Educator’s Guide to Digital Citizenship: Responsibility and Digital Reputations

Overview:
Students examine their participation in digital life. They explore how information shared through digital media can be stored, shared, and viewed by others. Students consider positive and negative consequences of sharing information. They reflect upon and evaluate how information they share about themselves and others can shape digital identities and digital reputations.

Grades and Subject Areas:
Health – 8th Grade - This lesson plan could be easily be adapted to other content areas in 7th through 9th grades.

Objectives:
Students will:

- Learn how to participate respectfully and responsibly in the digital world.
- Identify rewards and risks of communicating online.
- Protect their privacy as they respect the privacy or others.
- Practice appropriate online behavior and manners, including interacting with other individuals in social networking sites.
- Model positive conduct that supports collaboration and positive relationships.

I Can Statements:

- I can identify positive and negative aspects of participating in digital communities and conversations.
- I can reflect on risks of sharing private or inappropriate information online.
- I can evaluate how information I share online can affect my relationships with others.
- I can think critically about how information I choose to post online shapes my online identity.
Curriculum Connections:

Alaska Content Standards:

Skills for a Healthy Life Content Standards

B. A student should be able to demonstrate responsibility for the student’s well-being. The student should:
   1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
   2) demonstrate a variety of communication skills that contribute to well-being;
   5) evaluate what is viewed, read, and heard for its effect on personal well-being; and
   6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others. The student should:
   4) understand how respect for the rights of self and others contributes to relationships;
   5) understand how attitude and behavior affect the well-being of self and others.

D. A student should be able to contribute to the well-being of families and communities.
   1) make responsible decisions as a member of a family or community;
   2) take responsible actions to create safe and healthy environments; and
   6) use various methods of communication to promote community well-being.

Technology Content Standards

E. A student should be able to use technology responsibly and understand its impact on individuals and society. The student should:
   2) discriminate between responsible and irresponsible uses of technology;
   3) respect others’ rights of privacy in electronic environments;
   6) evaluate ways that technology impacts culture and the environment;
   7) integrate the use of technology into daily living; and
   8) recognize the implications of emerging technologies.

ISTE Student Standards:

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

ISTE Teacher Standards:

4. Promote and Model Digital Citizenship and Responsibility

   Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
   a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
**Technology Integration:**

**Hardware and Software Needs**

- Computer lab or laptop cart with one computer per student.
  (Depending on the extensions chosen, this lesson could be adapted for use on the iPad)
- Multimedia projector
- Speakers
- (Optional) An online space for sharing student comments – PowerCourse blog or discussion forum, Google Site, Google Forms, Weebly site, or blog with moderated comments.

**Tips and tricks**

Work with your Instructional Technology Teacher to set up a space for students to model responsible participation in online discussions of questions posted in the lesson.

**Resources:**

**Handouts or Downloads**

- Privacy and Digital Footprints - Lesson Worksheets from Common Sense Media:
  Oops! I Broadcast It on the Internet! Student Discussion Guide
  Secret Sharer – Privacy of Others – Student Handout
- Download Videos and Worksheets from Common Sense Media Lessons
- Digital Life Checklist and Writing Prompts

**Web resources**

- Common Sense Media k-12 Curriculum– [http://www.commonsensemedia.org/educators/curriculum](http://www.commonsensemedia.org/educators/curriculum)
- Facebook Safety for Teens - [https://www.facebook.com/safety/groups/teens/](https://www.facebook.com/safety/groups/teens/)
Lesson Plan

Prep Time:
- 45 minutes to 1 hr to download and review or link materials and video clips.
- Additional time if you choose to collect responses digitally with a blog, forum, or Google Site.

Prior to Lesson:
Teacher Prep:
- Schedule the computer lab, laptop cart, or iPads if you plan to have students contribute to digital discussions.
- Consider collaborating with your Instructional Technology Teacher to set up discussion forums, blogs, google forms, chat rooms or other online tools for conduct online discussions. These can now be conducted using PowerCourse.
- Download videos, or test bandwidth and links if you plan to stream video clips.

Student Prep:
- None required.

Time Needed for Lesson:
Two to Three 50-55 minute periods, or two 75-80 minute periods. More time may be needed for suggested extensions.

Directions:
Part 1 - Digital Life and Your Digital Footprint
1. Introduce vocabulary for lesson: digital, online, identity, dossier, footprint
2. View Introductory Video: Digital Life from Common Sense Media
3. Explain that today’s students often make no distinction between their participation in everyday life, and participation in online or digital life. Have students brainstorm the ways that they use digital communication and collaboration. Hand out the Digital Life Checklist, and have students identify all the ways they participate in the activities listed. Ask students to respond to the three writing prompts at the end of the checklist. (Consider sharing students’ responses through an online discussion forum. Forums can easily be set up in PowerCourse)
4. As students complete the writing prompts, share some of their ideas about positive and negative influences of participating in digital life and what they think digital reputations or online identities might mean. (This is easily accomplished if their responses are shared in a discussion forum.)
5. Show the short YouTube video clip “Digital Dossier”. Have students do a two-minute think-pair-share with a partner. They will respond to the questions: “What kinds of information you are most proud to share about yourself?” and “What kinds of information do you think is the most private?”
Part 2 - Your Digital Reputation and Responsibility to Others

1. View the video Animation "Digital Footprint" from Common Sense Media

2. Have students write responses to the following prompts. If you have set up a blog or discussion forum, students can view and comment on each others’ responses.
   a. Describe some of the kinds of information that can positively shape a person's online identity or digital reputation.
   b. Explain some things that might have a negative influence on a person's digital reputation.
   c. What can you do to maintain a positive online identity?

3. View the video Brittney’s Story. As students watch, have them pay close attention to Brittney's facial expressions and body language as she describes her experience of "over-sharing". Consider the emotions and feelings that she communicates in the video. As a class discuss the emotions expressed through her facial expressions and body language as she discusses her experience. Optional: Have partners discuss

   Think-Pair-Share Questions:
   “Why do you think Brittney and her friends posted the photos and videos in the first place?”
   “How did her actions impact her later? How might they impact her in the future?”

4. Distribute or link to the discussion guide "Oops, I Broadcast it on the Internet". Read the two scenarios aloud. Have girls write responses to the discussion questions for "Emma’s Secret Crush Goes Viral". Boys can respond to "My Secret Diary...Sort Of". If you have a discussion forum or blog posts to share responses, students can read classmates responses to the questions.

5. Distribute or link to the "Privacy of Others" handout. Read the three case studies. Working in partners, students will choose one of the three case studies, and discuss the first two questions for that scenario. Then they will identify ethical questions about privacy and responsibility to others that are raised by the case study that they chose. Students will indicate the scenario that they chose, and write responses to the four discussion questions listed below. (Consider using an online discussion forum or Google Form to collect and share responses.)
   a. What is one ethical question raised by the scenario you discussed.
   b. Write a statement providing good advice about being true to yourself when communicating online.
   c. Write a statement giving good advice about protecting your privacy when sharing online.
   d. Write a statement giving advice about respecting the privacy of others when communicating online.

6. Project the Facebook Safety Tips for Teens. Discuss the guidelines and safety tips, and possible consequences of sharing personal information with unintended audiences. Discuss how social media users can protect personal or private information.

Extension / Challenge:


2. Have students write their own fictional scenarios and questions involving online reputations or respect for privacy of others.

3. Develop scripts for a podcast or a story table for a video and create a public service announcement.
Digital Life Checklist

Check all of the ways that you participate in Digital Life.

- If you do this every day or several times a week, put a “✚” sign
- If you do this a few times per month, put a “✓” mark
- If you almost never do this, put an “✗”

- Send and receive text messages
- Make phone calls
- Take pictures or videos on a cell phone
- Share pictures or videos with others by phone
- Send and receive e-mail messages
- Send attachments (documents, photos, videos) by e-mail
- Play online multiplayer video games
- Use chat or instant messaging to communicate with others
- Use video chat or video calls with people
  (including Facetime and video Skype calls)
- Look at pictures or videos shared by others online
  (including on Facebook, MySpace, YouTube, Vimeo, Flickr, Picasa, etc.)
- Share pictures or videos that you have created online
- Share music, artwork, poetry, or creative writing that you have created online
- Write a blog post or contributed to a wiki
- Comment on a blog or news article
- Post or respond to a message on a discussion forum
- Share information about yourself on a social network
  (including Facebook, MySpace, Twitter)
- Comment on other people's walls, posts, or pictures on a social network
- Post or tag pictures or videos of other people on a social network
- Checked or changed your privacy settings on a social network
- Purchase things online (including music, software, clothes)

Writing Prompts

1. Describe at least one way that your participation in these activities can have positive influences in your life.

2. Describe at least one way that participation these activities can have negative influences in your life.

3. What do the terms "Digital Footprint", "Online Identity", or "Digital Reputation" mean to you? Choose one or more of these terms and explain what you think they mean in your own words.