TOOLKIT: DIGITAL CITIZENSHIP AND INTERNET SAFETY

Spring 2020

HR

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TABLE OF CONTENTS

INTRODUCTION

Many districts have shifted to online learning during the COVID-19 pandemic which is creating new challenges for teachers and students. While many districts struggled to get the appropriate infrastructure in place during the initial weeks of school closures, many are now settling into the new learning environment. Districts now need to ensure they have the appropriate norms and expectations for learning in a virtual environment. This toolkit is designed to provide teachers with resources and guidance for supporting the development of students' digital citizenship skills and promoting internet safety.

Digital citizenship refers to the practices and skills for responsibility, privacy, ethics, and community while engaging with media and technology.[1] These practices and skills are necessary for students to successfully and safely access digital media, which is a critical aspect of 21st century learning and life.[2] Students who display digital citizenship understand the ethical and legal components and repercussions of digital content as well as how technology connects to various societal and cultural phenomena.[3] Digital citizenship is multi-faceted and comprises a wide range of topics and skills around the following five overarching components:[4]

1	2	3	4	5
Privacy, Safety, and Security	**Consumer Awareness**	**Ethics , Etiquette, and Laws**	**Digital Health**	**Community and Civic Engagement**

The components of digital citizenship are interrelated and overlapping.[5] For example, when communicating online through social media, a student must consider their own safety, information privacy and security, the ethics of how they act and what they say (especially if they share information about someone else), and the digital health of forming online relationships.

Teachers should embed digital citizenship lessons across the curriculum, particularly in any classes where students use or discuss digital technology or civics.[6] While lessons on the components of digital citizenship are particularly well-suited to English language arts, humanities, health, and technology classes, teachers can include them in a wide variety of subjects. For example, teachers should discuss and remind students about privacy and data security any time technology or social media are used in class, including a discussion of privacy norms, what happens when you share something online, how to create and manage secure passwords, and the consequences of inappropriate online sharing.[7] Similarly, as discussions around post-secondary plans and students' futures increase in high school, teachers should include discussions of the role of students' online reputations.[8]

OVERVIEW

This toolkit is organized into five sections, one for each of the digital citizenship components listed above. Each section provides sample lessons and activities for supporting and developing students' digital citizenship.

AUDIENCE

This toolkit is intended for Grades 9-12 teachers who are interested in learning more about the critical components of digital citizenship for high school students as well as how to promote internet safety among high school students.

DIGITAL PRIVACY, SAFETY, AND SECURITY

Defining and Teaching Digital Privacy, Safety, and Security Competencies
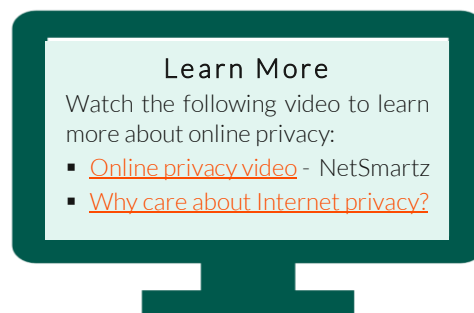
Digital citizenship requires students to have skills for monitoring their safety and security while online.[9] Students must:[10]

- Understand how to stay safe on the internet;
- Identify risks to safe content or communications;
- Communicate respectfully;
- Understand risks to privacy and security, and
- Strategize to keep their information and communications secure.

These skills also require students to monitor their digital footprint and make responsible decisions about which content to share and with whom to communicate. Students must actively work to maintain their own privacy and safety as well as the privacy and safety of others.[11]

Digital Privacy, Safety, and Security Topics to Teach

Essential topics for instruction include personal privacy and safety, the safety of others, and preserving the confidentiality of others. Digital citizens understand how to protect their personal information and the privacy of others. Instruction should increase students' awareness about how their personal data is collected, the harm and consequences that can come from revealing personal data either purposefully or inadvertently, and actions they should take to protect the privacy of their data.[12] For example, students must be conscientious about how much information they share and with whom or on what site they share it.[13] This includes the concept of a "digital footprint" or "digital tattoo," which refer to the permanence of what is said or shared online, and how information collected online can be used to inform ads.[14] Accordingly, privacy "involves not being snooped upon, not having one's identity exploited by others for their own aims, being informed about the data gathered about a person and how it will be used, having the ability to access data and correct errors, being able to prevent certain uses of data without consent, and much more."[15] Students should understand how to keep their information private so that it does not fall into the wrong hands. In order to do this, students should learn to read privacy policies and terms of service prior to using online services or entering their personal information.[16]

> **Learn More**
> Watch the following video to learn more about online privacy:
> - Online privacy video - NetSmartz
> - Why care about Internet privacy?

> **ADDITIONAL RESOURCES**
> - Online Safety Presentations
> - Should I Share? Classroom poster for middle and high school

Part of privacy includes teaching students about confidentiality and the ethics and decision-making surrounding confidential and private information. For instance, teachers should instruct students on the legal and ethical requirements of confidential information, including the laws restricting professionals they will likely encounter in daily life such as doctors, lawyers, and school personnel. Lessons should also highlight organizations *not* required to keep information confidential. Teachers can also discuss with students when it is

DIGITAL CITIZENSHIP TOOLKIT: DIGITAL PRIVACY, SAFETY, AND SECURITY

appropriate to breach someone else's confidentiality, such as if a student is in danger or has shared thoughts of suicide, and how and with whom to share such information.[17]

Teachers should create lessons on effective data security practices, including how to protect electronic data and sensitive information. For example, such competencies include identifying secure websites, using virus protection, setting firewalls, backing up data, identifying phishing attempts, how to dispose of data, how to set strong passwords, and how to encrypt data.[18]

SAMPLE ACTIVITY: CREATING STRONG PASSWORDS[19]
To help students create strong passwords, have them come up with words and phrases using letters, numbers, and special characters. Show how they could use numbers such as 3 or 1 to replace letters E and L in a word or phrase. With special characters, the @ and $ could replace A and S. See what kinds of combinations they might come up with.

Additional privacy, safety, and security topics to teach students to develop their digital citizenship skills and online safety include:[20]

Identity Theft	Identity theft is becoming more prevalent and can cause great damage. Identity theft is a growing problem for children because parents do not often check credit reports for their children, and the theft is likely to go undetected for a longer period. Students should learn what identity theft is, steps that can be taken to help prevent it, and how to deal with identity theft if they are victimized.
Phishing and Online Threats	Students should learn how to recognize phishing attempts and how to avoid providing personal data to fraudsters. They should learn about online threats such as viruses, spyware, and other malware and how to avoid being victimized. Students should also learn about *spear phishing* – the technique of using personal data about a person found online to make that person think that the phisher knows them.
Use of Online Services and Products	Students use many websites and online services without understanding the privacy implications. They should learn how readily information can be gathered simply as a result of using technology and the importance of learning how that information might be used, so that they can consider how to balance both the benefits and risks of online technologies. Students also often have a poor understanding of the true costs of "free" online services. Students should learn that many "free" online services are not completely free but are instead offered to users at no cost in exchange for the use of their personal data. To this end, students should learn how online services go about monetizing their personal data.

Teachers should also ensure that students understand how online privacy can impact physical safety. For instance, students should know not to interact with strangers online just as they should not interact with strangers in person. This includes friend requests from "friends of friends" on social media. Privacy and safety also include knowing when to share information and when not to share. Students must be aware that providing personal information increases their risk to physical harm, such as kidnapping, or might lead to increased requests from strangers for in-person or offline contact. It is also important to note that geotagged photos often inadvertently reveal personal information.[21] Teachers should make it easy for students to remember these guidelines by using a "dos and don'ts" checklist like the one on the following page, or create their own.
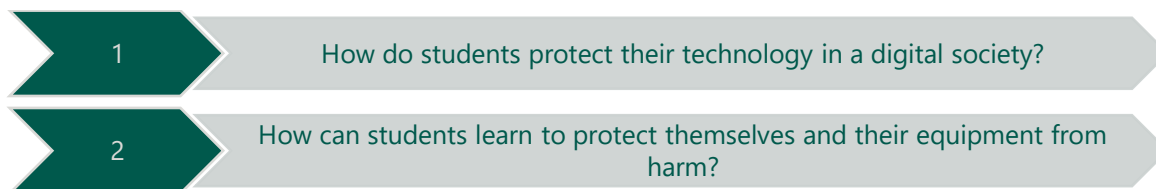
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Online Behaviors to Protect Privacy, Safety, and Security

✕ Online "Don'ts"	✓ Online "Dos"
Share your password	Think before you post
Share personal data	Ask permission before sharing someone else's photo or information
Accept "friend" requests from strangers	Create a strong password
Open files or attachments from unknown senders	Use privacy settings on social media sites
Share information that could reveal your location	Understand how social media and other websites collect and use your data
Get drawn into "chats" with strangers online, even if you're just telling them to go away	Ignore and block online strangers

Strategies for Developing Students' Digital Privacy, Safety, and Security Skills

The goal of digital security lessons should be to "bring students to a better understanding of the consequences of exposing their own personal information and to help them understand the importance of respecting the privacy of others."[22] Teachers should consider the following Essential Questions when designing or selecting lessons that develop the privacy and security components of digital citizens.[23]

1	How do students protect their technology in a digital society?
2	How can students learn to protect themselves and their equipment from harm?

Lessons on privacy should go beyond teaching students vague concepts by applying real and tangible scenarios and situations.[24] Similarly, instruction should address the "underlying issues that contribute to many of the known risky and anti-social behaviors on the Internet" rather than relying on scare tactics or simply telling students to avoid unsafe behaviors.[25]

Thus, effectively teaching students about privacy and security requires relating content to students' daily lives, including concrete, real-life examples combined with role-playing activities, and introducing problems to which students can relate.[26] However, privacy is rarely clear-cut. Therefore, teachers should discuss age-appropriate examples with students and encourage them to carefully reflect in order to determine their own conclusions based on their comfort level and personal values.[27] Accordingly, "the curriculum must challenge students with material that is sophisticated and rich, not overly simplistic."[28]

For instance, teachers can provide students with examples of appropriate and inappropriate digital security:

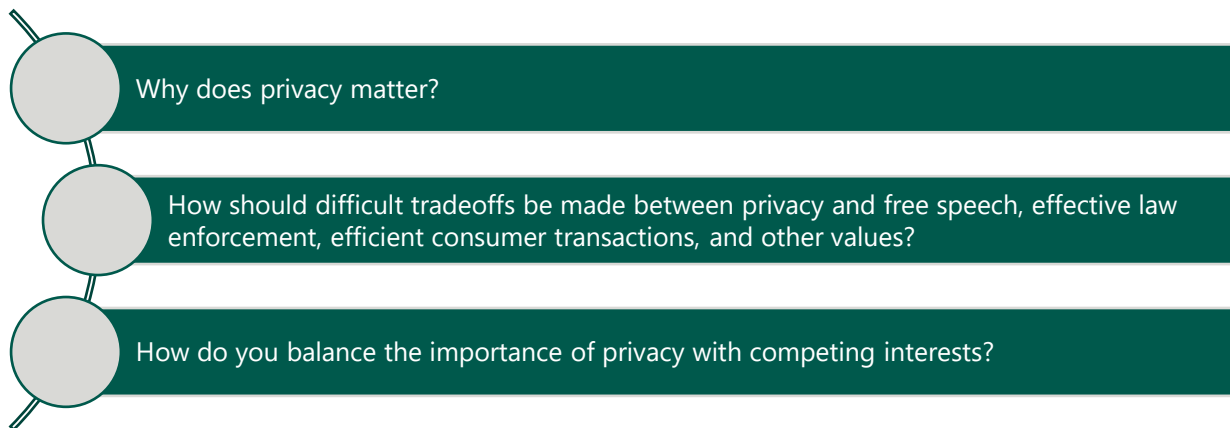| Examples of Inappropriate Digital Security	Examples of Appropriate Digital Security
• Teachers or students fail to maintain current software updates or patches that protect their computers from viruses and exploitation. • Students fail to protect their identity when using email, social networking, or text messaging.	• Users take the time to make sure their virus protection and firewalls are properly updated and configured to protect personal information. • Teachers and parents talk to students about the dangers of providing information to anyone over the internet • Mobile devices are secured with some kind of lock, passcode, combination, or even a fingerprint sensor.

Source: Ribble[29]

When teaching students to be safe online teachers should avoid blanket all-or-nothing statements and approaches such as "never give out personal data online" or "never interact with strangers online." "Never" statements are rarely effective as they "are too broad and fail to recognize that most youth will inevitably give out personal information or interact with strangers without negative repercussions."[30] Rather, teachers should encourage students to make smart decisions, to be careful about sharing their location and personal information, and teach students about red-flags that may indicate unsafe situations.[31] Examples include discussing sex online, accidentally sharing your password, and receiving threatening messages.[32] Similarly, teachers can infuse almost any lesson plan with technology situations that also help students practice pausing and thinking before posting online. Only through daily practice will students be conditioned to consider the potentially negative implications hastily crafted posts might have on privacy, safety, or someone else's feelings.[33]

Teachers should also initiate discussions with students that help them critically consider and reflect on digital privacy, safety, and security. The following questions will engage students in critical discussion where the objective is to help students understand privacy rather than coming up with correct answers.

Why does privacy matter?

How should difficult tradeoffs be made between privacy and free speech, effective law enforcement, efficient consumer transactions, and other values?

How do you balance the importance of privacy with competing interests?

Source: iKeepSafe[34]

On the following page, Hanover presents a detailed lesson plan from Common Sense Media, an organization dedicated to providing digital resources for educators and parents, on introducing students to privacy online. Immediately below are links to additional plans for immediate teacher use.

ADDITIONAL LESSON PLANS

- [Lesson Plan (Grades 9-12): "Private Today, Public Tomorrow"](#) – Common Sense Education
- [Lesson Plan (Grades 9-12): "Oops! I Broadcast It on the Internet"](#) – Common Sense Education
- [Lesson Plan (Grades 9-12): "Does It Matter Who Has Your Data?"](#) – Common Sense Education
    Note: While the above links should go directly to lesson plans, some features on The Common Sense Education website requires cost-free registration.
- [Lesson Plan (Grades 9-12): "How Online Communication Affects Privacy and Security"](#) – Teaching Tolerance

Lesson Plan: "What's the Big Deal about Internet Privacy?"

<u>Description</u>: In this lesson plan for students in Grades 9-12, students learn about the concept of online privacy and how websites collect their personal information. Teachers might connect this lesson to typical standards in Social Studies, Civics, Government, Health, or Technology curricula.

Learning Objectives:
Students will be able to …
    ▪ Explore the concept of privacy in both a real-world setting and online.
    ▪ Understand how and why companies collect information about visitors to their websites.
    ▪ Learn and use online privacy terms.
    ▪ Learn that websites are required to post privacy policies.

Overview: Students explore the concept of privacy in their everyday lives and as it relates to using the Internet. Students examine a scenario in which a research company collects information about them. They reflect on concerns they might have and what they learn about the kinds of information websites collect. They learn that sites are required to post their privacy policies and that kids should check those policies on the sites they visit.

Materials:
    ▪ Paper and pens
    ▪ Copy *What's Private? Student Handout*, found on p. 13 immediately below this lesson plan, one for each student.
    ▪ If students will not have access to computers with an internet connection, print out privacy policies from two websites commonly used by students. Make copies for each pair of students.

Time: 45 minutes

Activities:
<u>INTRODUCTION</u>
Warm-up *(5 minutes)*
    ▪ TELL your class the following story: Our principal has hired a research company to collect information that will help us make the school better for you. Several observers will watch students and record where each of you goes, how many times you go there, and how long you stay there, including to the water fountain, your locker, the bathroom, the cafeteria, and to visit another student. You will be identified only by a number. At the end of the day, the research company will put all the data together and write a report for the principal.
    ▪ ENCOURAGE students to think about what you just told them. Have them jot down any questions or concerns they have, or think other students might have. Then have them share their thoughts with the class.
    ▪ GUIDE students to consider the following questions:
        ▪ Who else might see the information?
        ▪ Can people's identification numbers be linked to their name by the principal?
        ▪ Do you think any of the information should remain private?
        ▪ Do you think you will be allowed to review the data collected about you?
        ▪ Are you satisfied with the explanation that the information is needed "to make the school better," or do you want to know more about how the information will be used?
    ▪ EXPLAIN that the story you told is not true; no one will be collecting information about them in the school. However, this is the kind of information that many websites collect whenever you visit them. Companies can learn all kinds of things about you, based on where you go and what you do when you're online.
    ▪ DEFINE the Key Vocabulary term *anonymous*. Explain to students that most people think no one knows who they are or what they do when they are online. Believing they are anonymous is why people sometimes do things online that they would not do face-to-face. However, it's nearly impossible to be completely anonymous online.

TEACH 1
What's Private? *(20 minutes)*

- ARRANGE students in pairs.
- DISTRIBUTE the *What's Private? Student Handout*, one for each pair of students.
- REVIEW the Key Vocabulary terms cookies, third party, and privacy options. These terms are discussed in more detail on the student handout.
- ASSIGN each pair of students one of the following websites, or choose other sites that your class uses. If your class has access to a limited number of computers, you may assign two or more pairs to work at the same computer and have them look at the same sites.
    - How Stuff Works: www.howstuffworks.com
    - Google: www.google.com
    - Wikipedia: www.wikipedia.org
    - Hulu: www.hulu.com
    - Facebook: www.facebook.com
- EXPLAIN to students that every website has a privacy policy. They can usually find this by looking at the small print at the bottom of the home page and finding the words "Privacy" or "Privacy Policy."
- ASK students to go to their assigned websites and find the privacy policy. On their handouts, have them check off the words that they find on the site and answer the questions about personal information and privacy options.
- INVITE pairs of students to share what they found out about the kinds of information their sites collect, and how the sites use the information. Does their site collect personal information? Does it use cookies, or does it give out data to third parties? Does it give them a choice of privacy options? This information is generally included in the privacy policy, though not always. Then ask students what they think about their site's privacy policy. Remind them to think back to the real world and how this topic relates to their school.
- ASK:

Do you mind that the site collects information about you?	Why or why not? Students may say that they don't mind but they want to know the site is doing it, or that they don't like strangers having personal information about them.
Does it make a difference what kind of information the site collects about you?	Make sure students understand the difference between sites that collect personal information such as names, addresses, and email, and sites that collect other information about things they do on the Internet but keep the identities of their visitors anonymous.
What do you get in return for the information? Is the exchange worth it to you?	Students should understand that what they receive is free access to the website. In some cases, sites sell the data to make money, which supports the site. However, not every site does this, and some sites find other ways to support themselves.

TEACH 2
Design a Privacy Policy *(15 minutes)*

- HAVE students write their own privacy policies, using all of the terms on the *What's Private? Student Handout*. In designing their privacy policies, students will need to consider the following questions:
    - What kinds of information do you want to collect about visitors to your site? How will you use the information?
    - Will you use cookies?
    - Will you share the information you collect with third parties?
    - Do you want to give your visitors privacy options, so that they have choices about how the information will be used?
    - For students who need extra support, suggest that they structure their privacy policies by including the following headings:

Name of Site	What Information Is Collected	How This Information Is Used

- ENCOURAGE volunteers to read their privacy policies aloud and invite other students to respond to them.
- DISCUSS strategies for dealing with a site that asks for more information than students feel comfortable sharing, or that does not post a clear policy. Remind students that they can leave a site if they don't like the policy. Adults may have access to privacy settings, so students can ask an adult family member or teacher to check out the site

> or contact the site for more information. (Adults should also know that the Federal Trade Commission provides an online Consumer Complaint Form at www.ftc.gov.)
>
> CLOSING
> Wrap-up *(5 minutes):*
> You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.
>
> - ASK:
>
> | *What is a cookie? A third party? A privacy policy? Privacy options?* | Students should recall the Key Vocabulary definitions. |
> |---|---|
> | *Why do website owners want information about their visitors?* | They use the information to decide how to change the site, to decide how much to charge advertisers, and to customize a site for each visitor to encourage them to use the site more or, for commercial sites, to buy more. Without your knowledge, some sites may also share your information with others in exchange for more information about you or in exchange for money. |
> | *Why is anonymity an important feature of the Internet?* | If websites know students' personal information, like their names and addresses, they can use the data or sell the information to third parties. |
>
> - REMIND students that they can always check a website's privacy policy to find out what that site might do with their personal information. If they don't feel comfortable with the policy, they can leave the site.

Source: Common Sense Media[35]

What's Private? Student Handout
Attachment for "What's the Big Deal About Internet Privacy Lesson Plan

Directions: It's a good idea to check a website's privacy policy before using the site. Look for the words "Privacy" or "Privacy Policy" at the bottom of the home page. Here are some terms you're likely to find in privacy policy notices. Check off the terms you find on your site and answer the following questions.

👁 **Personally Identifiable Information:** This includes information that reveals who you are in the offline world, including your real name, address, email address, phone number, age, or school.
Does your site collect personally identifiable information? Yes _____ No _____
If so, what kinds?
_____
_____

👁 **Cookies:** Cookies are small computer text files placed in your computer by the sites you visit. These files contain numbers to identify your computer. Cookies can also identify you by any personally identifiable information you may have given to the site. A cookie records the date and time you visited the site and how long you stayed. It also records which webpages and ads you viewed. The next time you return, the site can present content and ads deigned just for you. Many privacy policies include information about the sites' cookies.
Does your site use cookies? Yes _____ No _____ It doesn't say _____

👁 **Third Party:** The word "party is a legal term for an individual or a company. You (the visitor) are the first party. The site owner is the second party. Any other person or company is the third party. Most people don't mind sharing information about themselves with site owners to get better service. However, many people DO NOT want their information passed to a third party without their knowledge. A site's privacy policy should tell you if the owner shares your information with third parties.
Does your site share information with third parties? Yes _____ No _____ It doesn't say _____

👁 **Privacy Options:** Many sites give you choices about what they do with the information they collect about you. For example, you can tell the site they are not allowed to share their information with a third party.
Does your site offer privacy options? Yes _____ No _____
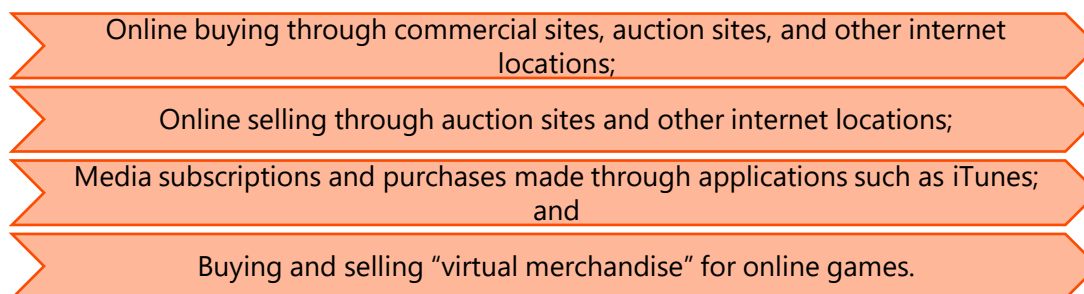**If yes, what are they?**
_____
_____

CONSUMER AWARENESS

Defining and Teaching Consumer Awareness Competencies

Digital citizenship includes the skills of consumer awareness. While teachers may not consider it their responsibility to develop students' consumer awareness skills, online buying and digital commerce represent significant aspects of students' lives, as adolescents' online purchasing has increased in recent years. Unfortunately, students often purchase items online without proper research and without consideration of potential consequences. Consumer awareness and digital commerce intersect with other aspects of digital citizenship, such as privacy and security, as poor online commerce habits can lead to negative consequences such as debt accumulation, internet scams, and identity theft.[36]

Consumer awareness skills require students to understand their role as a consumer; recognize and evaluate advertising and branding; and understand the role of advertising in online commerce.[37] Students should be able to deftly navigate online ads, recognize websites' privacy policies, and understand their Terms of Service.[38] Similarly, social media collects user information and has a large impact on advertising and consumer habits. As frequent social media users, students must be aware of how social media affects digital commerce. Teachers can use the lesson plan on the following page to discuss this relationship with students.[39] Lessons should teach students about smart, safe online consumer habits, especially as the rate of purchasing goods through online retailers and social media increases.[40]

Broadly, lessons on healthy online consumerism and commercial habits should increase student awareness and safety on the following concepts:[41]

> Online buying through commercial sites, auction sites, and other internet locations;

> Online selling through auction sites and other internet locations;

> Media subscriptions and purchases made through applications such as iTunes; and

> Buying and selling "virtual merchandise" for online games.

Teachers can discuss online consumer skills with students and share examples of appropriate and inappropriate digital commerce. In addition to the examples below, teachers should prompt students to come up with their own examples they have seen and those that relate to their lives.

Examples of Inappropriate Digital Commerce	Examples of Appropriate Digital Commerce
• Students purchase goods online without knowing how to protect their identity (leaving them open to identity theft). • Students fail to realize that poor online purchasing practices lead to poor credit ratings.	• Students become informed consumers so that they can safely purchase items online. • Students spend the time researching purchases and take the time to identify safe, secure, and reputable sites with the best prices.

Source: Ribble[42]

Additionally, teachers can begin a lesson on online consumer skills by asking students if their parents allow them to make online purchases, their decision-making process when buying items online, and how they find items online to buy, such as through a research process (ask students if there are certain things they should research when making an online purchase), or just through friend or advertising recommendations.[43]

Teachers can use the following lesson plans from Teaching Tolerance and Media Smarts to develop students' consumer awareness skills.

Lesson Plan: "You are the Product"

Description: In this lesson for students in Grades 9-12, students explore the relationship between social media, advertising, and consumers, and learn how advertisers use social media to promote their products and identify potential customers. Teachers could link this lesson to standards within Social Studies, Algebra, or Health curricula.

Learning Objective:
Students will be able to:
■   Evaluate the role of online advertisements
■   Understand the larger economics of digital marketplaces
Overview:
Social media plays a major role in online advertising and the marketplace. In this lesson, students will explore the concept of "going viral" and how advertisers use social media to promote their products and identify potential customers.
Materials:
■   The Economics of Social Media printouts
■   3-2-1 Data Chart
Activities:
1. Ask students what it means for a product or service to go viral. Gather several students' responses; then ask how something goes viral. Tell students that, when information about products or services goes viral, the messages increase exponentially, meaning that messages don't just multiply—they explode in number.
2. To demonstrate the concept, ask a few students with calculators to act as scribes. Ask for one volunteer who is willing to share the extent of their social media activity with the class. Pose the scenario that this student (S) has sent an image, video or story via social media to all their friends. Ask the volunteer for the number of friends they have (F) and then have the scribes calculate 1 x number of friends. (You may also want to write the numbers on the board.)
Now, assume those friends have sent the message to their friends and they each have the same number of friends. Have scribes multiply the first number of friends by the same number (F^2) and write the result on the board. Then assume these friends of friends have sent the image to their friends, which you'll assume is the same number of friends.
Multiply the product of the last equation with the number of friends again (F^4) and announce the result on the board. This is the number of people who saw the volunteer's Tweet, share, like, post, or tag. Multiplies pretty quickly, doesn't it? You can show the equation in the following manner:
S = first student
F = number of friends of first student
F^2 = number of friends of friends
S x F x F^2 x F^2 = number of people who have seen your post
3. Explain to students that companies and advertisers market their products through social media hoping their messages will go viral. Remind students that the companies operating the social media platforms they use are monitoring traffic and recording clicks and viewing time. This information helps the companies determine which ads, news stories or other information might interest you and your friends later on.
4. Distribute "The Economics of Social Media" and the 3-2-1 Data Chart. Explain to students that they will read the article and then complete the chart. Review any questions students might have about the chart. This can also be assigned as homework.
5. After students have read the article and completed the 3-2-1 Data Chart, split the class into four groups, each in a corner of the room. Have students share the facts they gathered by going to at least two people in other groups to give a fact and receive a fact. They can also clarify details of the facts.
6. Bring the class together and have students ask the questions they generated in the second section of the 3-2-1 Data Chart. Facilitate a general class discussion to find answers to students' questions. Then, have students share what they found to be the most memorable sections of the article.

Teacher Tip: During the discussion of students' questions, help them keep in mind several key points presented in the article:

- Advertising revenue grows as the use of social media grows.
- Social media users themselves have become products that are traded in social media.
- Increased use of mobile devices has increased the use of social media and the potential for increasing economic activity.
- Lessons can be learned from Twitter's failure to become a major player in the social media economy.
- Fake news and social media can be dangerous.

Post-reading Discussion Questions

Place students in small working groups to discuss the following questions:

- How has the increase in social media users worldwide increased the power of advertising online?
- Explain how social media users have become information products that can be sold by social media companies to other companies that sell products people might want.
- How does a mobile device make digital advertising more prolific?
- What are some of the problems with "haters," trolls and fake news that can affect an advertiser's effectiveness online?

Source: Teaching Tolerance[44]

📄 Lesson Plan: "Alcohol on the Web"

Description: In this lesson for Grades 9-10 students, students learn about the online marketing of alcohol and issues relating to marketing content to youth. While this lesson is designed for students in Canada, teachers can adapt the content to typical standards in many U.S. state curricula including Health, Government, Social Studies, or Civics standards.

NOTE: This lesson requires teachers and students to access websites that many districts block. Teachers wishing to implement this lesson should seek permission from school administration and follow any relevant parent permission and/or opt out regulations.

Learning Objective: Students will demonstrate an awareness of and appreciation for: ▪ The internet as a sophisticated marketing tool.   ▪ Techniques used by online marketers to attract kids and teens.   ▪ Issues surrounding alcohol websites and youth.   ▪ Their own responses and those of their peers to youth-oriented Web content.   ▪ "Youth-friendly" features on adult-oriented websites.   ▪ Challenges relating to regulation of internet content.   ▪ Elements of design on commercial website.
Overview: In this lesson, students explore issues surrounding the marketing of alcoholic beverages on the internet. The lesson begins with a class discussion about personal experiences on alcohol industry websites, followed by a summary of research findings of the U.S. Center for Media Education (CME) and Center on Alcohol Advertising to Youth on alcohol advertising on the Web. In addition, students become familiar with existing Canadian guidelines on the broadcasting of advertisements for alcoholic beverages and discuss the challenges of applying these guidelines to Web content. In groups, students deconstruct and evaluate current beer, liquor and wine websites using a checklist of youth-friendly marketing techniques. Group findings are then presented to the class.
Materials: ▪ Photocopy the student handouts *Alcohol Advertising on the Web*, *CRTC Code for Advertising of Alcoholic Beverages on Radio and TV*, and *Alcohol on the Web Checklist*   ▪ Photocopy the alcohol website overheads: *Radio MailBoom Boom*, *Cîroc Vodka* and *BudLight Lime Canada Facebook page*   ▪ Photocopy the *Group Evaluation Assessment Rubric*   ▪ *All Handouts referenced above are available at this [Media Smarts](#) web page beginning on page 6.*
Activity: **Class Discussion:**   Today we're going to look at issues surrounding alcohol advertising to youth on the internet. Before we begin, the first question that needs to be answered is why alcohol producers would want to target young people in the first place. Any suggestions?" *(Possible answers: The alcohol industry needs new drinkers because the drinking population is aging, consumption is dropping, and brand competition is getting fiercer. If alcohol companies don't attract young drinkers, they will continue the downhill track they've been on for the past 20 years. By recruiting young people, the industry is developing a lifetime's worth of brand loyalty.)*   Let's move on to alcohol advertising on the Web.   ▪ Have you or your friends ever visited an alcohol website, watched an alcohol-related video (for instance, a beer ad on YouTube), "liked" an alcohol brand's Facebook page or used an alcohol-related app or game?

- If so, for what products?
- Did you have to get past an age disclaimer? Was this a problem?
- Where did you get the idea to visit the site? *(from a URL in an ad, from a friend, personal interest/curiosity, and so on.)*
- Generally, did you enjoy it? Is it something you would use or visit again?
- What activities or features did it offer?
- What features did you like most?
- Would you say this site was similar to or different from other websites (videos, apps, games, etc.) for teens? What are the similarities? What are the differences?

Distribute the handout *Alcohol Advertising on the Web* and give students time to read it. Ask students:

1. For alcohol producers, what makes the internet such an attractive medium for reaching young people? (It's a cool, youth-oriented environment, kids are usually online without parental supervision, it's difficult to legislate, it's interactive and provides opportunities to engage youth through online activities, it permits the collection of data from individuals through games, contests and memberships.)
2. What is relational marketing? (Relational marketing is the building of community around a brand or product.)
3. Why is the concept of "virtual community" important to marketers? (Surveys show that most young people see the Internet as a communication and socialization tool. As a result, companies offer young people "virtual communities" or forums where they can interact and talk with like-minded people. Marketers value these "virtual communities" for a number of reasons:
   - They attract a specific target audience.
   - They bring visitors back again and again.
   - They provide a place to promote and sell products, collect demographic and product use information, and interact one-on-one with consumers.
   - They build consumer loyalty.
4. In its survey, the Center for Media Education (CME) found more "youth-friendly" websites for beer and liquor than for wine. Why might this be so? (This reflects existing drinking patterns of consumption by young people. Beer is the number one alcoholic beverage consumed by teens, followed by liquor (especially "alcopop" – malt liquor beverages). Wine is not the beverage of choice for most teens and generally targets an older market.)

We're going to examine a few alcohol company websites and social network pages. Can you identify the features that might make them attractive to kids and teens?

(Project the *Radio MaliBoom Boom* screen capture.)

Discussion Points:
The most notable feature of this site is its use of interactive elements that rely on a webcam like the "Mix a Drink," "Do the Mali Boom Boom" dance and "Spin like a DJ" games. The Facebook "Like" button at bottom left allows users to promote the game to their friends, giving the company free advertising.

(Project the *Cîroc Vodka* screen capture.)

Discussion Points:
Alcohol companies use YouTube to launch "viral marketing" campaigns. Buyers post and share ads like this one – often ads that either were rejected for TV or were never intended to be broadcasted. Here, Cîroc Vodka uses two performers popular with young people – Diddy and comedian and actor Aziz Ansari – to make their product seem hip, cool and funny. Because of the way that YouTube shows "related content", this might easily be shown to someone who had watched an unrelated video featuring either Ansari or Diddy.

(Project the *Bud Light Lime Canada Facebook Page* screen capture.)

Discussion Points:

One way alcohol companies reach teenagers is through social media sites like Facebook. Unlike alcohol company websites, which have at least token attempts to prevent underage kids from accessing them, most Facebook pages can be accessed by anyone with a Facebook account. Because they're interactive, Facebook pages give alcohol companies an opportunity to build relationships with consumers. Alcohol companies also encourage consumers to start their own "fan" pages, such as the "Bring Bud Light Lime to Canada" page which was started when that brand was introduced in the US.

One of the biggest problems relating to kids accessing alcohol websites is the fact that these sites aren't regulated in the same way that more traditional forms of alcohol advertising are. Although there are laws in Canada and the U.S. that apply to electronic marketing to kids, these laws apply to kids' websites. Because websites for alcohol sites are considered adult environments, these laws don't apply.

- How do alcohol websites let users know that they are intended for adults? *(Through the use of age disclaimers, where visitors must confirm that they are of legal drinking age before entering.)*
- Do you think these age disclaimers prevent or discourage teens from visiting these sites? Why or why not?

Distribute the *CRTC Code for Advertising of Alcoholic Beverages on Radio and TV* handout and review with students. These are the guidelines that apply to the broadcast of alcohol ads in Canada. Think of the websites we've just looked at. Did any violate these guidelines?

Group Activity

Divide the class into four groups.

For this assignment, each group will deconstruct websites for beer, wine and liquor. Groups may either choose from the list provided or select an alcoholic beverage that is commonly advertised in teen-oriented magazines such as *Spin*, *Vibe*, *Sports Illustrated*, *Cosmopolitan*, and *Rolling Stone*. Students will also be asked to compare one corporate website to a site for one of its beverages.

Suggested websites:

<u>Group One</u>	<u>Group Two</u>
- Budweiser Beer: www.budweiser.com - Anheuser-Busch Corporate website: www.anheuser-busch.com - Absolut Vodka: www.absolut.com - Arbor Mist: www.arbormist.com	- Molson Canadian Beer: www.molsoncanadian.ca - Rickard's: http://www.rickards.ca/en/index.aspx - Cuervo Tequila: www.cuervo.com - Kittling Ridge Wines: www.kittlingridge.com
<u>Group Three</u>	<u>Group Four</u>
- Coors Beer: www.coors.com - Molson Coors Corporate website: www.molsoncoors.com - Captain Morgan Rum: www.captainmorgan.com - Robert Mondavi Winery: www.robertmondaviwinery.com	- Heineken: http://www.heineken.com/ca/AgeGateway.aspx - MillerCoors Corporate website: www.millercoors.com - Skyy Vodka: www.skyy.com - Fetzer Estates: www.fetzer.com

1. Using the *Alcohol on the Web Checklist*, students will deconstruct various alcohol websites and determine the intended target audience for each site.
2. In addition to completing the checklist, students will also record specific details about any youth-oriented features they come across.
3. As a group, students will decide on the overall messaging about drinking that's promoted on each site.
4. Students will also note whether any of the websites would contravene existing CRTC guidelines.
5. As part of this assignment, students will compare a corporate website with the website for one of its products. (*In addition to comparing target audience, purpose and features, is there any contradiction between messaging on the corporate site and messages about alcohol on the product site?*)

Once groups have completed their evaluations, they will present their findings in class. (*Students may wish to use free software such as SnagIt to create overheads of specific Web pages*.)

As part of their presentation, students will consider the CME recommendations from *Alcohol Advertising on the Web* and provide their own recommendations or guidelines for alcohol websites. Once presentations are finished, ask students to consider the following:

- Compared with earlier sites for alcohol, would you say that, generally, today's alcohol sites are more or less likely to appeal to teens?
- What role does cross-marketing (*that is, promoting websites through magazine ads, commercials or contests*) play in attracting underage consumers to alcohol websites?
- Do you believe alcohol advertising through the Internet is a more or a less effective way to build brand loyalty and recognition than through traditional commercials on TV and in magazines?

Evaluation

Teachers or students can use the *Group Evaluation Assessment Rubric* to evaluate group presentations

Source: Media Smarts[45]

ETHICS, ETIQUETTE, AND THE LAW

Defining and Teaching Digital Ethics and Etiquette Competencies

An essential competency of digital citizenship includes ethical digital behavior. Also referred to as digital etiquette, ethical digital behavior refers to the norms and standards for appropriate digital conduct and procedures.[46] These skills require students to show empathy towards others when engaging online and digital content, displaying social-emotional skills, and making ethical decisions regarding digital issues such as sharing other users' content, accessing content, and cyberbullying.[47] Digital etiquette requires:[48]

Using technology in ways that minimize the negative effect on others;	**Using technology when it is contextually appropriate; and**	**Respecting others online: not engaging in cyberbullying, flaming, inflammatory language, etc.**

Students must constantly make decisions when using digital technology, many of which interact with ethics and appropriate behavior. For example, students frequently share photos of themselves and others. Students must consider both the safety and privacy consequences of sharing content, as well as the social implications of sharing a potentially embarrassing photo of a friend. Students are still developing their cognitive and ethical decision-making skills. Therefore, guidance and discussion are required around the ethics and etiquette of digital conduct.[49] Accordingly, "by talking together about issues like plagiarism, piracy, hacking, and more, we can help young people understand that a decision made today can have lifelong consequences."[50] Digital etiquette requires empathy when using technology, as students must consider how their digital actions and the content they share impact others and make other people feel. As such, "good digital citizens respect others and learn ways to use technology courteously and effectively."[51]

Learn More

Watch the following videos to learn more about digital ethics:
- "You can't take it back" – NetSmartz
- "Cyberbullying" – NetSmartz

Teachers and students must work together to increase understanding of not only what information and content they are able to from their devices, but what is appropriate or inappropriate to share, when, and with whom.[52] Students benefit from learning to respect the privacy boundaries of others, the implications of using technology to invade someone else's privacy, and strategies for being careful with what they share in order to respect others' privacy.[53] Instruction should teach students that proper digital etiquette includes determining others' wishes and asking permission prior to sharing photos or information.[54]

Additional Resources
- "Talking to Teens about Sexting" Tip Sheet for Teachers/Adults
- "You Sent a Sext Now What?" Tip Sheet for Students
- "Got NetSmartz?" Tip Sheet for Students
- "Think Before You Post" Poster

Teachers should balance discussions of the potential negative consequences of online gossip and sharing negative, embarrassing, or inappropriate content (e.g., loss of job opportunities, scholarships. or college admission) with strategies for what students can do if content

they share is further shared beyond their intended audience or if they regret sharing something. For example, "students should learn that they can request website operators and hosts of the material to take down harmful or embarrassing information or photos of themselves and many will voluntarily do so."[55]

Students should also explicitly learn about cyberbullying, how it differs from traditional bullying, and the negative consequences, including potential legal action. Indeed, "[A] significant amount of time should be spent teaching students how to help others who are targets of harassment and what they can do when they observe or experience online cruelty. They need to know how to respond and where to find resources and people who can help them."[56]

> **ADDITIONAL LESSON PLANS ON CYBERBULLYING**
> - [Turn Down the Dial on Cyberbullying](#) – Common Sense Education
> - [Stand Up… Be InCtrl!](#) – TechinCtrl

SAMPLE CLASSROOM LESSON STARTERS:[57]

1 Help students to make good decisions on what they post or send to others. Show how a process called STEP - **Stop, Think, Empathize, and Post** – can help with mis-communication using technology. Have students share how bad situations might be avoided with better communication.

2 Ask students "**Why do people put others down when they are online**?" Have students find two or three examples of negative statements online from social media, news articles (or the related comments), or message apps or sites. Then have students describe some positive things they could say or do online. Have participants come up with positive statements that could be posted on different sites.

Digital Law

Digital citizenship also includes understanding the law and legal concerns regarding online activity and technology use.[58] Students can very easily download, post, or share material, yet these actions may not only be unethical or inappropriate, but could also violate the law.[59] Unethical or illegal digital activities may be unintentional as students are often unaware of the law or legal consequences to their online behavior.[60] For example, students may not realize that downloading a song from a website shared by a friend violates intellectual property rights, or that sharing or receiving nude or semi-nude photos of anyone under the age of 16 (e.g., sexting) violate child pornography statutes.[61] Thus, teachers should teach students about making good decisions, legal and ethical online activity, and the potential long-term ramifications for misuse, including potential jail time for illegal activity.[62]

Sample legal and ethical digital concerns that come with legal consequences and that teachers should include within a digital citizenship curriculum include:[63]

Using Pirating software	Subverting digital rights management (DRM) technologies	Hacking into systems or networks	Sexting and sharing of illicit photos
Video voyeurism	Searching electronic devices of others without their consent	Accessing private email or accounts of others	Certain surveillance activities

On the following page, Hanover presents sample lesson plans on copyright law and cyberbullying.

📄 Lesson Plan: "Copyrights and Wrongs"

Description: In this lesson plan for students in Grades 9-12, students learn about the ethical and legal components of using other people's creative works. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective:

Students will be able to …

- Identify the legal and ethical considerations involved in using the creative work of others.
- Understand an individual's rights and responsibilities as a creator and consumer of content.
- Practice critical thinking and ethical decision making about the use of creative works.

Overview:

Students explore the legal and ethical dimensions of respecting creative work. First, they learn the basic foundations of legal principles and vocabulary related to copyright. They understand how such factors as the rules of copyright law, the values and intent of the original creator, and the audience and purpose should affect their decisions about using the creative work of others. Using the *Mad Men Student Handout*, students then apply these principles to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign.

Materials:

Preview the video "Copyright and Fair Use Animation" and prepare to show it to students.

Copy the Mad Men Student Handout, one for each student *(free account login required)*

Review and print out the Mad Men Student Handout– Teacher Version *(free account login required)*

Time: 45 minutes

Activities:

INTRODUCTION

Warm-up *(5 minutes)*

- ASK:

What do you think we mean when we talk about someone's creative work?	Students should understand that the term includes all types of work that someone creates, including writing of all kinds, artwork, photos, videos, and music.
Have you ever used creative work you found online – for example, a photo or a poem – for personal use?	Students should name various ways they use the creative work of others – for example, using a photo in a school report, posting it on their Facebook page, or forwarding it on their cell phone.
When you use creative work you find online, what considerations do you make about who made it, if any?	Encourage students to talk about what they consider, if anything, before using material they find online. Ask them to think about how creators would want their work to be used. What would be okay? What would not be okay?

TEACH 1

Respect Creative Work *(15 minutes)*

- SHOW the video "Copyright and Fair Use Animation".
- ASK:

What are the ways you can be respectful of people's creative work?	Students should be aware of the following tips: - Check who owns it. - Get permission to use it. - Give credit to the creator. - Buy it (if necessary).

	▪ Use it responsibly.
*How do you think you would feel if someone used **your** creative work? Would it make a difference? Students should reflect on how their sense of pride and ownership would/would not be affected and whether they did the following:* ▪ *Asked your permission to use it?* ▪ *Gave you credit as the creator?* ▪ *Changed the picture or added a caption without asking you?*	Students should reflect on how their sense of pride and ownership would/would not be affected.
What do you think it means to use someone else's creative work responsibly? Does it matter how or where you use it?	Encourage students to think about context and how it might affect or alter the creator's original intent.

- EXPLAIN to students that in addition to these key rules, some additional information may help them decide when and how it is all right – and not all right – to use someone else's creative work.
- DEFINE the Key Vocabulary terms **fair use** and **commercial purposes**. Make sure students understand that fair use allows them to use only a small part of someone else's creative work as part of something new. The work cannot be used for commercial purposes and it can only be used in certain ways, which include:
  - schoolwork and education
  - news reporting
  - criticism or social commentary
  - comedy or parody
- ASK:

What are some ways you might use creative work that would constitute fair use? Which ways wouldn't be covered under fair use?	Students should understand that using a small amount of someone else's work in a school report or the school paper would be fair use, while posting it on their blog or on a social networking site would not be fair use.

- DEFINE the Key Vocabulary terms **copyright**, **Creative Commons**, and **public domain**. Explain that when students want to use someone's creative work in a way that isn't covered by fair use, they need to investigate its copyright status. Then offer the following scenario to help explain the definitions:

  Imagine you took a photo of your dog and posted it online. Because you are the creator, you own the copyright to this image. This means you have control over how other people use your photo. Copyright law is pretty strict, meaning that people will have to get your permission before they can copy, print, or use your work for any reason.

  However, if you use a Creative Commons license, you give people more freedom to copy and share your photo. Some Creative Commons licenses even say it is all right to make money off the photo, while others say it cannot be used for commercial purposes. People choose Creative Commons licenses because the licenses offer more opportunities for other people to use and share their work.

  Optional: show students examples of Creative Commons licenses (http://creativecommons.org/ licenses).

  Finally, imagine that you want the photo to be used freely by all, without people having to request permission. You then would release the photo into the public domain, which allows others to use your photo however they want to because it is no longer protected by copyright. Copyrights don't last forever, so works often count as "public domain" after a certain time period. Works from the U.S. government are also in the public domain.

- ASK:

If you created a picture, poem, or video and posted it online, what do you think you would do? Would you make people get your permission every time they used the work, use a Creative Commons license, or put it in the public domain? Explain your choice.	Responses will vary, but students' answers should reflect an understanding of the choices. Some students might want their work seen by as many people as possible, while others might want to limit use and receive compensation.

TEACH 2

Choose Your Photo *(20 minutes)*

- DIVIDE students into groups of four to five, and distribute the *Mad Men Student Handout*, one per group.
- TELL students they will be "mad men" in this activity. (The term "mad men" is shorthand for "Madison Avenue ad men," who were advertising executives who worked on Madison Avenue in New York City during the 1950s and 1960s. It is also the name of a popular television show that began running in 2007.) As "mad men," they will have to decide on a photo to use for an advertising campaign.
- HAVE a volunteer read aloud the directions and letter on the student handout.
- EXPLAIN to students that advertising is a commercial purpose, so fair use does not apply. For advertising executives to use a photograph, they need to do one of the following things:
    - They can use a photograph for which they already own the copyright.
    - They can get permission from the copyright holder to use that photo for commercial purposes (and pay any fee the copyright holder might charge).
    - They can use a photo that is in the public domain. In addition to considering the copyright status of the photo, students also need to consider the original intent of the creator and the effectiveness of the photo for their ad campaign.
- INSTRUCT students first to analyze and answer the questions about each photo before they make a decision. They will need to defend their choices. Allow students approximately 10 minutes to review their options and reach a consensus.
- INVITE students to present their findings to the class. Students should describe why they chose their photos.
- LEAD a discussion about the issues that come up when students want to use someone's creative work, using the *Mad Men Student Handout–Teacher Version*. If there are photos that none of the groups chose, go through them and encourage students to explain why they decided against using those photos, based on their responses to the questions.

Note: There is no "correct answer" for this activity. Your goal is to guide students to think – first and foremost – about whether their choices reflect responsible use of an image, and second, whether it serves the purpose of the company and their ad campaign well.

CLOSING

Wrap-up *(5 minutes)*

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

- ASK:

What do you need to do if you want to use someone else's creative work?	Students should be able to name the following checklist points from Teach 1: ■ Check who owns it. ■ Get permission to use it, if necessary. ■ Give credit to the creator. ■ Buy it (if necessary). ■ Use it responsibly.
What is copyright and what does it require people to do?	Students should understand the concept that a person owns the creative work that he or she has made, whether it is writing, visual art, photography, video, music, or in some other form. They should recognize that someone else cannot use copyrighted work legally without the permission of the person who created it.
Do you think it is important to give credit and get permission, if needed, when you use someone else's creative work? Why or why not?	Students should understand that there are ethical as well as legal considerations involved in using the work of others. They should realize that most people want to receive credit for their creative work. Some might want their work seen by as many people as possible, while others might want to limit use and receive compensation. However, when respecting creative work, the choice should be that of the creators.

Source: Common Sense Education[64]

Lesson Plan: "Taking Perspectives on Cyberbullying"

Description: In this lesson plan for students in Grades 9-12, students learn about online cruelty and cyberbullying. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective: Students will be able to …   ▪ Articulate why it's important to consider the perspectives of others in online (and offline) communities.   ▪ Consider the motivations and feelings of all the parties involved in an incident of online cruelty.   ▪ Draw conclusions about how they should respond when someone is the target of online cruelty.
Overview: Students learn about the dynamics of online cruelty and how it affects all the people involved. They begin by exploring a scenario from the TV show *Friday Night Lights*, in which a teen girl creates a hate website about another girl. Students take the perspective of different characters and brainstorm alternative decisions each character could have made. Finally, students discuss what actions they can take when they encounter online cruelty in their own lives, including how to be an upstander.   (Note: The term online cruelty encompasses what is often referred to as cyberbullying, but it covers a broader range of behaviors and may speak more effectively to teens than the term cyberbullying.)   **Note**: The "Friday Night Lights Video Clips" video in this lesson portrays a cyberbullying situation. It includes some sexual references and profane language. Teachers are advised to discuss use of this clip with school administration and to follow regulations regarding parent notification. Alternatively, teachers can describe the scenario and have the class complete the handout based on the description.
Materials *(free account login required)*:   ▪ Copy the Taking Perspectives Student Handout, one for each student.   ▪ Review the Taking Perspectives Student Handout–Teacher Version.   ▪ Preview the video "Friday Night Lights Video Clips," and prepare to show it to students. (See note)
Time: 45 minutes
Activities: INTRODUCTION   Warm-up (*5 minutes*)   ▪ DEFINE the Key Vocabulary term **perspective**. Explain to students that in any situation, the people involved generally hold different perspectives, which influence the way they feel about the situation and how they react to it. Students may be familiar with the alternate term point of view, which is often used in relation to literature.   ▪ ASK:

Have you ever had a conversation with someone where you had a different point of view? What happened? How did you feel?	Students might note that they may not have realized someone had a different point of view or felt differently about something. Or, that hearing a different point of view from another person might be uncomfortable, as we like people to have the same opinions as us. But, it could help them understand the other person's perspective better than before, which can strengthen the relationship or their understanding of the situation.
Why is it important to understand someone else's perspective?	Understanding someone else's perspective can help us understand how others feel, help us have empathy for them, and help clear up misunderstandings.

▪ EXPLAIN to students that they will be viewing some video clips that show how different characters react to or think about an incident of online cruelty (cyberbullying).

TEACH 1
Introduce Characters (*10 minutes*)
- SHOW the video "Copyright and Fair Use Animation."
- INTRODUCE the class to the TV show *Friday Night Lights.* Explain to the class that the show takes place at Dillon High School, in a fictional small town in Texas, where much of the activity revolves around the school's football team, the Panthers.

  Introduce the class to each of the characters in this story. Write their names on the board.
  - Lyla: Lyla is head of the cheerleading team at Dillon High School. Her boyfriend was the football team's quarterback. Recently, she cheated on her boyfriend with another football player named Tim. Her classmates participated in a website that slams Lyla for her behavior.
  - Brittany: Brittany is Lyla's alternate on the cheerleading team. She set up a website where she and others at school slam Lyla.
  - Tim: Tim is a player on the football team. He secretly dated Lyla while she was still seeing the team's quarterback, who was his friend.
  - Tami: Tami is the school's guidance counselor. She often has to intervene in interpersonal conflicts at the school.
  - Ben: Ben is Brittany's father.
  - Buddy: Buddy is Lyla's father and a successful car dealer in the town of Dillon
- DEFINE the Key Vocabulary terms target, offender, bystander, and upstander, and write them on the board. Tell students that they will be figuring out who is playing these roles in the clip they'll view from *Friday Night Lights*.

TEACH 2
Taking Perspectives *(25 minutes)*
- ARRANGE students into six groups and assign each group one of the six characters.
- DISTRIBUTE the *Taking Perspectives Student Handout*, one per group (or student).
- SHOW the "Friday Night Lights Video Clips" video.
- INVITE each group to complete their student handout, writing their answers on the back of the handout or on blank paper (each group answers a different set of questions about their assigned character). Have them note any differences in perspectives among members of their group.
- ENCOURAGE volunteers from each group to share their responses on the handout with the class. Use the *Taking Perspectives Student Handout – Teacher Version* for guidance with answers.
- DISCUSS some or all of the following questions with the class, using them to spark a larger conversation about online cruelty and its consequences. You also can have students discuss in groups.
- ASK:

Are actions in an online community (like the slurs on the website) different than actions taken offline (like the notes left on Lyla's locker at the school)? Why, or why not?	Help students discuss the differences between online and offline cruelty. Online actions can spread easily, can be seen by large audiences, are persistent, and are hard to control. The target can feel more powerless than if the situation is a face-to-face encounter or confined to school.
How are anonymous actions – like posting on a website or leaving a note – different from things done face-to-face?	You may have to define the word anonymous as "without any name or identifying information." Students should discuss how anonymity makes people act in ways they wouldn't in person. People can hide behind anonymity. Participants in a situation of online cruelty may act differently if they put themselves in the shoes of the target and take the target's perspective about how they would be affected.
Imagine you were a bystander at this school, watching this situation unfold. What do you think you would have done? Do bystanders have a responsibility to do anything?	Discuss students' responsibilities as digital citizens. Students should be aware that even when they are not directly involved in incidents of online cruelty, they play a role and are accountable for their actions. Most often, they will face a choice between becoming upstanders or remaining bystanders. Encourage students to explain how the choices they make can affect the situation as a whole.

- BRAINSTORM ways to be upstanders when it comes to online cruelty. Write answers on the board.
- ASK:

How can upstanders help those who face online cruelty? How can they help defuse online cruelty before it escalates?	Students should be aware of the following tips: ▪ De-escalate when possible. If you have good standing with the offender and are comfortable, politely tell the offender to back off. ▪ Point out the offender's motivation to the target. Comfort the target by explaining that many offenders act this way in order to gain control, power, or status. ▪ Tell the target you're there for them. Just by offering a helping hand, you let a target know he or she is not alone and that you're not okay with what's happening. ▪ Help the target. Help the target find friends and school leaders who can help de-escalate the situation.

Note: If a student says that an upstander should retaliate, be violent or hateful, or use online cruelty towards the offender, explain why this is not a good solution. It can escalate the situation and make it worse.

CLOSING

Wrap-up *(5 minutes)*

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal, or an online blog/wiki.

- ASK:

What should you think about before you post anything about another person online, in an instant message, text, or any other kind of digital message?	Students should recognize the importance of considering other people's perspectives, respecting other people's feelings, and possible outcomes of their actions.
Someone posts a picture of your friend with some nasty comments and other kids make fun of him or her. What would a bystander do in this situation? What would an upstander do? What would you do?	Students should understand that they are responsible for their actions as members of an online community, and that they can make the important decision to be an upstander rather than a bystander.
Aside from a target, who else can be impacted by online cruelty? Who else could be involved, implicitly or explicitly?	Encourage students to think about the different characters in the "Friday Night Lights Video Clips." Online cruelty can affect family, friends, significant others, and teachers, as well as the dynamic of groups within and outside of schools, like sports teams, neighborhoods, etc.

Source: Common Sense Education[65]

DIGITAL HEALTH

Defining and Teaching Digital Health Competencies

Digital health refers to students' "physical and psychological well-being in a digital technology world."[66] The main tenants of digital health include:[67]

Managing screen time and balancing online and offline lives	Managing online identity issues	Dealing with issues relating to digital media, body image, and sexuality	Understanding the differences between healthy and unhealthy online relationships

Digital health requires finding a balance between the amount of time spent online and using technology with other, offline activities, such as being active.[68] Digital technology is extremely engaging. Additionally, students use technology for schoolwork, communication, and entertainment. Thus, it can be easy for students to spend an unhealthy amount of time engaging with technology or media or, in the extreme, develop an "internet addiction."[69]

Teachers should discuss healthy digital habits with students and encourage students to be aware of how much time they spend online and to balance their online and offline time. Indeed, "learning how to balance time spent online with all of life's other activities is one of the great challenges of the digital age."[70]

SAMPLE CLASSROOM LESSON STARTER:[71]

Have students track how much and when they are using technology over a week's period. Have students evaluate if the amount of time they spend on their technology is healthy or if there might be alternatives for some of those times (e.g., taking their phone to bed and waking up to send messages or post instead of sleeping).

Digital health also includes avoiding or reducing physical pain and harm from using computers. This requires students to avoid injuries from repetitive motions and use appropriate ergonomics.[72] Thus, schools should ensure that students are using computers at the appropriate height and teach students that using technology incorrectly can cause physical harm.[73] Teachers and administrators must also model physical digital safety for students.[74]

At the intersection of digital privacy, safety, ethics, and health, students must also learn to differentiate between safe and healthy online relationships and unhealthy online relationships. Students must recognize how boundaries differ based on the type of relationship (e.g., friend, boyfriend/girlfriend, family member, employer) and respect privacy accordingly. Students should learn the importance of being careful when forming relationships online, especially with people they do not know.[75]

ADDITIONAL LESSON PLANS

- Lesson Plan (Grade 7): "My Media Use: A Personal Challenge" – Common Sense Education
- Lesson Plan (Grade 8): "Digital Media and Your Brain" – Common Sense Education
  Note: While the above links should go directly to lesson plans, some features on The Common Sense Education website requires cost-free registration.
- Lesson Plan (Grades 9-12) "Dealing with Digital Stress" – Media Smarts
- Lesson Plan (Grades 9-12) "Online Relationships: Respect and Consent" – Media Smarts
- Lesson plan for using online time optimally and promoting digital health - iKeepSafe

On the following pages, Hanover presents sample lesson plans on digital health.

Lesson Plan: "Digital Media Experiences are Shaped by the Tools We Use: The Disconnection Challenge"

<u>Description</u>: In this lesson plan for students in Grades 7-12, students consider the role of technology in their lives and how much time they spend with technology. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective:
Students will:
▪ Reflect on their media use.
▪ Analyze the ways in which society and technology influence behavior.
▪ Participate in a class discussion.
▪ Prepare a detailed action plan.
▪ Create a collaborative media product *(extension activity)*.
Overview:
In this lesson, students consider the role of technology and media in their lives and then spend a week either tracking or limiting their media use. They then share their experiences and discuss how the ways that digital media tools are made may cause us to use them differently (or simply more often). Finally, students draw on those insights to create a mindful media use plan. In an optional extension activity, they interview other students for a video exploring their experiences and reflections over the course of the project.
Materials:
Photocopy the following handouts:
▪ *Media Diary*
▪ *Week One Mood Diary*
▪ *Disconnection Challenge – Week Two Mood Diary*
Photocopy the following assignment sheets:
▪ Post-Challenge Media Plan
▪ Disconnection Challenge Video (if completing the optional media production activity)
All above handouts are available at this Media Smarts web page beginning on page 5.
Preview and prepare to show the following videos:
▪ Social Media Fast – Disconnection Challenge
▪ Digital Literacy 101: Digital Media are Shaped by the Tools We Use
▪ Media Literacy 101: What is Media Anyway? (optional)
Time: This lesson takes place over two weeks, with roughly three hours class time mandatory and an additional two to six hours for the optional media production activity.
Activities:
<u>Day One</u>
Optional: What is Media Anyway? (10 minutes)
If you think your students need a better grounding in what's meant by "media" and the role it plays in their lives, begin by showing the video "Media Literacy 101: What is Media Anyway?" and have them discuss the closing prompt: What different kinds of media do you encounter in a typical day? Which of those do you choose to use (like sending a text or playing a video game) and which do you not choose (like getting a text someone else sent you, or seeing a billboard when you're walking or in the car)?

What Role do Media Play in Our Lives? (30 minutes)

Divide the class into groups of three to four students and have each group make a list of all of the different ways they use or consume media. Tell them to consider:

- Different devices (phones, TVs, computers, etc.)
- Different platforms (different social media, games, streaming services, etc.)
- Different contexts (listening to music at home vs. hearing it at the mall, etc.)

In the same groups, have students think about what they *do* with media:

- Encourage them to think beyond just the obvious purposes of media (e.g. watching a TV show) to the different *reasons why* they do that (e.g. watching because you're bored; watching because you want to know what happens in the story; watching because everyone else watches and you want to be part of the conversation, etc.)

Have groups share their discussion with the class and create two master lists based on the shared feedback: a list of all of the different *ways* they use or consume media and the different *reasons* for doing it.

Distribute the handouts *Media Diary and Week One Mood Diary*. Go through the assignment sheet with them and explain that over the next week they will be keeping the *Media Diary* and *Week One Mood Diary*.

Day Two (one week later)

Reflection

Share the questions below with the class. Give them at least ten minutes to write a reflection on them and then discuss them in class.

- What were the ways that you chose to use media?
- What were some of the ways you used media without choosing to?
- Try to remember how you felt on different days in the last week. How did that connect to your media use?
- Which activities made you feel closer to other people?
- Which made you feel more isolated?

Show students the *Disconnection Challenge* video.

Distribute the handout *Disconnection Challenge—Week Two Mood Diary*. Tell students that over the next week, they have the choice of either participating in the Disconnection Challenge (to the best of their ability) or leading their normal media lives; either way, they should complete the *Disconnection Challenge - Week Two Mood Diary*.

Day Three (one week later)

Ask those students who participated in the Disconnection Challenge to consider the following questions:

- What did you do (if anything) to prepare for the Challenge?
- What did you find you had been using technology to do?
- What things in your offline life were made easier? Which were more difficult?
- What did you miss the most? What didn't you miss?
- What did you do during the diet that you wouldn't have done if you were using technology that week?
- How did it impact your relationships with family or friends?

The Tools We Use

Highlight this quote from one of the participants in the *Disconnection Challenge* video: "I think technology does affect how you think and how you socialize with people."

Ask the whole class:

- Do you agree? Why or why not?
- What are some ways that technology affects how we act?

Now show the video *Digital Media Experiences are Shaped by the Tools We Use* and have students discuss:

- What are the different parts of your life (parents, friends, school, etc.) doing to make you use technology more?
- What is the technology itself doing to make you use it more?
- What features of different apps/platforms/tools make it harder to resist using them, or make you use them more often?

Evaluation: Post-Challenge Media Plan

Distribute the assignment sheet *Post-Challenge Media Plan* and explain to students that based on their experience with the *Media Diary* or *Media Diet* and the class discussion, they will be creating a plan to use media and technology more mindfully in the future. Tell students that a successful plan has three steps:

- A goal: in this case, students will consider how they might use technology or media differently based on their experiences and reflections.
- Possible obstacles: What are some challenges they think they might face doing that?
- Strategies: What could they do to deal with those problems?

Extension Activity: Disconnection Challenge Video

As an extension activity, you may choose to have students make their own disconnection challenge video. Distribute the *Disconnection Challenge Video* handout. Divide students into groups of four to six and have them interview each other about their experiences, then edit the interviews into a video no more than three minutes long. (Recommended video tools are included in the handout sheet.)

Source: MediaSmarts[76]

📄 Lesson Plan: "Risky Online Relationships"

Description: In this lesson for students in Grades 9-12, students discuss and learn about the realities of risky online relationships. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective: Students will be able to ... ▪ Compare and contrast stereotypes and realities when it comes to Internet "stranger danger." ▪ Learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances. ▪ Brainstorm ways to help teens avoid risky online behavior.
Overview: Students first talk about common impressions of "stranger danger." They learn why the term *online predator* is misleading, and how to identify more realistic forms of inappropriate contact. Students then discuss a story about a teen's risky online relationship and draw conclusions about how to stay safe online.
Materials: ▪ Read the Communicating Safely Online Teacher Backgrounder (High School). ▪ Review the *Sheyna's Situation Student Handout — Teacher Version*. ▪ Copy *Sheyna's Situation Student Handout*, one for each student. *The above materials can be accessed at this* Common Sense *website. Note: This website may require a non-cost sign-up.* **Note:** Research suggests that lessons on Internet safety should not shy away from honest conversations about teen risk-taking, relationships, and sexuality. As such, this lesson deals with issues that may be difficult for both teachers and students to discuss openly. Please refer to the *Communicating Safely Online Teacher Backgrounder* for extra information on the content of this lesson, as well as tips for teaching sensitive topics. Teachers are also advised to discuss this plan with school administrators and follow parent notification regulations.
Time: 45 minutes
Activities: INTRODUCTION Warm-up *(5 minutes)* ▪ INTRODUCE the idea that the Internet thrives because people want to share with, learn from, and respond to others online. Point out that there are many different types of online interactions between people who don't know each other in an offline setting. These interactions are sometimes positive, and at other times they can make us feel uncomfortable. ▪ ASK:

What are some examples of positive interactions between strangers online?	Sample responses: ▪ Selling your own products or possessions online. ▪ Responding to internship or job opportunities online. ▪ Leaving comments on other people's blogs, even if you don't know them personally. ▪ Playing games or interacting in virtual worlds with people you don't know offline.
What are some examples of uncomfortable interactions between strangers online?	Sample responses: ▪ Dealing with awkward friend requests from people you don't know well. ▪ Receiving mean or creepy comments from strangers. ▪ Getting spam or junk mail. ▪ Seeing IMs from unknown screen names.

TEACH 1

The Myths and Realities of "Online Predators" *(15 minutes)*

- EXPLAIN that people often use the term online predator to describe one of the most serious kinds of situations with a stranger online.
- DEFINE the Key Vocabulary term online predator. Encourage students to break down the term into its parts and think about the meaning of each word. (A predator is an animal that hunts and eats other animals; therefore, an online predator would be someone who uses the Internet to lure and trap others into dangerous situations.)
- EXPLAIN that many people worry about online predators, but their impressions do not always match up with reality. This is because news stories tend to cover the most extreme predator cases. They also often present these cases in ways that make people fearful of specific stereotypes.
- DEFINE the Key Vocabulary term stereotype.
- ASK:

What are some common stereotypes of online predators?	Sample responses: ▪ Online predators are creepy old men. ▪ They are interested in sexual things with little kids. ▪ They pretend to be kids online and convince other kids to do things that they don't want to do. ▪ They try to gain kids' trust and lure them offline to kidnap them.

- SHARE the following facts that debunk the online predator stereotype:
1. Teens are more likely to receive requests to talk about sexual things online from other teens or from young adults (ages 18 to 25) than they are from older adults.
2. The small percentage of adults that does seek out relationships with teens online are usually up-front about their age, and about their sexual interests.
3. Teens who develop an ongoing online connection with someone they don't know, or who are willing to talk about sexual things online, are more likely to find themselves in a risky online relationship.
4. Risky online relationships don't always involve total strangers; sometimes they involve people that teens have initially met offline.
- ASK students if any of these facts surprise them, given what they have heard about online predators.
- DEFINE the Key Vocabulary term risky, and have volunteers suggest what the word might mean in this context. (Guide students to consider how flirty conversations online may seem exciting or flattering, but that they also have the potential to be upsetting or feel abusive. They should know that people may in fact say or do things
- online that they would not in person. Students should also know that they may feel used, uncomfortable, or violated while chatting with people online – whether it's with someone their own age or older.)
- ENCOURAGE students to discuss how focusing on the online predator stereotype might make it harder to recognize other forms of risky online relationships. (Given that news stories emphasize that kids should beware of older adults who might try to take advantage of them, teens may think nothing of chatting with someone closer to their age – especially if that person is charming and flattering. In fact, it is important for teens to know that people closer to their age are more likely to coax them into uncomfortable situations online, or ask them to talk about inappropriate things.)

TEACH 2

Sheyna's Situation *(20 minutes)*

- ASK students what the word manipulate means to them.
- DEFINE the Key Vocabulary term manipulate, drawing connections to student responses if possible.
- ASK:

Why might it be tricky for people to recognize when they are being manipulated, especially online?	Some people try to manipulate you by pretending to be your friend, or making you feel understood and valued. Manipulation involves telling you things you want to hear, and gradually winning your trust before trying to control you.

- EXPLAIN to students that they are going to read and analyze a story about a teen's risky online relationship. This story will challenge them to think beyond online predator stereotypes. They should pay attention to how the relationship develops and be on the lookout for anything that seems like manipulation.

- DIVIDE students into pairs or groups of three.
- DISTRIBUTE the *Sheyna's Situation Student Handout*, one for each student. Give students 10 minutes to read the story and answer the questions on the handout in their groups.
- INVITE groups to take turns sharing their answers to the questions on the handout. (Refer to the *Sheyna's Situation Student Handout – Teacher Version* for sample answers.) Have all groups share their answers to the final question, which is about what advice they would give to Sheyna if they were her friend.
- ASK:

Based on our answers to these questions, we've pointed out that this relationship is risky. Why does it matter? What's at stake for Sheyna? What about Nick?	Encourage students to think about the emotional and legal issues that may arise when younger people develop romantic, or sexual, relationships online with older people, or even with people their own age. In this case, Sheyna may eventually feel embarrassed, upset, or used. Also, Nick – a young adult – is sending sexually explicit messages to a 14-year-old. This is illegal in most states.

- HAVE students expand their advice to Sheyna into a general set of principles for teens to follow in avoiding risky online relationships. You may want to write these tips on the board, or project them for students to see. Be sure to include the following points:
  - ❑ Change it up. If something feels like it might be getting risky, it probably is. But if you're not sure, try changing the subject, making a joke, or saying you want to talk about something else. If you still feel pressured by or uncomfortable with the situation, you need to take further action.
  - ❑ Log off or quit. You need to remember that at any time you can just stop typing and log off if a conversation gets uncomfortable online. You can also take action to block or report another.
  - ❑ user, or create a new account – whether for email, IM, or a virtual world – to avoid contact with that person again.
  - ❑ Know that it's okay to feel embarrassed or confused. It's not always easy to make sense.
  - ❑ of situations that make you uncomfortable online. Nor is it easy to ask for help if you feel embarrassed about what you've experienced. These feelings are normal, and it's okay to talk about them.
  - ❑ Talk to a friend or trusted adult. Don't be afraid to reach out. Even if you feel you can handle a tricky situation alone, it's always a good idea to turn to friends, parents, teachers, coaches, and counselors for support.

CLOSING
Wrap-up *(5 minutes)*
You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.
- ASK:

Why is the term online predator misleading? What is the reality when it comes to risky online relationships?	Students should be aware of the stereotype that there are creepy older men lurking on the Internet, looking for kids. These kinds of online predators do exist, but they are not that common. Teens themselves and young adults are more likely than older adults to ask teens about sexual things online. Also, the small percentage of adults that are actually interested in developing relationships with teens online are usually upfront about their age and about their inappropriate intentions.
How can you avoid getting involved in risky online relationships?	Students should be wary of any online relationship with strangers or acquaintances who are older than they are. They should avoid flirting online with people they don't know face-to-face – whether it's a joke or whether it's serious – and be aware of people trying to manipulate them. If anything makes them feel uncomfortable, they should take action to stop it. They should also tell a trusted adult if they or their friends are in danger.
What are some examples of ways that people connect safely, responsibly, and positively with others online?	Students' answers will vary. Guide students to recognize that there are many benefits to networking, sharing, and collaborating with people online. It's a matter of knowing when relationships turn risky.

Source: Common Sense Education[77]

COMMUNITY AND CIVIC ENGAGEMENT

Defining and Teaching Civic Engagement Competencies

As with traditional citizenship, community and civic engagement is also a component of digital citizenship. Digital community and civic engagement signifies that students know their rights, understand how the Internet impacts social norms and active citizenship, and engage with digital content as part of an informed and engaged community.[78] Additionally, students recognize the role of the internet in civic action and can "[e]valuate the strengths and weaknesses of digital remedies for injustice and calls to action."[79]

To develop students' civic engagement competencies as they relate to digital citizenship, teachers should inform students of their rights as citizens and how they can use digital technologies to exercise their rights.[80] Teachers can discuss with students how digital technologies are impacting the democratic process.[81] Teachers should provide students with examples of how digital technology and social media have been used around the world to promote civic engagement and action. For example:[82]

- Social media has mobilized the public around particular issues and given voice to traditionally marginalized communities though petition platforms such as Change,org.
- Digital technologies promote civic action at the local, national, and international levels. For example, FixMyStreet2 is a national platform for citizens to drive local action by reporting problems such as pot holes or broken street lamps to local councils.
- Social media, digital activism, and citizen journalism spur social movements. Examples include the Black Lives Matter movement and the Arab Spring.

Teachers should also discuss with students that just as social media and communicative technologies can spur positive social change and engagement, digital platforms have also been used to mobilize extremists and terrorist groups.[83]

Teachers can approach these topics as they would traditional citizenship, with a focus on how technology and social media can be used for social action. Accordingly, some argue that "the best way to address digital citizenship is the same way we teach traditional citizenship—by engaging students in communities of their peers with support and guidance from adult mentors."[84] However, research suggests that students who have grown up with technology conceptualize citizenship differently than previous generations. Thus, when teaching civics and civic engagement, schools must acknowledge that students think about citizenship in a technological context.[85] While students have a different concept of civic engagement, they do not automatically possess these engagement skills and thus require instruction that prepares them for the civic engagement aspect of technology.[86]

> Project Citizen is a program that guides students through developing an action plan to solve a local problem or issue.
>
> Click here to see an example of how students in Oregon completed a Project Citizenship project combining civic action and technology,to address gun control.

ADDITIONAL RESOURCES
- Lesson Plan (Grades 9-12): "Introduction to Online Community Engagement" – Media Smarts
- Lesson Plan (Grades 9-12): "Digital Storytelling for Community Engagement" – Media Smarts
- Lesson Plan (Grades 9-12): "Digital Outreach for Community Engagement" – Media Smarts

On the following pages, Hanover presents sample lesson plans on technology and civic engagement.

Lesson Plan: "Social Media for Social Action"

Description: In this lesson for students in Grades 6-12, students learn about the relationship between technology and social media and social activism. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective:
Students will be able to:
    ▪ Explore reasons for engaging in digital activism.
    ▪ Understand that there are different ways to engage in social activism online.
    ▪ Analyze and evaluate pros and cons of digital activism.

Overview: This lesson will engage students in the debate about the efficacy of social media as a tool for social change. While some researchers and activists have written about the empowering effects of online social engagement, others critique the limits of what some people have coined armchair activism, clicktivism or slacktivism. Students will explore the effectiveness of viral hashtag campaigns representing themes related to identity, diversity, justice and action. Using articles to craft arguments, students will discuss and evaluate the pros, cons, limits and possibilities of online activism.

Materials:
    ▪ Where I Stand Prompts (6-8, 9-12)
    ▪ Thinking Notes
    ▪ Pens/Pencils
    ▪ Copies of Millennials and the Age of Tumblr Activism by Valeriya Safronova
    ▪ Chart paper posters
    ▪ Markers
    ▪ Exit cards (index cards or sticky notes for an exit card parking lot chart)

Activities:
    ▪ Before the lesson, designate and label three different parts of the room "Agree," "Disagree" and "Undecided." You will need this for the *Where I Stand* activity.
    ▪ As a warmup, ask students to respond in writing to one of the following three prompts:
        ▪ What is activism?
        ▪ What are different ways people can engage in activism around a social cause or world issue using technology? (Technology can include anything from the internet to cell phones to social media sites and more.)
        ▪ How can technology be used as a tool for activism? (Note: Encourage students to include specific examples when they can.) Students will list their ideas.
    ▪ Put students into small groups and ask them to share their responses. Afterward, ask them to discuss in their groups which tools or uses of technology could be most powerful to make change and why. Elicit a few responses from the whole group.
    ▪ Introduce the debate around technology—especially the internet and social media—as tools for activism and social change. Inform students that scholars and activists have presented both pros and cons of digital activism. Have students record the definition of "activism" in their notebooks, and then engage in a short conversation about what digital activism means. Note that, while some advocates and researchers might emphasize the possibilities of digital activism, others might stress its limitations.
 	
  WHERE I STAND ACTIVITY
    ▪ Provide each student with a copy of the Where I Stand Prompts. Ask students to reflect on the prompts and note their responses to prepare for the whole-class activity. After giving students a few minutes to think about and respond to the prompts in writing, show them the three designated areas (Agree, Disagree, Undecided) around the room.

- Read aloud the first prompt, giving students the opportunity to move to the area representing the response they chose. Emphasize that students should try to think critically for themselves and resist being swayed by peers and remind students of community guidelines that promote a safe space for exchanging ideas.
- Once students are in these three smaller groups, ask them to share the supportive reasoning behind their responses, using their written Where I Stand reflections as a reference. Ask a student in each group to serve as a scribe and, on chart paper, take notes on the main points discussed in their small group.
- Ask one or two speakers from each group to share their group's charted ideas with the whole class.
- Repeat this procedure for the second prompt.
- Ask students, "Was anyone's mind changed about either of the prompts during the activity, especially those who were undecided?" Elicit a few responses from the whole group.
- Tell students they're going to participate in a reading activity to further their thinking on digital activism. Ask them, "What are some possible benefits of digital activism, and what are its possible limitations or negative effects?" Have students think about this question and share initial thoughts with a partner. Elicit a few responses from the whole group.
- Thinking Notes: Provide students with a copy of the New York Times article "Millennials and the Age of Tumblr Activism" by Valeriya Safronova. Follow the protocol for the Thinking Notes strategy. For the second reading, as noted in the third item in the Thinking Notes strategy protocol, students can be provided with a choice of independent or collaborative reading.
- After students have completed the Thinking Notes exercise, facilitate a whole-group discussion around the uses, pros and cons of digital activism discussed in "Millennials and the Age of Tumblr Activism." As students share and respond, encourage them to use textual evidence from the article to support their ideas. Chart pros and cons noted by students during the discussion.
- Close by asking students to complete an exit card connecting the themes of the lesson to the students' interests and agency related to social action. You could use the following question or create your own: What social issues do you feel passionately about and would want to engage in online and/or offline? Why?

Source: Teaching Tolerance[87]

Lesson Plan: "Digital Tools as a Mechanism for Active Citizenship"

Description: In this lesson for students in Grades 6-12, students learn about how technology can facilitate active citizenship. Teachers can link this lesson to typical standards in Social Studies, English, Government, or Technology course curricula.

Learning Objective:
Students will be able to:
▪ Understand the use of digital tools in active citizenship.
▪ Evaluate the strengths and weaknesses of digital remedies in active citizenship.
Overview:
In this lesson, students will explore how technology can be a useful tool for active citizenship. They will analyze several active citizenship projects that aren't currently using technology, and then they will recommend specific social media or web-based strategies that might improve the project's operation.
Materials:
▪ Improving the Active Citizenship Project Through Information Communication Technology handout
▪ Assessing Active Citizenship Projects and Making Recommendations handout
▪ Examples of Active Citizenship Projects handout
Activities:
▪ Tell students that, over the past decade, people have started integrating digital technology into social activism. The Arab Spring, Occupy Wall Street, Black Lives Matter and organizations like MoveOn.org and the Tea Party have enjoyed great success by incorporating digital technologies into their operations. Explain that information communication technology—messages, photos and videos that can reach massive audiences through social media networks—can be used to distribute messages, conduct operations, communicate within the organization and achieve goals.
▪ Tell students that they will be role playing technology consultants who are asked to review several student-run active citizenship projects. Their task is to analyze the projects and make recommendations on how to incorporate information communication technology to better the project's operation.
▪ Divide the class into small groups of three to four students. Distribute the *Improving the Active Citizenship Project Through Information Communication Technology* handout to all groups. Review the introduction with students and then conduct a shared reading activity on the Building an Active Citizenship Project and ICT Tools sections.
▪ Next, distribute the *Assessing Active Citizenship Projects and Making Recommendations* handout along with an example student active citizenship project (see materials needed). Review the instructions with students and go over the example. Allow students time to complete their assessments and recommendations. Then, have all student groups make short presentations of their recommendations to the class.

Source: Teaching Tolerance[88]

ENDNOTES

[1] [1] "Digital Literacy Fundamentals." MediaSmarts. http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals [2] "BC's Digital Literacy Framework." British Columbia Ministry of Education. pp. 1–11. https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/digital-literacy-framework.pdf

[2] "Digital Literacy Fundamentals," Op. cit.

[3] Ibid.

[4] [1] Ibid. [2] Ribble, M. *Digital Citizenship in Schools: Nine Elements All Students Should Know*. International Society for Technology in Education, 2015. https://books.google.com/books?hl=en&lr=&id=z6WpCgAAQBAJ&oi=fnd&pg=PA1&dq=digital+citizenship&ots=on_VYhmkzs&sig=KslePVJV5G2ZQCuJnaaqrPqfYbs#v=onepage&q&f=false [2] "Digital Literacy Framework." Teaching Tolerance; The Southern Poverty Law Center, 2017. https://www.tolerance.org/sites/default/files/2017-10/Teaching-Tolerance-Digital-Literacy-Framework.pdf

[5] Ribble, *Digital Citizenship in Schools*, Op. cit., p. 55.

[6] DeNisco, A. "How to Teach Students about Their 'Digital Tattoo.'" *District Administration*, 54:7, July 2018. Accessed via EBSCOHost.

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[8] Ibid.

[9] "Digital Literacy Fundamentals," Op. cit.

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[11] [1] "Digital Literacy Fundamentals," Op. cit. [2] "Digital Literacy Framework," Op. cit.

[12] "Privacy Curriculum Matrix K-12 BEaPRO™." IKeepSafe, 2015. p. 2. http://archive.ikeepsafe.org/wp-content/uploads/2015/08/iKeepSafe-Privacy-Curriculum-Matrix-K-12-BEaPRO..pdf

[13] Ibid., p. 25.

[14] [1] Ribble, M. "The Importance of Digital Citizenship." *District Administration*, November 2014. Accessed via EBSCOHost. [2] DeNisco, Op. cit.

[15] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 2.

[16] Ibid., p. 25.

[17] Ibid., p. 18.

[18] [1]Ribble, *Digital Citizenship in Schools*, Op. cit., p. 53. [2] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 7.

[19] Figure contents quoted verbatim from: Ribble, *Digital Citizenship in Schools*, Op. cit., p. 55.

[20] Chart contents quoted verbatim from: "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 2.

[21] Ibid.

[22] Ibid., p. 1.

[23] Bullet points quoted verbatim from: Ribble, *Digital Citizenship in Schools*, Op. cit., p. 53.

[24] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 2.

[25] "Balance Curriculum Matrix K-12 BEaPRO™." IKeepSafe, 2015. p. 1. http://archive.ikeepsafe.org/wp-content/uploads/2015/10/iKeepSafe-Balance-Curriculum-Matrix-K-12-BEaPRO.pdf

[26] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 1.

[27] Ibid.

[28] Ibid.

[29] Figure contents quoted verbatim from: Ribble, *Digital Citizenship in Schools*, Op. cit., p. 53.

[30] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 7.

[31] Ibid., p. 2.

[32] [1] Ibid. [2] Ribble, *Digital Citizenship in Schools*, Op. cit., p. 54.

[33] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 2.

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[36] Ribble, *Digital Citizenship in Schools*, Op. cit., p. 28.

[37] "Digital Literacy Framework," Op. cit.

[38] [1] "Digital Literacy Fundamentals," Op. cit. [2] "Digital Literacy Framework," Op. cit.

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[53] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., pp. 13, 24–25.

[54] Ibid., p. 13.

[55] Ibid., p. 18.

[56] Ibid.

[57] Figure contents quoted verbatim from: Ribble, *Digital Citizenship in Schools*, Op. cit., p. 34.

[58] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 13. [2] Ribble, *Digital Citizenship in Schools*, Op. cit., p. 42.

[59] Ribble, *Digital Citizenship in Schools*, Op. cit., p. 42.

[60] Ibid.

[61] Ibid.

[62] [1] Ibid., p. 43. [2] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 13.

[63] Figure contents quoted verbatim with modification from: [1] Ribble, *Digital Citizenship in Schools*, Op. cit., pp. 43–44. [2] "Privacy Curriculum Matrix K-12 BEaPRO™," Op. cit., p. 13.

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  Support on-time student graduation and prepare all students for post-secondary education and careers.

- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.

- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.

- **Operations Improvement:**
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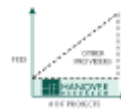200+ analysts with multiple methodology research expertise

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