



What's going on this week?

Thousands more traditional red telephone boxes are to be revived by local communities and could be transformed into museums, libraries and homes for defibrillators. The telephone company, BT, has revealed that almost 4,000 more of its phone boxes across the UK are being made available because they have become unnecessary due to the use of mobile phones.

Main question: Should we keep red telephone boxes?

Listen, think, share

- Look at this week's poster, talk about what we can see. Where is the nearest red telephone box to where we live? Do we know about their original uses? Why do we think they aren't needed in the same way they once were? Discuss how the increase of mobile phones has meant that access to public phones is much lower than it once was. It is thought that there are around 8,000 red phone boxes left in the UK, many of which are now being used for other purposes.
- Can we think of any areas where public phones may still be useful? Explain that in some rural areas, where there is poor mobile phone signal, they may still be important.
- British Telecom (BT) have recently announced that 4,000 more phone boxes are now available for communities to adopt and find a new purpose for. Do you think this is a good idea?
- Read through the information found on the assembly resource about phone boxes and some of the ways they have been revived and given a new use. Which ideas do you like the most?
- If you could find a new use for a red phone box, what would you do with it? Explain your idea.
- Watch this week's useful video looking at phone boxes in London. Which do you think are good uses for the phone boxes?

Reflection

To many, the red telephone box is an important part of our history and culture. They may not be needed for their original purpose but we can give them a new lease of life, meaning they can remain useful in the communities in which they live!



KS1 Focus

Question: How have phones changed?

Listen, think, share

- Write 'phone' on the board. What is a phone? What do we use them for? Can you describe what one looks like? Are they all the same?
- A phone (telephone) is a device that uses electrical or radio signals allowing you to speak to someone, who also has a phone, in a different place.
- Think about the phones you may have at home. Have you ever used a phone to speak to someone? When? Why did you call them? Discuss when having a phone can be useful.
- Explain that the first ever telephone was invented by a man called Alexander Graham Bell almost 150 years ago! Since then, telephones have changed.
- Look at resource 1, which shares the journey of phones. Have you seen any of these phones before? Which do you like best? Why?
- Focus on the dial telephones and the cordless telephone. Can you describe the similarities and differences between the two phones?
- Explain the first mobile phone was invented in the 1970s (50 years ago). About 20 years ago, mobile phones became very popular. They allowed people to phone and text on the go!
- Look at the smartphone. Many people now use smartphones. Do any of the grown-ups you know have a smartphone? Can you list some of the things you can do on a smartphone e.g. play games, go on the internet, watch films, email?

Reflection

Phones have changed over time. However, they still help us to communicate and connect with people who are in a different place.



KS2 Focus

Question: What is the history of red telephone boxes?

Listen, think, share

- The red telephone box is often thought of as a symbol of Britain! The first ever red telephone boxes were installed in London in 1926. How long ago was this? Do you know anything about the history of the red telephone box?
- Look at resource 2, which shares information about the red telephone boxes. Have you seen a red telephone box? Where? Have you seen any other phone boxes? What were they like?
- Have you ever used a telephone box before? Why do you think the telephone boxes were used more in the past than perhaps they are now? Can you think of a time when you may still need a telephone box e.g. your mobile phone has no signal or battery?
- Focus on the picture of the K2 and K6, which were both designed by Sir Scott. How are they similar? How are they different? Only around 1500 K2s were produced with about 200 still remaining today.
- Many of the K6 telephone boxes were removed in the 1980s as they were becoming old and suffering from vandalism. Do you think this was the right thing to do? Why?
- Some red telephone boxes were declared listed buildings so remain in place, whilst others were adopted for £1 by local communities. How do you feel about this? Do you think the red telephone boxes are an icon and symbol of Britain or are you indifferent to them?

Reflection

The red telephone box is a special icon and symbol of Britain for many people. Although most are no longer used for their original purpose, they represent a piece of history.

KS2 Follow-up Ideas

Option 1: Make your own string telephones!



Explain that sound waves are created by vibrations in the air. When we talk into the cup, we cause the air to vibrate which travels to the bottom of cup, along the string and to the other cup. Ask the children to explore the following:

- Does the length of the string affect the sound?
- How long can you make your string, and your telephone still work?
- Does the material used for the cups or the string affect the sound?

Option 2: Find out if there is a red telephone box in your area. If not, do you know where the closest one is?

- What is it currently used for?

Explain that many red telephone boxes have been revived by local communities and given another use.

- Create a list of different ways a red telephone box could be used.

Ask the children to select one idea (be as innovative as possible) and draw a picture/labelled diagram of their idea. Add a short description too. Perhaps you could share them with your local community and help revive a red telephone box!

KS1 Follow-up Ideas

Option 1: Ask the children to think about how we make a telephone call. Explain that we need to press some numbers so that we make sure we call the right person.

- Do you know anyone's telephone number?
- What number might we call if we needed an ambulance?
- Do you know what your number is?

Write your school telephone number on the board.

- Can we read out the school telephone number?

Repeat with other examples of useful phone numbers. You could even call somebody as a class and put them on loud speaker!

Option 2: Design a funky phone! Share some images of interesting telephone designs either using an internet search or use the ones below.



Ask the children to use them to inspire their own funky phone! Think about:

- What shape will your phone be?
- What colours will it be?
- What will your phone need e.g. numbers, a handset so you can talk and listen?

This Week's Useful Websites

This week's news story

<http://bit.ly/3qP9gY8>

This Week's Useful Videos

London's red telephone boxes

www.youtube.com/watch?v=tTcshWriKOW

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Original – something that existed from the beginning; first or earliest.

They may not be needed for their *original* purpose.

Revive – to improve the condition of something and restore interest; bring back to life.

Look at some of the ways they have been *revived*.

Rural – far away from large towns or cities.

In some *rural* areas where there is poor mobile phone signal, they may still be important.

Traditional – something that has existed for a long time.

Thousands more *traditional* red telephone boxes are to be revived.

Transform – change or convert something.

They could be *transformed* into museums, libraries and homes for defibrillators.

Unnecessary – not needed.

BT has revealed that almost 4,000 more of its phone boxes across the UK are being made available because they have become *unnecessary*.