

Text and Response

SUMMARY

Every day, we learn “on the move” and have experiences and feelings that come and go but are hard to document or remember. With this activity, we can check in on, document, and remember everyday experiences and gain awareness of learning on the move.

Materials

- Contact numbers for participants
- Reporting form (created in Google Forms or another survey tool)

Time for entire activity

- 15 to 20 minutes outside of program time spread over several hours
- 40 minutes of introduction and reflection during program time

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GeoConvos Activity

PURPOSE

For participants

- Inspire reflection on their changing states of mind over the course of a regular day
- Support participants in realizing that they move through many activities and places through the day and that those activities and places engage and challenge them in different ways

For facilitators

- Provide insights into how program participants engage in learning during unstructured times
- Be used to introduce participants to the concept of learning on the move
- Provide insights into the daily lives and outside interests of program participants

OBJECTIVES

Participants will:

- Reflect on their own feelings, learning, and meaning making during a regular day
- Consider the ways that learning takes place across all of our lives each day
- Consider how place and space connect with their everyday meaning making, learning, and movement
- Consider the ways that learning, feelings, and meaning making are forgotten or absorbed into our memories of a whole day



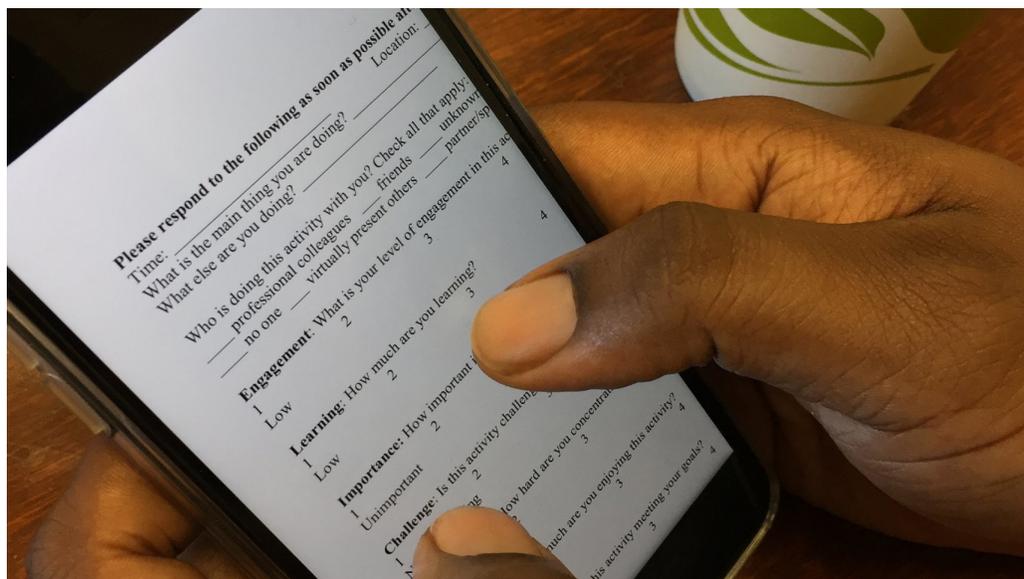
DIRECTIONS

Advance preparation

1. Collect participants' mobile phone numbers.
2. Request their participation in an activity outside of your regular program time.
3. Explain that during this activity, they will receive three text messages from you that will prompt them to text back a picture of something currently in their field of vision and then briefly describe what is going on in that moment. Emphasize that the purpose of the photos is to collect visual data about the participants' days. **The photos should not be posed, filtered, or curated.**
4. Outline sensible photo-taking guidelines. For example, participants should only take photos if it is safe and appropriate to do so.
5. Agree on a day and start and end times for the activity. For example, prompting from 9:00 a.m. to 6:00 p.m. It is a good idea to honor participants' opinions about this.
6. Familiarize participants with the survey form and the questions on it.

Texting

1. At some point after the agreed-upon start time, send a message that says something like: "It's time for your first text-and-response! Take a photo of what you're looking at right now and text it back."
2. Follow up with a link to your survey form and direct participants to complete the survey as soon as possible.
3. Repeat this two more times within the timeframe of the activity. After each text prompt, direct participants to the survey.



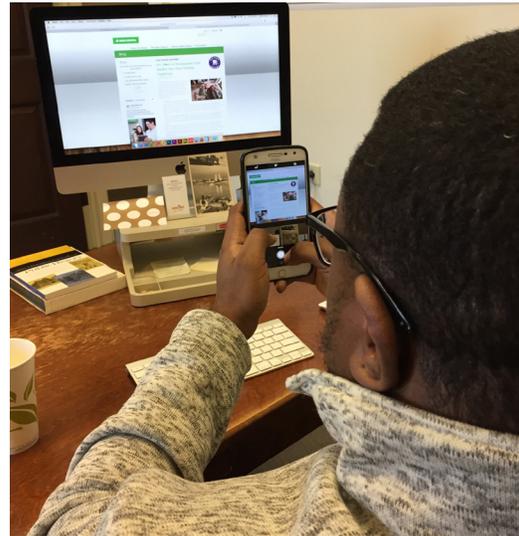


REFLECTION

Part 1: Report Out

Report from those who participated

- Briefly check in with participants about the experience of receiving and responding to texts.
- If any participant elected not to participate, invite them to ask questions of participants about the experience.
- Share the survey results with the group. Invite participants to note any commonalities or surprises they see in the responses.



Part 2: A Closer Look

As a whole group, dig into one person's day. Ask for a volunteer, someone who participated and is willing to discuss their day and share their photos one by one. Before they start their share out, ask:

- How was your day overall?
- What did you do?
- How did you feel?

For each image shared, ask:

- What were you doing in that moment?
- How were you feeling?
- Did participating in the activity change how you thought about this moment or your day as a whole?

In pairs, turn and talk to another participant about how you experienced Text and Response, the places you visited, and the activities you engaged in throughout the day.

WRAP UP

With the whole group, consider how people think about their experiences in the moment versus at the end of a day. How does our perception of an experience or a moment change with distance and time? As a facilitator, make connections to the ways in which participants are thinking and learning throughout their days, in and out of program time.

The GeoConvos team explores connections between place and identity to develop tools for understanding youth learning pathways. Follow along at GeoConvos.org. Share feedback, questions, and comments at GeoConvos@gmail.com.