iKeepSafe Mobile Safe Education Matrix

Welcome to the iKeepSafe Mobile Safe Education Matrix. What follows is a matrix that outlines six major topics in mobile phone safety that are critical to include in a curriculum designed to educate young people about safe, fun, healthy, and ethical mobile phone use. Each topic includes a brief description, a goal, and a table outlining specific objectives and strategies for that topic. The table consists of four columns. The first describes the objectives for the topic. The second column—"What we want to teach"—offers a brief, overview of the topic that the objective addresses, usually followed by an explanation of what's positive about that aspect of mobile phones (i.e., benefits) and what's challenging about it (i.e., challenges). Column three, "Behaviors to change or strengthen," provides specific and measureable behaviors that should be impacted. Lastly, the fourth column, "Sample activities, scenarios, and discussions" are examples of some approaches that a curriculum could take in order to achieve the objectives.

Note: overlap from topic to topic help to preserve the logical and important connections between them.

We hope that this Matrix provides a clear and easy-to-use resource for ensuring that mobile phone safety curricula address the topics that research has found to be essential as we support young people in using mobile phones in safe, healthy, productive ways.

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Topic #1: Identity/Reputation Presentation and Monitoring

With every step they take in the online world, young people leave behind permanent traces of themselves. These traces—digital footprints—create an image that is widely accessible and can be scrutinized, critiqued, and evaluated by anyone who finds them. This unit will provide students with an opportunity to practice playing an active role in creating and monitoring their online identities.

Unit Goal: Students will use mobile phones to portray themselves in safe, healthy, and fun ways while protecting both their identities and reputations to limit short-term and long-term risk.

Objectives: Students will…	What we want to teach	Behaviors to change or strengthen	Sample activities, scenarios, and discussions
A. …Make decisions about what to share based on both the intended and the unintended audiences that can view the information.	When images and information are posted or shared electronically, they can be seen by anyone with an Internet connection. That makes sharing information online more like speaking to a school assembly than talking to friends at the lunch table. **Benefits:** It is easy to share and find information and to find and connect with other people. **Challenges:** Once information is shared electronically, you can no longer control whom it is shared with—including those you would prefer did not see it.	• Consider all potential audiences before posting images and information. • Post images and information that you'd like to share with a wide audience. *Note:* These behaviors serve as the basis for discussion of sexting (see Topic 5, Objective B).	**Activity**: Select an image from your - phone and ask the following questions about it: • Would you be okay with this content being shared with everyone at your school? • Would it be okay if your brother, sister, parent, or grandparent saw it? How about your boyfriend/girlfriend's mom? • Does the content include information that someone could use to find or hurt you? **Scenario:** Imagine sharing your pictures at the Thanksgiving table, with 3 or 4 generations present. What do you share? What don't you share? Why?
B. …Identify salient, meaningful reasons to manage their online persona and practice doing so.	Everything you do online leaves traces. People use these tracks to learn about you. Unlike other forms of information, these online traces are discoverable, infinitely replicable, and permanent. **Benefits:** If you lose important information, you can usually find it again. **Challenges:** Even if you erase information you do not want to be public, you cannot ensure that it is gone.	• Check your online persona regularly. Search variations on your name in several search engines, and review all social networking sites on which you have a profile. • Although complete erasure is difficult or impossible, minimize unwanted exposure by removing anything you do not want posted. Untag yourself in photos you would like to keep private, and ask those who have posted private information about you to remove it.	**Activity:** Figure out who someone is through their online profile. First try it with someone else's profile, and then do it with your own. Reflect on who you appear to be online and how you could change that. **Scenario:** Someone new comes into the class, and he drops his mobile phone. What can you find out about him? **Discussion:** What do you find out when you Google celebrities? Can they control their reputations?

C.	**…Take, use, and share pictures in ways that respect others' autonomy and boundaries.**	When you take pictures or video of others, you are responsible for making sure that the picture is used and shared properly, with the permission of the people in the picture. We assume that there is implied consent when we take someone's picture. **Benefits:** Having photo capabilities on your phone allows you to document things you would like to remember and share. It can be fun and convenient. **Challenges:** You never know how someone will use a photo of you. Even if it is not embarrassing at the time, it can be edited to look embarrassing.	• Ensure that both parties are aware that pictures are being taken and that both parties can say no. • Be clear with others about how you'd like them to use your picture. • Posting unflattering pictures of others is hurtful and may cause friends to "unfriend" you. *Note:* These behaviors lay the groundwork for behaviors that prevent cyberbullying (see Unit 2, Objective D).	**Scenario:** You receive a picture on your phone you know should not have been taken or shared. What do you do? **Activity:** Look at a variety of mock-up pictures. For each, determine whether you would be okay with someone taking that picture of you. Why or why not? **Discussion:** You are at a picnic. Are all activities open for photos?
D.	**…Secure digital devices to maintain the safety of both the physical device and the information it contains.**	Having a mobile phone is a responsibility. This small physical device contains information and costs money to buy, maintain, and use. **Benefits:** You can carry it with you almost anywhere you go, giving you nearly constant access to information and communication. **Challenges:** Any private information stored on your phone can become common knowledge if your phone is lost. In addition, if you lose your phone, it will cost money to buy a new one, and you will need to recover any important information that was stored on it.	• Password protect your phone, and keep your password to yourself. Keeping your password private is not a question of whether you trust the people around you; it is a way to maintain a relatively private space for yourself. • Store on mobile phones only information that it is okay for others to see. • Back up all information stored on the mobile phone. • Have a place where you keep your mobile phone while at home or while traveling with it. That will help you keep track of it. • Raise awareness of scams and ID tricks and programs that damage equipment.	**Scenario:** You go to school, go to band practice, and take the bus home. You haven't looked at your mobile phone all day so when you check your bag and it isn't there, you don't know where you lost it. What do you think about first?: • Are you worried about who will find it? What if it's a parent? What if it's your school principal? • What information does this unintended audience now have about you, your family, and your friends? **Scenario:** You keep a diary, and you don't share it with anyone. Your friend says that if you trust her, you'll let her read it. What do you do?

Topic #2: Relationship Management, Online and Offline

Mobile phones provide the unique opportunity to be in constant contact with friends and family. This connection has the potential to aid young people in the developmentally essential tasks of making and developing peer relationships. It simultaneously poses a number of challenges and possible threats. This unit will provide students with the skills necessary to balance the desire to be connected with peers and the need to be present in real-life interactions with parents, siblings, and others. It will also heighten their awareness of the social pressures and expectations that come with having a mobile phone.

This unit is divided into two main points:
1. Relationship between online and offline lives—how do mobile phones fit into real world relationships?
2. Focus on mobile phone use and how to use it effectively—how do you manage the mobile phone as a tool for relationships?

Unit goal: Students will maintain their relationships using whatever form of communication balances clarity and convenience most appropriately for a healthy interaction in a given situation.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. …Decode online measures of popularity and interpret them in ways that support their interpersonal growth.	Mobile phones can provide you with information about the number of text messages and calls you receive and send, the number of "friends" or followers you have on a social networking site, or where you are ranked on others' lists of friends. These numbers can be useful in some ways and can be quite harmful in others. **Benefits:** You can keep track of who can most easily see information that you post or send about yourself. You can keep text messages that are important to you. **Challenges:** Electronic measures can seem to reflect the quality of your relationships, but they don't. Like the SATS, which only measure how well you take the SATS, they only measure precisely what they measure.	• Avoid attaching your personal well-being to an online number. Seek support and connection in multiple ways. • Expand your understanding and definition of peer acceptance.	**Scenario:** You are checking a friend's online profile through your phone and you discover that you have been removed from a Top 5 list online. What do you think this means? How do you handle this situation? **Discussion:** What is the importance of the number of friends or followers you have? What does it tell you? What does it really mean? How else can you make sure you feel integrated into your peer group?

Topic #2: Relationship Management, Online and Offline

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
B. …Choose when to be and when not to be reachable.	Mobile phones make you constantly locatable. **Benefits:** Someone who needs you can find you. Likewise, you can reach someone you need to reach. **Challenges:** The mobile phone can be like a chain, constantly connecting you to your social network. Friends might expect instant replies to text messages and voice mail.	• Actively choose when to be reachable. • To help others interpret your behavior as you mean it, communicate when you will be available and when you will not.	**Discussion:** Sometimes you need a break from the phone, an opportunity to be present, active, and focused in your physical environment. How can you schedule times to shut the phone off? Who might get angry if they can't reach you? What might someone think if they can't reach you? **Scenario:** You text your friend right before you go to bed and don't hear back immediately. Why didn't your friend text back? What do you do now?
C. …Gain the skills necessary to balance their desire to be connected with peers and their need to be present in real-life interactions.	Mobile phones allow for constant remote connection with others. There is tension between staying up-to-date and being "in the moment." **Benefits:** You can stay up-to-date with what's going on, respond in the moment, provide and receive support, and feel connected all the time. **Challenges:** The constant presence of the mobile phone may "disrupt the full experience of presence in the situation" (Stald, 2007). This may make it difficult to learn interpersonal skills and to conduct face-to-face communication.	• End communications in ways that people understand and respect everyone involved. • Put the phone aside/away while you engage with those in your physical environment.	**Activity:** Play a game of checkers with a friend while he plays a game of chess with someone else at the same time. What is that experience like? **Discussion:** What do you like and not like to learn via text messages? For example, you might not mind learning via text that someone is running late, but you might not like to learn that the person you've been waiting to meet for an hour is not arriving at all.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
D. …Pay attention to intent in mobile phone interactions—in themselves and others—and how it can impact everyone involved.	Mobile phones provide a means to communicate directly with people. They allow for a rapid turnaround on any kind of interaction. Whether the sender's intent is kindness or hurt, the mobile phone transmits the message quickly. **Benefits:** When people intend to be kind to each other in mobile phone interactions, the effect is often positive and can help bring people together. Connecting for the sake of supporting each other can be beneficial for both parties, and its rapid transmission can be an immediate comfort. **Challenges:** Sometimes people's intent is to hurt others. They might gossip about someone or leave them out of a conversation. They might take and spread embarrassing pictures or send threatening text messages. These behaviors are a common form of cyberbullying via mobile phone, and they can be very damaging. Mobile phone harassment is much more efficient, personal, and permanent than many other forms—and it is more difficult for adults to detect.	If you are a witness to cyberbullying: • Speak up. Say that that behavior is not okay. • Do not encourage bullying; refuse to pass along or look at embarrassing pictures of someone else. • Talk to a trusted adult. If you receive mean texts: • Talk to a trusted adult. • Keep the text to show the adult. • Block the sender from sending future messages. If you want to send mean texts: • Think about why. Only send texts or calls that are intended to be kind.	**Discussion:** Is it easier to be mean to someone in person or over a mobile phone? Why? If you're upset about something someone did, how else might you handle it? If you're feeling powerless, what else could you do to make yourself feel better? **Scenario:** You hear that someone you don't know well is receiving scary text messages from someone else in your class. What do you do? **Scenario:** Someone is sending an embarrassing picture of you around to everyone in the class. What do you do?
E. …Talk about others only in ways that help them grow.	Mobile phones provide a means of communicating about people with other people. **Benefits:** If you're worried about someone or upset about something that happened with them, it can be helpful to talk it out with someone else before addressing it with them. That can help you figure out how you are feeling and what you would like to say. You can also share in the joy of an accomplishment via mobile phone. **Challenges:** Talking about others can turn into malicious gossip.	• Realize how easy it is to spread malicious gossip/ lies (e.g., sending a group text message).	**Discussion:** What's the difference between discussing a situation in a helpful way and gossiping maliciously over the mobile phone? **Discussion:** How would or could you stop the spread of misinformation?

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
F. …Use mobile phones in interactions for which they are well-suited and use other modes of communication in other kinds of interactions.	**Benefits:** Mobile phones can be ideal for some types of communication: • Text messages can be great for quick check-ins or transferring bits of information, like phone numbers or meeting times. • Phone calls are a great way to be in touch long distance, for quick logistical chats, and for sharing important news. **Challenges:** There are many times when a mobile phone conversation or text message simply will not convey or extract the necessary information and emotion. Physical cues and subtlety are lost, as is the dedication represented by a person's physical presence. Important or problematic issues are difficult to discuss or resolve over text or the phone. In addition, many interactions or social obligations require physical presence, such as giving gifts or attending a party.	• Choose to use mobile phones when they are the best choice.	**Activity:** Try to express sarcasm over text message. **Discussion:** When has someone misunderstood your intention because it was said via text? How would in-person cues help you interpret these statements? • "What are you talking about?" • "I think I love you." How can emoticons help? How well do they work?
G. …Make explicit the social pressures, requirements, and expectations of having a mobile phone in a given group. (1A)	Every group of friends has some unique ways of using mobile phones. For example, some young people call their friends and hang up just to let them know they are thinking of them. In other groups, that might be read as a prank call. **Benefits:** In-group communication can help strengthen the bonds between members of the group. **Challenge:** These codes can be used to exclude others. They can also be misinterpreted and misunderstood.	• Communicate clearly what is meant, especially with people outside your in-group.	**Discussion:** How do you and your friends or people you know use the mobile phone in unique ways? **Scenario:** You have a new friend who just moved to your school. How does that person learn your style of mobile phone communication (abbreviations, hanging up, etc.)? **Activity:** Invent a nonverbal communication system based on rings and hangups, or numbers and letters. See if other groups can decipher the meanings of the different behaviors.

Topic #3: Multitasking

Because mobile phones offer so many opportunities for engagement and entertainment, it can be challenging to put them down. This is part of why young people often attempt to perform multiple activities at once. Unfortunately, doing so can distract the user's attention and reduce his or her ability to accomplish goals safely and effectively. Research has demonstrated that multitasking tends to result in poorer performance in all activities than would be achieved if they were done individually. This unit will help students understand that they can actually do more, have more fun, and stay safer if they prioritize one activity at a time.

Unit Goal: Students will focus on one activity at a time, as appropriate, so they can actually do more, have more fun, and stay safer.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. **…Increase effectiveness at all tasks by engaging in one at a time.**	Mobile phones allow us to be in contact with those who aren't physically present, no matter where we are or what we're doing. **Benefits:** We can let someone know where we are if we're late or lost. **Challenges:** It's often ineffective or unsafe to use phones while doing other things. It reduces your effectiveness both on the phone and in the other activity.	• Focus on one activity at a time. • When on the phone, be only on the phone; when doing something else, do only something else. • If you need to call or text someone in the middle of doing something else, stop what you're doing (in a safe way) until you're finished using the phone.	**Activity:** Play this game that demonstrates how difficult it is to perform an action while texting. Discuss the game and talk about what types of tasks are difficult to do simultaneously. Point out that sometimes multitasking is dangerous (texting while driving) and other times it is safe (folding clothes while talking on the phone). Discuss the differences in these activities. **Scenario:** Would you run onto a basketball court while talking on a phone? Why or why not?
B. **…Have fun and maintain safety and enjoyment while walking or biking by focusing their attention on those activities.**	• When people listen to MP3 players, talk on phones, or text, their mind is in one place and their body is in another. • This divide makes all other activities difficult and, in some cases, dangerous. To use your mobile phone safely, you must understand when multi-tasking does and does not put you at risk for physical harm. • Simple activities such as riding a bicycle or crossing a street can become extremely dangerous if a young person's attention is divided.	• Remove ear phones and put away your phone while walking or biking, • Focus your attention on your surroundings walking or biking. • Talk to the people you are physically with.	**Activity:** Listen to two different sets of instructions for the next game simultaneously. Then try to play the game effectively. **Activity:** Try to solve a puzzle while listening to distracting sounds on headphones.

Topic #3: Multitasking

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
C. …**Reap the benefits of uninterrupted sleep by silencing or shutting off phones while sleeping.**	Sleep is critical for the health and well being of young people. **Benefits:** With sufficient sleep, you will be alert and awake and able to do your best at everything you do. You also need sleep in order to learn. **Challenges:** Insufficient sleep is linked to poor social behaviors, obesity, and low academic performance. Unless users actively turn off or silent mobile phones, the devices have the potential to disrupt sleep. When sleep is constantly interrupted, the individual doesn't reach REM sleep. Known as "junk sleep," this practice never leads to the deep rest of uninterrupted sleep. In addition, you are likely to get in trouble at school if you fall asleep in class and you will be ineffective at things you love, like sports and music.	• Prioritize sleep by disabling mobile phones during sleep time. • Leave mobile phone with parents overnight. • Silence mobile phones every night at the same time.	**Discussion:** When did you fail at something that was really important to you because you were too tired? **Scenario:** A car alarm goes off all night long, changing its rhythm every few seconds so you can't get used to it and fall asleep. You have a big game the next day. How do you feel?
D. …**Complete homework more quickly and effectively by turning off phones while doing homework.**	**Benefits:** Turn off the phone to support focused work time. You will get more done more quickly and correctly. Also, use of mobile phone while doing homework can be positive if you use them to do work together. **Challenges:** The distraction of mobile phones and texting during homework makes it take longer to finish and more likely that it will be done incorrectly. By shutting the phone off, you can concentrate on your work and have more time to use the mobile phone after you're finished.	• Dedicate time to homework, and shut off the mobile phone in that dedicated time.	**Discussion:** How much time do you spend a night on homework? What else would you be able to do if you could finish it in half the time? **Activity:** Students are timed as they read a paragraph and then write 3 sentences summarizing it. Half the students have to stop and respond to 2 texts as they do it. How much time does texting add to the task? How much harder do the interruptions make the assignment? **Scenario:** Your friends have a ticket for you to see your favorite band, but you can't go until you finish your homework. What environment would you set up to help you get done as quickly as possible?

Topic #3: Multitasking

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
E. …Avoid addictive use.	Signs of addictive use of mobile phones include the following: • Excessive use, often associated with losing a sense of time or neglecting basic tasks of life (like sleep and homework). • A constant feeling of need to look at or use the mobile phone. • Withdrawal, including anger, sadness, or a sense of unease when the phone is off or out of reach. • Increasing tolerance—for example, using the Internet for longer and longer time periods, or watching more and more outrageous reality shows. • Acceptance of negative consequences in order to feed the addiction. For example, being willing to fight with family members or miss work or school in order to keep using media.	• Test yourself. See if you can enjoy a day without your phone. • If you find you can't stop, talk with an adult about what to do. Seek help.	**Activity:** Complete a media use diary. How much total time do you spend using your mobile phone over the course of a day? What other media are you using? Is your media use getting in the way of other activities that you would like to be doing? How might your mobile phone use and other media use impact your family and friends? **Activity:** Go a day without your mobile phone (or other media device) and discuss how it feels. Do you feel anxious, disconnected, bored, or otherwise out of touch? What positive feelings did you have? How could you find a balance between too much and no use? Identify a time of day that will be mobile phone free and adhere to that for at least a week. Discuss the impact on your life.

Topic #4: Domains of Use

Social norms around mobile phone use differ according to the setting in which the use occurs. In public, for example, mobile phone use can affect the comfort and privacy of those around us. In school, the presence of a mobile phone can allow for certain kinds of learning, or it can disrupt a class. It can also be seen as a device for cheating. Students must learn to use phones in situation-dependent ways, particularly in public settings. This unit will teach students the importance of using their phones in ways that are appropriate for a given situation.

Unit Goal: Students will learn strategies for non-disruptive phone use that also meets their needs for staying connected and being entertained.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. **…Turn off their mobile phones for the duration of events that take place in quiet or dark public spaces, such as movie theaters, live performances, and houses of worship. They will use mobile phones only before or after such events.**	**Benefits:** Having the phone with you can allow you to coordinate pick up times after the event. **Challenges:** The sound of phone conversations as well as the light of texting or game playing can ruin a movie for audience members. In a live stage performance, mobile phone use can impact the production itself.	• Turn off mobile phones at movies, live performances, and houses of worship. • Recognize texting as a distracting behavior in movies and other similar settings. • Check for messages and texts before the beginning of a show. Then, silence or turn off your phone.	**Activity**: Illustrate a behavior, like eating a snack, and have students identify settings in which it would or would not be acceptable. **Scenario:** You're watching a movie you've been waiting for, and you can't hear it because someone is talking on the phone next to you and laughing loudly. How do you feel? What do you do? **Scenario:** You're in a school play, and in the middle of your big solo, someone's phone rings. How do you feel?
B. **…Respect other people's privacy in picture and video taking—even if they do not know each other and they are in public.**	People have a right to their privacy, even in public. **Benefits:** You can document and share exciting, interesting, or even every day events in your life. **Challenges:** In certain situations, taking pictures of people without their consent violates this privacy. Documenting embarrassing or private moments or taking pictures with the intent to post or distribute them in a disparaging way is improper and unethical use of the mobile phone.	• Recognize that people have a right to privacy regarding their own image, both in terms of taking, producing, and distributing those images. • Avoid taking pictures secretly or without the knowledge of the people in the picture. • Ask permission before posting pictures of other people.	**Activity:** Watch these two videos: http://www.youtube.com/watch?v=4-94JhLEiN0 http://www.youtube.com/watch?v=HPPj6viIBmU Each of these videos has over 20 million hits. How would you feel if you were the people in each of these videos? Would you rather be in one or the other? Why? **Scenario:** You just took a video of your friend that you think is really funny. You want to post it online with your phone. What would you do? What are the risks and benefits of your different options? **Discussion:** Sometimes it is a complement to post a picture of someone online, but sometimes it is harmful or hurtful. Discuss examples of these times and explore how easy or difficult it is to discriminate between them.

Topic #4: Domains of Use

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
C. …**Prioritize face-to-face interactions with strangers, such as cashiers or servers, over using a mobile phone.**	**Benefits:** You give priority to the people and events around you. This allows you to enjoy what you are doing and have meaningful interactions with new people, as well as with those you already know. You are also likely to be treated better and to have *their* full attention. **Challenges:** Mobile phone conversations can be disruptive and annoying to those around you. Other people often rely on young people to be aware of their surroundings, and mobile phone use can interfere with this awareness.	• Know when to hang up a phone. • When you hang up, do so in a manner thoughtful to everyone involved. • When interacting with waiters or cashiers, give them your full attention.	**Discussion:** What does acceptable mobile phone use looks like? How does it differ depending on where you are and who you are with? **Scenario:** You get the wrong grade on a test and want to talk with your teacher about it. He is on the phone and insists that he's listening, but it seems to you that he can't focus on you while talking to someone else. What do you do?
D. …**Use mobile phones in school only in ways that are consistent with school rules.**	Schools often have different rules for mobile phones, so students should be aware of what is allowed and not allowed in their particular school. **Benefits:** Phones can be used for learning in all kinds of ways, including research. **Challenges:** Phones can disrupt class. They are often seen as tools for cheating in the classroom.	• Use mobile phones according to your school rules. • Text only in full view.	**Discussion:** How do you think mobile phones should be used in schools? Why? **Scenario:** You have to give a presentation in class about a topic that is important to you. During your presentation, you notice people texting, and someone snaps a picture of you. How does this affect your presentation? What should you do?

Topic #5: Responsibilities to Self, Family, and the Law

Mobile phones can have a range of effects on family life, depending on how they are used. There are specific financial and legal considerations that certain uses can have. This unit will cover some behaviors that put the family at specific financial and/or legal risk.

Unit Goal: Students will learn how to use mobile phones in ways that do not put themselves or their families at risk.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. …Identify reasons to download music and videos only in legal ways.	**Benefits:** Downloading music and videos allows you to access those things when you want them. **Challenges:** It's tempting to download these things illegally and for free. But copyright and creativity go hand-in-hand. Illegally downloading music and videos hurts everyone involved—it puts youth at risk for legal action. It also puts their devices at risk for malware and a breach in privacy. Artists are hurt by theft.	• Download music and videos through legal, legitimate sources only. • Gain a general understanding of state and federal laws governing use of "intellectual property." • Understand the concepts of "public domain," "creative commons," and "copyright protection." • Understand that this is the same as shoplifting.	**Scenario:** You work very hard to create something, and a stranger takes it and uses it for themselves. What do you do? **Scenario:** How would you feel if you worked a week on a website or writing a song, and a peer took the work and called it their own? **Discussion:** Should all music online be free? What would happen if it was?
B. …Use photo and video capabilities in ways that are legal.	**Benefits:** Taking pictures is fun, and it is fun to share them. **Challenges:** Law enforcement has been prosecuting minors on child pornography charges for sending inappropriate photographs of themselves or other people under the age of 18. • You do not have control over these pictures once you send them.	• Understand the benefits of protecting your sexuality. • Understand the legal repercussions of sharing inappropriate pictures. • Use mobile phones to share pictures that you're okay with anyone seeing. (See Unit 1 Objective B for more on picture sharing.)	**Scenario:** You send a private picture to a friend and it goes to the wrong person. How would you feel if the following people see it: • your teacher • your grandparents • your next door neighbor • school or city newspaper **Scenario:** You send a picture to your boyfriend or girlfriend and his/her father, who is fixing the phone, sees it by accident. **Activity:** Look at real examples of kids who were prosecuted for sending sexual images.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
C. …**Identify materials that are acceptable or unacceptable to access via mobile phones.**	• Many parents have rules about the type of content their children access on the home computer. Because many mobile phones can access the same web sites, these rules should be applied to mobile phones as well. • Including young people in the rule making process will likely lead to the most success. • Filtering software is available (free or low-cost apps) but, on its own, is not completely effective.	• Access only acceptable materials using the mobile phone.	**Activity:** Compare the functionality of different phones. What ways can your phone access the internet (apps, browser)? What else can it do? What can your mother's phone do? Make a list of functions that your phone does and that your mother's phone does. Highlight the ones you think she might not know about. Teach her those phone functions. **Scenario:** You want to watch a trailer for a movie that's coming out soon. When you bring up the video a screen says that you have to verify that you are 18 in order to watch it? What do you do? Why? What are the risks if you do or do not watch it? **Discussion:** What rules do your parents have about internet use? Which ones apply to mobile phones? Do you think they are fair or unfair rules? If you could, how would you change them?

Topic #6: Maximize the positives

Mobile phone ownership affords young people a number of benefits, along with the risks and responsibilities described in other sections. Rather than only telling young people what not to do, it is important to give them information about how to have fun and stay safe with the mobile phone. This unit will provide students with practice using mobile phones in new ways that support relationships, increase personal safety, enhance communication, and increase enjoyment.

Unit Goal: Students will learn the positive entertainment, social, and safety opportunities that come with a mobile phone.

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. …Use mobile phones to connect.	**Benefits:** The mobile phone provides a useful tool for parents and children to connect with one another. From a simple call to ask for a ride to a call for help in a difficult situation, the mobile phone can alleviate worry and generally make family life simpler. **Challenge:** Kids can over-connect with friends to the exclusion of family time and other valuable experiences. The faceless communication of texting can accelerate intimacies. Kids can perceive calls from parents as interference, particularly if they call at inopportune times.	• Use the phone to connect to family who live far away. • Respect parents by responding quickly—take calls and answer texts. • Keep mobile phones on and nearby when waiting for a call from parents.	**Activity:** List some tools that you can teach your parents and grandparents so it is easier to stay in touch with them. **Scenario:** You're out with friends on the weekend and your parents call. Your friends tell you not to answer. How do you handle this conflict? A romantic interest (boyfriend/girlfriend or someone you're getting to know) starts asking deep, personal questions through text. After answering a few, you realize that you've revealed more than you ever would talking face-to-face, but it seems fun. What do you do next?
B. …Use mobile phones to have fun.	**Benefits:** Apart from providing a high level of access to a peer group, mobile phones can provide books, games, music, and access to the Internet. They can also be a creative outlet and a means for documenting daily events in your life.	• Document your life as you wish (pictures, etc.). • Share with others.	**Discussion:** What do you like to use your mobile phone for? What can you do with your mobile phone that's different or fun? **Activity:** You're bored and standing in line. How might you use your mobile phone to occupy yourself? How can you play games on your mobile and still pay attention to what is going on around you?
C. …Enhance peer connection and a sense of belonging.	• Receiving texts and phone calls reminds young people that their friends are thinking of them and enjoy talking with them. It provides a tool for building and maintaining friendships that has few limitations related to time of day or distance between people. When used thoughtfully, mobile phones can help strengthen social ties to peers.	• Study with your peers. • Offer and receive social support.	**Discussion:** Describe how you use Twitter or Facebook to stay in touch with your friends from school or any that live far away.

Topic #6: Maximize the positives

Objectives: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
D. …**Learn how to use a mobile phone to help in an emergency.**	**Benefits:** Mobile phones provide a safety outlet in case a young person is in danger or needs to call for help. It may not be obvious to children whom to call in emergency situations; this information should be reviewed. Also, it is important to recognize that this link to safety has limitations and should not replace common sense and caution.	• Store an ICE number in your phone. • Know whom to call under different emergency circumstances.	**Activity:** Outline emergency situations and how to handle them, with and without mobile phone access. Identify limitations you may run into using a mobile phone during an emergency.
E. …**Use mobile phones for arranging study sessions, doing homework, etc.**	**Benefits:** It can help bolster your grades by facilitating work and collaboration.	• Know when to use it and when not.	**Activity:** Race to find an answer to a question online.

Conclusion: Family Contract

In order to optimize the positive use of mobile phones and limit harm, families should address how all members will use mobile phones and what standards of behavior they expect. Such standards can include when, how often, and under what circumstances to use these tools. When discussing how to use mobile phones, families can consider what uses are best served by this tool, as well as specific financial and/or legal implications of certain uses. Additionally, and potentially most importantly, this unit involves engaging the parents in creating a contract that has responsibilities for both them and their children.

Upon completion of this curriculum, participants will receive a Mobile Phone Learner's Permit to certify that they completed this training. Only their parents can give them the full Driver's License. The process for awarding the full license will be different for each family, but in general will involve defining a set of individualized terms of use, agreed upon by parents and children, that describes appropriate mobile phone usage by the family. It will outline the rights of parents to monitor mobile phone use and content and the child's responsibility for behaving in ways consistent with the missions. During the Lerner's Permit probation period there will be stricter monitoring that will be lifted once the license is earned. Specific repercussions for breaking this contract will be outlined and agreed to by both parents and children.

Unit Goal: Students will engage with their parents in creating a contract that outlines every family member's responsibilities around mobile phone use and encourage ongoing communication between parents and children about mobile communications. They will demonstrate their understanding of mobile phone responsibility by broaching the issue with the adults in their household.

Objective: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
A. …Interact with parents to determine what your family's guidelines are for mobile phone use.	• Parental involvement, knowledge, and follow through are essential to the success of this unit. • Explicit guidelines are necessary.	• Agree to the terms of the contract and understand the repercussions of not meeting the terms. • Co-create contract.	**Activity:** Work with parents to create a parental contract, which defines appropriate mobile phone use, outlines the parents' monitoring rights, includes a probation period, and outlines specific repercussions for breaking the contract.
B. …Outline financial guidelines.	• Mobile phone usage is not inexpensive, especially when texting and data download charges are included.	• Know how much use is permitted under their service contract. • Discuss the details of the service plan, including any limitations, how to monitor usage, and financial penalties for exceeding limits.	**Activity:** Document the amount of time you spent on mobile phones and the number of texts you send each day. (Your phone bill will help.) Compare this to the amount of time it takes to accomplish other goals, such as learning to play a musical instrument, studying, learning to juggle, or giving service.

Objective: Students will…	What we want to teach	What behaviors are changed or strengthened	Sample activities, scenarios, and discussions
C. …Outline usage guidelines.	When? Address: • Sleep times (hours of restriction) • Walking, biking • Homework • Public spaces How? Address: • Style of communication • Different contexts Where? • Mobile phones in bedrooms can cause sleep deprivation in teens. (See 3C.)	• Strengthen family communication. • Create decision or debate process. • Discuss family rules for mobile phone access at night. Consider instituting a common location for overnight charging.	**Activity:** Ask which friends are the heaviest and lightest users of mobile phones. Do they have different feelings about them? **Activity:** Make a list of the best and worst practices, and give examples from observed behaviors of friends. Has a friend's mobile phone use ever annoyed you? When? What were the circumstances?