

# Chapter 5

## Exercises

The following exercises are suggested ways in which you as a teacher can bring the subject of responsible use of mobiles into the classroom. Examples of exercises using specific mobile applications are in Chapter 4.4.

The exercises are not limited to any teaching subject but can be used in any area where they seem appropriate, or where problems have arisen. Please consider that even if your pupils are well versed in mobile phone functionality, they still need support when it comes to moral and legal questions.

### **Exercise 1 | Safety and Bluetooth**

**Age group: 10 to 12**

#### Learning objectives

- To be able to use the Bluetooth standard on a mobile phone
- To become more expert in handling mobile files

#### Procedure

##### Stage 1

This begins with a short introduction on the use of Bluetooth on a mobile phone which can be led by the teacher or pupils.

##### Stage 2

**The second step is a discussion of situations in which pupils use Bluetooth. Questions could include:**

- When was the last time you received a file (photo, video, audio) via Bluetooth?
- What did you do with this file?
- Were you asked to accept the download first or did you simply receive it?
- What happens when a recipient does not accept a file?
- Have you ever sent a file to someone else via Bluetooth?

##### Stage 3

Following the discussion pupils can gather in groups of four or five. Groups can be determined by level of use of mobiles (e.g. number of texts written in a month) or by make of mobile phone. Bluetooth is enabled for all mobiles in the groups. Two pupils from each group now attempt to send as many pictures as possible to their fellow group members. These try to repel download of the files. Duration: approximately five minutes.

**Finally, the class as a whole deliberates on:**

- the best way of deflecting files sent via Bluetooth
- how to set the mobile so that a minimum of unwanted files is received

Pupils can design a poster for the classroom wall to represent the results.

**Exercise 1 | Keeping mobile internet costs down****Age group: 12 to 17****Learning objectives**

- To obtain an overview of mobile internet costs

**Procedure**

All pupils with mobile contracts research the following as homework:

- Can I use internet on my mobile?
- How much internet use is covered by the 'free' data package on my mobile contract?
- How much does an additional megabyte (1 MB) cost once the inclusive 'free' data package has been exceeded?
- Roughly how many YouTube videos can I watch each month before I use up my 'free' data package?
- How long can I be on Facebook each month before I use up my 'free' data package?
- Where on my mobile can I activate or deactivate internet use?
- When is it a good idea to deactivate mobile internet?

To round up, results are discussed and compared in small groups or among the class.

**Variations for maths or IT classes**

An excel sheet is set up to compare the mobile internet and data packages of various mobile network operators. How are tariffs shown? How large is the difference between the cheapest and the most expensive? Which provider gives the most services for the lowest cost?

### Exercise 3 | Killingly funny

Age group: 10 to 14

(adapted from: Gewalt und Horror in Medien. (Violence and horror in media) Teaching material for media studies in 5th – 9th grades. BMUKK, Vienna, 1992. Page 9)

#### Learning objectives

- To examine why fictional representations of violence are sometimes perceived as 'funny'
- To understand that watching 'funny violence' can also be a means of eliminating real and notional fears and of experiencing release

#### Procedure

##### Stage 1

Pupils work together to find internet images, videos or comics which they find immediately funny and that also contain a small amount of violence. The resulting material is gathered centrally, for instance using a learning platform, or printed out and mounted on posters.

##### Stage 2

In pairs, pupils analyse why the chosen pictures, videos and comics have been judged to be amusing. Questions could be, for example:

- Did all pupils find the material immediately funny?
- What things do many people find especially funny, and why do others not appreciate them?
- What do the images, videos or comics have in common (e.g. depictions of mishaps/accidents, figures with particular features ...)?
- Why is it sometimes funny to witness someone's misfortune?

Each group designs a drawing, poster or power-point presentation.

##### Stage 3

Findings are collected and discussed by the whole class. This can also be the occasion to bring in the subject of home-made films containing violence (e.g. happy slapping).

#### Suggestions

Violence is 'funny' above all when representations have all or some of the following:

- A disaster befalls someone of a kind that the viewer would like to avoid.
- The consequences of violent actions depicted are left open.
- Laughing can be a substitute for acting in a mature fashion.

### Exercise 4 | A quiz on the use of mobiles – what is reasonable, what is unreasonable?

Age group: 10 to 16

#### Learning objectives

- To provide an overview of laws governing the use of mobile phones
- To encourage appropriate reactions in critical situations

#### Procedure

This exercise has been designed for work over several hours or for a day's project.

##### Stage 1

Groups of three to four pupils are given five multiple choice questions on the legal aspects of using mobile phones. Target groups should be peers who are old enough to be legally bound by contracts. The following topics can be worked on:

- Payments via mobile phone
- Downloading apps
- Adult or illegal content
- Harassment via mobile (cyber-bullying)
- Mobile phone contracts
- Publishing material, such as photographs or videos, on a mobile
- Copyright
- Portrait rights

Each group can either research all the topics, or topics can be allocated to groups. Pupils must formulate three possible answers to each question (one correct and two false) and a short text with a solution to the question. The solution can include links to further information.

##### Stage 2

The next step is for a group of editors and/or the teacher to compile a quiz using the questions. The following quiz generators can be useful: [www.edhelper.com/puzzles.htm](http://www.edhelper.com/puzzles.htm), [www.mystudiyo.com](http://www.mystudiyo.com), [www.wordlearner.com/print.php](http://www.wordlearner.com/print.php), [www.flash-gear.com/puzzle/](http://www.flash-gear.com/puzzle/).

##### Stage 3

A group presentation then takes place in which groups exchange the material they have researched. New groups are formed, each with a representative from the former group. Pupils pass on the information needed to answer the quiz questions. Quiz questions are not directly discussed, only the relevant material.

##### Stage 4

Finally, all pupils take the quiz. There is one point for each correct answer. Pupils who have given the clearest presentations of their research gain extra points.

## Exercise 5 | Rules on using the mobile phone in school

Age group: all

### Learning objectives

- To reflect together on the use of mobiles in school
- To work out a solution in which all stakeholders are involved (teachers, parents and pupils)

### Procedure

#### Stage 1

First, an explanation is given as to why use of mobiles in school can cause problems and why a 'contract' (see Chapter 3.1) can be helpful in resolving them.

#### Stage 2

Pupils then work in small groups to gather topics that they would consider important elements of a contract on the use of mobiles in school. Using these topics, they then try to roughly formulate initial rules.

Some questions that might help here are:

- Should the use of mobiles be permitted during class and/or during breaks?
- What should be done with mobiles during non-class periods?
- Where should mobiles be kept during sports lessons?
- What rules should be laid down on use of mobiles to photograph and film in school?
- Under what conditions might photographs/videos taken in school be published?
- What rules should govern the use of mobiles at school events?
- How might adherence to the rules be monitored?

#### Stage 3

The class should then consider questions that will also enable parents to be involved in the agreement of a contract on the use of mobiles in school. A homework exercise is set for pupils to interview parents and note their responses.

#### Stage 4

Parents', pupils' and teachers' opinions are then collated in class. Finally, a draft contract on the use of mobiles in school is produced.

**Exercise 6 | Life without mobile phones****Age group: all****Learning objectives**

- To facilitate an evaluation of the effects of mobiles on communication between people
- To consider one's own use of the mobile

**Procedure****Stage 1**

First, pupils complete the following sentences either on their own or in pairs:

- I use my mobile mainly to...
- The practical thing about a mobile is ...
- What worries me about mobiles...
- Life without mobiles ...

**Stage 2**

Divided into small groups, pupils now work on the following tasks:

**Task 1:**

The parents of a friend no longer want to pay the rather high costs of their daughter's mobile and threaten to cancel the contract.

What arguments might the friend use to persuade her parents not to act in this way? Make a list of usable arguments!

**Task 2:**

Pupils in a school are continually playing with their mobiles in class. This has made the school directors decide to ban mobiles.

What rules might be agreed that would persuade the directors not to ban mobiles? List proposals.

**Variations**

Pupils conduct an experiment and go without their mobile for one day or perhaps one afternoon. They make notes on the course of their day. What does not happen when you do not have a mobile? What is done instead? Pupils' findings can be gathered in a blog ([www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com) ).