

Project idea: „Self-made cell case“

Competencies: Creative ability and judgment

Age group: 8-11 years

Project duration: 90 minutes

Link to learning module: www.teachtoday.de/en/cellcase

Project objectives

Getting children and adolescents to deal with the topic of media usage times based on real-world experience and to enhance their ability to reflect and make good choices. Thus they will be able to approach the topic from different perspectives and to develop their own points of view.

The children

- are capable of discussing without prejudging the results.
- can identify problems and issues.

Subject and methods

The children

- set goals for their own media usage patterns.
- monitor their own behavior.

Activities and behaviors

The children

- can formulate their own opinions.
- exchange arguments and learn to find a joint solution.

Social communications

The children

- deal with the topic in a creative way.
- take responsibility based on respectful interaction with each other in regards to media use.

Personal competence

Introduction

Responsible use of media put into practice

A cell phone case is a handy thing. It protects the display from scratches and looks good. Especially when you design the case yourself. This is not only fun, it is also a great opportunity to get into a conversation about media use.



With a click through the image gallery, the project idea “Self-made cell case” shows how to design and make a mobile phone sleeve quite easily yourself. Meanwhile, the section also shares tips and methods one can use to talk with children about mobile usage times and breaks.

Project procedure

Cell phones are carried almost everywhere nowadays, even by younger children. Adults and children – but even children and adolescents amongst themselves – don’t always agree when and in which situations it’s better not to check one’s phone right away. Crafting a self-made phone case is a good way to introduce the topic for discussion.

During the handicraft (for example, in small groups at several tables) the children can talk about their opinions on the topic of use times and breaks and discuss them with each other. In doing so, the children share their own experiences in everyday life – whether at home, with the family, among friends or in public (for example, during their schoolbus ride). Using the “round robin” method, the points discussion are written down and later presented and discussed.

The project idea is so flexible that the “round robin” method may be carried out at the beginning or at the end. Additionally, the project idea is good for use in the family, too. Here all 2ot he family members can exchange about their views.

Phase description | Social form

Phase 1 | Individual work with group discussion

At the beginning, the craft supplies and instructions are handed out 2ot he small groups of 4 to 6 children. The entire learning group is also called on to use the craft time to discuss personal experiences in cell phone use. The following impulse questions can be helpful:

Cell phone case

- *Do you know how long you use your phone each day?*
- *Does it bother you when your friends write messages on their phones while you’re trying to tell them something very important?*
- *Do you think it’s a good thing to turn off or switch the phone to silent from time to time?*
- *When and in what situations?*

Phase 2 | Group work

The “round robin” method: After the children have designed their own cell phone case, each child is given a piece of paper. On the paper there’s a statement about the subject (e.g. “Children under 12 should only use their smartphones for important telephone calls”). The group should then be asked to write down their thoughts about this

Statements



statement. After a certain time (approx. 3 minutes), the paper is passed to the next group.

Phase 3 | Presentation to whole class

After the statements have made the rounds, the results of the entire learning group are presented and categorized together.

Presentation

Notes



