

'Phone Zombie' Apocalypse!

(Lesson 9 Post-Show)

Experiences & Outcomes (Curriculum for Excellence)

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 3-16a

I know and can demonstrate how to travel safely. HWB 3-18a

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

Benchmarks

Health and Wellbeing

- Weighs up risk and identifies potential safe and unsafe behaviours and actions.

Literacy

- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.
- Responds appropriately to the views of others developing or adapting own thinking.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

Learning Intentions

- To research and understand the distraction factor in using a mobile phone.
- To gather statistics on mobile phone use.

Success Criteria

- Pupils will write a definition of 'Phone Zombie'.
- Using Your Call resources they will identify the risks of being a 'Phone Zombie'.
- Pupils will identify how their behaviours could change to keep them safer on the roads.

Resources

ICT suite or access to Wifi whole class.
Your Call: Psychologist Interview

Introduction (5-10 mins)

Introduce the term 'Phone Zombie'. Ask pupils individually to think about what this might mean. (2 mins)

In small groups, share their thoughts. Each group should come up with a one sentence definition of a 'Phone Zombie'.

Groups should share these definitions to the wider class and display them for reference.

Main (30 mins)

Pupils should watch Your Call – Psychologist Interview.

(<http://itsyourcall.org.uk/pedestrians>)

In groups share their own experiences of using a mobile phone/smart phone. (Some pupils may have no phone. In this case the discussion can be around general use of mobiles.)

They should consider the following questions:

When do you use your phone throughout the day?

What do you (young people) use your phone for?

Which use of the phone do you think is most distracting for the surrounding environment? (For example listening to music through headphones, gaming, watching a videos, Facebook, Snapchat.)

Which apps do you use phone alerts for and do you always respond to these?

Record these on post-its. Plot and share these as a whole class from least distracting to most distracting. This information should be discussed and placed in the context of road safety.

In what way is mobile use placing them, their friends and others in danger?

Are pupils aware of the law for drivers and mobile use? (It is illegal to use a handheld set while driving, stationary in traffic or in the driver's seat with engine running. It is illegal to use a mobile phone while responsible for a learner driver.)

In groups pupils should discuss their own journey to school or any other pedestrian journey identifying and listing where using a mobile phone may present a risk.

If online access is available:

- Pupils should search and identify some solutions that have been presented to keep 'Phone Zombies' safe. Example: traffic lights embedded in pavement.

If online access is unavailable:

- Pupils should work in groups to create solutions to keep 'Phone Zombies' safe on the roads. Using pavement traffic lights as an example.

Plenary (5-10 mins)

Pupils should be asked to review their findings and what should change about their own behaviours to keep them safe.

They should also offer opinion on whether the solution to the increasing number of accidents should be external, i.e. ground level traffic lights or how can 'Phone Zombies' change their ways.