

# Digital Citizenship: Arts Integrated Lessons

## Lesson Title: Dying 2 Text

### Grade Level: High School



#### Essential Question:

Why do people text even when it is not healthy or it is inappropriate to do so?

#### Materials:

- Photographs of people walking and texting, crossing busy streets while texting, driving and texting, doing ANYTHING and texting
- International Texting Scenarios

#### Teacher:

1. Ask students if they would rather text or talk with a friend and explain their answers. No doubt they will say something about how it depends on the situation.
2. Propose the following situations and ask if they would text:
  - You are out with two or three friends, having a really great conversation, and you receive a text from someone else. What do you do? Why?
  - You are out to dinner with your grandparents and you receive a text. Your parents have already told you, "No phones/texts/screens at dinner." What do you do? Why?
  - You are at the movies/on a date and you receive a text. What do you do? Why?
  - You are driving (pretend you are old enough and have access to a car) and you receive a text. What do you do? Why?
3. Discuss with students: What do your answers say about you? What do they say about your relationships? What do they say about your distractibility?
4. Review the four (4) categories for examining a photograph:
  - **The composition:** What do we see in the picture? What don't we see in the picture? Consider things such as details of faces, blurred street signs, parts of objects out of the frame, etc.
  - **The timeframe:** What is the moment being captured? Consider things such as events, points in relationships, etc.
  - **The setting:** What is the location? How is the location made clear?
  - **The focal point:** Where is our attention drawn? How does the artist draw our eye to that point?

5. Review the definitions of explicit and implicit interpretations:
  - **Explicit:** the photograph clearly communicates who, what, when, and where.
  - **Implicit:** the viewers make assumptions about the who, what, when, and where.
6. Post the photographs of people texting during different situations and as a group examine each photograph according to the four categories and then interpret each photograph explicitly and implicitly. What do the photos say about the people? About their relationships? About their distractibility?
7. Ask students if there is any situation where they would not pick up or answer a text and make a list on the board.
8. Tell students you are going to read them a list of situations involving texting and they need to tell you whether or not it is true. Use the scenario sheet provided.

## Conclusion:

Read the following quotation from Paula Poundstone and ask them why this is funny and not funny at the same time.

“When I talk to people about (constantly being on their screen devices) they get defensive. They say “It’s not an addiction, it’s just something I enjoy.” Really? I love to play ping pong, I love to practice the drums, I love to tap dance, but I have never even once tried to figure out how to do any one of those things while driving in such a way so as the cops couldn’t see. Because I’m not addicted to them, I just enjoy them. And there’s a big difference.”

Are we, in America, indeed addicted to our screens and texting and the Internet, despite the risks? It’s something to think about.

## True or False?

### International Texting Scenarios

**A city in Germany installed crossing lights embedded in the sidewalk so that people could continue to look at their mobile phones and be safe without looking up.**

**Answer: True.**

“Officials in the city of Augsburg became concerned when they noticed a new phenomenon: Pedestrians were so busy looking at their smartphones that they were ignoring traffic lights. The city has attempted to solve that problem by installing new traffic lights embedded in the pavement — so that pedestrians constantly looking down at their phones won’t miss them.”

—*Washington Post*, April 2016

**A city in China has set up walking lanes and pedestrians choose from walking in a normal lane and one reserved for “smombies,” people who walk and stare at their devices at the same time.**

**Answer: True.**

“There are lots of elderly people and children in our street, and walking with your cell phone may cause unnecessary collisions here,” Nong Cheng, a marketing official for the group in charge of Chongqing’s entertainment zone, told the Associated Press.

—‘Smombies=Screens + Zombies’ —*Washington Post*, September 2014

**A study conducted in Seattle, Washington found that pedestrians who text and walk were 3.9 times more likely than undistracted pedestrians to display at least one unsafe crossing behavior (disobeying lights, crossing mid-intersection, or failing to look both ways).**

**Answer: True**

The study is cited on the National Center for Biotechnology Information website.

—*Injury Prevention*, November 2012

The National Center for Biotechnology Information, National Institutes of Health, November 2012  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3717764/>

**New Zealand’s Transport Agency was so worried about the number of deaths caused by texting while driving that it created a commercial called “Put Me First.” In the commercial, a driver who is actively driving reaches for his/her phone and the person in the passenger seat reaches down and holds his/her hand while Lionel Richie’s romantic song “Hello” plays in the background.**

**Answer: True:**

The commercial shows a number of different drivers receiving a text while they are driving with passengers in their vehicle. Rather than shocking audiences with violence or boring them with statistics, New Zealand’s transport authority has gone for awkward humor in its anti-texting TV public service campaign, also called “Hello.” It has the slogan, “Put your passengers first. Drive Phone Free.”

— *AdWeek*, March 2016

<http://www.adweek.com/adfreak/new-zealand-just-had-creepiest-idea-reminding-drivers-not-check-their-phones-17047>

