**Exercise 1: What Data is on your Phone Right Now?**

**Intro**: This activity gives participants an opportunity to examine a confiscated phone while playing the role of law enforcement. Participants learn how information on their phone can harm them and their networks if the phone is lost or stolen.

**Timing: 45 minutes-1 hour**

**Equipment Needed:**

* Phones with pre-loaded content. Ideally one phone for every 3 participants, 4 maximum. You may also want to set up a selection of fake social media accounts for training purposes.

**Content Outline and Main Topics:**

1. **Exercise:** Mobile detective.
   1. Scenario 1: Planned protest
   2. Scenario 2: Contact at risk
   3. Discussion

**Objectives/Expected Outcomes:**

* Participants will directly experience how critical it is to create a locked passcodes for their phones to reduce the risk of “quick peeks” by unauthorized users when their phones are confiscated, lost, stolen, or left unattended.
* Participants will get a sense of how much data you can quickly access on an unlocked phone.
* Participants will develop a sense of how much sensitive data is on their own phones and consider how they should mitigate the possible risks, either by removing, altering, or reducing the amount of sensitive data on their devices.

**Additional Resources for Trainers and Participants:**

ACLU suit: Police confiscate phones, <http://www.phillytrib.com/cityandregionarticles/item/401-aclu-suit-police-confiscate-phones.html>

**Content**

**1. Exercise:** Mobile detective.

Give a phone to small groups with pre-planted information (it can be one of the “actions” or activities below, or make up your own situation tailored to your participants). This includes feature phones and smartphones. Give the groups 10 minutes to find out all they can find out from the phone. Report back.

1a. **Scenario 1: Planned protest**

You’ve detained an activist and think she may be part of a youth group planning an upcoming event. Find out when it is and what it may include.

**Instructor or assistant: Pre-plant the information below in the phones for participants to find:**

Calendar:

* 3 events on different days. Events can be spread out, but should be in the future and in sequence:
  + “Meet with Maria and team for P-Day Events”
  + “Buy supplies for P-Day”
  + “P-Day”

Contacts:

* Maria and phone number, address

Notes:

* Things to buy:
  + Handkerchiefs
  + Paint
  + Trashbags
  + Posterboard
  + Markers
  + SIM cards
  + Whistles

Social Media Apps (Twitter/Facebook) *The trainer could install a Twitter or Facebook app onto the phone(s) and plant the following information:*

* Facebook event
* Map to the location
* People who have retweeted or replied to messages, or said they are attending the event

1b. **Scenario 2: Contact at risk**

You have the phone for an individual that is working with a contact at risk. This contact could be a source for a journalist, or an individual relaying a report of a human rights violation.

Calendar:

* “Meet Sam at Café”

Email:

* Google map directions from office to café
* If possible, try to set up a call history on the phone, although this takes some multi-step planting

Notes:

* “Meeting w/S. Corroborates corruption charge. Gen LK accepting bribes 5 and 6 November from MP. Unsure of amt. Staying at Hotel Fara under Xander. No computer, contact via front desk. Unsure if email is hacked.”

Give participants phones and describe the brief scenario given the data the trainer has preloaded on the phones. Give patricipants 10 minutes to access any relevant pieces of information on the phone. It is suggested to have both scenarios to make it more challenging for the participants, who won’t know which set of data they may be seeking.

At the end of 10 minutes, have participants report back.

1c. **Discussion:**

* What have participants learned?
* How will this affect how they manage data on their phone?
* How will this affect how they attend to their mobile devices? (for example, by not leaving them unattended or by using lockdown passcodes that auto-lock after so many minutes of non-use).
* How can they use this same exercise to pass this lesson on to others?