussion

- Were you convinced that this creature was real?
- How did you feel when you found out it was not?
- How do you know what is true and what is false?
- How does this experience relate to you, your computer, your cell phone, and your video games?
- Why is it so important not to believe everything we see and read online?



Conversation 101 – My Best and Worst!

Objective

- Students will practice and increase conversation skills.
- Students will reflect upon their daily experiences and listen to the experiences of other family members.

Materials

Interview form
(See next page. Cut out and assemble per instructions.)

Directions

Use the form on the next page.

1. Each day for one week, write down the best and worst thing that happened to you that day and why.
2. Tell a family member about your best and worst things after you have written them down.
3. Ask that family member to tell you about his/her best and worst things and write them on the other side of the paper.
4. Develop a conversation with that person about any of the four events you have written down for the day.
5. Repeat for the rest of the week Monday – Friday.

Discussion

- How did the questions go?
- Were you able to ask questions that weren't yes/no questions?
- How well did you listen to the other person's answer?
- Did you have trouble finding topics to ask questions about?
- Would you rather be the question asker or the answer giver? Why?



Conversation 101 – My Best and Worst! continued

Cut this form along the dotted line. Fold at line **B**. Attach Sides **A** and **C**.

SIDE A	LINE B	SIDE C	
Questions for ME		Questions for YOU	
MONDAY	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	MONDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	TUESDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
WEDNESDAY	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	WEDNESDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	THURSDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
FRIDAY	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	FRIDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	SATURDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?
SUNDAY	What was the BEST thing that happened to me? Why? What was the WORST things that happened to me? Why?	SUNDAY	What was the BEST thing that happened to you? Why? What was the WORST things that happened to you? Why?

CUT ALONG DOTTED LINE

The Pepper Experiment

Objective

- Students will understand that if cell phones and video games are used too much, they can take over your life.
- Students will understand that if you post a picture on the internet, deleting it permanently is virtually impossible.

Materials

- Pepper
- Joy Dish Soap
- Bowl
- Water

Directions

1. Fill a clear bowl with water, and add a large amount of pepper.
2. Stick your finger in the water and note that not much happens to the pepper.
3. Dip your finger in dish soap (let the students see this process) and then stick your finger back into the water. (The pepper will disperse.)
4. Explain to students that your finger represents you. The soap represents your cell phone or a video game. The water represents your life, and the pepper represents your qualities that surround you as a person.

Discussion

If you play your video game or use your cell phone too much, the unique qualities that surround you as a person will fade away. What can you do to keep this from happening?

Additional Application

Explain that the pepper is something you put out on the internet that you wish you hadn't. The soap on your finger is deleting the pictures. Even though the pepper disperses, it is still on the sides of the bowl, and can be found...just like the pictures you have posted.

Rules Rap

Objective

Students will be able to remember the rules and helpful tips in the books *Cell Phoney* and *But It's Just a Game* and apply them to their own lives.

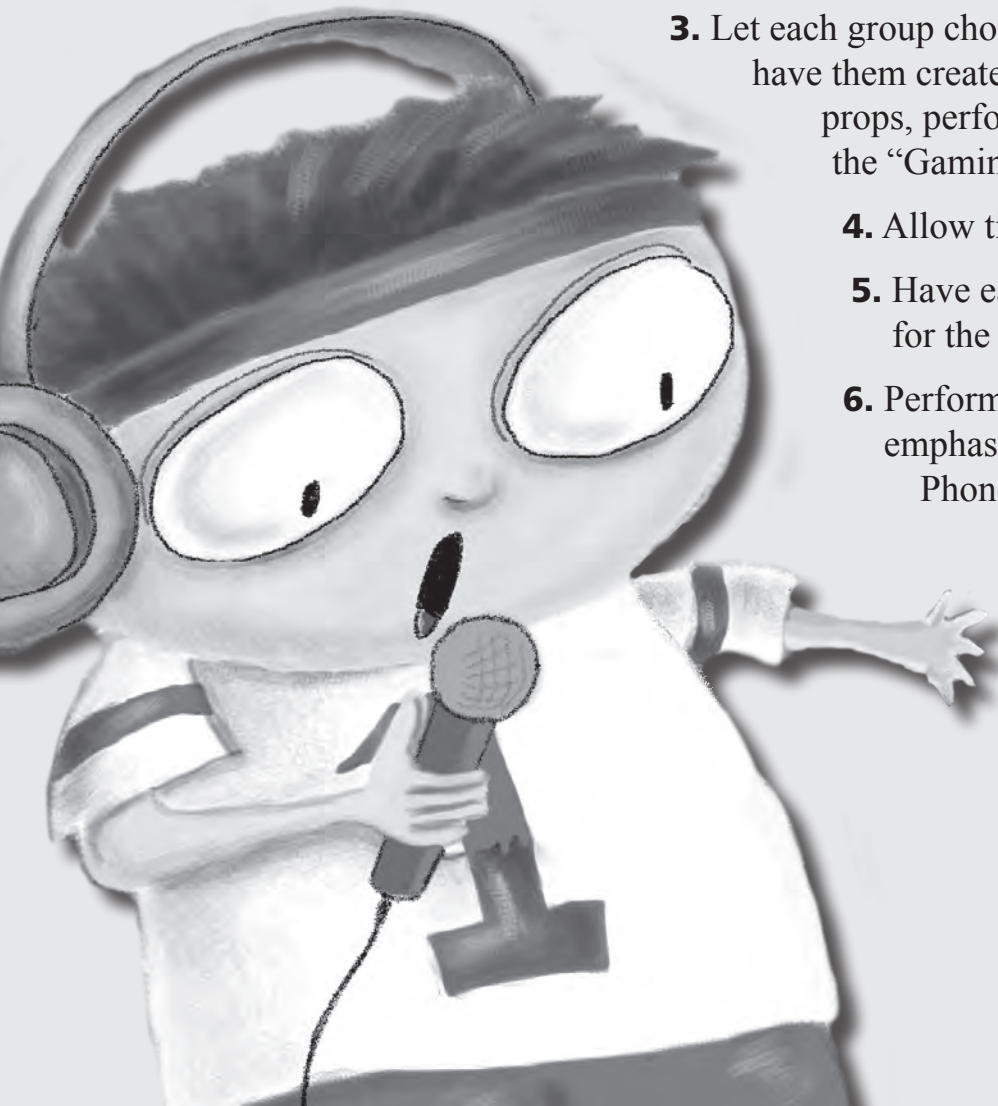
Materials

- Books: *Cell Phoney* and *But It's Just a Game*
- Props or costumes (optional)

Directions

1. Pair the students in groups of 3-5 depending on your class size.
2. Give each group a copy of the rules from *Cell Phoney* and a copy of “Tip’s Tips” at the end of the book, *But It's Just a Game*.
3. Let each group choose which book to spotlight and have them create a rap or a skit with music and props, performing the “Cell Phoney Rules” or the “Gaming Tips.”
4. Allow time to practice and rehearse.
5. Have each group perform their rap or skit for the rest of the class.
6. Perform raps and skits for other classes, emphasizing the importance of the “Cell Phoney Rules” and “Gaming Tips.”

Note: The class can vote on the best performance (optional).



Do You Know Where the Fence Is?

Objective

- Students will understand that boundaries are healthy.
- Students will understand the importance of having boundaries when using cell phones and playing video games.

Materials

- Small rubber balls (1 for each student)
- Desk
- Items in desk

Directions

1. Tell students that the goal is to roll ball on their desk without it falling off the “cliff” or desk edge. Let students choose where to roll their ball, but they cannot use their hands to stop it from falling.
2. After they complete step 1, allow them to use one item from their desk to block one side of their desk. Now repeat step 1.
3. After they complete step 2, allow them to use two items from their desk to block another side of their desk. Now repeat step 1.
4. After they complete step 3, allow them to use three items from their desk to block another side of their desk. Now repeat step 1.
5. After they complete step 4, allow them to use four items from their desk to block one side of their desk. Now repeat step 1.
6. Continue until all sides of the desk are blocked fairly well.

Discussion

1. How did the ball do with no sides blocked? How did the ball do with one side blocked, two sides blocked, three sides blocked, etc.?
2. How is this ball representative of your life with boundaries vs. no boundaries?
3. What are some boundaries or rules we have in our lives?
4. What type of boundaries should students have for cell phones and video games?
5. How are having boundaries in your life a good thing?
6. What would happen if you didn't have any cell phone or video game boundaries?
7. How can boundaries help you stay safe?

Control or Be Controlled

Objective

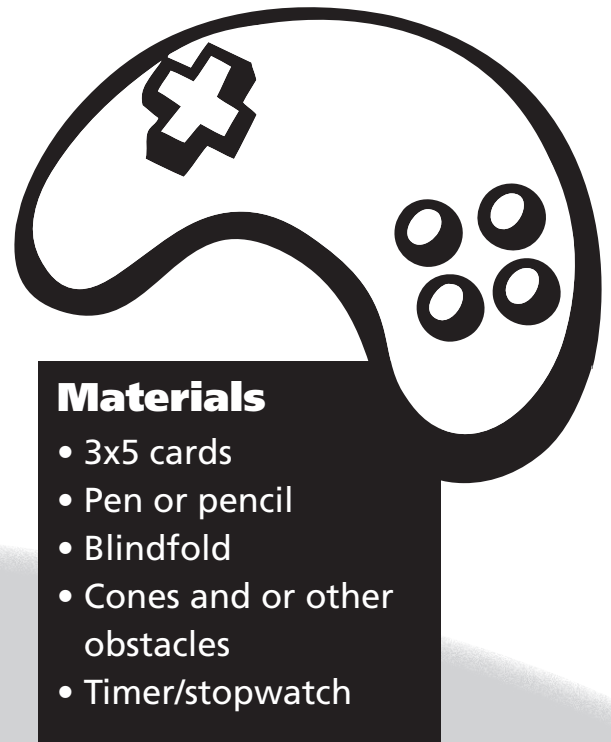
Students will recognize how video games can take over their lives and be controlling.

Directions

1. Divide students into teams of 3-4.
2. Have each team create coded words for words that can direct someone, as they will not be able to use actual words during the competition (i.e. Forward=fun, backward=ball, left=llama, right=rose etc.)
3. Have each team write their coded words down on the 3x5 card.
4. Have each team member memorize the coded words that their team has created.
5. Set up obstacle courses using cones and other obstacles (one course for each team).
6. Blindfold one student on each team and have one of the other students direct the blindfolded student through the course using the coded words only. The other two students need to observe and protect the blindfolded student from straying from the course. If another word is used, the student must start over at the beginning of the course.
7. Time each group and compare to see which team was fastest. Record your results.
8. Rotate courses and blindfold a different student and repeat steps 6-7.
9. Keep rotating until everyone gets a turn at being both a director and the person who is controlled.

Discussion

- What was it like to be controlled? Did you like it? Why or why not?
- Did you like being the director? Why or why not?
- How does this activity relate to playing video games?
- How does this activity relate to being played by a video game?
- Are your video games controlling you? If so how?



Materials

- 3x5 cards
- Pen or pencil
- Blindfold
- Cones and or other obstacles
- Timer/stopwatch

Be a Life Controller!

Objective

Students will create paper game controllers to symbolize how they need to switch their game controllers over to life controllers.

Directions

1. Display examples of video game controllers so that the class knows what they look like.
2. Hand out supplies, and tell the students to create and accessorize their own version of a game controller.
3. Have each student glue the reflective circle to the middle of his/her controller.

Materials

- Black construction paper
- Scraps of colorful paper
- Scissors
- Glue
- Pictures of different video game controllers
- Small plastic mirror material cut into ping-pong ball sized circles (1 circle per student)

Discussion

- LOOK your game controller has your face on it!!!
- Why do you play video games?
- How can a video game control your life?
- How is your life better than a video game?
- How can you make video games part of your life without having them control your life?

