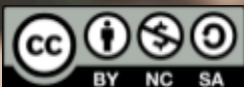




Teacher's Guide Being Mobile

Adapted for the DepEd Alternative Learning System



e-CITIZENSHIP LEARNING PACKET

**This e-Citizenship Learning Packet covers the following learning competencies
of the DepEd ALS K to 12 Basic Education Curriculum**


Code	Learning Competency
LS6DC-DD-PSE-AE/JHS-3	Differentiate the types of mobile devices <ul style="list-style-type: none"> • mobile computers • pagers • personal navigation devices (PND) • project Ara
LS6DC-DD-PSE-AE/JHS-7	Discuss the advantages and disadvantages of using mobile devices
LS6DC-DD-PSE-AE/JHS-5	Employ the use of mobile devices to access information, communicate with others, and solve problems in daily life
LS6DC-DD-PSE-AE/JHS-6	Practice safe and ethical use of mobile devices <ul style="list-style-type: none"> • phishing • identity theft • cyber laws awareness • mobile etiquette
LS6DC-DE-PSF-AE/JHS-5	<i>Related Competencies</i> Explain how to minimize the risks of negative online behaviors <ul style="list-style-type: none"> • pornography • internet addiction • meeting online strangers (inappropriate contacts) • exposure to violent conduct • online gambling • unwanted sharing of personal information • online sexual behaviors • detecting and dealing with cyberbullying



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<https://www.seameo-innotech.org/mt4t> or download the  SEAMEO INNOTECH Reader from your Apple, Android, or Windows device's application store.

Topic Being mobile	Designed for developmental stage(s): Late childhood to adolescence
Activity name Top Secret! A Game of Strategy	Recommended age range: 9 to 18 years old

Rationale

Technological advances like the invention of the microchip and discovery of wireless connectivity have led to the creation of a generation of gadgets and devices which are portable but still very functional. This has changed the way we consume information and socialize with others, making it easier to be present and connected online.

In a recent study entitled “Mobile Internet Usage Trends in Asia Pacific” (Internet Society APAC Bureau, 2016), findings show that “ownership of smartphones (the mobile device of choice for internet users in the region) peaks at 96% among the youth at 15 to 24 years of age.” This same age group also stands out in going online through the use of mobile devices compared to older cohorts especially when engaged in “communicating via instant messaging (IM) or voice over internet protocol VoIP^[1] (84%), downloading videos and music (70%), and playing online games (49%)” (Internet Society APAC Bureau, 2016).

The following lesson is designed to engage children and/or young adults through game-based learning in an effort to give them a balanced understanding of the opportunities and risks that come along with being mobile.

- ✓ familiarity with technology jargon such as Bluetooth, Wi-Fi, mobile data connection, virus, malware, spyware, and wearables

Prerequisite Knowledge and Skills

- ✓ basic knowledge of mobile computing
- ✓ basic knowledge of mobile vs. non-mobile devices and their features
- ✓ some experience in using a mobile device



Lesson Overview

The lesson is hinged on a game-based activity called “Top Secret!” It is a card game that requires players to acquire information and communicate with others through the use of either mobile or non-mobile devices. The story is framed around a list of names being leaked and the need to recover the names on the list to warn and save the people who were exposed. The speed and efficiency with which players carry out these tasks will be highly dependent on the capabilities of their gadgets.

Game play will serve as a springboard for the analysis portion of the lesson, where the teacher, acting as a facilitator, elicits the key learning points based on the experiences of the learners during the game.

The analysis, through question and answer, will lead to an abstraction of essential concepts, and the digital life skills and core human values relevant to “Being Mobile.”

To apply their learning, learners will be asked to lead a social media campaign with the aim of promoting digital citizenship through the responsible use of mobile technology. The creation of promotional materials via social media will be guided and assessed by means of a rubric.

The lesson will be capped by a peer review and reflect (R&R) activity.

You have the option to spread this lesson over two or more class meetings to allow learners to properly digest information and also make preparations for the activity.

At the end of the learning experience, the learners will be able to:

¹The U.S. Government’s Federal Communications Commission defines voice over internet protocol (VoIP) as “...a technology that allows you to make voice calls using a broadband Internet connection instead of a regular (or analog) phone line” (n.d.).

- ✓ explain the opportunities and risks of being mobile;
- ✓ display practical knowledge on the responsible use of mobile ICTs; and
- ✓ initiate a values-based social media campaign on the practice of being mobile.

Learning Outcomes

Integration Points

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This learning packet can be integrated in any of the following subjects:

- ✓ media and information literacy: synchronous communication, social presence in virtual and face-to-face interactions;
- ✓ ICT (mobile technology, digital technology);
- ✓ civics/social studies (the digital age as a period in human history, media and society);
- ✓ science (energy, the electromagnetic spectrum, radio waves, topics related to wireless connectivity); and
- ✓ geometry (circumference, arc length and area of circles and sectors, word problems related to cellphone coverage with examples from this site: www.indiana.edu/~iucme/modules/docs/CellPhone.doc)

Resources Needed

- ✓ set/s of game materials (depends on the number of groups to play):
 - printouts of game rules,
 - cut-outs of game cards;
- ✓ timer (if the game is timed, timer apps built into computers and/or downloadable apps may be used);
- ✓ presentation slides; and
- ✓ campaign materials rubric.

Summary Matrix

[The highlighted keywords give an overview of the learning packet's main themes and intended age group.]

Orientation of Lesson	Risk	Opportunity										
Development Stage	Early childhood	Middle/late childhood	Adolescence									
Theme of Cyber Wellness (Singapore)	Cyber use	Cyber relationship	Cyber citizenship	Cyber identity								
Pillar of Digital Citizenship (iKeepSafe)	Balance	Relationships	Ethics	Reputation	Online security	Privacy						
Component of Value-Based Digital Intelligence (Park)	Screen time management	Digital empathy	Critical thinking	Digital citizen identity	Cyber-security management	Privacy management	Digital footprints	Cyberbullying management				
Behaviour of Digital Citizenship (Ribble)	Etiquette	Communication	Responsibility	Rights	Security	Safety	Education	Access	Commerce			
Digital Kids Asia Pacific Framework	Digital Literacy	Digital Safety and Resilience	Digital Participation and Agency	Digital Emotional Intelligence	Digital Creativity and Innovation							
Ages	5	6	7	8	9	10	11	12	13	14	15	16+

Download SEAMEO INNOTECH's e-Citizenship e-book for related information and activities at this site:

www.seameo-innotech.org/mt4t



Background Information

Mobile Information and Communication Technologies (ICTs)

Mobile ICTs are technologies that are portable or small enough to be carried around in order to access information and engage in communication. Although the term “technologies” may also include applications and services, particularly important to this lesson are mobile ICTs or devices in the form of gadgets, such as “smartphones, game consoles, digital cameras, media players, netbooks, in-car satellite navigation and handheld computers” (Traxler, 2010). Popular among learners are the use of laptops, pads, and tablets; for the health conscious, wearables. Topping the list of favorite devices among young people between 15-24 years of age is the smartphone (Internet Society APAC Bureau, 2016). “With the considerable amount of time young people spend in choosing, buying and customizing their smartphones, these mobile devices have also become some sort of an extension and expression of their personalities as well.” (Traxler, 2010)

The practice of being mobile, however, becomes most effective only when there is high-speed internet connection made readily available for its users. These can be made possible by connecting via Wi-Fi or through telco-based data connection that usually comes with a certain amount of cost for subscription.

Mobile versus Non-Mobile Devices

Comparing and contrasting mobile devices from desktop technologies is a complex matter as there are no constant and coherent standards for the two. The differences in terms of technological features and functions are quite diverse given the continuous innovation in mobile technology. Nevertheless, certain differences remain basic and simple.

By its nature, a mobile device is a gadget that is usually portable and can be taken anywhere. It is not tethered, as in fixed in a particular place, in order to function. A smartphone, for instance, can be taken anywhere as it is powered by rechargeable batteries and is able to make and receive calls via radio waves. A landline, on the other hand, is fixed as it is

connected to wires both for power and transmission in order to make and receive calls.

Although use of mobile devices is on the rise—particularly among children and young adults—some technical issues arise when it comes to power management of the device and the speed and stability of connectivity.

With regard to power management, one has to choose between a gadget that is mobile but can be drained of its battery life, over another device that is constantly powered by electricity but is not at all handy or mobile.

Speed and stability of internet connectivity between wireless and wired devices also have to be considered. Given that tethered connections are more stable and fast when plugged into the internet (owing to the speed of transmission through cables rather than via electromagnetic signals), fixed devices, such as desktop computers or personal computers (PCs), can have a faster and uninterrupted internet connection compared to laptops that are connected wirelessly.

Opportunities in Being Mobile

Being mobile affords several advantages for persons of all ages including the modern-day child and young adult. Convenience, portability of devices, and the popularity of being mobile enable young people to now have an easy access to a variety of information (e.g., online libraries, interactive maps, e-books, internet news, entertainment videos, music and even online games) anytime and anywhere. All these and more are made available at the touch of a fingertip or voice command for those with more sophisticated gadgets. This simple and straightforward access to information allows for independent, interactive and innovative learning for children and young adults.

Communication also becomes simpler and more instantaneous with the use of mobile devices. One can now send and receive messages or make and receive calls in areas where landline access is not readily available, such as the school hallway, nearby bookshop or far-flung beach. This means also being able to communicate while one is engaged in everyday activities (like walking, queuing, commuting,



exercising) or the most unexpected of events (such as emergencies).

Health is another area that is currently being promoted through wearable technology and devices. Certain mobile devices enable users to track, monitor and improve one's health and fitness along with a social networking element to drum up online community support for such activities at a global scale.

Breakthroughs in wearable technology have now enabled persons with disabilities (PWDs) to make use of certain mobile devices as assistive technologies.

In sum, being mobile opens up countless opportunities for information and communication access, and an array of resources for a variety of purposes.

Risks in Being Mobile

Despite its advantages, being mobile has its drawbacks. Excessive digital use, for example, can disconnect people from certain moments of their daily lives. An example of this is a person who is physically present in a group conversation but may be mentally absent because of an ongoing chat online. This “absent presence” (Gergen, 2002), common among young people, can jeopardize family life and other relationships when left unchecked. In extreme cases, being distracted due to mobile device use can also cause accidents and dangerous mishaps leading to serious injury or even loss of life. Too much screen time afforded by mobile technology can affect sleep patterns, strain vision, and cause other health issues (South University, 2013).

One's digital safety can be put at risk when downloading files that may have computer viruses, malware, or spyware. The same is also true with inappropriate online content as the youth, especially children, may not be too discriminating about their consumption of web content.

Digital security may also be compromised when young learners are not able to manage their privacy, as well as other mobile security risks. Respect for copyright

and intellectual property rights can also be a challenge given the ease of copying and pasting web content.

Being mobile has its share of technical glitches and gaps, too. Issues such as slow internet due to poor wireless connection, costly devices and data subscriptions, low battery life and power failures, and lack of internet access in certain areas can be a real challenge to many mobile technology users.

It should be noted that one of the risks of using ICT technology “on the go” is the risk of losing the device, either by theft or misplacement.

Digital Life Skills

All these risks can nevertheless be mitigated if children and young adults are equipped not only with ICT fundamentals, but also with ICT-related life skills (Meleisea, 2016).

According to Park (2016), it is important for children to acquire “digital citizenship” in order to thrive in the digital age. To be a digital citizen, there are eight (8) digital life skills that children should learn. These include skills in the following:

- *Digital citizen identity* – “...the ability to build and manage a healthy identity online and offline with integrity.”
- *Screen time management* – “...the ability to manage one's screen time, multitasking, and one's engagement in online games and social media with self-control.”
- *Cyberbullying management* – “...the ability to detect situations of cyberbullying and handle them wisely.”
- *Cybersecurity management* – “...the ability to protect one's data by creating strong passwords and to manage various cyberattacks.”
- *Privacy management* – “...the ability to handle with discretion all personal information shared online to protect one's and others' privacy.”
- *Critical thinking* – “...the ability to distinguish between true and false information, good and harmful content, and trustworthy and questionable contacts online.”



- *Digital footprints* – “...the ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly.”
- *Digital empathy* – “...the ability to show empathy towards one’s own and others’ needs and feelings online.”

Learning Plan

Pre-Activities

- ✓ Decide if the “Top Secret!” game is to be played in pairs or in teams and prepare the corresponding number of sets of game materials (see Annex A for list of materials needed). Also, decide if the game is to be timed and prepare a timer as necessary (recommended). Although the duration of the game may vary, you can set a time limit of 20 minutes, for example, to ensure that the game does not use up the entire class hour.
- ✓ It is crucial to fully understand how the “Top Secret!” game is played. Read the rules thoroughly. If possible, play the game prior to the class session.
- ✓ After presenting the mechanics in class, you may choose to conduct a brief demonstration of game play to facilitate better understanding of the rules. Prepare well if you intend to do this, too.

Activity: Top Secret! Board Game

1. Segue smoothly! Begin by establishing a connection/transition between the primary (subject area) lesson and this learning episode.
2. Present the mechanics of the game using the accompanying slide presentation. You may choose to conduct the demonstration at this point. Give the learners the opportunity to ask clarificatory questions. Distribute handouts of the mechanics to the learners after the demo/presentation to guide the learners during game play.
3. Group the learners as desired and distribute the sets of game materials. Cue up the timer and flash on the screen, if applicable. Give learners some time to get settled into their groups, set up the materials, read the game cards, and go over their copies of the mechanics.

4. Signal the start of game play and start the timer. Move around and assist groups who may be having trouble doing the activity.
5. When the timer sounds to signal the end of game play, have learners set aside the game materials and prepare for a class discussion of their experience.

Analysis

Ask the following questions to process the activity:

1. What was the activity about? How did you feel about the activity?
2. Who among you won? Who lost? What do you think made you win/lose?
3. Which gadget cards did you prefer? Why? (At this point, if learners show a preference for mobile devices, it might be good to ask “What do these preferred gadgets have in common?” Elicit from learners that they are mobile technologies, then brainstorm more examples.)
4. Do you prefer the same gadgets in real life? Why or why not?
5. Was your game play similar to the way you use gadgets in real life? In which situations do you use mobile gadgets vs. non-mobile gadgets?
6. Which action cards were you able to use in the game? Which action cards did your opponent use against you? Were you able to counter-challenge them? (Highlight the advantages and drawbacks of being mobile.)
7. Have you had similar experiences with the action cards you encountered in the game? Share. (It might be good to have a quick poll of the class to see how many learners have had the same experience.)
8. What other risks/pitfalls in using mobile devices can you think of? (Elicit the risk of not being present in face-to-face interactions because of being engrossed in mobile devices.)
9. How can we make the most of our mobile devices? How can we maximize its benefits and manage the risks?



Abstraction

It is important to elicit the following key learning points from the learners themselves. If time allows, encourage them to elaborate further.

- ✓ Being mobile provides various opportunities for children and teens. However, it also comes with risks.
- ✓ There are ways by which one can avoid certain risks in being mobile, but avoidance is the bare minimum. One needs to be responsible in the use of mobile ICTs.
- ✓ It is important to have certain digital life skills (Park, 2016) such as “digital literacy (knowledge), digital use (discipline), digital security (resilience) and digital safety (wisdom).”

Present the slide on the eight digital life skills by Park (2016).

Application

- ✓ Group the learners heterogeneously to ensure a balance of skill and ability levels, while being able to support both the exceptional and struggling learners. A small learning group of 3-5 members will enable each learner to have enough opportunities for cooperative learning.
- ✓ Have learning groups come up with a hashtag for a social media campaign to encourage young people to be more responsible in using mobile devices, and brainstorm posts as part of the campaign.
 - Identify when to and when not to use mobile devices (e.g., when using public transportation, walking on the road, at the dinner table, during face-to-face appointments, etc.).
 - Identify practical ways to be more responsible for mobile devices (install “Find My Phone” apps, antivirus apps, be careful with what is downloaded/ accessed).
- ✓ The campaign may be articulated as a challenge (think of the “Ice Bucket Challenge” to raise awareness about amyotrophic lateral sclerosis or Lou Gehrig’s disease) to encourage participation and action.
- ✓ Have the groups “launch” the campaign by posting one of the tips which they have applied themselves (preferably with a photo) on the agreed/preferred

social media site and encouraging friends to do the same.

- ✓ After a week or two, check the campaign hashtag and feature some of the best posts in class. Remind those who haven’t posted to do so. Discuss the response to the campaign and why it is successful or unsuccessful.

Assessment

- ✓ To cap the lesson, ask learners to pair up for a “Reflect and Review” (R&R) session. Ask them to talk about the following with their partners.
 - Three things they learned from the lesson (give them one minute)
 - Two questions still left hanging in their minds (give them one minute)
 - One personal commitment or resolution on being mobile (give them one minute)
- ✓ Ask some pairs to share their answers. Encourage them to answer the questions raised by their classmates during the R&R session to clarify each other’s thinking. Motivate them to make personal commitments that are doable and relevant to their individual contexts.

Adapting to Other Learners

Learners might have to deal with a learning curve in acquainting themselves with the “Top Secret!” game. Let them play the game at home with a family member if face-to-face learning session is not possible.

The mechanics of the game can be translated by the teacher to the learners’ mother tongue, especially if they have limited English proficiency.

Given that the activity is a card game, it can accommodate diverse learners including those with orthopedic issues and paraplegia.

For learners with full or partial visual impairment, the following computer applications are suggested to assist them in reading electronic materials:

- NegativeScreen – Windows application enabling users to invert screen colors. The application is available for download at <https://www.softpedia.com/get/Desktop-Enhancements/Other-Desktop-Enhancements/NegativeScreen.shtml>



- NVDA (Non-Visual Desktop Access) – free screen-reader application that uses a synthetic, computer-generated voice to read the text on the screen. It can also convert the text into Braille if the learner has access to a Braille-display device. The application can be downloaded at <https://www.nvaccess.org/>

Advanced learners can be assigned to explain the mechanics of the game to their teammates, while struggling learners can be supported by their peers during the small group activity.

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This document was originally prepared by Cynthia Grace L. Diaz, and the layout done by James Patrick P. Trinidad. A special annex was added to provide tips for remote and self-directed learning.

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Tips for Remote Learning Adaptation (Simplified Activity)

Set of game materials:

- Name cards
- Action cards
- Gadget cards
- Game instruction

Provide the learners an electronic copy of the game materials through FB Messenger with instructions translated in **Filipino**, as needed. The learners can be asked to prepare his/her own version of the game materials by drawing the game cards on available paper using a pen or a pencil.

The game can be modified by doing the following:

- Reduce the number of characters involved from 15 to only **five (5)**. The suggested five characters are highlighted in the name cards (Annex B).
- Replace the names of the characters with **local names** to adapt the context to a local scenario.
- Simplify the mechanics and the instructions (Annex A) depending on the learners' level.

● **Timer (optional).**

An online app or pre-installed timer on a mobile device can be used to set a time for the game.

Presentation slides

You can choose selected slides only to be used by your learners as reference materials or as supplementary reading materials. These can be distributed in print or online. You may also choose to make your own version if materials and time are available.

Questionnaire for analysis

You can simplify the questions and/or come-up with a maximum of **five questions** for the learner to answer after the game.

● **Campaign material rubric**

You can choose to simplify the **rubric** (Annex C) and translate it in **Filipino**. This does not need to be printed out. You can also let the learners themselves rate each other's social media campaign. In this case, the learners should have

Pre-Activities:

Each learner should have a complete set of the game materials (name cards, action cards, gadget cards, instructions) for at least **two players to use at home**.

Each learner should also have the **instructions** for the game, the **questionnaire**, and the **rubric**. If these were sent online via Messenger, the players can just refer to it without the need to download or re-write.

The learner should spend time to carefully read the instructions and rules of the game, and if available, watch a **short video clip** explaining the mechanics of the game or showing how the game is played.

Trying it out with a family member before the actual game will be helpful.

Activity Proper: The "Top Secret" game can be played by the learner at home with one or two family members.

- The activity can be done on a **scheduled date and time** so that even if doing remotely, you can make yourself available for clarifications from the learners as they try out the game in their respective homes.
- The learner can be told to first **read the game mechanics** and/or **watch a video** on this. Next, he/she should be familiar with the cards and understand fully the game mechanics. Let the learner know that you can be reached for any questions regarding the activity, whether via text or other applicable means.
- You can suggest a duration for playing the game. With a set duration, the learner can make use of a timer. A maximum of **20 minutes** can be set to do the activity.

Analysis:



Instead of directly asking the questions to elicit the key learning points, you can prepare a **printed or electronic copy of the questionnaire** below. If a physical copy of the questionnaire is received, the learner should be told to use the back side of the questionnaire in case he/she ran out of space to write on. Alternatively, if the circumstances do not allow the delivery of the material either physical or online, you may simply copy the questions and **send it as a text message** to your learners via messaging applications. The answers can be sent to you online or via messaging applications also.

Questionnaire

- What was the game about and how did you feel about it?

- Which gadget cards and action cards were your favorites? Why?

- Have you had similar experiences or encountered similar scenarios as those described in the action cards? Please share.

Application:

- Ask the learner to come up with a campaign **slogan** to encourage a more responsible use of mobile devices.
- The campaign will be shared online via social media. The learner can choose to present the campaign in any creative way and must use a hashtag. One form can be through a **poster** with a slogan or an infographic. Another way could be through a **song, a poem, or a short video clip**.
- The campaign must use a **hashtag** which the teacher will set to make it easy to trace all social media posts about the online campaign.
- The campaign period can be set to **a week** or two, after which it can be assessed using the **rubric**.
- A learner can be assigned to evaluate another learner's campaign using the rubric. Alternatively, it can also be a **self-assessment** of each learner's own work.

Assessment:

- Ask the learner to submit a **reflection paper** detailing the answers to the following, instead of doing a "reflect and review" session with a partner:
 - Share three things learned from the lesson on **Being Mobile**
 - Two questions that are yet to be answered by all the activities done
 - One personal commitment or resolution on being mobile
- If submitting a hard copy of the reflection paper is not possible, the learner can **text the responses or send online via Messenger**.



Annex A

Top Secret! A Game of Strategy

Materials:

- ✓ Top Secret! name cards
- ✓ game cards
 - gadget cards
 - action cards
- ✓ timer (if needed)

A top secret list of names has been leaked and the safety of those people has been compromised! Your mission is to obtain those names from Headquarters (HQ) and urgently contact these people in order to bring them to safety before the opposing forces beat you to their identity and location!

You will be equipped with gadgets and devices to help you accomplish your task, but beware of enemy forces and chance events that could foil your efforts.

(The teacher can change the frame story to suit the lesson, i.e., scientists for a science lesson, heroes or military forces for a history or civics lesson, authors for a literature lesson, etc.)

BEFORE THE GAME:

- ✓ The game may be played in pairs or in teams. There must be at least two (2) opposing players in each game.
- ✓ Players need to set up **Top Secret!** name cards in one pile, and gadget and action cards together shuffled and stacked in another pile.
- ✓ Before the game starts, each player should be given seven (7) game cards each, which may be either a/an:
 - gadget card: a technological device which can perform specific functions and may be used together with an appropriate action card during a turn; or
 - action card: actions which may be performed only by certain gadgets, or events which can either facilitate or hinder one's game play.

Players randomly determine the order of play (through **Rock, Paper, Scissors!** or throwing of dice or any other fun manner). The person who wins in the **Rock, Paper Scissors!** or has the highest number in the thrown dice goes first. The turn can then move towards a clockwise or counter-clockwise direction throughout the game.

OBJECTIVE OF THE GAME:

The aim of the game is to contact as many number of people on the list as possible so they can be saved.

- ✓ Names are obtained by drawing a **Top Secret!** name card that contains the identity of the person to be saved and the gadgets he/she uses.
- ✓ Players must reveal names one at a time. Once a name has been drawn, the players must race to successfully contact the person before obtaining the next name, unless the USB flash drive gadget card is used. In which case, a maximum of five (5) name cards may be obtained in one go.
- ✓ Once a name has been obtained, the person may be contacted using the appropriate device and action.

PLAYING THE GAME:

- ✓ Each player will be issued seven (7) game cards from the deck.
- ✓ In each turn, a player may use up to three (3) game cards. To use a card, a player must lay it down on the table. If a player has no possible move, she/he may also choose to return a maximum of three (3) cards to the bottom of the deck, and draw three (3) new cards from the top to replenish.
- ✓ Opponent/s have a chance to block the player's actions with one (1) appropriate card. Once an opponent blocks a turn, the blocked player has a chance to use one (1) appropriate card as a challenge or countermove. If the block is successful (i.e., player cannot challenge the block), the player cannot complete the action and loses the cards he used in the turn. If the block is challenged successfully, the player can then complete the action.

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- ✓ If the player is successful in reaching the person in the name card by means of the appropriate gadget and action cards, she/he must take the name card and lay it toward her/his side to count as her/his save.
- ✓ At the end of each turn, the player must replenish her/his hand of seven (7) cards by drawing from the stack. All played cards must be placed at the bottom of the stack (unless indicated otherwise on the card).

ENDING THE GAME:

- ✓ When the last name card has been drawn, the players each have one final turn before the game ends.
- ✓ The game can also be played within a set time limit.
- ✓ At the end of the game play, the player with the most number of people saved wins.

NAME CARDS		
Drawn when players are able to successfully acquire information from HQ (either contact HQ using player's available device, or physically move token onto the HQ tile on the board; note that names must be acquired one at a time)		
NAME	MEANS OF CONTACT	DEVICES TO USE
Ms. Zoe Chall	social media	smartphone/tablet/laptop/desktop + internet
Huck Kerr	email	smartphone/tablet/laptop/desktop + internet
The Gentleman	landline	landline/basic mobile/smartphone
Incognito	F2F (face to face)	none
Tellie Fawn	basic mobile phone	landline/basic mobile/smartphone
Lee Mae Ling	email	smartphone/tablet/laptop/desktop + internet
Chaterina Belle	landline	landline/basic mobile/smartphone
Mr. Moe Byle	internet-enabled smartphone	landline/basic mobile/smartphone tablet/laptop/desktop + internet
Prof. Omnia	landline, email, smartphone, internet-based voice/video call (VoIP), social media	all possible devices
Emilia Mobilia	email or mobile	landline/basic mobile/smartphone tablet/laptop/desktop + internet
Sōsharu Mediaru	social media	smartphone/tablet/laptop/desktop + internet
Madame Voip	internet-based voice/video call (VoIP), e.g., Skype, Google Duo, Facebook Messenger	smartphone + internet
Thor Asap	basic mobile phone	landline/basic mobile/smartphone
Go Jeong	landline	landline/basic mobile/smartphone
Aamne Saamne	F2F (face to face)	none



ACTION CARDS				
Events that may either boost or impede a player's game play; May be used in conjunction with other cards in (1) completing a turn, (2) making a countermove during your opponent's turn, or (3) blocking the countermove.				
CARD NAME	DETAILS	IMPACT ON GAME PLAY	COUNTER MOVES	BLOCKS
Battery Dead!	Your device does not have enough power to complete a task.	Card is sidelined and may be used on a succeeding turn with a Battery card.	Power Bank and Recharge! card	Another Battery Dead! card
Swiped!	Your mobile device has been stolen.	Card is returned to deck unused; player loses a turn.	Gadget Tracker card	None
Loser	You lost your mobile device.	Card is returned to deck unused; player loses a turn.	Gadget Tracker card	None
Gadget Tracker	An app is installed on your mobile device that helps track and retrieve it.	Swiped! or Loser card is blocked; player completes the turn.	None	None
Hacked!	Your device was connected to an unsecure Wi-Fi network, and got hacked.	May be used for internet-enabled devices; give one name card to your opponent (will count as her/his save).	Gadget Secure! card	None
F2F (Face-to-Face)	It's your lucky day! Your target agreed to meet with you in person.	Player is required to use this for name cards with no gadgets.	None	None
Recharge!	Any device drained of battery may be fully recharged.	Battery Dead! card is blocked and player completes the turn.	Another Battery Dead! card	None
Instant Connection	Have Internet access instantly! (Good for one turn only.)	It can be used with an internet-enabled device even without a pocket Wi-Fi.	Dead Spot or Hacked! card	None
Dead Spot	You have a very weak reception; smartphones and internet connections won't work in this area.	Instant connection card is blocked. Card is returned to deck unused; player loses a turn.	None	None
Gadget Secure!	Your gadget is secure from hacks and viruses through an antivirus software and two-factor log-in.	Hacked! card is blocked.	None	None



GADGET CARDS	
Devices that may be used either to (1) contact HQ to retrieve a name card or (2) contact the person on the name card to save them; may be used in conjunction with other gadget cards and/or action cards in order to complete a turn.	
GADGET NAME	FEATURES AND FUNCTIONS
Landline Telephone	make a phone call
Basic Mobile Phone	make a phone call and send a text message
Smartphone	make a phone call make an internet-enabled call (via apps like Viber)* make a video call (like Skype)* use social media* send an email*
Tablet	make a video call (like Skype)* use social media* send an email*
Laptop	make a video call (like Skype)* use social media* send an email*
Desktop	make a video call (like Skype)* use social media* send an email*
Power Bank	countermove to Battery Dead! card OR add extra battery life to mobile devices (gadget card may be used again—not returned to the bottom of the stack)
USB Flash Drive	used with laptops or desktop computers allows player to draw not just one, but three name cards in one turn
Pocket Wi-Fi	provides an internet connection; chargeable using power bank
*requires an internet connection	

Name Cards





Annex B

TOP SECRET! PRINTABLE CARDS

Name Cards

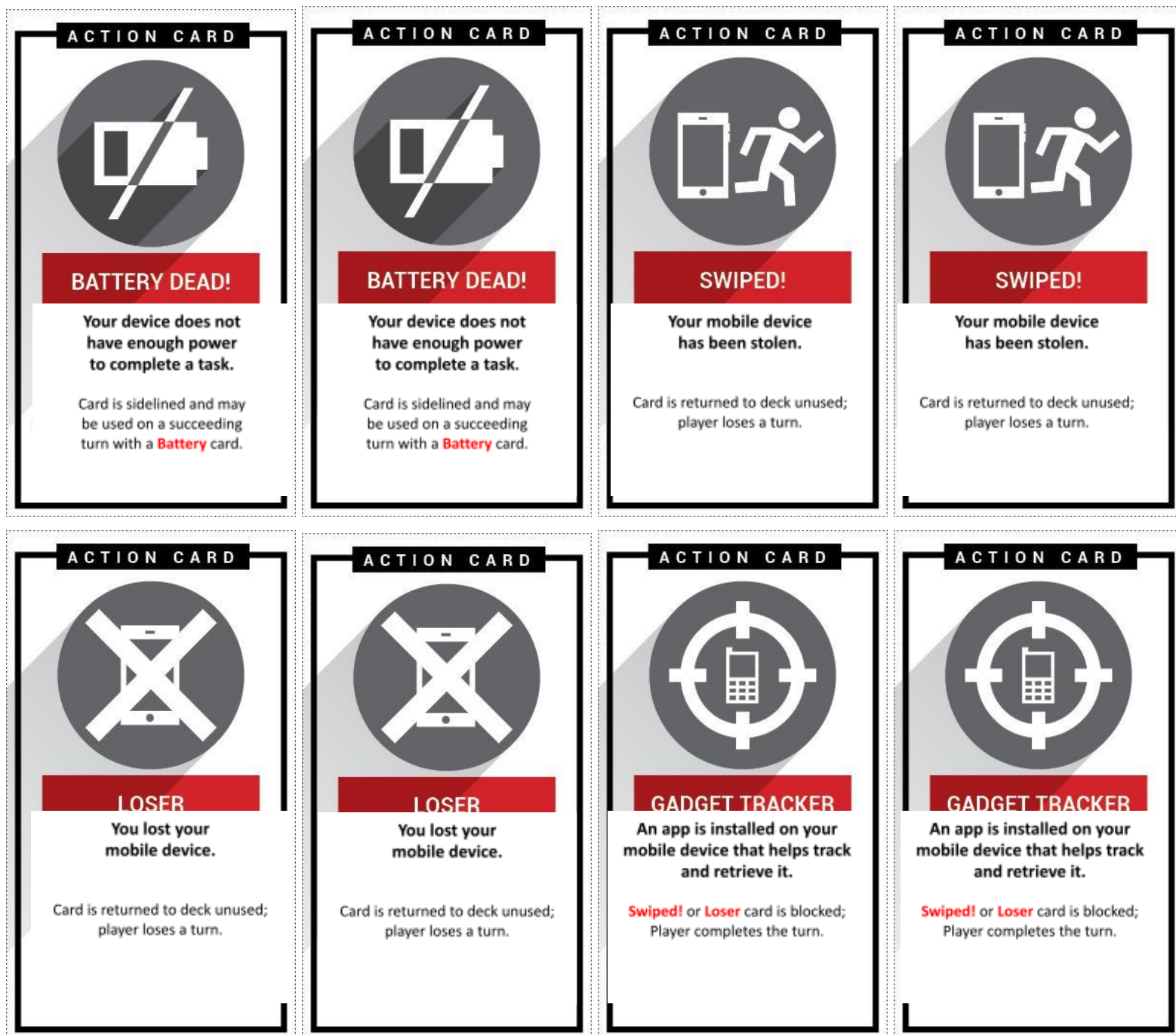
<p>NAME CARD</p> <p>Prof. Omnia</p> <p>LANDLINE, EMAIL, SMARTPHONE, INTERNET CALL (VoIP)</p> <p><u>DEVICES YOU CAN USE:</u> all possible devices</p>	<p>NAME CARD</p> <p>Emilia Mobilia</p> <p>EMAIL OR MOBILE</p> <p><u>DEVICES YOU CAN USE:</u> landline/basic mobile/ smartphone</p>	<p>NAME CARD</p> <p>Sōsharu Mediaru</p> <p>SOCIAL MEDIA</p> <p><u>DEVICES YOU CAN USE:</u> smartphone/tablet/laptop/ desktop + internet</p>	<p>NAME CARD</p> <p>Madame Voip</p> <p>INTERNET CALL (VoIP)</p> <p><u>DEVICES YOU CAN USE:</u> smartphone + internet</p>
<p>NAME CARD</p> <p>Go Jeong</p> <p>LANDLINE</p> <p><u>DEVICES YOU CAN USE:</u> landline/basic mobile/ smartphone</p>	<p>NAME CARD</p> <p>Thor Asap</p> <p>BASIC MOBILE PHONE</p> <p><u>DEVICES YOU CAN USE:</u> landline/basic mobile/ smartphone</p>	<p>NAME CARD</p> <p>Aamne Saamne</p> <p>FACE TO FACE</p> <p><u>DEVICES YOU CAN USE:</u> none</p>	



Annex B

TOP SECRET! PRINTABLE CARDS

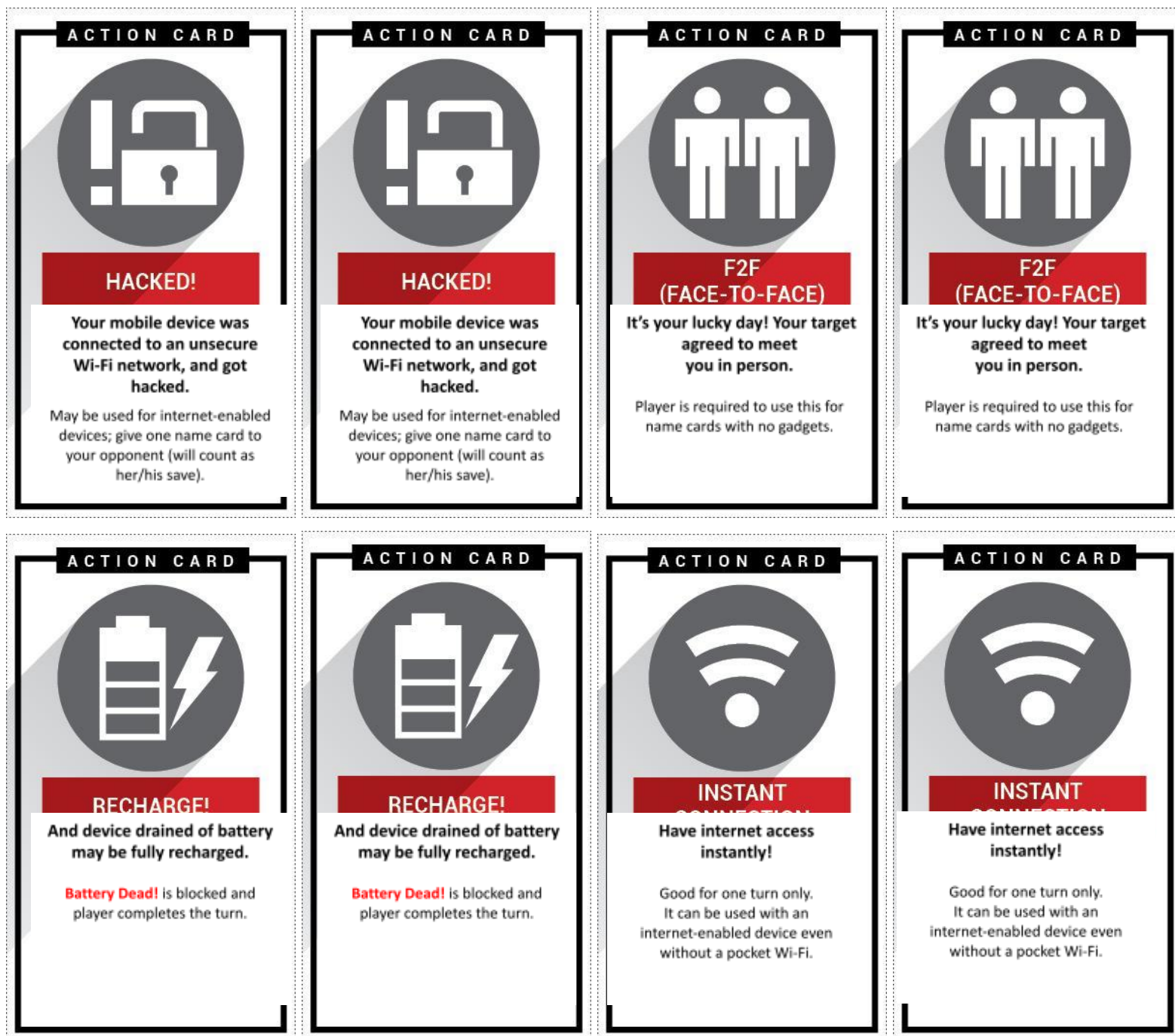
Action Cards



Annex B

TOP SECRET! PRINTABLE CARDS

Action Cards





Annex B

TOP SECRET! PRINTABLE CARDS

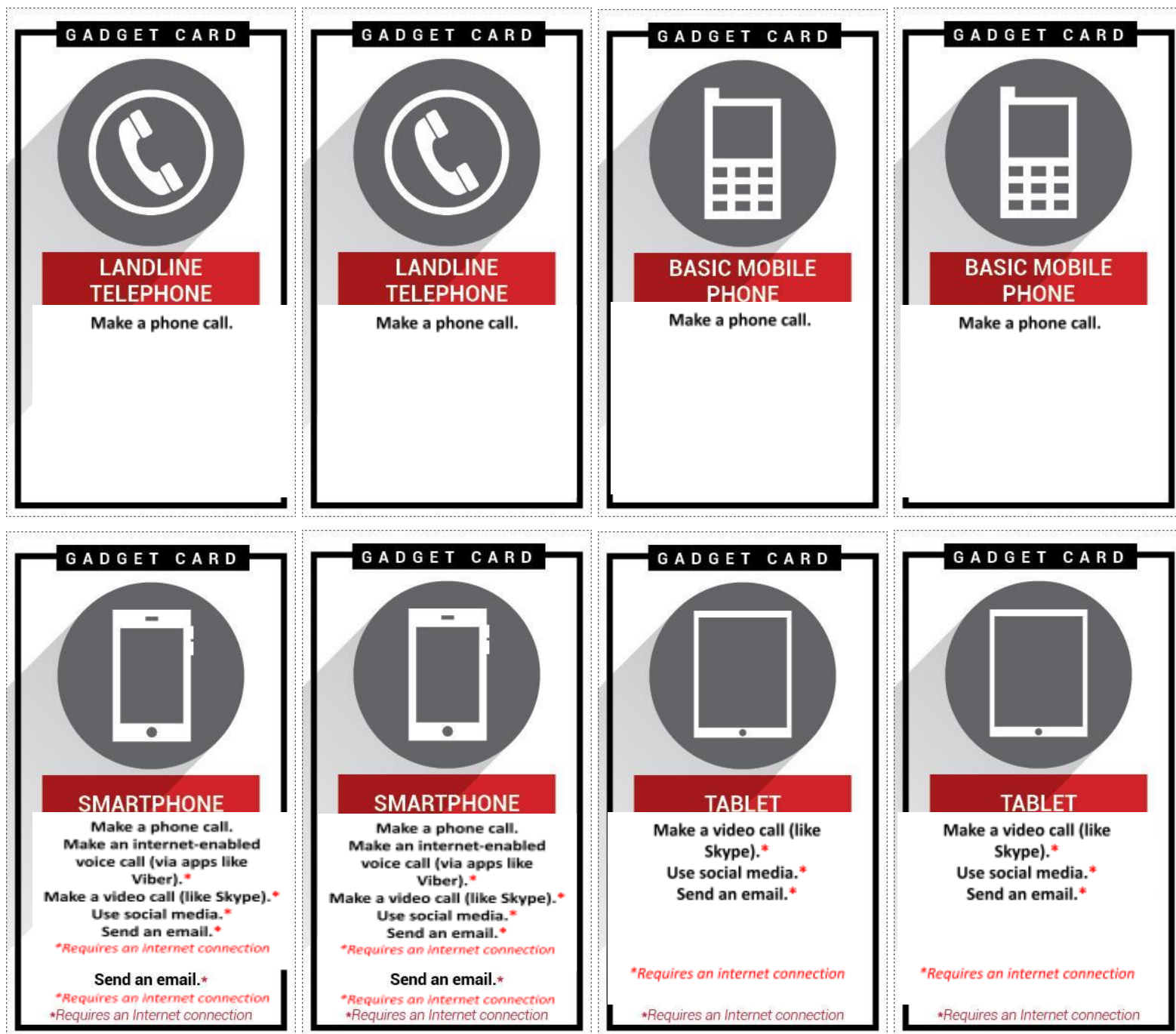
Action Cards



Annex B

TOP SECRET! PRINTABLE CARDS

Gadget Cards













Annex B

TOP SECRET! PRINTABLE CARDS

Gadget Cards

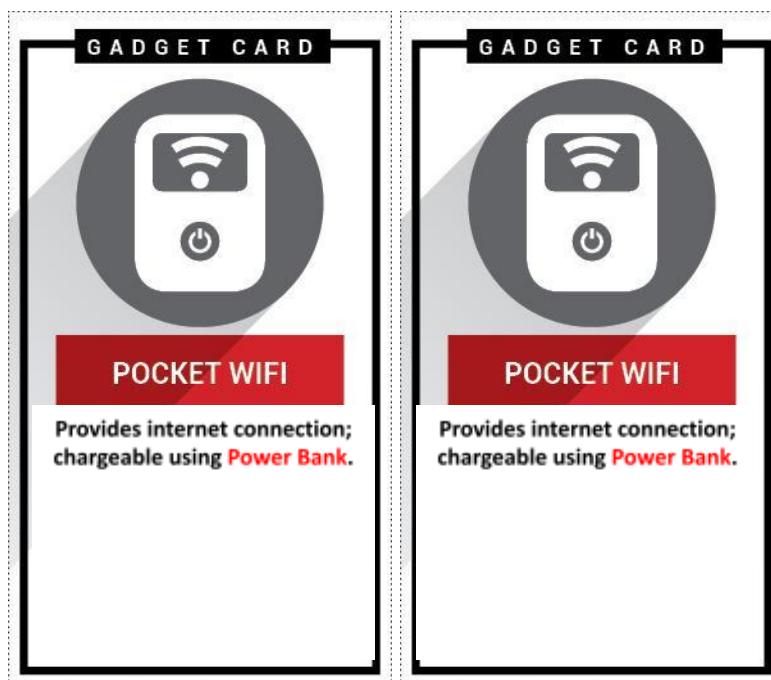
<p>GADGET CARD</p>  <p>LAPTOP</p> <p>Make a video call (like Skype).* Use social media.* Send an email.*</p> <p><i>*Requires an internet connection</i></p>	<p>GADGET CARD</p>  <p>LAPTOP</p> <p>Make a video call (like Skype).* Use social media.* Send an email.*</p> <p><i>*Requires an internet connection</i></p>	<p>GADGET CARD</p>  <p>DESKTOP</p> <p>Make a video call (like Skype).* Use social media.* Send an email.*</p> <p><i>*Requires an internet connection</i></p>	<p>GADGET CARD</p>  <p>DESKTOP</p> <p>Make a video call (like Skype).* Use social media.* Send an email.*</p> <p><i>*Requires an internet connection</i></p>
<p>GADGET CARD</p>  <p>POWER BANK</p> <p>Countermove to Battery Dead! OR add extra battery life to mobile devices.</p> <p><i>(gadget card may be used again—not returned to the bottom of the stack)</i></p>	<p>GADGET CARD</p>  <p>POWER BANK</p> <p>Countermove to Battery Dead! OR add extra battery life to mobile devices.</p> <p><i>(gadget card may be used again—not returned to the bottom of the stack)</i></p>	<p>GADGET CARD</p>  <p>USB FLASH DRIVE</p> <p>Used with laptops or desktop computers.</p> <p>Allows player to draw not just one, but three, name cards in one turn.</p>	<p>GADGET CARD</p>  <p>USB FLASH DRIVE</p> <p>Used with laptops or desktop computers.</p> <p>Allows player to draw not just one, but three, name cards in one turn.</p>



Annex B

TOP SECRET! PRINTABLE CARDS

Gadget Cards





Annex C

5Cs Social Media Campaign Rubric

	EXCELLENT (4 points)	VERY GOOD (3 points)	FAIR (2 points)	POOR (1 point)
Citizenship	The digital ad campaign showed a clear understanding of Digital Citizenship and promoted a specific digital life skill.	The digital ad showed an understanding of digital citizenship but did not promote a specific digital life skill.	The digital ad showed little understanding of what digital citizenship is all about.	The digital ad did not show any sign of understanding of digital citizenship from the group.
Convincing Power	The hashtag was very catchy and persuasive and consequently generated 76-125 or more retweets and/ or likes.	The hashtag was catchy and persuasive and consequently generated 26-75 retweets and/ or likes.	The hashtag was a bit catchy and persuasive and consequently generated 1-25 retweets and/ or likes.	The hashtag was neither catchy nor persuasive that it did not get any retweet and/or like.
Creativity	The campaign material was a product of creativity. The various elements of design (images, text, sound, etc.) were unique and well put together.	The campaign material showed some creativity and original ideas but some design elements did not jibe with each other.	The campaign material showed little creativity and lacked original ideas. There were many elements of design that did not go well together.	The campaign material was not original. The various elements of design did not match with each other.
Cooperation	All the learners assumed clear-cut roles and responsibilities. Each member eagerly participated in the task/s.	All the learners assumed clear-cut roles and responsibilities. One member did not cooperate with the group.	All the learners assumed clear-cut roles and responsibilities. Two or more members did not cooperate with the group.	Individual roles and responsibilities were unclear. Only one member did the work for the entire group.
Communication	The language used for the digital ad was extremely effective in promoting digital citizenship. There were no grammatical errors.	The language used for the digital ad was very effective in promoting digital citizenship. There were 1-2 grammatical errors.	The language used for the digital ad was somewhat effective in promoting digital citizenship. There were 3-4 grammatical errors.	The language used for the digital ad was ineffective in promoting digital citizenship. There were numerous errors in grammar.