

Unit name: Should mobile phones be allowed at school?	EAL level: C2-C3	Year level: 9 or 10	Duration: Approximately 10-15 lessons																													
Topic focus <ul style="list-style-type: none"> school phone bans screen addiction responsible technology use. 	Victorian Curriculum F-10 EAL By the end of this unit, students will be able to: <ul style="list-style-type: none"> distinguish between main idea and supporting detail in non-fiction texts (VCEALC632) participate effectively in group discussion (VCEALC614) write a discussion essay (VCEALA656) 	Victorian Curriculum F-10 Capabilities By the end of this unit, students will be able to: <ul style="list-style-type: none"> work effectively in a group (VCPSCSO050) engage in self and peer assessment (VCPSCSE044) examine a complex issue from multiple perspectives (VCCCTQ044) 																														
Topic-specific vocabulary <table border="0"> <tr><td>separate</td><td>beneficial</td></tr> <tr><td>teenager</td><td>reduce</td></tr> <tr><td>device</td><td>screen</td></tr> <tr><td>academic performance</td><td>prevent</td></tr> <tr><td>forbid</td><td>emergency</td></tr> <tr><td>addicted</td><td>distract</td></tr> <tr><td>impact</td><td>internet troll</td></tr> <tr><td>school grounds</td><td>technology</td></tr> <tr><td>educational</td><td>support</td></tr> <tr><td>tool</td><td>essential</td></tr> <tr><td>app</td><td>expectation</td></tr> <tr><td>scammer</td><td>respectful</td></tr> <tr><td>phishing</td><td>behaviour</td></tr> <tr><td>consequences</td><td>responsible</td></tr> <tr><td>eliminate</td><td></td></tr> </table>	separate	beneficial	teenager	reduce	device	screen	academic performance	prevent	forbid	emergency	addicted	distract	impact	internet troll	school grounds	technology	educational	support	tool	essential	app	expectation	scammer	respectful	phishing	behaviour	consequences	responsible	eliminate		Linguistic structures and features <ul style="list-style-type: none"> what is a clause cohesive devices <ul style="list-style-type: none"> conjunctions (but, while, although...) connectives (for example, therefore...) pronouns (she, he, it, they...) demonstratives (this, those...) paragraph structure (TEEL or suitable alternative) 	Summative assessment Discussion essay
separate	beneficial																															
teenager	reduce																															
device	screen																															
academic performance	prevent																															
forbid	emergency																															
addicted	distract																															
impact	internet troll																															
school grounds	technology																															
educational	support																															
tool	essential																															
app	expectation																															
scammer	respectful																															
phishing	behaviour																															
consequences	responsible																															
eliminate																																

Teaching and learning activities

The time taken to achieve each learning intention will vary. Learning intentions do not necessarily correspond to single lessons.

Learning intention: We are starting to learn about the issue of mobile phone bans.

Success criteria: I can explain at least two arguments for and two arguments against banning mobile phones in schools.

1. Ask students two questions:

- Why do you think that Victorian government schools have banned mobile phones? (Ensure they understand words like “ban”)
- Do you agree with the ban? Why or why not?

Students discuss their thoughts with a partner and then write on a post-it note, which they stick on the whiteboard.

2. Use the post-it notes as a springboard for a class discussion. Explain the learning objectives for the unit and that the major summative assessment will be a discussion essay, in which students must present arguments for both sides of the issue.
3. Introduce the issue through a short video, such as [Mobile phones to be banned in Victorian schools “from first to last bell”](#) or [Banning mobile phones in schools: beneficial or risky?](#). Play the video at least twice. Ask students to note down some arguments for and against phone bans presented in the video. Students compare their notes in small groups and add any arguments they missed.
4. Students write as much as they can in response to the prompt: “Should mobile phones be allowed in schools?” Minimise scaffolding where possible. Analyse these unscaffolded writing samples against the unit learning objectives and adjust and differentiate the following lessons as necessary to target students’ needs.

Learning intention: We are learning some vocabulary for discussing mobile phone bans.

Success criteria: I can read an article about mobile phone bans and translate key words.

1. Distribute the text [Why we should ban smartphones from school](#).
2. Show students how to skim-read the article by reading only the headings and the topic sentences first. Then, read aloud and discuss the first paragraph as a class. You may also use a [close reading](#) approach.
3. Students read the rest of the article in small groups. They take turns to read aloud and support each other to understand the text.

4. Students work in pairs to find and translate the key vocabulary. Alternatively, assign the activity for homework.
5. Check to ensure students understand the vocabulary through questioning and/or [a vocabulary revision game](#).

Learning intention: We are learning to identify the main ideas in texts.

Success criteria: I can identify the main idea in each paragraph.

1. Explicitly teach the distinction between main ideas and supporting detail in texts. Explain that the main ideas are the most important ideas in the text, while the supporting details are specific examples that make the main ideas seem stronger to the reader. Use a visual representation such as a table—with the main idea as the top and the supporting details as the legs—to help students conceptualise the distinction.
2. Ask students to look again at the first paragraph from the article ‘Why we should ban smartphones from school’:

Firstly, phone bans lead to an improvement in academic performance. According to researchers at two American universities, when schools forbid students from bringing their smartphones into the classroom, their grades quickly improve. Because students were subsequently more attentive in class, their test scores increased by an average of 6 percent. We’re not talking about younger kids, either. The difference was particularly large for high school students over 16, who are the teenagers most addicted to their phones.

3. Give students the following four options and ask them to decide what the main idea is. Give them time to think individually and discuss in pairs before sharing with the class. When students share their thoughts, encourage them to articulate their reasoning: for example, “Why did you choose that answer? Where did you find that information in the paragraph?”

What is the **main idea** of this paragraph?

- A) Students over the age of 16 improved more than young students when phones were banned.
- B) Students’ test scores improved by 6 per cent when phones were banned.
- C) Students became more attentive in class when they didn’t have their phones.
- D) Banning phones increases students’ academic performance.

4. As a whole class, discuss why *D* is the correct answer. Go through the other three options and explain how they are examples that support the main idea.
5. Students do the same activity for the other four paragraphs (refer to [Main ideas and supporting details](#)). Discuss the answers. Point out that Paragraph 5 introduces an argument for the other side and then explains why this argument is not very strong, which is called rebuttal. Rebuttal will be important when students write their discussion essays.
6. Read the text [As a principal, I don't want a phone ban at my school](#). Use a cooperative reading activity as before, or ask students to read the article and complete the vocabulary activity in advance for homework.
7. Students write the main ideas of each paragraph in their own words (refer to [Main ideas](#)). Use this work to gauge how well students have met the success criteria, and plan for further explicit teaching if necessary.

Learning intention: We are revising the vocabulary we have learned. We are continuing to build our understanding of the issue.

Success criteria: I can talk about the issue of mobile phones in schools using the vocabulary I have learned.

1. Revise the vocabulary learned through a [vocabulary revision activity](#).
2. Continue to build students' knowledge of the issue through videos and written texts. Here are some [useful texts](#), some of which may need to be adapted to suit your class.
3. Students research the issue of mobile phones in schools in their home countries. Encourage them to research media articles in their own language and then provide a summary in English.
4. Play the [smartphones speaking game](#). Working in pairs is best as it maximises the amount of speaking time for each student, but groups of three can work too. Students take turn rolling the dice and moving their counter along the board. When they land on a square, they need to speak for as long as they can in response to the prompt. Model what a good response sounds like (one with lots of detail and where the arguments are supported by evidence).
5. While students are playing, circulate and give feedback on their use of vocabulary, including their pronunciation. Encourage students to expand on their answers if their responses are very short.

6. Students reflect on how well they engaged in the game and what they need to do to improve their use of the vocabulary.

Learning intention: We are learning how to participate effectively in group discussions.

Success criteria: I can contribute to a group discussion about mobile phones in schools.

1. Ask students to reflect, either orally or in writing, on what they find most challenging about contributing to group discussions in English. Introduce the learning intention and success criteria, explaining that students will learn some phrases and strategies that should help build their confidence to contribute to discussion.
2. Distribute the [model conversation](#). Students read it aloud in pairs or small groups and complete the attached activities.
3. Go through the answers as a whole class. Focus on pronunciation of the useful phrases as well as when and how they can be used.
4. Divide students into groups of 3 or 4. Give students a discussion question, for example, “Should we allow mobile phones in the school grounds at recess?” Challenge them to speak for 5/10/15/20 minutes (adjust according to the class), using the phrases and strategies they have learned. Circulate, giving frequent feedback on these phrases and strategies.
5. Depending on how students are performing, devise other model conversations that support students to develop the skills they need. For example, if students are sometimes shutting down each other’s ideas, focus on [opening up conversations](#).
6. Once students have learned these skills, they can continue to practise them throughout the unit. For example, hold small-group discussions based on a prompt question at the start or end of each lesson. Students can assess their progress as a group using a [rubric](#).

Learning intention: We are learning how to connect ideas in our writing.

Success criteria: I can identify a clause. I can use conjunctions and connectives to join ideas in a paragraph.

1. Read the [sample essay](#) in class or have students read it for homework. Ask them to guess what the words highlighted in yellow and pink are.
2. Discuss the essay as a class and ensure students understand the main arguments. Discuss students’ ideas of what the highlighted words are. Explain that the yellow words are conjunctions, which join ideas in the same sentence (so, but, because...), and that the pink words are connectives, which join ideas in different sentences (firstly, for example, therefore...).

3. Explicitly teach what a clause is, and the difference between conjunctions and connectives. Refer to [Connecting ideas in our writing](#). If students have not been taught about clauses before, they may need extensive practice identifying what does and does not constitute a clause.
4. Students complete the [conjunctions and connectives](#) activity in which they identify the conjunctions and connectives in the sample essay and practise using them in sentences.
5. Write 3-5 conjunctions and connectives on the board: for example: *While, however, therefore, if, also*. As an exit slip, ask students to choose any three of the words and use them correctly in sentences. Collect the sentences and use these to gauge how well students have achieved the success criteria.

Learning intention: We are learning more ways of connecting ideas in our writing.

Success criteria: I can identify cohesive devices in a sample essay. I can use cohesive devices to connect ideas in my writing.

1. Revise the conjunctions and connectives previously taught. For example, divide students into small groups and give each group laminated cards with the conjunctions and connectives written in large font. Write sentences or short paragraphs on the board containing gaps, such as “We should ban mobile phones in schools _____ they distract students”. Students choose an appropriate conjunction or connective to fill the gap. Discuss the answers.
2. Explain that conjunctions and connectives are two examples of **cohesive devices**: words or phrases that give writing more **cohesion**, which means “sticking together”. Explain that when writing is **cohesive**, the ideas are connected, which makes it easier to read.
3. Refer to the learning intention, explaining that we will be learning about two other kinds of cohesive devices. Introduce pronouns and demonstratives using a suitable paragraph from the sample text (refer to [Cohesion](#)). Use [Texts with and without cohesion](#) to demonstrate the importance of writing cohesively.
4. Students complete [the fill-in-the-blanks activity](#). Depending on how they perform, they may require a range of similar activities to deepen their understanding of when and how to use the various cohesive devices.
5. Working individually, students re-write a paragraph using cohesive devices (Refer to [Improving cohesion](#)). Collect the paragraphs and use them to assess how well students have met the success criteria. Provide written feedback on how accurately and effectively students have used cohesive devices in their paragraph.

Learning intention: We are learning about the structure of a discussion essay.

Success criteria: I can plan my discussion essay.

1. Return students' paragraphs and give them class time to act on their feedback by correcting errors and/or by setting goals for themselves. If need be, continue explicit teaching and practice of cohesive devices.
2. Explain that students will be writing a discussion essay, in which a writer discusses arguments both for and against a topic.
3. Ask students to get out their sample essays. As a whole class, discuss the purpose of the introduction and the conclusion (The introduction gives an overview of the issue and states which side of the issue the author agrees with more. The conclusion summarises the essay and strongly re-states the author's opinion). Then, working in pairs, students need to decide if each paragraph is for or against the topic.
4. Check for students' understanding of the key features of a discussion essay by posing the statements below and requesting that students raise one finger for true or two fingers for false. Discuss any misconceptions.
 - In a discussion essay, the writer talks about reasons for and against the topic.
 - In a discussion essay, the writer does not have an opinion on the topic.
 - In a discussion essay, you always need to have 1 paragraph for the topic and 2 paragraphs against the topic.
5. Give students a [blank planning template](#), which students fill in with reference to the sample essay. That is, they need to write down the main ideas and supporting details for each paragraph. Do one paragraph all together before students complete the second and third paragraphs individually or in pairs. Discuss the answers (refer to [Planning a discussion essay – sample essay answers](#)).
6. Provide students with a slightly different essay topic from that used for the sample essay. To make it relevant, you could use, "Should we ban mobile phones at [insert school name]?" Give students a fresh copy of the planning template.
7. Students [brainstorm](#) their ideas before they start to plan their essays. Give students feedback on their plans; in particular, ensure that they are not using a specific example as the "main idea" of a paragraph.

Learning intention: We are learning how to write a paragraph of a discussion essay.

Success criteria: I can identify the parts of a sample paragraph. I can write one paragraph using TEEL* structure. (*Use a different acronym that students are more familiar with if necessary).

1. Use information from the paragraph students submitted earlier and/or other pieces of writing you have access to. Decide whether some or all students need to be explicitly taught TEEL paragraph structure (or another suitable paragraph structure). If explicit teaching is required, you can use the following paragraph to model the structure:

However, some teachers argue that mobile phones are an enormous distraction in class. Numerous studies have demonstrated how addictive these devices can be. For example, a recent study in the U.K. found that 80% of smartphone users check their phone at least every hour. This makes things difficult for students who need to concentrate for long stretches of time during class. Because of this, many teachers find that students concentrate better if they leave their mobile phones in their lockers during class time.

The **topic sentence** states the main idea of the paragraph.

This is followed by **evidence**.

The evidence needs to be **explained** so that the reader understands why it is important.

The final sentence of the paragraph should **link** back to the main idea of the whole essay.

2. Students highlight the parts of another paragraph in the sample essay. Discuss the answers. With more advanced writers, discuss how there are multiple ways of structuring a paragraph and that it can be advantageous to break free from TEEL for a desired effect: for example, sometimes starting a paragraph with a striking example can hook the reader's interest, and introduce the main idea in a more engaging way than a traditional topic sentence.
3. Provide a topic that would be appropriate for a single paragraph. For example: "Phones can be addictive". Students work in pairs to construct a paragraph on this topic, using cohesive devices where effective.

4. Jointly construct the paragraph as a whole class. Write the paragraph on the board, regularly eliciting contributions from students. Verbalise your thinking process (for example, “Hmm, I don’t think we need another connective here, as the pronoun makes it obvious we’re talking about the same thing”) to give students insight into the process of writing and revising.
5. Ask students to individually write and submit one body paragraph of their essay before completing the rest of their draft, so you can check that their structure is sound before they write an entire essay.

Learning intention: We are learning how to draft, edit, and self-assess our work.

Success criteria: I can improve my draft three times using feedback from myself, a friend, and the teacher.

1. Distribute the [discussion essay checklist](#) and ensure students understand what is expected of them.
2. Students complete their first draft.
3. Explicitly teach proofreading. Write a sentence on the board containing a common mistake and see if students can identify it. Give students practice at this skill by providing a number of sentences and asking students to identify and correct the mistakes. Use mistakes that you have frequently identified in students’ writing.
4. Students proofread their first draft and go over the checklist to ensure they’ve included everything, then make improvements as necessary.
5. They then swap with a partner and give each other feedback. They use this feedback to improve their draft a second time. On the board, brainstorm useful phrases for peer feedback, for example:
 - *I like...*
 - *You supported this argument with strong examples, such as...*
 - *You used... several different conjunctions to join your ideas.*
 - *I think you should...*
 - *This paragraph would be even better if...*
6. Students submit this third draft to the teacher for feedback.
7. Students use teacher feedback to produce the final copy of their discussion essay.

8. Publish the discussion essays in a class magazine, or in some other format that allows students to experience the satisfaction of producing a published piece of work.
9. Elicit feedback from the students about the unit, for example, by asking questions such as:
 - a. What are the most important things I learned?
 - b. What parts of the unit did I enjoy the most, and why?
 - c. What parts of the unit did I not enjoy, and why?
 - d. Which activities helped me learn the most?

End of unit

Why We Should Ban Smartphones From School

Article adapted from:

https://www.healthed.com.au/from_the_web/5-reasons-to-ban-smartphones-in-school/



It's hard to separate a teenager from his or her phone, but it might be for his or her good – particularly during the school day. Here is why schools should ban the devices from their classrooms.

Firstly, phone bans lead to an improvement in academic performance. According to researchers at two American universities, when schools forbid students from bringing their smartphones into the classroom, their grades quickly improve. Because students were subsequently more attentive in class, their test scores increased by an average of 6 percent. The difference was particularly large for high school students over 16, who are the teenagers most addicted to their phones.

Secondly, phone bans are particularly beneficial for at-risk students. Students who live in poverty, attend special education classes, or have lower-than-average grades benefited approximately twice as much as their peers when their schools banned phones. By removing their phones from the classroom, it was the equivalent of adding an extra hour of class per week.

Another reason is that phone bans lead to a general reduction in screen time. Scientists continue to warn about the dangers of kids spending so much time in front of a screen. It's normal for kids to spend about six hours per day in front of a screen – be it a computer, phone or television – and that's not even including any screen time that occurs at school. One way to ensure that students' eyes and minds receive a break from so much screen is to minimize the amount that occurs at school. That starts with keeping smartphones from entering the classroom.

Phone bans can also help to reduce cyberbullying. Teenagers can be very mean with their online messages. While it's difficult enough to police that sort of mean behaviour at night, at least some of that behaviour can be reduced by preventing kids from using Twitter or Facebook during the school day. Kids should feel safe at school and not have to continually check their social media accounts to ensure that a peer isn't posting cruel messages. While bullying is easier for teachers to see – and subsequently do something – when it plays out in real life, it is impossible to tell what students are communicating to each other silently on their phones.

The main reason that parents advocate for their kids having phones in the classroom is that they want to be able to reach them in case of an emergency. In order for students to be able to receive that emergency message, however, they'd have to not only leave their phones on, but also check them constantly. Most likely, they'd be looking at a lot of distracting, non-emergency messages throughout the school day on the chance that they receive something important. The good thing about schools is that they have secretaries to take emergency calls, so parents can call the school rather than the student. School schedules make it easy to locate a student at any point throughout the day, so an important message can be passed along with little effort.

Vocabulary

Find the following words and phrases in the text, and then translate them into your language. Add more words if you would like to.

English word or phrase	Translation
separate	
teenager	
device	
academic performance	
forbid	
attentive	
addicted	
beneficial	
at-risk	
poverty	
reduction	
reduce	
screen	
prevent	
emergency	
constantly	
distract	

Vocabulary revision games

These games work well in the early stages of vocabulary acquisition. They are particularly good to use with a class that is a little tired or during a lesson that has finished a bit earlier than expected. Be mindful that these games may be more challenging for EAL students: ensure that they are adequately supported (for example, by being paired with a trusted peer) and are not put on the spot.

These games do not suffice to bring about long-term retention of new vocabulary: this requires students to encounter and use the vocabulary repeatedly in meaningful ways.

1. Bingo

Give students a list of vocabulary to choose from. Individually or in pairs, students draw a table with nine cells and write one word in each cell. Read out the definitions of words, for example, “make less”. If a student has the correct word on their sheet (“Reduce”), they should put a cross through it. When a student gets three crosses in a row, they shout “Bingo!”

2. Quizlet

An excellent website for practising vocabulary is Quizlet.com. Teachers can create vocabulary sets for students to revise, or students can create their own, in which they can include translations into a different language. Once students have had adequate time to practise their vocabulary individually, you can play a whole-class game of Quizlet Live, where students have to work in randomly generated teams to answer the questions correctly.

3. Run-to-the-whiteboard

This game is quite rowdy and can be useful for injecting some energy into a lesson. Divide students into two teams and have each team line up perpendicular to the whiteboard. Read out the definition of a word and give each team time to discuss it. Then, when you say “Go!”, the first student in each team must run to the whiteboard and write the correct word as quickly as possible. Allowing students to go up to the whiteboard in pairs may make some students feel more comfortable. Don’t be too strict with scoring: if both teams write the word correctly, give them both a point!

4. Heads up

Students hold a word on a card up to their forehead. They ask their partner or groupmates questions to determine which word they have. To make it into more of a game, challenge groups to guess as many words as they can within a time limit.

5. Revision cards

This activity also works well for general knowledge revision and is a good speaking and listening activity. Give students some cue cards or have them make their own by cutting out squares from firm paper. They write a vocabulary item on one side and a definition or translation on the other. Students walk around the room, using the cards to quiz each other on the vocabulary.

Main ideas and supporting details

Questions to go with the article 'Why we should ban smartphones from school'.

What is the main idea of the paragraph?

Paragraph 1 ("Firstly, phone bans lead to...")

- A) Students over the age of 16 improved more than young students when phones were banned.
- B) Students' test scores improved by 6 per cent when phones were banned.
- C) Students became more attentive in class when they didn't have their phones.
- D) Banning phones increases students' academic performance.

Paragraph 2

- A) Students who live in poverty benefit more from phone bans than wealthy students.
- B) Banning phones is the equivalent of adding an extra hour to class every week.
- C) Phone bans are especially beneficial for students who are at-risk.
- D) Students who live in poverty, students who attend special education classes, and students with lower-than-average grades are examples of students who are at-risk.

Paragraph 3

- A) It is bad to spend too much time looking at a screen.
- B) Phone bans lead to less screen time.
- C) Kids might spend 6 hours a day looking at a screen.
- D) Students need to give their eyes and minds a break from screens.

Paragraph 4

- A) Teenagers can be very mean to each other online.
- B) It is easier for teachers to deal with bullying when it happens in real life.
- C) Phone bans can help to decrease cyberbullying.
- D) Students should be able to feel safe at school.

Paragraph 5

- A) It is not really necessary for students to have mobile phones in case of emergencies.
- B) School secretaries can pass on important messages.
- C) In order to receive an emergency message, students would have to be constantly looking at their phone.
- D) Many parents believe that students need to have phones at school in case of an emergency.

Answers: D, C, B, C, A

As a principal, I don't want a phone ban at my school.

Adapted from: <https://www.strathcona.vic.edu.au/as-a-principal-i-I-want-a-phone-ban-at-school/>

Mrs Marise McConaghy is the principal of Strathcona Baptist Girls' Grammar, which is a private school. She wrote an article on her school's website, in which she explained why she didn't agree with school phone bans.

Many teachers believe that mobile phones have no place in schools. However, I am not one of them.

Banning phones from schools might reduce the impact of use while students are at school, but it will do little once students leave the school grounds. It certainly won't prepare them for life beyond the school gates, where there is no teacher standing over them telling them what to do.

Mobile phones can be a great educational tool when used correctly, from taking photographs of fieldwork in geography, to slow-motion videos to analyse motion in physics. Students can also use a school's apps to stay organised.

Of course, phones can be distracting. The internet has a dark side, and is home to scammers, phishing and trolls – and teenagers can get things wrong. This is why educators and parents need to commit to teaching young people how to use technology intelligently, including when to switch off and be in the moment. Additionally, schools need to support parents to understand how to help their children use technology at home.

It is essential to discuss the expectations for respectful and safe online behaviour with students. We can't ignore the issue and allow students figure it out by themselves, but rather, we need to help them use mobile phones and the internet in a responsible way. There need to be consequences for poor choices, but banning is not the answer.

Mobile phones and technology are a very important part of our lives now, so banning them in schools is not the answer to eliminating the problems with them.

Vocabulary

Find the following words and phrases in the text, and then translate them into your language.

English word or phrase	Translation
impact	
school grounds	
educational	
tool	
slow-motion video	
app	
scammer	
phishing	
internet troll	
technology	
support	
essential	
expectation	
respectful	
behaviour	
responsible	
consequences	
eliminate	

Main ideas

Use your own words to write the main idea in each paragraph.

One example is done for you.

Banning phones from schools might reduce the impact of use while students are at school, but it will do little once students leave the school grounds. It certainly won't prepare them for life beyond the school gates, where there is no teacher standing over them telling them what to do.

Main idea: A phone ban doesn't help students in their lives outside of school.

Mobile phones can be a great educational tool when used correctly, from taking photographs of fieldwork in geography, to slow-motion videos to analyse motion in physics. Students can also use a school's apps to stay organised.

Main idea: _____

Of course, phones can be distracting. The internet has a dark side, and is home to scammers, phishing and trolls – and that teenagers can get things wrong. This is why educators and parents need to commit to teaching young people how to use technology intelligently, including when to switch off and be in the moment. Additionally, schools need to support parents to understand how to monitor use at home.

Main idea: _____

It is essential to discuss the potential dangers and expectations for respectful and safe online behaviour with students. We can't ignore the issue and allow students figure it out by themselves, but rather, we need to help them use mobile phones and the internet in a responsible way. There need to be consequences for poor choices, but banning is

Main idea: _____

Useful texts

Read the texts carefully to ensure they are appropriate for your class. Adapt as required.

9 ways smartphones are making our lives better:

<https://www.greenbot.com/article/2908013/9-ways-smartphones-are-making-our-lives-better.html>

How smartphones make us superhuman:

<https://edition.cnn.com/2012/09/10/tech/mobile/our-mobile-society-intro-oms/index.html>

Public school mobile phone bans come into force in Victoria and WA:

<https://www.sbs.com.au/news/public-school-mobile-phone-bans-come-into-force-in-victoria-and-wa>

Screen Addiction BTN video: <https://www.abc.net.au/btn/classroom/screen-addiction/10528738>

The truth about smartphone addiction, and how to beat it:

<https://www.forbes.com/sites/brianscudamore/2018/10/30/the-truth-about-smartphone-addiction-and-how-to-beat-it/?sh=655b4d674232>

Smartphones speaking game

START	1. How many times per day do you check your smartphone? Why do you check it?	2. Do you think children younger than 12 should have a smartphone? Why or why not?	3. Do you think you are addicted to your smartphone? Why or why not?	4. What are your three favourite apps on your smartphone? What do you use them for?	5. What app on your smartphone could you not live without? Why?	6. Can smartphones help students with their study? Why or why not?	7. GO FORWARD ONE SPACE.
15. What makes smartphones so addictive?	14. Do you think people spend too much time on their smartphones? Discuss.	13. In what ways can smartphones help people learn a new language?	12. Do you ever get distracted by your smartphone? How?	11. GO BACK THREE PLACES.	10. Do you think that smartphones have made us less intelligent? Why or why not?	9. Discuss the biggest disadvantage of smartphones.	8. Discuss the biggest advantage of smartphones.
16. ROLL AGAIN.	17. Discuss how smartphones can be bad for our health.	18. Discuss how smartphones can be good for our health.	19. Do smartphones make us more or less connected with the people around us? Discuss.	20. How often do you leave your smartphone in a different room? How does that make you feel?	21. How do you feel when your smartphone runs out of battery?	22. Do you think it's rude when you're talking to someone and they're on their phone? Why or why not?	23. Do you think you can listen to someone and text on your phone at the same time? Why or why not?
31. What is the best age to get a smartphone? Why?	30. How would your life change if you stopped using a mobile phone?	29. GO BACK THREE PLACES.	28. Should students be allowed to use phones in the classroom? Why or why not?	27. How can smartphones make us less safe?	26. How can smartphones make us safer?	25. GO BACK TWO PLACES.	24. Have you spent one day without your phone? If not, do you think you could?
32. How are smartphones changing our brains?	33. ROLL AGAIN.	34. Why are smartphones more addictive than regular mobile phones?	35. Is it possible for smartphones to save lives? Give examples.	36. When can using a smartphone be dangerous?	37. GO BACK THREE PLACES.	38. Should smartphones be banned from schools? Why or why not?	FINISH

Model conversation

Name:

Read the conversation aloud in your group.

Jia Yi: So, our question is: “How have smartphones influenced our lives?” Who wants to start?

Jacob: They have influenced our lives in so many ways, both positive and negative. Why don't we start with the advantages?

Lisa: That sounds like a good idea. What are they main advantages that smartphones bring to your lives?

Farbod: They help me a lot when I'm studying. For example, if I need to look up a word that I don't know, I can quickly and easily use Google Translate. There are also some apps that help me study, such as Quizlet.

Jacob: What's Quizlet?

Farbod: It's an app that lets you create a set of study cards to revise vocabulary.

Lisa: I've never used Quizlet, but I definitely use Google Translate all the time. Memrise and DuoLingo are also great apps for learning languages. They make learning vocabulary into a game, so it's fun.

Jia Yi: So I think we agree that smartphones have plenty of benefits for our study. But what about in other parts of our lives?

Jacob: Did you know that smartphones can be used to diagnose diseases? A professor from Harvard created a paper chip that doctors can dab with blood. The chip creates a pattern that smartphones can interpret, allowing doctors to diagnose diseases such as malaria and HIV.

Lisa: I can imagine that that would be very helpful in remote areas where there is not a hospital nearby.

Jacob: Absolutely.

1. What does Jia Yi say to get the discussion started?
2. How does Jacob help to direct the conversation?
3. What is a sentence structure that Jacob uses, which is helpful when you want to make a suggestion?
4. How does Lisa show agreement with Jacob?

5. What are some specific examples that Farbod gives?
6. What does Jacob do to show he is listening to Farbod?
7. How does Lisa show that she has been listening?
8. How does Jia Yi summarise what was talked about?
9. Jacob says that smartphones can be used to diagnose diseases. What details does he use to support his statement?
10. How does Lisa show that she has been listening to Jacob?

Put the phrases into the correct column on the next page. Some phrases might go into more than one box.

If you finish early, add some more phrases.

Why don't we...?	That's a good point.	Let's...
I hadn't thought of that.	I see what you mean.	Absolutely.
How about you?	Could you please give an example?	What do you think?
What does that word mean?	How about we...?	
Definitely.	Could you please explain that?	
So you're saying that..... Is that true?	What do you think about...?	

Making a suggestion	Expressing agreement	Expressing interest	Including others in the conversation	Asking for clarification
Why don't we...?				

Opening up conversations

In a class discussion, you should try to **open up** the conversation.

Try not to **shut down** other people's ideas.

Read the dialogue below.

Use green to highlight where a student has **opened up** the conversation.

Use pink to highlight when a student has **shut down** someone else's idea.

Farbod: What does everyone think about phone bans at school? Do you think they're a good idea?

Jacob: That's not a very interesting topic. Let's talk about the advantages of smartphones instead.

Lisa: But phone bans are an interesting topic at the moment. They are relevant to a discussion of the advantages of smartphones, because some schools argue that all students should bring a smartphone to class, so that they can use them for educational purposes.

Jia Yi: That's true. At my old school we had to bring our phones to class, so that we could use them for games like Kahoot. Those games were fun, but the teacher also used them to check our understanding.

Farbod: I see what you're saying, but can't we just use laptops for activities like Kahoot?

Jia Yi: True, but they take a while to get out and turn on. With phones, you can use them immediately.

Farbod: That's a good point.

Lisa: I like the fact that this school bans smartphones. It means that I don't have to think about my phone all day.

Jacob: What about other electronic devices, like smart watches or iPods? Should they be banned too?

Jia Yi: That's not relevant to our conversation. We're only talking about smartphones.

Farbod: Why don't we talk about all of them? Smart watches are very similar to smartphones in some ways. So a discussion about smartphones should include a discussion of these other devices.

Which of these phrases might **shut down** the conversation?

- a) Let's talk about this in more detail.
- b) We can't change our school's phone ban, so there's no point talking about it.
- c) Could you please give me an example?
- d) I don't fully understand why that is a problem. Could you please tell me more?
- e) That's not important.
- f) No, I don't agree.
- g) I see what you mean, but I actually think that...
- h) I don't think so.

Class discussion rubric

	Not Shown	Beginning	Progressing	Established
Understanding of the topic	We did not know a lot about the topic.	We were able to discuss some simple ideas related to the topic.	We were able to discuss some simple ideas and some more complex ideas related to the topic.	We were able to discuss a wide range of complex ideas related to the topic.
Use of evidence	We had little to no evidence to support our ideas.	We sometimes used general evidence to support our ideas.	We sometimes used specific evidence to support our ideas.	We consistently supported our ideas with specific evidence.
Inclusion	Some people did not speak.	Everyone spoke at least once.	Everyone contributed to the discussion, but some people dominated.	Everyone contributed to the discussion meaningfully. Nobody dominated the discussion.
Respect	The discussion was sometimes rude.	Sometimes we ignored ideas or shut them down.	The discussion was mostly respectful, but occasionally we ignored some ideas.	The discussion was always highly respectful. Everyone listened to each other's ideas and responded to them respectfully.

Should students be allowed to bring mobile phones to class?

Read the example essay below and look up unknown words. You will need to refer to this essay several times in the next few lessons.

Why are some words highlighted in yellow and pink?

These days, more and more students are bringing a mobile phone to class. While there are some advantages of having mobile phones in the classroom, these advantages are strongly outweighed by the disadvantages.

There are several benefits of allowing mobile phones in the classroom. If students encounter a word they do not know, they can look it up on their phones quickly and easily. This is particularly important for students whose first language is not English. In a recent study conducted by the University of Melbourne, students learning English reported that they found it difficult and stressful when they were not allowed to translate words into their own language. While it is possible for students to look up words in a paper dictionary, many students do not own one of these, and prefer to use Google Translate. As such, these students benefit greatly from being allowed to have a phone in class.

Phones also enable students to conduct research. In the past, students were reliant on the teacher to give them all the information they needed. It was possible to do research, but it took a long time: students had to spend a period in the library or move to a classroom with computers. Nowadays, students can find information on their phone in a matter of seconds. As a result, teachers can spend more time helping students one-on-one, and students can take greater responsibility for their own learning. Phones can, therefore, be of great benefit to students.

However, some teachers argue that mobile phones are an enormous distraction in class. Numerous studies have demonstrated how addictive these devices can be. For example, a recent study in the U.K. found that 80% of smartphone users check their phone at least every hour. This makes things difficult for students who need to concentrate for long stretches of time during class. Even if students put their phone on silent, they can be tempted to check

them when the teacher is not looking. Many teachers find that students concentrate better **if** they leave their mobile phones in their lockers during class time.

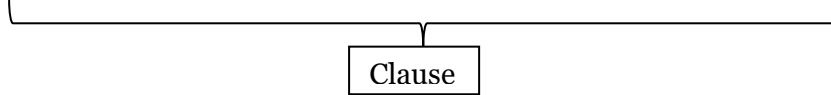
While it is true that mobile phones can have some benefits in the classroom, the distractions they pose to students are too great to be ignored. **Furthermore**, phones are not necessary for looking up unknown words or conducting research in the classroom: students can simply purchase a paper dictionary, and research can be conducted on school laptops. **As such**, despite the benefits, students should not be allowed to bring mobile phones to class.

Connecting ideas in our writing

A **clause** is a group of words with a verb.

A sentence with only one clause is a **simple sentence**.

The blue light from smartphone screens can disrupt our sleep.



If you want to join two or more clauses together into one sentence, you need to use a **conjunction**.

A sentence with more than one clause is a **compound** or **complex sentence**.

There are 5 billion mobile phones in the world, **but** only 1.08 billion are smartphones.



When students encounter a word they do not know, they can translate it quickly and easily.



Connectives join ideas in different sentences or paragraphs.

Smartphones are fun, **and** they can have some benefits in the classroom. **However**, we should not use them all the time.

“**However**” joins two ideas that are in two different sentences:

Idea 1: Smartphones are fun, and they can have some benefits in the classroom.

Idea 2: We should not use them all the time.

Connectives *cannot* join two clauses in the same sentence.

~~Smartphones are fun, however we shouldn't use them all the time.~~

Conjunctions and connectives

Find the conjunctions and connectives in the sample essay and write them in the correct box.

Conjunctions	Connectives
and	also

Fill in the blanks with the correct conjunction or connective.

1. I like swimming, but I don't like surfing.
2. I love exercise, and I swim every weekend. I _____ play tennis on Wednesday evenings.
3. _____ you study hard, you will succeed.
4. Mobile phones are addictive and distracting. They are also not necessary for research, because students can find any information they need on school laptops. _____, we should not allow mobile phones in the classroom.
5. _____ many teachers argue that mobile phones distract their students, other believe that they can be a valuable educational tool if they are used correctly.
6. There are many apps on smartphones that make our lives easier. _____, Google Maps can help us avoid getting lost when we are going to a new place.

Cohesion

Conjunctions and connectives are two ways of creating **cohesion** in your writing.

Cohesion means “sticking together”. If your writing has good cohesion, then all of your ideas are connected, which makes it easier to read. The adjective of **cohesion** is **cohesive**.

There are other ways of creating cohesion. Look at the paragraph below. What are the highlighted words doing?

There are several benefits of allowing mobile phones in the classroom. If students encounter a word **they** do not know, **they** can look **it** up on **their** phones quickly and easily. **This** is particularly important for students whose first language is not English. In a recent study conducted by the University of Melbourne, students learning English reported that **they** found it difficult and stressful when **they** were not allowed to translate words into their own language. While it is possible for students to look up words in a paper dictionary, many students do not own **one of these**, and prefer to use Google Translate. As such, **these** students benefit greatly from being allowed to have a phone in class.

The words highlighted in **grey** are pronouns. These refer to nouns that have already been mentioned.

The words highlighted in **teal** are demonstratives. They also refer to things that have already been mentioned: either a noun, or a whole idea.

Pronouns, **demonstratives**, **conjunctions**, and **connectives** all help make our writing **cohesive**.

Texts with and without cohesion

Writing that is not cohesive is like this:



It is difficult to read because the reader can't understand the relationship between ideas.

Compare two short texts: one without cohesion, and one with cohesion.

Text without cohesion:

Mobile phones can reduce academic performance. Mobile phones can be very distracting in class. Many teachers want to ban mobile phones from schools.

Text with cohesion:

Mobile phones can reduce academic performance **because** they can be very distracting in class. **This is why** many teachers want to ban **them** from schools.

The pronouns **they** and **them** show the reader that these sentences are all talking about the same thing: mobile phones.

The conjunction **because** shows the relationship between the first and second clauses. It shows that the second clause gives the **reason** for the first clause.

The connective **this is why** shows the relationship between the first and second sentences. It shows that the second sentence is the **result** of the first sentence.

Fill in the blanks

Fill in the blanks with a pronoun, demonstrative, conjunction, or connective.

Do this *without* looking at the sample essay.

You may use each word more than once.

Pronouns	Demonstratives	Conjunctions	Connectives
their	these	if	for example
they	this	when	

Some teachers argue that mobile phones are an enormous distraction in class. Numerous studies have demonstrated how addictive _____ devices can be. _____, a recent study in the U.K. found that 80% of smartphone users check _____ phone at least every hour. _____ makes things difficult for students who need to concentrate for long stretches of time during class. Even _____ students put their phone on silent, _____ can be tempted to check them _____ the teacher is not looking. Many teachers find that students concentrate better _____ they leave _____ mobile phones in _____ lockers during class time.

When you're finished, look at the sample essay to check your answers.

Improving cohesion

The text below does not have good cohesion. Re-write the text, using pronouns, demonstratives, conjunctions and/or connectives to make it more cohesive.

Students can find information on their phone in a matter of seconds. Teachers can spend more time helping students one-on-one. Students can take greater responsibility for their own learning. Phones can be of great benefit to students.

Students can _____

Planning a discussion essay

Topic: _____

Author's opinion: _____

Body paragraph 1

Main idea:



Supporting details:

Body paragraph 2

Main idea:



Supporting details:

Body paragraph 3

Main idea:

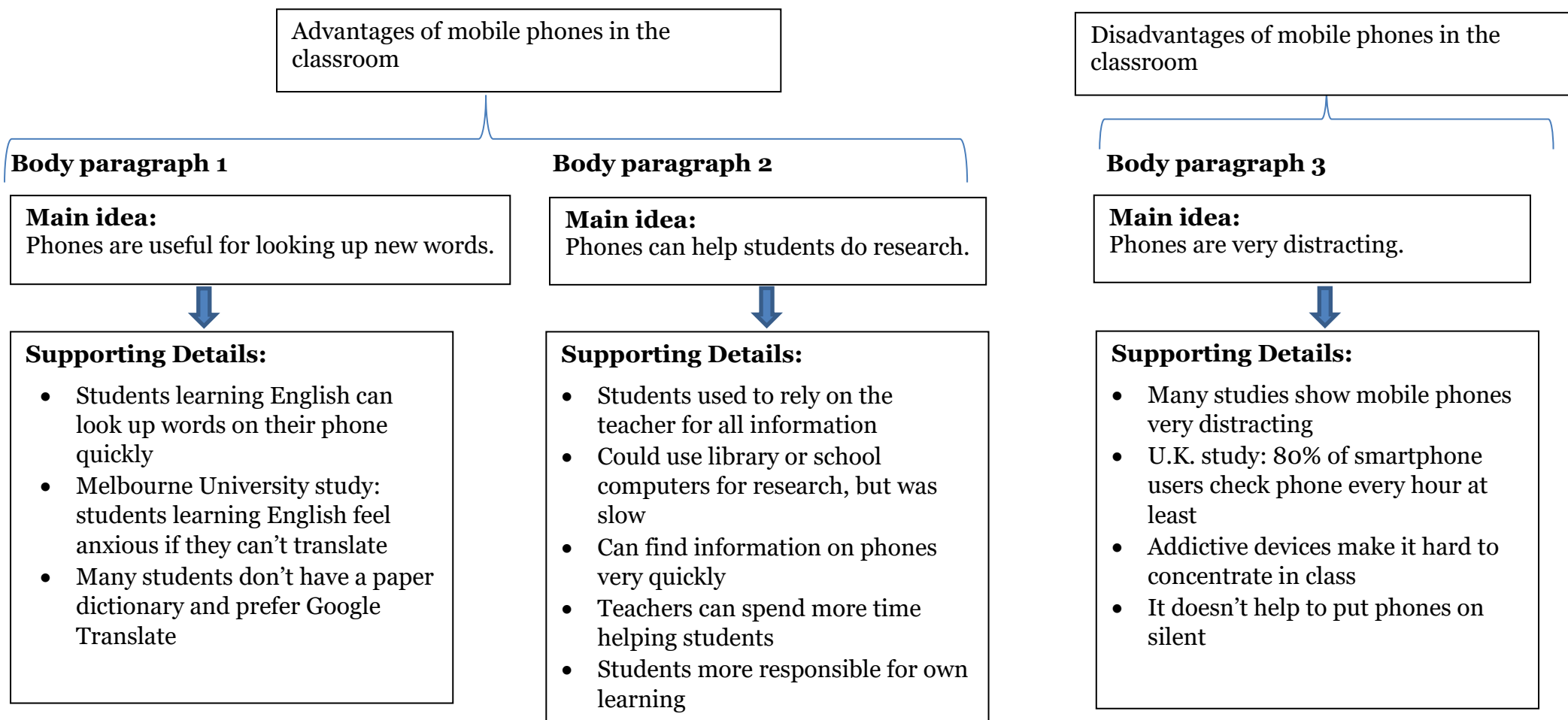


Supporting details:

Planning a discussion essay – sample essay answers

Topic: Should mobile phones be allowed in the classroom?

Author's Opinion: No, we should not allow mobile phones in the classroom.



Brainstorm

“Brainstorm” means “think of ideas”.



You are going to write a discussion essay. Your topic is:

Should our school ban mobile phones?

1. Do you agree or disagree with this topic? Agree / Disagree
2. In 10 minutes, think of as many reasons **for** and **against** this topic as you can.
Remember that you are just thinking of big ideas, not specific examples.

Reasons <i>for</i> a phone ban	Reasons <i>against</i> a phone ban
<ul style="list-style-type: none">• phone bans can improve academic performance••••	<ul style="list-style-type: none">• phones can be helpful for students whose first language is not English••••

3. Choose 1 or 2 reasons from each column. These will become the body paragraphs of your discussion essay.

Discussion essay checklist

Your essay should:

- Be 400-500 words long
- Contain an introduction, at least 3 body paragraphs, and a conclusion
- Discuss reasons for and against the topic
- Introduce the topic and your opinion in the introduction
- Use TEEL structure in the body paragraphs
- Summarise the essay and re-state your opinion in the conclusion
- **Not** use words like “I”, “me”, or “my”
- Use conjunctions and connectives to create cohesion
- Use pronouns and demonstratives to create cohesion
- Use new vocabulary that you have learned.

References

HealthEd (2018). 5 Reasons to ban smartphones in school. [5 Reasons to Ban Smartphones in School - HealthEd](#)

McConaghy, M. (2019). As a principal, I don't want a phone ban at school. ['I don't want a phone ban at school' - Principal | Strathcona](#)

Images

["BlackBerry Storm Smartphone"](#) by [liewcf](#) is licensed under [CC BY-SA 2.0](#)

["jigsaw puzzle pieces"](#) by [Electric-Eye](#) is licensed under [CC BY 2.0](#)

["week 16 - Brainstorm"](#) by [Sweet Dreamz Design](#) is licensed under [CC BY-NC-ND 2.0](#)