



CTIA-The Wireless Association® and The Wireless Foundation Sample Education Middle and High School Two Lesson Plans

Title: Responsible Wireless Use: Define the Risks & Develop the Solutions

Grade Level: 6th to 12th (The use of optional activities will help gear this lesson plan to middle or high school grade levels.)

Goals: To provide an educator with enough information so that students:

- Know how to use mobile devices safely and responsibly
- Know how to respond appropriately to inappropriate or irresponsible messages or behaviors
- Work with their parents/legal guardians to develop family rules on wireless use

Time: Approximately 60 to 80 minutes or two class periods per lesson (if the optional activities are used). If the optional activities are not used, each lesson should fit within a standard 50-minute class period.

Lesson 1: Risks & Solutions

According to a survey CTIA conducted in 2008 on teens and their mobile devices, 42 percent said they can text blindfolded. In many cases, this means students can text within their classrooms without even taking their phones out of their pocket. To say kids know how to use wireless technology and services is an understatement. There is no question technology is here to stay.

As educators, we increasingly have little choice but to accept this and take steps not only to embrace technology, but also model and teach its responsible use in school. If we continue to ignore its presence within our schools, we are leaving students on their own to figure out safe use by trial and error.

We encourage educators to define the situation, which means that students need to understand the consequences of their behavior and how it can follow them into the future.

Materials Needed:

- Cell phones (optional)
- Whiteboard/blackboard or overhead projector
- Internet access/screenshot of CTIA's Be Smart. Be Fair. Be Safe: Responsible Wireless Use Web site (www.besmartwireless.com) with the toolkit that lists parental controls and filters

Lesson Introduction:

Talk to the students about the amazing and quick evolution of technology. Discuss how MySpace was the hottest social networking site just a few months ago and then Facebook came along. But as technology keeps evolving, we need to make sure students stay safe regardless of the platform.

SAMPLE: "We are in an amazing time when the technology is moving faster than our ability to create teaching methods for it. So I need your help. You pick up new technologies as fast as they become available. We adults have some knowledge that can help keep you safe. We need to figure this out together."

Invite your students to speak freely. Make sure they know this is for class work and the spoken discussion doesn't need to go beyond the classroom. Allow 10 minutes for sharing; let the students share their own positive and negative experiences with cell phones. Have a student write down what is discussed on the board.

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IMPORTANT: Take out a pen and paper and write down what the students are saying. By doing so, you're illustrating to them that this is a collaborative lesson involving both student and teacher expertise, and what they have to say is important; also ask questions to ensure that you understood what they said.

To help organize, have the positive and negative experiences divided into three categories – content, contact and conduct (see below for details).

OPTIONAL ACTIVITY A: Have the students pick the top five for each category. For middle school students, have them create a class poster that can be printed and sent home so they can share with their family what happened in class. Have the students explain to their parents why they picked the five solutions. Ask the students to have their parents sign the bottom of the sheet and bring it back to school. Make sure the parents get a copy. You might want to include CTIA's Web site with the [wireless toolkit](#).

Class Activity:

Gather students into groups of four or five and give them five minutes to discuss how technology has *improved* their lives. Have students write their answers on one side of their sheet of paper. For another five minutes, have them talk about the *problems* they have faced and write their answers on the other side of their sheet of paper.

While the students are talking, put the following on the board: Objectionable Content, Unwanted Contact and Inappropriate Conduct.

Reassemble the class to talk about what these three categories mean. Pick three students to write a simple definition of each (either on their own or definitions that the class develops) on the board.

Then have students come up to the board and pick something from the list of problems and write the corresponding category that they think each fits under. Make sure students realize there is no wrong answer, and if any category is empty, have the class come up with examples.

Spend 10 minutes discussing whether the students feel like the presented solutions are real solutions. How could the solutions be better? Make sure the students understand this will be used in the classroom and they will be asked to take a copy home to their parents. As the students are discussing these terms, edit the page or notes on the board. When this is done, the list below should contain the students' information. As part of each rule or solution, consider:

- What can the student do to protect him/herself?
- What can an adult (a parent or teacher) do to help?

Objectionable Content:

Definition: The meaning of “objectionable” may differ for each family, but it can appear in a variety of formats such as written, spoken or recorded (as photos or video).

Solution: Parents/legal guardians can contact their carriers to ask them what kinds of services they have available to help, or go to Be Smart. Be Fair. Be Safe: Responsible Wireless Use Web site (www.besmartwireless.com) to find a toolkit which provides information on many wireless carrier's safety tools. Because some kids know workarounds, be prepared to challenge your students to come up with alternative safety measures that don't necessarily involve technology. What are the students' solutions (record for adding to the class poster/consensus)?

Unwanted Contact:

Definition: In today's digital world, it's nearly impossible to have an e-mail address and not receive unwanted messages or spam. With nearly 280 million American wireless subscribers today, and with more than 20 percent of Americans “cutting the cord” and going wireless-only, cell



phone numbers are becoming increasingly popular targets for spammers. In some cases, unwanted contact may include cyberbullying or harassment in photos and texts.

Solution: Ignore those texts or calls and show them to a trusted adult. What are the students' solutions (record for adding to the class poster/consensus)?

Inappropriate Conduct:

Definition: As with any new technology, some individuals make poor decisions about how to use it when communicating and socializing. It is important that parents/legal guardians talk to their kids about what is appropriate and inappropriate in their family. However, there are some basic behaviors that would be deemed as inappropriate in most, if not all, families. Ask your students to give examples of what they feel is inappropriate conduct on and with phones. If time allows, make a list on the whiteboard/blackboard.

NOTE: Your students may include this in the list, but bring it up if they don't: With the rise in social networking and people of all ages increasingly "living" on the Internet, a private message, photo or video that is sent to someone may end up being seen by others. Children need to understand that actions today may have consequences later. For example, someone could copy and paste something they've texted or posted somewhere else on the Web to a different location where it's hard to delete it. College admission officers and prospective employers conduct Internet searches and search social network sites for information on job applicants.

Solution: Three simple rules to use when dealing with inappropriate conduct:

1. If you wouldn't say it in person, don't say it online! This includes aggressive or threatening text messages. (Ask students how they will determine what messages would fall into this category. Is this definition too vague?)
2. Don't send or forward inappropriate text messages, photos or videos. It is impossible to control who sees a picture or message once you send it. In extreme cases, when nude photos have been sent, teens have faced criminal charges. (What can students do? For example, see Tips to Prevent Sexting <<http://www.connectsafely.org/Safety-Tips/tips-to-prevent-sexting.html>>.)
3. Never give your personal information (including phone number, home address, e-mail address or credit card number).

What are the students' solutions (record for adding to the class poster/consensus)?

OPTIONAL ACTIVITY B (high school students): Create a challenge. Divide the class into groups of three or four students (or whatever works best for class size). Each group is to develop an easy way to teach other students how to be safe when using technology. The assignment is three-fold: 1) to come up with their own rules for safe, responsible use of mobile phones; 2) publish or distribute them via the format and medium of their choice (print ad, text message ad, video ad, etc.); 3) get their fellow students to agree to follow the rules for safe technology use by "connecting" with as many of their fellow students as possible through an e-mail, Facebook or MySpace fan page or group, text message, video, etc. The students need proof of contacts, such as members or comments on a page, or text confirmation from each student reached. The groups have one week to connect with as many students as possible. The winning group will present their project to the school principal for possible school-wide implementation.

OPTIONAL ACTIVITY C (high school students): Ask them to share their (or their friends) good and bad experiences with texting and photo or video sharing on cell phones. Ask them to develop tips to reduce the negatives and maximize the positives, while you take notes on the black/whiteboard. Students choose from the full set to pick the top 10 rules for socially positive cell phone use. Optional projects: 1) Have students create and sign a contract that includes the rules and agree to abide by it for the rest of school year. 2) Students create their own structure for rules enforcement (may include appointing a class



representative or team for reviewing cases and deciding if it needs to be escalated to the teacher and for coming up with solutions if escalation is not necessary).

Lesson Summary:

What did we learn about responsible cellphone use? Make sure students know the list they created will be posted as a reminder of what they need to do to remain safe. At the middle school level, have students sign their names at the bottom of the poster, showing everyone they agree with their solutions. You may also want to implement optional activity A. For high school students, the goal is to get them thinking and to reach a consensus about approaches and solutions that help them optimize their use of cell phones.

Lesson 2: Collaborative Rulemaking for a Class Contract

Materials Needed:

- White/blackboard
- Internet access (optional) or paper copies of [CTIA Example Family Rules](#)
- Poster board and magic markers
- Cell phones (optional)

Introduction:

While the definitions of "objectionable," "inappropriate," "safe" and "responsible" may differ for every family, most families agree on some basics. How families address those concerns, with policies and rules, is very individual too.

As a class, take 10 minutes to discuss how families arrive at rules and what place they have in students' homes. What family rules do students have, if any, related to the use of technology? What happens in their home if they break those rules? Since every family is different, they need to respect others' rules and approaches. This means listening to their peers so they can understand what their, and their families', definition of "objectionable" is and respect that, even when different from their own. Why? Because, they're going to be a "family" today and come up with their own class contract for safe cell phone use.

OPTIONAL ACTIVITY A (for middle or high school students):

Materials: Select three students and give them four strips of plain white paper. Tell them to pass these strips to three other students, but no student can have more than one. Tell the students to leave that strip of paper on their desk, but not to do anything to it. As the lesson proceeds, everybody is likely to forget about the piece of paper until the end of class.

Purpose: To illustrate what happens with "inappropriate content and conduct", how "stuff" gets spread around (often unbeknownst to both the source of the content and the distributor of it) and why it's a good idea not to send or help spread inappropriate content (rumors, embarrassing photos, mean comments, etc.).

OPTIONAL ACTIVITY B (for middle school students):

Materials: The day before this lesson, advise students that tomorrow they'll have an atypical dress code for this class, and you mean different – tell them to be creative (but with skin "appropriately" covered for a school setting). It could mean showing up in pajamas, sweats or in formal attire (you the teacher certainly could opt to be creative too). Or, you can ask your students to bring in a piece of clothing or to name some clothing and a location where it would be inappropriate.

Purpose: This exercise is designed to add to the discussion on how what's appropriate in one place may not be so in another – and why.



Class Activity:

Divide your class into groups of four or five.. Give them five minutes to come up with at least three tips/rules per group, which they think all students could agree on for using cell phones safely and responsibly.

Once the five minutes are over, reassemble the class and write all their answers on the left side of the white/blackboard.

- ▮ When they're finished sharing their tips, show your students the [CTIA Example Family Rules](#). Take five minutes and discuss how the tips/rules the groups came up with compare to those in the family rules. How does it compare with the rules the students developed? Does it make them think of any new ones? Are there any they feel would not work?

Now take 10 minutes as a class to add to, delete or edit the students' rules on the black/whiteboard. Add any new rules from the [CTIA Example Family Rules](#) to a list you'll make on the right side of the board. Have a student scribe do the editing and adding. *Remember* that this is a discussion for the purpose of *collaborative* rulemaking – teacher and students should feel free to ask questions about suggested edits: Why add/delete that? Why would that rule work or not?

Take 20 minutes to discuss, in groups and as a class, the following list of solutions:

Solutions:

1. Know who is calling, texting, or e-mailing. If you don't know who is contacting you, don't answer.
2. Know what is appropriate and inappropriate to say or send. This includes pictures, videos, threatening messages, insults or anything else you wouldn't say in person. This also means not sharing personal information with people you don't know.
3. Know when it's OK to respond and when to tell a trusted adult. If you receive an inappropriate message or call, tell a parent or a trusted adult. This means anything that makes you feel uncomfortable, scared, threatened or bullied.
4. Answer your phone if it is a parent/legal guardian calling, or return the call as soon as possible if you are in a restricted use area.
5. Follow your school's rules on mobile use. This also includes other areas that do not allow wireless usage such as hospitals and airplanes.
6. Stay within your device's usage plan and if you think you may go over the limits, talk with your parent(s)/legal guardian.
7. Program your family's numbers for quick dialing.
8. If you are a passenger in a vehicle and the driver wants to send a text message, calmly tell the driver that texting while driving is a dangerous activity and no one should do it.
9. When you get a new device or accessory, make sure to donate, resell or recycle the old ones.
10. If there is an emergency, call 9-1-1.
11. Turn off you mobile device or put it on vibrate before you go into a movie theater, library, religious service or any other place where noise is not appropriate.
12. Speak in a normal or quiet voice when you are using your device.

Divide the class into groups of four or five students and ask the groups to discuss these rules one by one for 10 minutes: Do they agree with them? Which ones should be added to the rules the class already came up with? Each group makes a list of rules to be added to the list on the right side of the black/whiteboard.

Now take 10 minutes to write (either teacher or a student scribe) on the board the rules that all groups agree should be in the class contract. Again, this is a discussion that requires a consensus of the groups.

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Finally, teacher or volunteer students, (maybe each choosing a different magic marker color for each rule) can transfer the rules on the board to the poster board. Leave plenty of space at the bottom for each student (and the teacher) to sign the class contract. You can later turn the poster into a paper contract that students (at the middle school level) take home for family discussion. The class contract could also be considered for school discussion or a document along the lines of: "Our School's Contract for Responsible Cellphone Use."

- ▮ If the class contract includes rules or tips not provided here or in the [CTIA Example Family Rules](#), CTIA would love to hear from your class. Submit your rules to: INSERT EMAIL ADDRESS and we may post them on this Web site.

Lesson Summary:

OPTIONAL ACTIVITY A (Continued at the end of class for middle or high school students):

This should take 5 to 10 minutes. Ask the students who have the white slips of paper to hold them up. The three students who had the strips of paper were able to share the strips of paper with his/her friends and thus, "spread" the paper around. This shows that even if you send it to only a few friends that you trust, there's no guarantee it'll stop there. Ask for a show of hands to the following questions: How many of you will let a friend borrow your phone if he asks? How many of you know for sure you can predict what all of your friends' friends will do with content you send "just your friends"? Remind the students of how the three students in the class started with white sheets of paper that can now be found all over the classroom – inappropriate content can spread in much the same way.

Remind the students to take the class contract home and talk with their parents about it so they can share with them what they learned. If there's time, discuss how the class can use this information to help others learn what they have learned.