



Digital Citizenship

Unit of Work ~ Stage Three (Term 2, 2016)



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Digital Citizenship - Stage Three

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Lesson 1: Rings of Responsibility

Learning Objectives: *Students will learn to...*

- Reflect on and examine their online and offline responsibilities.
- Be a respectful and responsible citizen in the digital world and beyond.

Essential Question:

What kinds of responsibility does a good digital citizen have?

PDH Outcomes:

V2, V3

DMS3.2, INS3.3

Key Vocabulary:

→responsibility, community

Learning Sequence:

- Introduce the *rings of responsibility*.
- Discuss and list some everyday responsibilities they have to themselves (eat healthy), friends and family (take care of siblings) and larger community (not litter).
- Discuss how the same responsibilities apply as digital citizens in the online world.
- Explain that students are going to respond to a series of statements and move to appropriate corner of the room. Assign the room with *Yourself, Family and Friends* and *Larger Community* labels. Read the following statements aloud, pausing to allow students a chance to move accordingly. Ask a couple of volunteers to justify their response.

I am respectful and kind when communicating online [Larger Community]	I never reveal my family's home address [Friends and Family]	I communicate only with people I know offline. [Yourself]
I don't tag my friends in photos or videos unless I have their permission [Friends and Family]	I never participate in online bullying [Larger Community]	I think carefully about what I read on the internet and question if it is from a reliable source [Yourself]
I visit sites that are safe and appropriate [Yourself]	I give proper credit when using information I find online [Larger Community]	I never share a friend's private information [Friends and Family]
I don't copy someone else's words and say that I wrote them [Larger Community]	I never call people mean names online [Larger Community]	I never call people mean names through text message [Friends and Family]
I balance my time online and offline [Yourself]	I stand up for other's when someone says mean things to them or about them [Friends and Family/ Larger Community]	

- Complete rings of responsibility activity sheet. Draw lines from text boxes to match the correct responsibility ring.
- Review the importance of being responsible for both our online and offline behaviour and the effects it can have now and in the future.

Activity 1: Rings of Responsibility

Larger Community

Friends and Family

Yourself

I can stand up to cyberbullying.

I post my opinions respectfully.

I protect my passwords.

I give credit for information I find online.

I get permission to post photos of others.

I keep my private information private.

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Lesson 2: Private and Personal Information

Learning Objectives: *Students will learn to...*

- Identify benefits of sharing information online and the safety and security risks of sharing certain types of information.
- Understand what type of information can put them at risk online
- Distinguish between personal information (safe to share) and private information (unsafe to share)

Essential Question:

How can you protect yourself from online identity theft?

PDH Outcomes:

V4

DMS3.2, INS3.3

Key Vocabulary:

→personal information, private information, identity thief

- Ask 'What types of information do you think are okay to share publicly online, on a profile that others will see, for instance?'
- Brainstorm a list of websites students may visit that request or require personal information before allowing access. Discuss the type of information they might request.
- Jointly define **personal information** (safe to share) and **private information** (unsafe to share) and list some examples
- Ask 'Why would someone want to steal someone else's identity on the internet?'

Identity thieves use private information to pretend to be the person whose identity they have stolen. Once the thief has taken someone's identity they can use it to get a driver's license, credit cards or buy things. Children and teens are often targeted by identity thieves because they have clean credit histories and their parents are unlikely to realise that the identity has been stolen.

- Ask and record answers to the following questions 'What kind of private information could an identity thief use to find out and steal your identity?' first & last name, address, email address, phone number, password, credit card number, mother's maiden name
'What kinds of personal information could you share about yourself without showing your identity?' age, gender, number of siblings, favourite food, band, pets etc.
- Discuss how on the internet you interact with people who could be your friends and those from the other side of the world. Discuss the importance of never sharing your information with people you do not know.
- Create a poster highlighting the different between personal and private information and the importance of not sharing information with people you don't know.

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Lesson 3: The Power of Words

Learning Objectives: *Students will learn to...*

- Empathise with others who have received mean and hurtful messages
- Judge what it means to cross the line from harmless to harmful communication
- Generate solutions for cyberbullying

Essential Question:

What should you do when someone uses mean or scary language on the internet?

PDH Outcomes:

V4

DMS3.2, INS3.3

Key Vocabulary:

→ cyberbullying

- Watch '*The Power of Words*' short clip ([click link here](#))
- Ask '*What did Guts mean in his text that sometimes words can hurt?*'
- Display Legs' question → '*How do you treat others online?*' so it is visible throughout the lesson.
- Invite volunteers to share personal stories of when they have received mean and hurtful messages
- **Pair Task:** one partner writes phrase 'You're weird' on a piece of paper and hand it to their partner as if they've just received the text. Ask '*What reasons might someone have for texting this to someone else?*', '*How might it make someone feel?*'. One person from pair make the same statement with a smile of face to the other partner. Ask '*Why might you feel differently if you could see the person?*'.
- Place a line of masking tape down the centre of classroom. Ask students to stand on one side and pretend they are online. Teacher reads statements and they cross to the other side of masking tape if they think it crosses the line. Discuss emotions.

You're an idiot	I'm having a sleepover and you're not invited	I like your new haircut
You are really ugly	Thanks for the advice. Next time would you mind telling me in person instead of texting me?	
Did you finish your homework?	Why is it taking so long to finish that?	You a such a freak

- Define the term **cyberbullying** and discuss what strategies we could use if we come across cyberbullying
- Develop a cyberbullying cartoon (see Activity Sheet 2)

Activity 2: Cyberbullying Cartoon

Create a cartoon about a cyberbullying situation. Each frame should show a different aspect of the scenario.

Frame 1: What might a cyberbully say or do?

Frame 2: What would you do in response?

Frame 3: What would a positive outcome be?

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Lesson 4: What is Cyberbullying?

Learning Objectives: *Students will learn to...*

- Empathise with the targets of cyberbullying
- Recognise key similarities and differences between in-person bullying and cyberbullying
- Identify strategies for dealing responsibly with cyberbullying

Essential Question:

What is cyberbullying, and how do you deal with it?

PDH Outcomes:

V4

DMS3.2, INS3.3

Key Vocabulary:

→ cyberbullying, target, bystander, empathise, upstander

- Ask the following questions and discuss responses:
 - *What are some positive aspects of going online?*
 - *What are some of the ways people hurt other people's feelings online?*
 - *How do you think it feels to be bullied and why?*
- Revise the meaning developed in the previous session about **cyberbullying**. Discuss the meaning of the word **target** in relation to bullying
- Use the venn diagram template to make a list of the similarities and differences between bullying and cyberbullying.

Some examples might include:

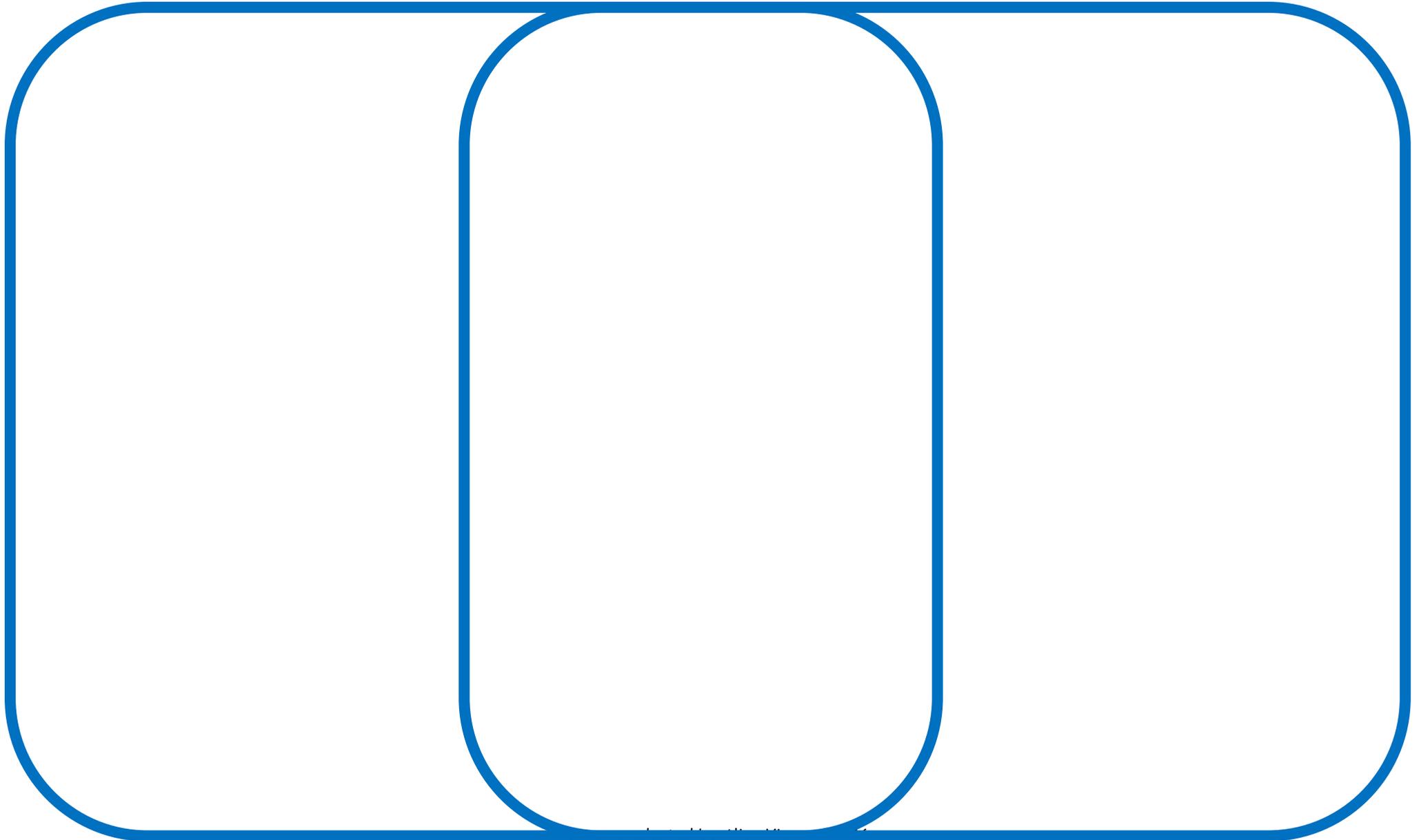
<u>Bullying</u>	<u>Both</u>	<u>Cyberbullying</u>
→regular bullying general stops when kids go home →often clear who the bully is →in-person bullying can cause physical and emotional harm	→both can make kids feel uncomfortable, embarrassed, helpless, sad and angry	→can happen anytime →cyberbullies can act anonymously →cause only emotional harm that can lead to physical bullying later →more hurtful and extreme language can be used online →can be very public. →Posts can spread rapidly and to a large invisible audience

- Read the story of Chantelle and invite volunteers to answer the questions underneath the story (Activity 4)
- Revise the emotions associated with any form of bullying and the strategies that can be used if you are being bullied offline or online

Activity 3: Venn Diagram

Bullying

Cyberbullying



Activity 4: Chantelle's Story

Chantelle is planning a birthday sleepover. Her parents have set a limit of eight girls, so Chantelle cannot invite everyone she'd like.

Two girls, who are left out of the party, overhear the plans. They decide to create a "We hate Chantelle" website. They say that anyone invited to the party should not go. They share the website with everyone in the school. The girls tell everyone to add new reasons why they hate Chantelle and spread mean rumours about her.

When Chantelle hears about the site, she gets a sick feeling in her stomach. Each day she finds a new mean comment or joke about her on the website. She feels hurt and embarrassed. She tells her parents she is sick, so she won't have to go to school.

Questions About the Story of Chantelle

1. Is this a cyberbullying situation? Why or why not?	2. Who are the cyberbullies?	3. Who is the target?
4. How do you think Chantelle feels?	5. Why do you think the two girls made the mean website about Chantelle?	6. What advice would you give Chantelle about how to handle the situation?
7. What do you think the people who are bullying Chantelle would say about their behaviour?	8. What consequences should the girls receive?	9. If you saw this behaviour occurring what would you do?

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Lesson 5: Cyberbullying: Be Upstanding

Learning Objectives: *Students will learn to...*

- Reflect on what it means to be brave and stand up for others both offline and online
- Learn to show empathy for those who have been cyberbullied
- Generate multiple solutions for helping others when cyberbullying occurs

Essential Question:

How do you judge the intentions and impact of people's words and actions online?

PDH Outcomes:

V4

DMS3.2, INS3.3

Key Vocabulary:

→bystander, upstander, empathise

- Ask the following questions:
 - What does it mean to be brave?
 - How can you show bravery if someone is being cyberbullied and you are a witness?
- Define, compare and contrast the following terms and the qualities a person would possess to be one of these - *bystander* and *upstander* → An upstander is someone who...
 - Is not directly involved in the cyberbullying situation, but steps in to help anyway
 - Empathises with the targets of cyberbullying, letting them know that they care and are listening
 - Does not spread rumours or go along with the cyberbullies because of peer pressure, and may even tell them to stop
 - Encourages the target to tell a trusted adult about the situation
- Read the true story of Kevin and discuss the questions associated with the passage (Activity 5)
- Create a concept map/ poster outlining the steps people can take to help someone stop cyberbullying (or bullying in general).

Activity 5: Kevin's Story

Kevin sends his friend Joseph a short video he made at home, a re-enactment of a famous fantasy movie scene. Joseph, laughing at how Kevin looks, shows it to some other boys at school.

The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin's video. Nasty comments are posted.

Every day, Kevin goes online to check the site and sees more comments like "idiot" and "fat nerd". Every day, he goes to school and hears similar cruel comments from his classmates.

Questions About the Story of Kevin

1. Who are the bystanders?	2. What would you do if you were a bystander?	3. What would you say to Joseph if you wanted him to stop?
4. What would you say to Kevin or do for him to show your support for him?	5. What could you say to the other kids at school who viewed the video and left cruel comments?	6. How could you have involved a trusted adult?