

Teacher's Notes for 14 to 16 year olds

About Mobile Phone Crime

First the bad news. Each year, almost half a million phones are stolen in the UK. That's nearly 1400 phones every day. Nearly half of these victims are under 16.

The good news is that over 19 million people have already registered their phone and other possessions on a secure website at www.immobilise.com, and by doing so have not only got a record if their possession is lost or stolen but also this information is available to help police investigate mobile phone crime. The website also supports the UK mobile phone industry that ensure that over 80% of stolen phones are now disabled within 48 hours of their theft being reported to home networks. This makes the mobile phone useless to the buyer: they may work when sold by a thief for a few hours after being stolen, but they won't work the next day. By engaging with us your pupils and families can help keep the incidence of mobile phone theft down, and together we can Reduce the Appeal To Steal, especially in the younger age groups.

How this resource supports your teaching

The materials available at www.outofyourhands.com support the English, ICT, and Social and Emotional Aspects of Learning (SEAL) through the Personal Wellbeing strand of Personal Social Health and Economic Education (PSHEE) for 14 to 16 year olds. The downloadable activities for English and ICT provide a real and relevant focus for developing key objectives in these subject areas; exploring the influences of SMS text speak on the English language and the impact of technological advancement on our daily lives.

Learning outcomes for ICT

- Communication and collaboration – exploring the ways in which ICT can be used to communicate, collaborate and share ideas
- Impact of Technology – exploring how ICT changes the way we live our lives
- Recognising issues of risk, safety and responsibility surrounding the use of ICT

Learning outcomes for English

- Understanding how spoken and written language evolve in response to changes in technology
- Analysing and evaluating spoken and written language to explore their impact on the audience
- Language Structure and Variation – current influences and the impact of technology on spoken and written communication
- Critical evaluation of presentations and participation in debates

Learning outcomes for Citizenship and PSHE/PSE

Citizenship

- A moral and social dilemma relating to rights, responsibilities and crime
- Sources of support, help and advice

Secondary SEAL

- Self-awareness, feelings management, motivation, empathy and social skills related to youth crime

Personal Wellbeing

- Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations

Using the materials Online

What you will need

- Internet access to www.outofyourhands.com (an Interactive Whiteboard is ideal)

Explore the situation

- Remember that you may need to be sensitive towards any students that have already been victims of mobile phone theft
- Develop the discussion using local news stories and students' own experiences, to relate the issue to students' own lives

Plenary: Remember the message

- Encourage students to register their mobile phones, MP3 players and other portable electronics at www.immobilise.com and help Reduce the Appeal To Steal

Using the downloadable English resource

The English resource materials for 14 to 16 year olds available to download consist of;

- db8: SMS Debate Activity – The impact of txt talk on the English language
- r18: SMS English Activity – Using txt talk to explore literature

These activities are supported by;

- SMS Background Notes for teachers and youth leaders
- SMS News Articles – stimulus materials

The activities can be used independently of one another or as a series of two/three linked sessions or one/two sessions and a homework activity to suit your students and the time available.

db8: SMS Debate Activity

This activity can be run as a classroom debate using printed comments and articles as stimulus or as an online debate using the Tinychat web forum in an ICT suite, for which step by step instructions are included in the download.

Using relevant news articles and reader comments as stimulus for debate, students can discuss their experiences and opinions on the influences of txt speak on the English language. This activity can then be related to the context of your English Literature study, using the SMS English activity outlined below.

The debate activity can also be used as the stimulus for a Personal Wellbeing discussion about the misunderstandings and misinterpretation that can result from the ambiguities of some texts. Such a discussion would provide an ideal platform for broaching the more sensitive issue of text or cyber bullying and ways in which victims can seek help or support.

r18: SMS English Activity

This activity again uses relevant news articles and readers suggestions for classic texts, titles or quotations that could be translated into text message shorthand. Using these examples as a starting point, students are challenged to come up with txt translations for the English literature of their current study. These examples can then be used to develop an understanding of the impact of language on meaning and contribute to discussions about the evolution of language as a result of social or technological change.

Using the downloadable ICT resource

The ICT resource materials for 14 to 16 year olds available to download consist of:

- Impact of ICT Activities – Exploring the impact of technology on our daily lives
 - Mobile Phone Potted History – Overview of 20 years of technological development in the mobile phone industry
- Again, these activities can be used independently of one another or as a series of two linked sessions or a session and a homework activity to suit your students and the time available

Impact of ICT Activities

This download contains two activities which support student exploration of the impact of technology on their daily lives.

The Positive and Negative Influences of Technology

This activity looks specifically at advances in mobile phone technology and uses two news articles as stimulus to challenge students to consider the impact in terms of the benefits and disadvantages of the technologies presented.

Mobile Phone Potted History

This downloadable document can be used as a teaching aide or support document for student exploration of the impact of mobile phone technology. As such, it provides a brief overview of the developments in mobile phone technology over the last 20 years, which can be used in a number of ways including; topic introduction or discussion stimulus. For those who wish to know more there are additional links to online research provided at the end of the document, along with a reminder about the high incidence of mobile phone theft to springboard discussion and consideration of student's personal safety.

National Curriculum links - England

KS4 English

Key Concepts:

1.1 Competence

- Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication
- Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom

1.2 Creativity

- Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Experimenting with language, manipulating form, challenging conventions and reinterpreting ideas

1.3 Cultural understanding

- Understanding how spoken and written language evolve in response to changes in society and technology and how this process relates to identity and cultural diversity

1.4 Critical understanding

- Analysing and evaluating spoken and written language to explore their impact on the audience

Key Processes:

2.1 Speaking and listening

- Present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect
- Listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas
- Work purposefully in groups, negotiating and building on the contributions of others to complete tasks or reach consensus

2.2 Reading

Reading for meaning

- Select, compare, summarise and synthesise information from different texts and use it to form their own ideas, arguments and opinions
- Analyse and evaluate how form, layout and presentation contribute to effect
- Compare and analyse the connections between texts from different cultures and traditions

2.3 Writing

Composition

- Present information and ideas on complex subjects concisely, logically and persuasively
- Summarise and take notes
- Use planning, drafting, editing, proofreading and self-evaluation to revise and craft their writing for maximum impact

Range and Content:

3.1 Speaking and listening

- Prepared, formal presentations and debates in contexts where the audience and topic are unfamiliar

3.3 Writing

- Develop and sustain ideas and views cogently and persuasively

3.4 Language structure and variation

- The development of English, including its development over time, current influences, borrowings from other languages, origins of words and the impact of technology on spoken and written communication

KS4 ICT

Key Concepts:

1.2 Communication and collaboration

- Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created

1.4 Impact of technology

- Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications
- Recognising issues of risk, safety and responsibility surrounding the use of ICT

Key Processes:

2.3 Communicating information

- Use a range of ICT tools and media to share, exchange and present information effectively in a variety of contexts

Range and Content

- The impact of ICT on individuals, communities and society, considering the social, economic, legal and ethical implications of access to, and use of, ICT

KS4 SEAL

<http://nationalstrategies.standards.dcsf.gov.uk/banda/secondary/index.html>

National Curriculum links - England

Citizenship KS4

1. Key concepts

1.1 Democracy and justice

b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental

to a democratic society and exploring the role of law in maintaining order and resolving conflict.

c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people

with different beliefs, backgrounds and traditions within a changing democratic society.

2. Key processes

2.1 Critical thinking and enquiry

- a Question and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- b Research, plan and undertake enquiries into issues and problems using a range of information, sources and methods

2.2 Advocacy and representation

- a Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree
- b Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions
- c Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them

2.3 Taking informed and responsible action

- a Explore creative approaches to taking action on problems and issues to achieve intended purposes
- b Research, initiate and plan action to address citizenship issues, working individually and with others
- d Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action.

3. Range and content

- a Political, legal and human rights, and freedoms in a range of contexts from local to global
- b The roles and operation of civil and criminal law and the justice system

4. Curriculum opportunities

The citizenship curriculum should provide opportunities for pupils to:

- a Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- b Develop citizenship knowledge and understanding while using and applying citizenship skills
- c Work individually and in groups, taking on different roles and responsibilities
- e Participate in different forms of individual and collective action, including decision-making and campaigning
- g Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- h Take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics
- i Use and interpret different media and ICT both as sources of information and as a means of communicating ideas
- j Make links between citizenship and work in other subjects and areas of the curriculum

PSHEE: Personal Wellbeing KS4

1. Key concepts

1.2 Healthy lifestyles

a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.

1.3 Risk

a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.

b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

2. Key processes

2.1 Critical reflection

a Reflect critically on their own and others' values and change their behaviour accordingly

b Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure

d Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them

e Develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

a Use knowledge and understanding to make informed choices about safety, health and wellbeing,

b evaluating personal choice and making changes where necessary

c Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others to do so

d Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help

e. Identify how managing feelings and emotions effectively supports decision-making and risk management.

3. Range and content

d The benefits and risks of health and lifestyle choices

e Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.

National Curriculum links - Wales

KS4 14-16 English

Oracy Skills

Pupils should be given opportunities to:

1. View and listen attentively to complex and varied information and ideas giving relevant responses
2. Identify key points and follow up ideas through probing question and comment in order to find ways of negotiating consensus and compromise, where appropriate
3. Communicate clearly, confidently and persuasively, when necessary, adapting talk to audience and purpose using appropriate gesture, intonation and register to engage the listener
4. Take different roles in group discussion showing an understanding of the appropriate social conventions of conversation and discussion, e.g. chair, proposer, summariser
5. Evaluate their own and others' talk, taking account of strengths and weaknesses in order to improve the quality of their talk

Range

- Experiencing and responding to a variety of stimuli and ideas, audio, visual and written
- Working individually, in pairs and in groups of varying sizes

Reading Skills

1. Use appropriate reading strategies to:
 - Read a variety of texts in order to evaluate persuasive techniques, follow the development of an argument, summarise information and evaluate its reliability, quality and presentation
 - Select and collate material from a range of sources
2. Recognise the distinguishing features of a range of writing and evaluate their effects

Writing Skills

1. Communicate meaning clearly, adapting style to suit the audience and purpose and sustaining their writing when required
2. Present their writing in the way that best suits the task using appropriate features of layout and presentation, including ICT

KS4 Skills Framework 3 to 19

Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas.

KS4 Personal and Social Education 7-19 year olds

• Developing Thinking

- Analyse information and ideas in order to assess bias, reliability and validity
- Take different perspectives into account when making informed decisions and choices

• Developing Communication

- Listen perceptively in a range of situations, and respond appropriately
- Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods
- Appreciate, reflect on and critically evaluate other points of view
- **Developing ICT**
 - Find and develop information and ideas
 - Create and present information and ideas
 - Use ICT safely, responsibly and independently
- **Health and Emotional Well-being**
 - To understand the need to exercise responsibility for personal and group safety in social settings
- **Moral and Spiritual Development**
 - Develop a consistent set of personal values and have the confidence to apply these in practice
 - The moral, social, ethical and environmental implications of scientific discoveries and technological development
- **Working with Others**
 - Work both independently and cooperatively to plan and complete a range of tasks
 - Negotiate effectively in relationships with peers and adults
 - Be assertive and resist unwanted peer and other influence
- **Improving Own Learning**
 - Review learning and action plan independently, setting realistic priorities for development and targets for improvement

National Curriculum links - Scotland

Scottish Curriculum for Excellence

Third and Fourth

Health and Wellbeing; Mental, emotional, social and physical wellbeing.

Experiences and Outcomes

Mental and Emotional Wellbeing HWB 3-04a, 3-06a, HWB 4-04a, 4-06a

Social Wellbeing HWB 3-09a, 4-09a

Physical Wellbeing HWB 3-16a, 3-17a, HWB 4-16a, 4-17a

Languages: Literacy and English

Experiences and Outcomes

Listening and Talking

Tools for Listening and Talking LIT 3-02a, ENG 3-03a, LIT 4-02a, ENG 4-03a

Finding and Using Information LIT 3-06a, LIT 4-06a

Expressive Arts: Drama

EXA 3-13a, 3-14a, 3-15a; EXA 4-13a, 4-14a, 4-15a

Technologies

Technological developments in Society TCH 2-01b, 4-01c

ICT to enhance learning TCH 3-04a