

## Introduction

This set of lessons surrounding good digital citizenship are largely adapted from the Common Sense Education's Digital Citizenship curriculum. While we've integrated a few amalgamated lessons from their curriculum in this IT unit, the remaining lessons from their curriculum could easily be integrated into your VWE II practice throughout the school year.

Everyday we see news stories of the myriad of consequences our students face trying to navigate a very new world of social media and unlimited access to information, advertising, and connections all over the globe. The intent of these lessons are to get our students to begin a conversation about what should be appropriate online behavior, how to ensure students are keeping their data safe, and how to deal with bullying online.

The topics covered are very close to our students so you should expect lively and productive class discussions. It is a best practice to have the class cover your discussion and group norms before you begin any of these lessons.

When students are analyzing the 4 topics related to Jeff's profile, you should circulate around the room and help foster the conversations and keep students on task.

### Topic 1 of Jeff's profile: Privacy

Al Anderson posts...

"Seems Matt's parents are fighting again — he's been on my couch all week. Any chance you could house him for a night or two?"

1. Was it appropriate for Al to post personal information about Matt on Jeff's profile? Is there any potential benefit or harm in having Matt's story shared online?  
Students should recognize that Al may be violating Matt's privacy by posting private information about his situation at home. It might benefit Matt by getting him a place to stay, but it could also embarrass or upset him.
2. When you see Matt at school tomorrow, will you treat him any differently? What effect might seeing his personal information online have on how you think about or treat him offline (i.e., face-to-face)?  
Students should realize that even if they don't treat Matt differently, the way they think about him will probably be affected by having this private information.
3. Are there any other ways that Al could have used digital technology in trying to help his friend Matt?  
Al could have contacted Jeff about Matt by email or a text, which would have been a more private communication.
4. What would you have done if you were in Al's place? What would you do if you were Jeff? How would you react if you were Matt?  
Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

Adapted from Common Sense Education's Digital Citizenship series. [www.commonsense.org](http://www.commonsense.org).  
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE



## Topic 2 of Jeff's profile: Self-Expression and Identity

Rosy Ramirez says...

"Have you seen Lisa's new profile pic?? Lol, she's trying to be all Goth for her online "friends" or whatever. "

Tori Torres says...

"OMG, Lisa's such a freak. "

1. Why do you think Lisa may have chosen a new "Goth" profile picture? Is there any harm in her presenting a different identity online?  
Students should understand that Lisa may want to "try on" a different identity online. While this is unlikely to cause serious harm, it could be helpful for her to reflect on why she selected this photo.
2. Imagine that Lisa's online friends had never met her face-to-face, and that once they did, they discovered she doesn't actually dress Goth. How do you think they would react?  
Lisa's online friends might feel that she had tricked them or lied to them by being dishonest about her usual appearance.
3. Why might Rosy and Tori be reacting negatively to their friend's new picture? Is it right for them to respond the way they did?  
It is understandable that Lisa's friends might be upset to see her misrepresenting herself online, but it is not right for them to write mean things about her online. Instead, they should talk with her in person about how they feel.
4. What would you have done if you had seen a profile picture like Lisa's, that didn't seem real? How would you react to Rosy and Tori's postings if you were Lisa?  
Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

## Topic 3 of Jeff's profile: Connected Culture

Pat posts...

"Can you believe the dumb assignment Garrett gave us? You should totally join our I Hate Mr. Garrett page: <http://honkifyouhategarrett/fh>. "

What do you think of Pat and his friends' creating such a page?

Students should understand that it is not okay to create a public space online in which you say negative things about others.

1. Do you think Jeff has a responsibility to address or comment on Pat's post? What are some things he might do?  
Since it is on his profile, Jeff really should do something about it. He might post something positive about Mr. Garrett, or go on record saying he isn't interested.
2. How would you react if you really liked Mr. Garrett, and you saw this post from Pat? Would you do anything about it? If so, what would you do?  
Students should recognize that they have the option to stick up for Mr. Garrett by posting



something on the site or by saying something privately to Pat. The most important thing is that they not participate in something that is meant to harm Mr. Garrett.

3. How would you react if you saw a page like this created about you? What would you do if you saw a page like this about a friend or a teacher?  
Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

### Topic 4 of Jeff's profile: Respecting Creative Work

Subject: Irritated...AGAIN

posted by Jeff at 7:30pm | comments (3)

So, it has happened again. For Garrett's art class we had to do these stupid online group comic projects. Not only did my horrible partners stick me with all of the work, but I just found out that one of them emailed my comic to her friend in the other class who ripped it off! NOT cool. Check it out – here's a piece of mine on the left, theirs on the right.

1. What do you think of the student work on the right? Do you think Jeff's work inspired the other artist, or that the other artist plagiarized his work?  
Although the artwork is different, the idea is not original. Students should realize that the other artist did plagiarize Jeff's work, because they copied his idea very closely.
2. What if the comic artist on the right had included a credit line that said "Based on a concept by Jeff," and asked Jeff's permission to use it? Would that still be plagiarism? Would it be ethical?  
Students should recognize that giving appropriate credit and asking permission are required when you use someone else's work. As long as it was all right with the teacher, this would be ethical.
3. Clearly Jeff is bothered that someone "ripped off" his comic. What if, in a written entry about music, he provides a link for downloading a new album for free? Do you think the two things are similar or different? Why?  
While there are differences between the two things, students should recognize that there are some similarities as well: In both cases, someone's creative work is being taken without their permission or compensation.
4. What would you do if you were in Jeff's situation and someone else had plagiarized your work? What if you knew about an instance in which someone else's work had been plagiarized?  
Encourage students to discuss the options they would have in each situation and then choose what they believe is the most ethical choice.

### Reflection

Have a student record on the board the major take-aways from each group and the whole-class discussion. Students can use this to guide their reflection responses.

1. Did today's lesson make you think about online behavior? How so?
2. How would you describe your code of online ethics? What do you think you'd like to change? What do you already do that you're proud of?