

# MOBILE PHONES

AGES 11-19

60 MINS

## FINANCIAL EDUCATION PLANNING FRAMEWORK OUTCOMES

- I can take the necessary steps towards protecting my money/identity when undertaking financial transactions, including electronically. **AGES 11-14**
- I understand that it is in my own best interests to ensure that all my financial transactions are secure, and that I am responsible for the security of my personal and financial information. **AGES 14-16**
- I appreciate there are financial risks and temptations involved in my everyday life and that I need to take responsibility for managing them. **AGES 16-19**

## AIMS

- ✓ To consider how different people use mobile phones in their every day life.
- ✓ To familiarise ourselves with different ways we can look after and protect our devices.
- ✓ To consider how we can keep ourselves and our information safe, when using mobile phones.



## ACTIVITY 1: HOW CAN MOBILE PHONES HELP?

20 MINS

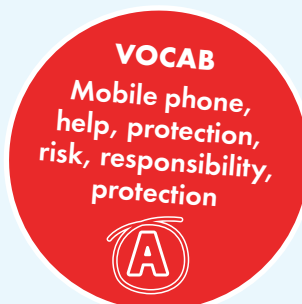
**Mobile phones are an education tool by themselves, supporting young people to learn about the wider world through a range of services, apps and features.**

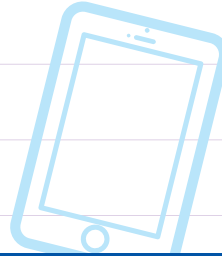
As a class look at the different ways that mobile phones can help someone. This could be by accessing the internet, communicating with someone, downloading an app or paying for something.

Task the students to work in teams and have each team take one of the ways mobile phones can help people. They now need to drill down into that idea and create a spider diagram showing all the things they know about this way to help

- for example if a team had accessing the internet this could be to finding out a train time and ticket price, or getting a route map to where they are going.

Gather feedback on all the different ideas and have a discussion around what happened before mobile phones could help like this?





## ACTIVITY 2: PROTECTION MEASURES

40 MINS

**Mobile phones have become an important part of everyday life for many people, not only are they a communication tool but they are also a way to pay for things and a way to monitor your bank balance. So if we think about it, there can be a lot of personal and financial information stored on a mobile phone!**

In pairs ask students to create cards or use sticky notes to show all the different ways you can protect your mobile device – for example by buying a case to protect it from damage, making sure your bag has a specific phone pouch or pocket, or not putting it in your trouser pocket.

**Once they have created a list of protection measures ask them to discuss:**

- Which of the protection measures cost money?
- What else do they own should they protect like this?
- What might happen if they don't protect items?
- Why might someone risk it and not take any protection measures?

As a class gather feedback to create a comprehensive protection measures list.

Finally talk about the importance of not only protecting the phone itself but also protecting yourself when you you're using it.

Ask students how they can protect themselves, and what other areas of a mobile phone have a level of risk?

Consider social media apps and e-safety here.



### EXTENSION OPPORTUNITY

Students may well suggest taking out insurance as a protection measure, in which case there is the opportunity to deliver this lesson in conjunction with the Recognising Risk lesson plan provided.



**PLENARY**  
Are mobile phones worth the money we pay for them?

### NOTES: