

**Know, Understand, Do**

(What I want my students to know, and understand, and do.)

**Unit Topic: Cyber Safety & Identity****By completing this unit, students will...**

Know (facts, formulas, vocabulary – written in terms or phrases)	<ul style="list-style-type: none"> <li>• The risks of online activity</li> <li>• Sound online etiquette practices</li> <li>• The safe way to visually represent self online</li> <li>• The safe way to build a profile online</li> <li>• The district's Acceptable User Policy</li> <li>• Copyright Act and Fair Use Act</li> </ul>
Understand (concepts, principles, generalizations –written as ideas or complete thoughts)	<p>It's important to understand that....</p> <ul style="list-style-type: none"> <li>• The danger that may lurk due to unsafe online activities</li> <li>• Practicing proper, responsible, accountable and ethical decision-making when online will ensure safe online activity</li> <li>• Creating safe online identities protects oneself online</li> <li>• The difference between personal and private information</li> <li>• What students can and cannot do in the district's technology network when on campus</li> <li>• The legal Federal regulations that exist to protect online created works in which they can legally and responsibly be used, included, or deviated to place in one's own work</li> </ul>
Do (skills, thinking skills – starts with a verb)	<p>Students will be able to....</p> <ul style="list-style-type: none"> <li>• Practice responsible, ethical, and accountable online etiquette, making good decisions, when representing self, exploring online, or collaborating with others</li> <li>• Build an online identity (prose and picture) that safeguards the student's identity and image</li> <li>• Follow the district's Acceptable User Policy when using technology on campus</li> <li>• Exercise legal additions of another's created works in one's own work</li> </ul>

## Decision 1: Student Learning Map of Unit

(Provides teachers with the concepts prior to planning and provides students with a map of the unit.)

**Unit Topic:** Online Safety

**Days:** 10

**Subject:** Emerging Technologies

**Grade:** 9-12

**Key Learning** (Big Idea): Students will learn how to act and exercise ethical, responsible, respectful, civil, legal, secure, and safe online practices to keep self, reputation, and safety secure, accurate, and uncompromised.

**Unit Essential Question:** What guidelines should a person practice to be safe, secure, and legal online?

<p>Concept: Online Risks</p> <p>Standard/Anchor: <b>NETS</b> NT.K-12.2 Social, Ethical and Human Issues Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>NT.K-12.6 Technology Problem-Solving and Decision-Making Tools Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.</p> <p><b>NBEA</b> <b>Communication</b> IV: Technological Communication – Achievement</p>	<p>Concept: Create a Safe Online Identity &amp; Image</p> <p>Standard/Anchor: <b>NETS</b> NT.K-12.2 Social, Ethical and Human Issues Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p><b>NBEA</b> <b>Communication</b> III: Workplace Communication – Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. E. Personal Ethics Level 3: Define ethics and identify the process by which</p>	<p>Concept: Social Networks</p> <p>Standard/Anchor: <b>Standards:</b> <b>NETS</b> NT.K-12.2 Social, Ethical and Human Issues Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>NT.K-12.6 Technology Problem-Solving and Decision-Making Tools Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.</p>
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<p>Standard: Use technology to enhance the effectiveness of communication.</p> <p>Level 3: Discuss the risks of identity theft through blogs, web sites, and other digital means.</p> <p><b>PA Science &amp; Technology Standards</b>  <b>3.7.12 Technological Devices</b></p> <p>A. Evaluate the effectiveness of computer software to solve specific problems.</p> <ul style="list-style-type: none"> <li>Analyze the legal responsibilities of computer users.</li> </ul>	<p>individuals develop the foundation for making ethical decisions</p> <p><b>PA Science &amp; Technology Standards</b>  <b>3.7.12 Technological Devices</b></p> <p>B. Evaluate the effectiveness of computer software to solve specific problems.</p> <ul style="list-style-type: none"> <li>Analyze the legal responsibilities of computer users.</li> </ul>	<p><b>NBEA</b>  <b>Communication</b>  IV. Technological Communication - Achievement</p> <p>Standard: Use technology to enhance the effectiveness of communication.</p> <p>Level 3: Discuss appropriate and safe online behavior.</p> <p><b>PA Science &amp; Technology Standards</b>  <b>3.7.12 Technological Devices</b></p> <p>C. Evaluate the effectiveness of computer software to solve specific problems.</p> <ul style="list-style-type: none"> <li>Analyze the legal responsibilities of computer users.</li> </ul> <p><b>1.9.3.A Information, Communication, &amp; Technological Literacy</b>  <a href="#">1.9.3.A Use media and technology resources for directed and independent learning activities.</a></p>
<p>Lesson Essential Question(s):</p> <p>What are the risks of online activity?</p>	<p>Lesson Essential Question(s):</p> <p>What decisions when posting information and graphics about you online will safeguard your identity and image?</p>	<p>Lesson Essential Question(s):</p> <p>How can people create a safe and secure profile in social networks?</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Cyber safety</li> <li>Target</li> <li>Bully</li> <li>Predator</li> <li>Grooming &amp; luring</li> <li>Cyber bullying</li> <li>Identity theft</li> <li>Hacking</li> <li>Sexting</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Social networks</li> <li>Profile</li> <li>Identity</li> <li>Image</li> <li>Virtual reputation</li> <li>Vulnerability</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Social Network</li> <li>Profile</li> <li>Status</li> <li>Friend List</li> <li>Privacy Settings</li> <li>Wall</li> </ul>

<p>Concept: Acceptable Use Policy is the Law</p> <p>Standard/Anchor:  <b>NETS</b>  NT.K-12.2  Social, Ethical and Human Issues  Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>NT.K-12.6  Technology Problem-Solving and Decision-Making Tools  Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.</p> <p><b>NBEA</b>  <b>Communication</b>  IV: Technological Communication – Achievement Standard: Use technology to enhance the effectiveness of communication.  Level 3: Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues.</p> <p><b>PA Science &amp; Technology Standards</b>  <b>3.7.12 Technological Devices</b>  D. Evaluate the effectiveness of computer software to solve specific problems.  • Analyze the legal responsibilities of computer users.</p>	<p>Concept: U.S. Copyright &amp; Fair Use</p> <p>Standard/Anchor:  <b>NETS</b>  NT.K-12.2  Social, Ethical and Human Issues  Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>NT.K-12.6  Technology Problem-Solving and Decision-Making Tools  Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.</p> <p><b>NBEA</b>  <b>Information Technology</b>  XV: Ethical &amp; Legal Issues – Achievement Standard: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.  Level 3: Analyze legal and ethical dilemmas within the framework of current laws and legislation (e.g., virus development, hacking, threats, phishing)</p> <p><b>PA Science &amp; Technology Standards</b>  <b>3.7.12 Technological Devices</b>  E. Evaluate the effectiveness of computer software to solve</p>	<p>Concept:</p> <p>Standard/Anchor:</p>
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	<p>specific problems.</p> <ul style="list-style-type: none"> <li>Analyze the legal responsibilities of computer users.</li> </ul> <p><b>PA Reading, Writing, Speaking, &amp; Listening</b>  <b>1.9.12.A Information, Communication, &amp; Technological Literacy</b>  <a href="#"><u>1.9.12.A Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.</u></a></p> <p><b>1.9.3.A Information, Communication, &amp; Technological Literacy</b>  <a href="#"><u>1.9.3.A Use media and technology resources for directed and independent learning activities.</u></a></p> <p><b>1.9.3.A Information, Communication, &amp; Technological Literacy</b>  <b>1.9.12.B:</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.</p>	
<p>Lesson Essential Question(s):</p> <p>What is an Acceptable Use Policy (AUP)?</p> <p>Why are acceptable use policies enacted and enforced?</p>	<p>Lesson Essential Question(s):</p> <p>What is copyright?</p> <p>What is Fair Use?</p>	<p>Lesson Essential Question(s):</p>

Vocabulary: <ul style="list-style-type: none"> <li>• Acceptable Use Policy</li> <li>• Preamble</li> <li>• Definition Statement</li> <li>• Policy Statement</li> <li>• Acceptable Uses</li> <li>• Unacceptable Uses</li> <li>• Violations</li> <li>• Sanctions</li> </ul>	Vocabulary: <ul style="list-style-type: none"> <li>• Copyright</li> <li>• U.S. Copyright Law</li> <li>• U.S. Fair Use Act</li> <li>• Attribution</li> <li>• Public Domain</li> <li>• Creative Commons</li> </ul>	Vocabulary:
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**Additional Information (Materials):**

See additional resources and materials listed in each corresponding lesson plan.

## Decision 2: Culminating Activity

(Activity that students will do with the unit's concepts and skills to demonstrate mastery.)

### Unit Topic:

Title/Concept	Social Network Profile
Culminating Activity Essential Question	How will a person create an online profile (text and picture) that accurately portrays his/her identity and image and keeps him/her safe and secure when online?
Paragraph Description	Students will create their own profile (picture and text), communicate with other members of the class, create and respond to statuses to exhibit safe and secure decision-making and practices inside a social network.
Mini-Lesson (Quick lesson prior to activity.)	Students will review the do's and don'ts about creating a safe identity and image online.
Time (In Days)	1
Steps or Task Analysis (Details of activity.)	<ol style="list-style-type: none"><li>1. Students will be introduced to the course social network built in Schoology.com</li><li>2. Students will create a safe representation of themselves using photo-editing software for their profile picture.</li><li>3. Students will build their profile in the course social network.</li><li>4. Students will add the teacher and other members of the class as friends in the social network.</li><li>5. Students will create statuses and respond to statuses from their peers and teacher.</li></ol>
Summarize/Share	Students will share what the advantages and disadvantages are of being a member inside a social network.

Differentiation	Peer help, Schoology help, communication through the social network for tips and tricks
Revise/Review	
Resources & Materials	<p>Emerging Technologies social network on <a href="http://www.schoology.com">www.schoology.com</a></p> <p>The resources on course Moodle in the Social Network Lesson</p> <p>Online photo-editing software:</p> <p><a href="http://www.picnik.com">www.picnik.com</a></p> <p><a href="http://www.voki.com">www.voki.com</a></p> <p><a href="http://www.befunky.com">www.befunky.com</a></p> <p><a href="http://www.reasonablyclever.com/blockhead/">http://www.reasonablyclever.com/blockhead/</a></p> <p><a href="http://avatar.pho.to/">http://avatar.pho.to/</a></p> <p><a href="http://www.mms.com/us/becomeanmm/create/">http://www.mms.com/us/becomeanmm/create/</a></p> <p><a href="http://www.morphthing.com">http://www.morphthing.com</a></p>



### Decision 3: Rubric for Culminating Activity

**Unit Topic:**

Social Networks "Schoology" Initial Assignment	
Criteria	Possible Points
Join your correct Schoology course with access code sent in email	2
Choose & add safe information in your profile - remember what you learned in the last two lessons	2
Add a safe picture in your profile that shows some editing	2
Post an appropriate and adequate status update on your wall (more than eight words)	2
Comment (appropriate and adequate) on the course status from me (more than eight words)	2
Comment (appropriate and adequate) on at least four of your classmates' wall posts	4
Total Possible Points	14

**Decision 4: Student Assessments #1**  
 (How students will indicate learning and understanding of the concepts in the unit.  
 Note: Can have multiple assessments, one on each page.)

**Unit Topic:**

Title	AUP Animation Video
Description	Students will create an animation video to communicate one part of the district's Acceptable Use Policy for an elementary or middle school student audience.
Time (In Days)	1
Differentiation	Peer help; Go Animate help; student examples, teacher example
Revise/Review	
Resources & Materials	Goanimate.com website Palmyra Area School District Acceptable Use Policy Emerging Technologies Schoology course social network Course Moodle

**Directions:** Create a **mini (minimum: 30 second) animated video online content** to an audience of elementary and/or middle school students.

1. **Your task is to take a guideline/expectation/responsibility in the PASD AUP and send it to elementary and/or middle school students in animation form.** Try out [goAnimate](#) and come up with a great multimedia message communicating the AUP in a more friendly manner!
  1. You will need to **register** on the Go Animate website. Select a username and password you will remember. Jot the two pieces of log in information in your student planner. **DO NOT** use your real name in your username.
  2. Make sure you give your animation video a title (use title case), description, rating, and tags.
  3. **Publish** your video and make it **public** for the world to see.

4. **Type your exact animation title and paste your link (URL) on your wall in the [course social network account](#) & the Moodle assignment.** Introduce the topic and intended audience in your posting and invite classmates to watch your video.
5. Go to classmates' Schoology walls to watch their videos and comment on their video. Remember to exercise civil behavior online and give positive feedback: do not to create "drama" in your comment. 😊

### AUP Animated Video Rubric

<b>AUP Animated Video</b>	
<b>Criteria</b>	<b>Possible Points</b>
Good message and video is successful in relaying the message	<b>3</b>
Good choice of action/background/action/expression/music/etc. for characters & dialogue	<b>3</b>
Good use of the Web 2.0 tool with site membership	<b>3</b>
Added title/description/tags on your video	<b>2</b>
Published the animation and share with public	<b>2</b>
Appropriate for audience (elementary and/or middle school students)	<b>3</b>
Embedded the video in both the course on Sociology & your wiki	<b>2</b>
<b>Total Points</b>	<b>18</b>

## Decision 5: Launch Activity

(Develops student interest by providing hook to motivate and link to prior knowledge.)

### Unit Topic: Personal & Private Information

Launch Activity Essential Question or Name of Activity	What personal and private information can and should not be posted online in chat rooms or social networks?
Description	This activity should put fear into the students about what personal and private information is allowed to be posted in a social network profile and what should not be posted. It should also give students insight about how much information is needed to find them on the internet.
Time (Days)	1
Mini-Lesson (Quick lesson prior to activity.)	<p>Ask all the students to Google themselves. Show students how to do it with operators in the search syntax such as placing their first and last name in double quotation marks and maybe adding Palmyra if they have lived here all their life.</p> <p>Ask students:</p> <ul style="list-style-type: none"><li>• If they found any hits about themselves?</li><li>• What type of information?</li><li>• On what types of sites?</li><li>• How much of the content did they personally post?</li><li>• Who else posted the other content?</li><li>• How long will all this content be up?</li><li>• Will this content be here in someone's search of you when you are in your 20's, 30's, 40's, or older?</li><li>• Will old information such as webpages I create still be seen?</li></ul>
Steps or Task Analysis (Details of activity.)	<p>Have students:</p> <ul style="list-style-type: none"><li>• Visit the wayback machine on <a href="http://www.archive.org">www.archive.org</a> to see old webpages from years ago – nothing is ever deleted</li><li>• “CyberStalk” to find information about four people given three facts about each person – handout Cyberstalk.docx</li><li>• Discuss each of the four people – students should be able to find all answers</li></ul>

	<ul style="list-style-type: none"> <li>• Teens post information on facebook, myspace, youtube</li> <li>• Adults post information on mylife.com, classmates.com, reunion.com</li> <li>• Have students go to Google Maps street view with the addresses found with Paul and Lisa</li> <li>• Have students go to their own street addresses in Google Maps View to see their own homes and yards</li> </ul>
Summarize/Share	<p>What does this tell you about how much information is needed to find you online?</p> <p>What information can you post to keep yourself safe?</p> <p>Really, the students need to realize that no one is secure in the digital and information age.</p>
Differentiation	Work with own experiences online; students can use any websites
Revise/Review	
Resources & Materials	<p>Computers</p> <p>Internet connectivity</p> <p><a href="http://www.archive.org">www.archive.org</a> - needs to be opened</p> <p>CyberStalk.docx</p>

CyberStalk.docx content:



## “Cyber Stalking” – How Easy Is It???

### *Example One*

#### What do we know?

- 🔗 First Name:
- 🔗 Occupation: Owns a
- 🔗 Residence: Somewhere in

#### Find out:

- 🔗 last name
- 🔗 name of business
- 🔗 address or age

### ***Example Two***

#### **What do we know?**

- 🔗 First Name:
- 🔗 Hobby: *Fitness class* she teaches in *location*

#### **Find out:**

- 🔗 last name
- 🔗 name of business that she teaches
- 🔗 address of gym she teaches
- 🔗 class times

### ***Example Thress***

#### **What do we know?**

- 🔗 First Name:
- 🔗 Pasttime: Plays *sport* for *mascot* in *university*

#### **Find out:**

- 🔗 last name
- 🔗 name of university
- 🔗 name of high school he graduated from
- 🔗 one fact you can find

### ***Example Four***

#### **What do we know?**

- 🔗 First Name:
- 🔗 Residence: lives in *location*
- 🔗 Occupation :

#### **Find out:**

- 🔗 last name
- 🔗 name of one friend
- 🔗 one fact you can find

## Decision 6: Acquisition Lesson #1

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.  
Not all parts need to be filled in; use only those applicable.)

**Unit Topic:** CyberSafety - Online Safety & Security in Collaborative Digital Environments - Online Risks

### Standards:

#### NETS

NT.K-12.2

Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

NT.K-12.6

Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

#### NBEA

IV: Technological Communication – Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Discuss the risks of identity theft through blogs, web sites, and other digital means.

### PA Science & Technology Standards

#### 3.7.12 Technological Devices

F. Evaluate the effectiveness of computer software to solve specific problems.

- Analyze the legal responsibilities of computer users.

### Objective:

- Students will understand the dangers that may lurk due to unsafe online activities

Lesson Essential Question	What are the risks of online activity?
Time (In Days)	2
Activating Thinking (Hook to motivate, link to prior knowledge)	Show a presentation introducing online risks. Title: Do You Know Who You are Talking To?
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	<ul style="list-style-type: none"><li>• Cyber safety</li><li>• Target</li><li>• Bully</li><li>• Predator</li><li>• Cyber bullying</li><li>• Identity theft</li><li>• Hacking</li><li>• Sexting</li></ul>
Teaching Activities	Students will:

## and Strategies

(Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Key Questions: Add throughout the lesson

- Go Through Online Risks Lesson on Moodle
- Tasks:**

1. Read: [Cyber Safety Statistics](#) - Did You Know???

2. Read: [Online Risks](#) by NetSmartz

### **Sexual Predators -**

3. Watch *She Thought She Knew & He Thought He Knew* videos in lesson.

4. Visit [ThinkUKnow](#) website

How do predators "groom and lure" their victims?

What can students do to safeguard from this activity?

### **Cyber Bullying -**

5. Read [Rachael's Story](#), [Kristin's Story](#), & [Megan's Story](#).

6. Visit: [Cyber Bullying 411](#) & [Cyber Bullying Using Cell Phones](#)

Why do students bully?

What can the targets do to stop the bullying?

What can the bystanders do to stop the bullying?

### **Identity Theft -**

7. Watch *Top Five Ways Teens are Compromising their Identities Online* video

What are some weaknesses that a student can practice to reveal their identity?

What can students do to safeguard their identity?

### **Hacking -**

8. Read [Why Do Teenagers Hack?](#)

What is hacking?

How can students safeguard against hacking?

### **Sexting -**

9. Read [Sexting, the Jesse Logan Case](#) & Pew Internet Report on Teens & Sexting - link on Moodle

10. Watch the Today's show segment on [Sexting](#) & Katie Couric's [Notebook on](#)



	<p><a href="#">Sexting</a></p> <p>11. Watch <i>A Mom Loses a Daughter Due to Sexting</i> video on Moodle lesson.</p> <p>Why do you think some students think sexting it okay to do?</p> <p>What are the consequences of sexting?</p>
Summarizing Strategies (Learners summarize and answer LEQ)	Students will discuss the next step after recognizing the risks of online activity – how can they help their friends and siblings outside this course
Extending/Refining Activities	Students will use safe online behavior and practices in this course.
Assignment and/or Assessment	Answer questions in lesson on Moodle in instruction, however, think about creating a pledge for students to stay safe online – or movie
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Online Risks</p> <p>Computers</p> <p>Internet connectivity</p> <p>Sites:</p> <p>Predator Videos -----</p> <p><a href="http://www.youtube.com/watch?v=n2Z48UcTdQo">http://www.youtube.com/watch?v=n2Z48UcTdQo</a></p> <p><a href="http://www.youtube.com/watch?v=nDBDUX7KPT0&amp;feature=related">http://www.youtube.com/watch?v=nDBDUX7KPT0&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=bhLUt1NKkTs">http://www.youtube.com/watch?v=bhLUt1NKkTs</a></p> <p><a href="http://www.youtube.com/watch?v=VLTj3WBmY1k&amp;feature=related">http://www.youtube.com/watch?v=VLTj3WBmY1k&amp;feature=related</a></p> <p>Teens &amp; Sexting Report</p> <p><a href="http://www.pewinternet.org/~media/Files/Reports/2009/PIP_Teens_and_Sexting.pdf">http://www.pewinternet.org/~media/Files/Reports/2009/PIP_Teens_and_Sexting.pdf</a></p> <p><a href="http://www.netlingo.com/tips/cyber-safety-statistics.php">http://www.netlingo.com/tips/cyber-safety-statistics.php</a></p> <p><a href="http://www.netsmartz.org/safety/risks.htm">http://www.netsmartz.org/safety/risks.htm</a></p> <p><a href="http://www.thinkuknow.co.uk/11_16/">http://www.thinkuknow.co.uk/11_16/</a></p> <p><a href="http://www.makeadifferenceforkids.org/rachael.html">http://www.makeadifferenceforkids.org/rachael.html</a></p> <p><a href="http://www.makeadifferenceforkids.org/kristin.html">http://www.makeadifferenceforkids.org/kristin.html</a></p> <p><a href="http://www.meganmeierfoundation.org/story/">http://www.meganmeierfoundation.org/story/</a></p> <p><a href="http://cyberbully411.org/">http://cyberbully411.org/</a></p> <p><a href="http://yp.direct.gov.uk/cyberbullying/">http://yp.direct.gov.uk/cyberbullying/</a></p> <p><a href="http://www.pbs.org/newshour/extra/features/jan-june00/hackers.html">http://www.pbs.org/newshour/extra/features/jan-june00/hackers.html</a></p> <p><a href="http://cyberbullying.us/blog/sexting-the-jesse-logan-case-and-what-schools-">http://cyberbullying.us/blog/sexting-the-jesse-logan-case-and-what-schools-</a></p>

	<a href="#">can-do.html</a> <a href="http://today.msnbc.msn.com/id/26184891/vp/28793204#28793204">http://today.msnbc.msn.com/id/26184891/vp/28793204#28793204</a> <a href="http://www.cbsnews.com/8301-500803_162-4808326-500803.html">http://www.cbsnews.com/8301-500803_162-4808326-500803.html</a>
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## Decision 6: Acquisition Lesson #2

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.  
Not all parts need to be filled in; use only those applicable.)

**Unit Topic:** CyberSafety – Create a Safe Online Profile Identity and Image

### Standards:

#### NETS

NT.K-12.2

Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

#### NBEA

##### Communication

III: Workplace Communication – Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

E. Personal Ethics

Level 3: Define ethics and identify the process by which individuals develop the foundation for making ethical decisions

### PA Science & Technology Standards

#### 3.7.12 Technological Devices

G. Evaluate the effectiveness of computer software to solve specific problems.

- Analyze the legal responsibilities of computer users.

#### 1.9.3.A Information, Communication, & Technological Literacy

[1.9.3.A Use media and technology resources for directed and independent learning activities.](#)

### Objectives:

Students will demonstrate:

- an understanding of their Web-based activities as well as their perceptions of, and attitudes towards, these activities
- an understanding of how to assess and measure their vulnerability to cyberbullying
- an understanding of the importance of ethical behaviour and "virtual reputation" in various Web environments
- an understanding of the importance of protecting one's personal privacy online
- an understanding that on the Internet, individuals are not always as anonymous as they believe themselves to be

Lesson Essential Question	What decisions when posting information and graphics about you online will safeguard your identity and image?
Time (In Days)	2

<p>Activating Thinking (Hook to motivate, link to prior knowledge)</p>	<p>Have students look at a student profile on a social network who has not made good decisions online when creating that student profile and posting information and graphics</p> <p>Ask students to write down their impression of this student – remember to point out to students that impressions are affectively created and may not be formed by facts and knowledge about that person</p>
<p>Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)</p>	<p>Social networks Profile Identity Image Virtual reputation Vulnerability</p>
<p>Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Watch Think Before You Post Video 1 and watch Think Before You Post 2</li> <li>• Read What Can Go Wrong: Putting Stuff Up You Wish You Hadn't, Seeing Things You Wish You Hadn't, Feeling Pressured to Do Things You Don't Want To, Will I Get Into Trouble</li> <li>• Watch Be Careful What You Put on the Internet video</li> <li>• Find two facts, suggestions, tips that will help a person create an online profile that will safeguard their identity and image while perusing through the Pew Internet Report: Reputation Management and Social Media</li> </ul> <p><b>Activity One: My Cyber Portrait</b> (One hour)</p> <p>In the first part of the lesson, students create a digital map of their Web-based activities and the various identities they assume by using a nickname or avatar online. They determine whether the "virtual worlds" where these identities exist are distinct and separate from one another, or whether they can be linked to a specific individual.</p> <p><b>Activity Two: My Virtual Life</b> (One hour)</p> <p>In the second part of the lesson, students further assess the privacy and ethics of their online activities by applying their cyber portraits to a questionnaire that focuses on how they post materials in online profiles; the characteristics of their online communication with others; how well they protect their passwords; their understanding of the potential lifespan of online data and the consequences related to this; and their perceptions of anonymity. In addition, students determine whether their online activities put them at risk for harassment or cyberbullying as victims or as perpetrators and, through class discussion, they explore the importance of behaving ethically for its own sake, rather than out of fear of "being caught".</p> <p><b>Activity Three: Restoring Disaster Areas</b> (One hour)</p> <p>In the final activity, students look at areas in their virtual lives where they can make improvements. As a class, they brainstorm codes of conduct for privacy protection and ethical online behaviour.</p>

## **Preparation and Materials**

- \* Prior to the lesson, it is helpful if teachers go through the exercises and assess their own online activities
- \* Before starting the lesson write the instructions for the mapping exercise on the board
- \* Prepare the following overheads:
  - o Identity Footprints #1
  - o Identity Footprints #2
  - o Digital Footprints
- \* Photocopy the following handouts:
  - o My Cyber Portrait
  - o My Virtual Life Questionnaire
  - o My Virtual Life Answer Sheet

## **Preamble**

Research has shown that perceived anonymity on the Internet may encourage some young people, who might not otherwise do so, to initiate or participate in bullying behaviour. These activities might include sending threatening and/or anonymous e-mails; posting rumours or taunts on online bulletin boards or forums; posting a fake or offensive profile of someone on social networking sites such as MySpace or Facebook; or submitting a derogatory image of someone on a public polling site. However, students are not as anonymous as they believe themselves to be and, increasingly, where cyberbullying occurs, school officials and law enforcement officers are successfully tracking down and charging online bullies.

In addition, young people may not stop to think about the long-term ramifications of their online actions, where a single act of cruelty such as forwarding a derogatory image of someone can develop a life of its own online and have a devastating effect on the person being targeted.

In this lesson, students look closely at their online behaviour, taking into account both ethics and privacy protection. In addition to developing an understanding that there are consequences to online activities, students also explore the importance of good citizenship for its own sake in online communities. For this lesson to be effective, most of the classroom activities involved are largely introspective, private and based on personal experience. The teacher's main task is to work as a facilitator, so it should be made clear from the start that he or she will not be looking at the students' notes.

## **Procedure**

### **Activity One: My Cyber Portrait** (One hour)

#### **Where Am I?**

Explain to students that in this activity they will be drawing their own "cyber portraits." Emphasize that this is to help them better understand themselves, that their cyber portraits are private and that they will not be seen by others unless they wish to share them.

Go over the instructions you have written on the board for the cyber portrait exercise.

1. Take a sheet of white paper.
2. Draw a square representing the physical world.
3. Then draw a circle representing the virtual world. (These can be drawn and positioned however the student wishes... there is no right or wrong way.)
4. In the diagram, you are represented by an "x."
5. Within the circle representing the virtual world, draw smaller circles to represent the various interactive environments where you have an online identity. These are online venues such as e-mail accounts, instant messaging sites, chat rooms, Web sites or gaming sites where you go by your own name, post a profile or use a nickname or avatar.
6. In each of the environments where you use your real identity, place an "x."
7. In the environments where you use a nickname or avatar, put the letters "ID."
8. Number each "ID" from 1 to 10. If you use the same nickname or avatar in several environments, show this by using the same number in your diagram.

To give students an idea of what their portraits might look like, review the Identity Footprints #1 overhead as a class.

- \* Here's an example of a virtual world circle.
- \* The smaller circles represent the person's online environments: Facebook, Hotmail, Neopets, MSN and Abercrombie & Fitch.
- \* She uses her real name on her Facebook page and in her customer profile on the Abercrombie & Fitch site, and so these sites have an "x."
- \* She uses a nickname rather than her real name in her Hotmail address, so that site is labelled "ID #1."
- \* To send instant messages on MSN, she goes by a different nickname, so that site is labelled "ID #2."
- \* And when she plays on Neopets, her virtual pet represents her, so this site is labelled "ID #3."

Once students have mapped their portraits, have them bridge their various IDs.

9. Now I'd like you to draw connecting "bridges" between your various online identities. For example, if your nickname or avatar in one environment can be connected through a user profile to your e-mail account, where you post your real name, then there is a bridge between an environment where you use a nickname and one where you can be identified. If at all possible, show how this "bridging" occurs.

Review the Identity Footprints #2 overhead with students.

- \* For example, we can see a number of bridges between the different online identities in this cyber portrait.
  - o Our friend lists her Hotmail address in her Facebook profile, so there's a bridge between her real identity, which she uses on Facebook, and one of her online nicknames, which is the basis for her Hotmail address.
  - o there's also a bridge between her Abercrombie & Fitch customer profile and her Hotmail address.
  - o She uses her Neopet's image and name to communicate with others on the

Neopets site, but Neopets has her Hotmail address in her customer account. She has also talked about her Neopet while instant messaging on her MSN account, so we can build a bridge between ID #2 and ID #3.

o And, her Hotmail address is underlined whenever someone scrolls over her MSN ID, which builds a bridge between her Hotmail ID and her MSN name.

Have students build bridges between their own environments.

### **Class Discussion**

Ask students:

\* Remember at the beginning of this exercise when you were asked to draw a square for the physical world, and a circle for the virtual world? On your piece of paper, how did you position the square in relation to the circle? Was your "virtual world" circle outside or inside the square representing the physical world? What were your reasons for placing the square and circle where you did? (Point out that although it may not appear to be, the virtual world is part of the larger world: you talk to real people, laws apply to the digital world, things that happen online can affect how you feel in your daily life, etc.)

Divide the class into groups of four. Distribute copies of the My Cyber Portrait handout and have students ask each other the questions on the sheet.

Note: The object of this exercise is to help students delve into their online identities. If they wish, students can choose not to publicly respond to some of the questions, although in such cases they should be encouraged to fill in the information privately. The questionnaires are filled out in groups so that peers may act as an "external conscience," asking for details if a response is not clear or convincing. However, students must feel comfortable with their group partners. They can choose not to respond to a question. The simple act of participating in the discussion will be beneficial for everyone involved.

Note: Students need to keep their cyber portraits handy for the next activity.

### **Activity Two: My Virtual Life (One hour)**

#### **What am I Doing?**

Distribute the My Virtual Life Questionnaire and My Virtual Life Answer Sheet handouts to students.

### **Class Discussion**

Explain that students are now going to assess how private their online activities are. But before doing this, they need to create a virtual conscience that can be used to gauge their online activities. A "virtual conscience" is an extra check that can be applied in order to measure whether or not what you are about to do online is wise and/or appropriate.

Ask students:

\* Why do you think this sort of self-check might be helpful before you do something or engage with others online? (One of the great features of the Internet is the speed and ease it provides in doing things such as downloading music, instant messaging friends, posting photos on social networking sites, etc. But the immediacy that the Internet offers can also lead to a "click before you think" syndrome, where we act so quickly we may inadvertently do things that are inappropriate or will get us into trouble. It's important to remember that once something has been sent online, there is no taking it back.

(Unlike a verbal message, a written message is permanent and therefore more powerful. If we are in the habit of checking in with a virtual conscience, then we have a moment to pause and reflect on what we are about to say and/or do.)

To teach students to quickly decide whether or not something they are about to do online is a good idea, ask each student to:

\* Think of two people:

- o someone famous he or she admires for his or her courage, and
- o an adult in his or her life who is trusted and respected.

\* Record these two names at the top of the My Virtual Life Questionnaire. As of today, these two people will be their "virtual conscience." Each time they intend to do something online that they are not sure about, they should ask themselves: "What would these people think of such an action?"

Point out to students that their online actions are witnessed by far more people than just the two they have chosen as their virtual conscience, yet research has shown that many young people do things online that they would not do offline because they believe themselves to be anonymous.

Explain that the questionnaire they are about to do will help them to assess how easily they can be tracked online, and to measure how ethical their online activities are. Emphasize that this exercise is just for them -- they won't be showing it to anyone else.

Using their cyber portraits as a guide, ask students to apply the questions to the three online environments where they interact with others most often and, where applicable, record their answers on the My Virtual Life Answer Sheet. Tell them not to worry about the "colour" columns on the answer sheet for now, as they'll be filling these out when the answers are taken up. (Give students time to complete their Answer Sheets.)

Calculating Scores

### **Class Discussion**

Explain to students that you are going to rate their virtual lives in each of their three Web environments, beginning with interactive Web environments that call for online profiles.



## Online Profiles

### Question 1

Tell students to proceed as follows:

- \* if you answered "b," "d," or "e," give yourself a blue rating
- \* if you answered "c," give yourself a yellow rating
- \* if you answered "a," give yourself a red rating

Note: If you had a number of answers that included "a," give yourself a red rating for this question, even though the other choices have different colour ratings.

### Question 2

Tell students to proceed as follows:

- \* if you answered "a," or "c," give yourself a red rating
- \* if you answered "b," give yourself a blue rating

### Question 3

Tell students to proceed as follows:

- \* if you answered "a," give yourself a blue rating
- \* if you answered "b," give yourself a yellow rating
- \* if you answered "c," "d," or "e," give yourself a red rating

### Question 4

Tell students to proceed as follows:

- \* if you answered "a," give yourself a yellow rating
- \* if you answered "b," give yourself a red rating
- \* if you answered "c," give yourself a blue rating

### Question 5

Tell students to proceed as follows:

- \* if you answered "a," give yourself a blue rating
- \* if you answered "b," give yourself a red rating

### Stepping Back

Invite students to take a look at what the different colours mean. Explain that, with regard to their online profiles:

If you are mostly blue, give yourself a pat on the back. You are careful about what you post online and that's a good thing. You are not very vulnerable to being cyberbullied or harassed because the footprints you leave online are either not easily

traced back to you or are directed only toward a limited group of people who you trust wholeheartedly.

You understand that information and images that you post online may be seen or downloaded and passed on by others, so you post only general images in your profile.

If you are mostly yellow, you are fairly cautious about your online profile. You do include some information and images of yourself or your friends, but you try to limit the number of people who can access such data.

You understand that information and images that you post online may be seen or downloaded and passed on by others, so you make sure to ask permission before posting images of your friends, and you make sure that nothing you do post would embarrass or hurt you or anyone else.

If you are mostly red, you may be setting yourself up for a lot of problems. You need to be more careful with the access to your personal life and that of your friends that you provide to others through your online profile. The rule of thumb on the Internet is that if you wouldn't want your "virtual conscience" or, for that matter, a teacher or a parent to see what you are posting online then the "world wide" Web may not be the best place to post it.

Next, move on to the students' virtual lives in Web environments where they communicate with others, such as chat rooms, instant messaging sites or e-mail.

### **Communication Characteristics**

#### **Question 1**

Tell students to proceed as follows:

- \* if you answered "a," give yourself a yellow rating
- \* if you answered "b," give yourself a blue rating

#### **Question 2**

Tell students to proceed as follows:

- \* if you answered "a," give yourself a red rating
- \* if you answered "b," give yourself a blue rating

#### **Question 3**

Tell students to proceed as follows:

- \* if you answered "a," give yourself a red rating
- \* if you answered "b," give yourself a blue rating

#### **Question 4**

Tell students to proceed as follows:

- \* if you answered "a," give yourself a blue rating
- \* if you answered "b," give yourself a red rating

### **Stepping Back**

Invite students to take a look at what the different colours mean. Explain that, with regard to communication characteristics:

If you are mostly blue, you are respectful and ethical in your online communications. You communicate with others, not at others. You don't behave aggressively or in an intentionally mean way when you are chatting, e-mailing or instant messaging.

If you are mostly red, you may need to rethink how you communicate with others online. there's an old saying, "What goes around comes around," and, on the Internet, behaviour or activities that you might not be proud of can be spread far and wide very quickly, and can stick around in cyberspace and come back to haunt you for a long, long time. The Internet may appear to be a virtual place, but it is also a community and, just like communities in your town, it's important to be a good citizen and to build up your reputation.

### **Passwords**

This section shows how well students manage their passwords in their virtual lives. The answers are pretty straightforward: they will have coloured themselves red if they share their password(s) with others, and blue if they don't. (And they will have given themselves an extra blue if they use passwords that are not related to things that can be easily traced to them, such as birthdays, pets' names, favourite bands, etc.)

Explain to the students:

If you scored blue, you are password-savvy. You don't share passwords, even with friends, and you don't make up passwords that anyone who knows you could easily guess.

If you scored red: watch out! There are a lot of people out there who have had their identities stolen and/or misused as a result of sharing their password(s) with too many people.

### **Lifespan of Data**

All these answers score red! Admit to students that this is something of a trick question since, contrary to what many people think, there is no such thing as temporary data on the Internet. Even something we consider to be "temporary," like an instant message, can stay buried in the depths of the computer(s) that sent and/or received the message. In addition, that edgy image sent to a friend or posted on a site can be downloaded and distributed to thousands of people in the blink of an eye. In fact, it's not uncommon for universities, colleges and prospective employers to check out what people have posted on sites like Facebook, to see whether or not they are desirable candidates for programs or positions.

And now ask students the bonus question.

Are We Ever Truly Anonymous When We Are Online?

Give students this example. Let's say you are true blue. You do everything right: you're careful with what you post about yourself, you are considerate in how you communicate with others, and you protect your privacy when you are on other Web sites.

Are you still anonymous? How do you know? (Give students an opportunity to discuss and debate this.)

Is yes the correct answer? Not really. (Place the Digital Footprints overhead on the projector.)

Explain to students that however careful we may be about privacy, whenever we go online our computer leaves a digital footprint or record that tells Internet Service Providers exactly who we are.

As an example, show students this message to users of Bebo, a popular social networking site (like Facebook).

When people sign in to use its services, Bebo lets them know, loud and clear, that their actions are not anonymous and that their site can read, monitor and record the Internet Protocol (IP) address of the user's computer. This means that, if necessary, Bebo can track down the user through the computer he or she is using. Similarly, the police are able to track down people committing crime online by accessing their IP addresses.

### **Class Discussion: Beyond Digital Footprints**

Underscore to students the reality that we are never totally anonymous when we are online. This can be a problem when we put our safety at risk by not protecting our privacy on the Web, or when we behave in an inappropriate or foolish manner online and such behaviour comes back to haunt us.

Write the following quote on the board:

The measure of a man's real character  
is what he would do if he knew he  
would never be found out.

Thomas Babington Macaulay

Ask the students:

\* What does this quote mean?

Remind students of the notion of the Internet as a community. Offline, we live in communities where, every day, we have to make choices about what we do and how we behave. These choices determine how others see us, and how we see ourselves.

Ask the students:

- \* Which do you think is more important? Being a good citizen so that you can't be caught or punished for any wrongdoing, or being a good citizen because you feel it is important to do so for the common good?

- \* Is there a difference, as long as the end result is that everyone is behaving nicely? (Give students time to discuss and debate this.)

In our physical communities, when we interact with other people, we can quickly tell if we have crossed a line or hurt someone by seeing how they react to our comments or actions. On the Internet, this can be much trickier, because we can't always gauge the consequences of what we do. Experts tell us that the most important skill we can develop to address this problem is to build empathy for people we communicate with online. In the same way that we applied the "virtual conscience" to our online interactions, they recommend that we adopt some "ethical decision-making strategies" before we engage in any activity or communicate a particular message online.<sup>1</sup>

These strategies include:

- \* imagining how we would feel if someone sent us this same message
- \* imagining what people would think of us if this online activity was posted on the front page of a local newspaper
- \* imagining the kind of world it would be if everyone acted in a similar way
- \* asking ourselves "would it be ok or acceptable to do this offline?" <sup>2</sup>

Ask the students if they can think of any other strategies.

Wrap-up

Instruct the students to shade or mark the environments on their cyber portraits with a blue, yellow or red pencil crayon, according to the colour they scored most often. If a red area is "bridged" with another environment, then shade this other environment red, and so on. (Unfortunately, red is the prevalent colour for spreading: the idea here is that if they have a bad reputation in one area and their identity can be traced to another area, then their reputation could follow them into that area. A bad reputation is not only a stain -- it spreads like an oil stain!)

### **Activity Three: Restoring Disaster Areas (One hour)**

Instruct students:

- \* Take a look at your cyber portrait. What can you do to improve any red or yellow shaded areas? Analyze the sections of the My Virtual Life Questionnaire and think of what you might do to improve your risk factors. Jot down your thoughts on a piece of paper according to the following:

What increased my risk factors?

Why? How can that become a risk?

What can be done to reverse the trend?

Write the following headings on the board:

- o Privacy Protection
- o Respect for Others

Under each of these categories, invite students to share examples of behaviours in various Web environments that can jeopardize a person's reputation, put someone at risk for harassment by others, or get someone into trouble.

In response to these concerns, encourage students to brainstorm a "Code of Caution" to help protect privacy and minimize vulnerability to being bullied or harassed online, and a Code of Nethics to encourage respect for others online.

Potential guidelines may include:

Privacy Protection = Minimizing the risk of cyberbullying = Code of Caution

1. Guard your contact information such as cell phone numbers or e-mail addresses and don't give these out to people you don't know.
2. Don't share your passwords for instant messaging, e-mail or social networking site profiles.
3. Don't open e-mail or instant messages from strangers.
4. In Web environments where you are active, make sure you know who can access any information you are posting.
5. Don't post any information (photos/ideas/text) that you wouldn't want your teachers or parents to see.
6. Always check a Web site's confidentiality policy before posting anything.

Respect for Others = Online code of ethics = Nethics

1. Don't spread rumours.
2. Don't post information/photos/videos online that someone has shared with you in confidence.
3. Don't post content (photos/ideas/text) about someone without first getting his or her permission to do so.
4. Don't post anything anonymously.
5. Don't send anyone an e-mail message that you wouldn't convey in person.
6. Avoid getting in any kind of confrontation online, particularly with people you don't know.

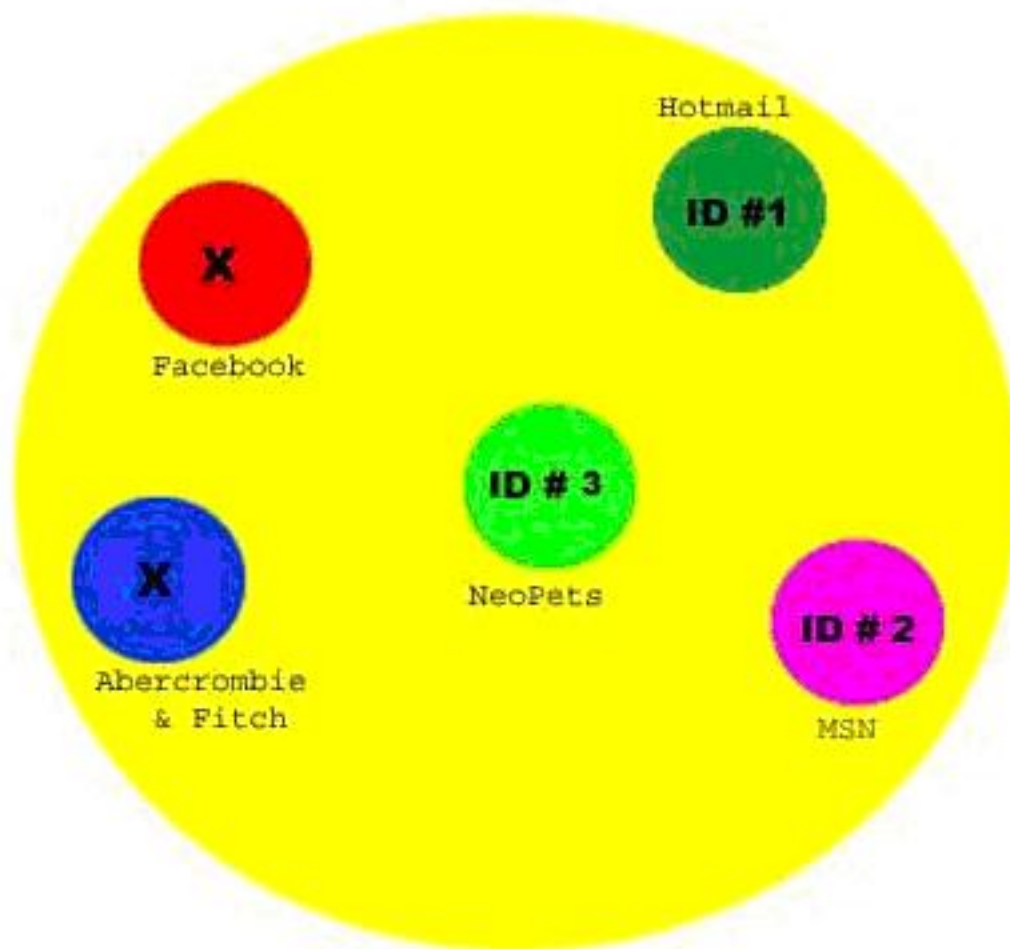
Extension Activity

Have students conduct an online search of their own names to further assess their digital footprints.

	<p>1 Willard, Nancy (2007). Fostering Responsible Online Behavior (Part II). Guidance Channel E-Zine. Downloaded March 1, 2008 from:  <a href="http://www.guidancechannel.com/default.aspx?index=505">http://www.guidancechannel.com/default.aspx?index=505</a>.  2 Ibid.</p>
Summarizing Strategies (Learners summarize and answer LEQ)	Students will discuss the tips they can practice and encourage friends and family to follow about safeguarding image and identity – how can they help their friends and siblings outside this course
Extending/Refining Activities	Students will use safe online behavior and practices in this course.
Assignment and/or Assessment	Answer questions in lesson on Moodle in instruction, however, think about creating a pledge for students to stay safe online – or movie
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Create a Safe Online Profile Identity &amp; Image</p> <p>Computers</p> <p>Internet connectivity</p> <p>Sites:</p> <p>Lesson Plan: <a href="http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyberbullying/cyberbullying_behaviour.cfm">http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyberbullying/cyberbullying_behaviour.cfm</a></p> <p><a href="http://www.youtube.com/watch?v=Asahg03unyI&amp;feature=related">http://www.youtube.com/watch?v=Asahg03unyI&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=HpTGofGizTc&amp;p=7A9C75D102CB1BA7&amp;playnext=1&amp;index=23">http://www.youtube.com/watch?v=HpTGofGizTc&amp;p=7A9C75D102CB1BA7&amp;playnext=1&amp;index=23</a></p> <p><a href="http://www.youtube.com/watch?v=LkGYI8CunVc">http://www.youtube.com/watch?v=LkGYI8CunVc</a></p> <p><a href="http://www.youtube.com/watch?v=hK5OeGeudBM">http://www.youtube.com/watch?v=hK5OeGeudBM</a></p> <p><a href="http://www.thinkuknow.co.uk/11_16/control/">http://www.thinkuknow.co.uk/11_16/control/</a></p> <p><a href="http://www.pewinternet.org/Reports/2010/Reputation-Management.aspx">http://www.pewinternet.org/Reports/2010/Reputation-Management.aspx</a></p> <p>Handouts:</p> <p>Found at media awareness site</p>

## Digital Footprint #1

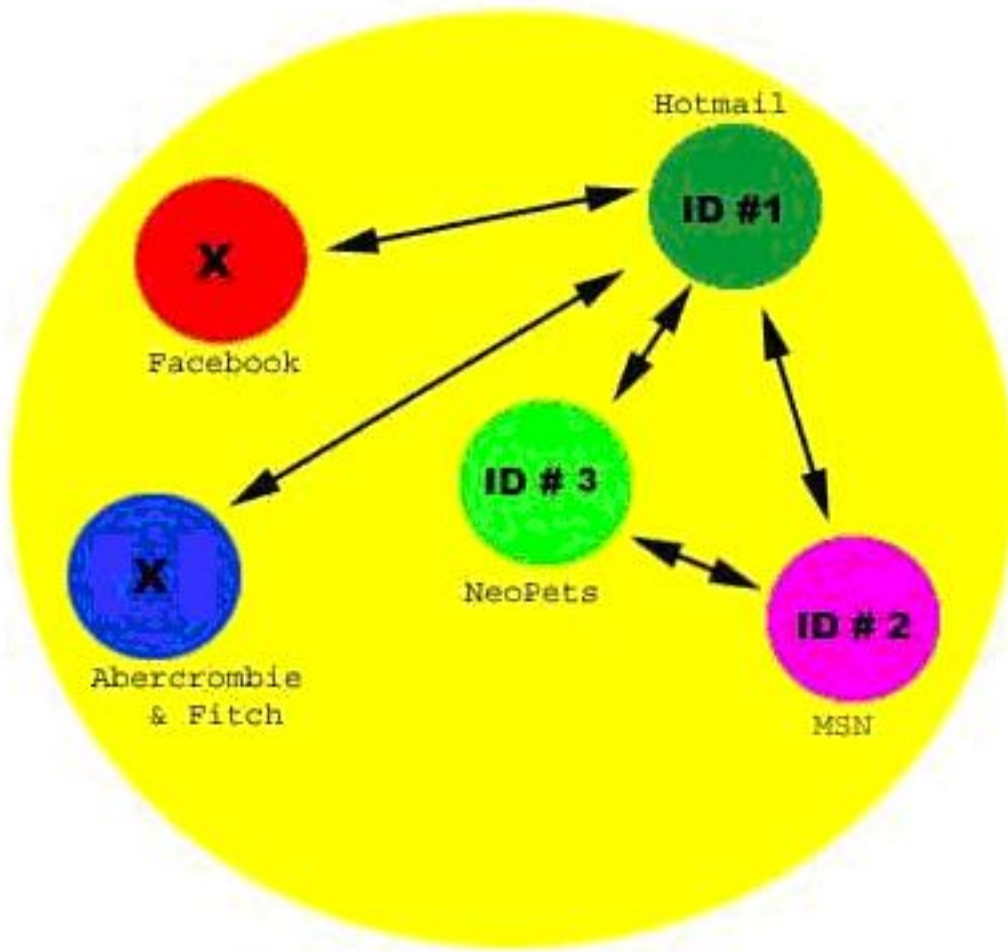
Identity Footprints #1



Digital Footprint #2

Identity Footprints #2





Digital Footprints

## Please Sign In to View this Profile

If you are not yet registered please [Register Now](#)

Username or E-mail

[Register](#)

Password

[Lost Password?](#)

[Sign In >](#)

☐

Automatically for 2 weeks.

Your IP address is: 99.241.72.196 [Learn more](#)



## My Cyber Portrait

- On your sheet of paper, did you place your virtual world outside or inside the square that represents your physical world?
- Why? \_\_\_\_\_
- How many different nicknames or avatars do you use online?
- Are your online characters different from you? In what way? (i.e., are they more gossipy, more outgoing, funnier, more cynical, unafraid of saying what they think, able to respond aggressively if upset by an online comment...)

Digital Identity/ies	Traits: This character is ...

Look at your “bridges.” How difficult or easy is it for people to connect your online characters with the real you?

## My Virtual Life Questionnaire

My virtual conscience: \_\_\_\_\_

**Using your cyber portrait as a reference, select the three interactive Web environments in which you are most active. On the Answer Sheet provided, write their names at the top of each Web Environment column and answer the following questions for each one.**

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### Online Profile

- This profile has:
  - one (or several) recognizable photo(s) of me
  - one (or several) unrecognizable general photo(s)
  - personal data that could be used to identify me (e.g., e-mail address, birthday, name, school, reference to a sports team, etc.)
  - there is no profile option on this Web site
  - I have chosen not to complete an online profile on this site
- Imagine that someone you know in the physical world comes across this online profile. Could this person link this profile to you (either by reading the profile content or by following your e-mail address)?
  - yes
  - no
  - not sure
- Who can see this profile?
  - only people I invite (secret profile)
  - only people I accept (limited profile)
  - people in my network: school, town (public profile)
  - everyone
  - not sure
- Have you ever posted recognizable photos of your friends in your profile?
  - yes, after checking with them to make sure they didn't mind
  - yes, without checking with them
  - no

5. Profile Content

- a. I would have no problem showing what I have posted in my profile to my virtual conscience
- b. I would not want to show my profile to my virtual conscience

Communication Characteristics

1. Characteristics

- a. one-way communication (where your audience or the object of your comments has no way of responding directly to you)
- b. two-way communication (where your audience or the object of your comments may respond, online or otherwise)

2. Have you ever sent, forwarded or posted an image of someone that was intended to put down, make fun of, or embarrass them?

- a. yes
- b. no

3. Have you ever sent, forwarded or posted comments about someone that were intended to put down, make fun of, or embarrass them?

- a. yes
- b. no

4. Nature of Communication

- a. I would have no problem showing my chat logs or what I have posted to my virtual conscience
- b. I would not want to show my chat logs to my virtual conscience

Passwords

1. Does anyone else know any of the passwords that you use online?

- a. yes
- b. no

Lifespan of Data

1. What is the lifespan of the images, and/or information I have posted or shared in this online environment?

- a. temporary
- b. permanent
- c. don't know

Bonus Question

Are you ever truly anonymous when you are online?

- a. yes
- b. no

What do you base your answer on?

My Virtual Life

**Answer Sheet**

For each of the three Web environments you have chosen, record the answer(s) on your questionnaire that most closely match your online experiences.

Environment #1:		Environment #2:		Environment #3:	
<b>Online Profile</b>					
Answers	Colour	Answers	Colour	Answers	Colour
1 =		1 =		1 =	
2 =		2 =		2 =	
3 =		3 =		3 =	
4 =		4 =		4 =	
5 =		5 =		5 =	
<b>Communication Characteristics</b>					
Answers	Colour	Answers	Colour	Answers	Colour
1 =		1 =		1 =	
2 =		2 =		2 =	
3 =		3 =		3 =	

4 =		4 =		4 =	
<b>Passwords</b>					
Answer	Colour	Answer	Colour	Answer	Colour
1 =		1 =		1 =	
<b>Lifespan of Data</b>					
Answer	Colour	Answer	Colour	Answer	Colour
1 =		1 =		1 =	

**Bonus Question:**

Are we ever truly anonymous when we are online?

## Decision 6: Acquisition Lesson #3

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.  
Not all parts need to be filled in; use only those applicable.)

**Unit Topic:** Social Networks: Create a Safe Pictorial Identity & Image

### Standards:

#### NETS

NT.K-12.2

Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

NT.K-12.6

Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

#### NBEA

##### Communication

IV. Technological Communication - Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Discuss appropriate and safe online behavior.

### PA Science & Technology Standards

#### 3.7.12 Technological Devices

H. Evaluate the effectiveness of computer software to solve specific problems.

- Analyze the legal responsibilities of computer users.

### 1.9.3.A Information, Communication, & Technological Literacy

[1.9.3.A Use media and technology resources for directed and independent learning activities.](#)

Lesson Essential Question	How can people create a safe and secure profile in social networks?
Time (In Days)	2
Activating Thinking (Hook to motivate, link to prior knowledge)	Have students watch a video about social network activity  Students will go through the Cyber Stalking activity where they will find the answers to three personal questions about four real people given three pieces of personal information
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	Social Network Profile Status Friend List Privacy Settings Wall

<p><b>Teaching Activities and Strategies</b> (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Go through the Social Networks Lesson on Moodle</li> <li>• Discuss what students learned about social network practices to stay safe and ensure a respectful virtual reputation</li> <li>• Students will search for information about people given random facts to see the ease it is to find this information</li> <li>• Students will search their home address in flashearth</li> <li>• Students will create a safe and respectful image to post in a social network account</li> <li>• Students will create a safe online profile inside a social network</li> <li>• Students will use good decisions when posting information inside a social network</li> <li>• Students will create a cartoon about safe online practices that students should follow in a social network</li> </ul>
<p><b>Summarizing Strategies</b> (Learners summarize and answer LEQ)</p>	<p>Students will write one guideline on the white board to give other students guidelines to use in social networks.</p>
<p><b>Extending/Refining Activities</b></p>	<p>Students will use safe online behavior and practices in this course.</p>
<p><b>Assignment and/or Assessment</b></p>	<p>Student Profile on Course Social Network on Schoology.com Students will create a cartoon about safe practices in social networks</p>
<p><b>Re-Teaching Focus &amp; Strategy</b></p>	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p>
<p><b>Differentiation</b></p>	<p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
<p><b>Review &amp; Revise (Teacher Reflection)</b></p>	
<p><b>Resources &amp; Materials</b></p>	<p>Lesson on Moodle: Social Networks Computers Internet connectivity</p> <p>Sites:  <a href="http://www.flashearth.com">www.flashearth.com</a>  <a href="http://www.schoology.com">www.schoology.com</a>  <a href="http://www.google.com">www.google.com</a>, <a href="http://www.classmates.com">www.classmates.com</a>, <a href="http://www.youtube.com">www.youtube.com</a>,  <a href="http://www.mylife.com">www.mylife.com</a>, <a href="http://www.facebook.com">www.facebook.com</a>,</p> <p>Files: Cyber Stalking Activity.docx</p>





## Decision 6: Acquisition Lesson #4

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.  
Not all parts need to be filled in; use only those applicable.)

**Unit Topic:** CyberCitizenship & Civility- Identify & Practice Online Etiquette, Security, & Responsibility

### Standards:

#### NETS

NT.K-12.2

Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

NT.K-12.6

Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

#### NBEA

##### Communication

IV: Technological Communication – Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues.

### PA Science & Technology Standards

#### 3.7.12 Technological Devices

I. Evaluate the effectiveness of computer software to solve specific problems.

- Analyze the legal responsibilities of computer users.

### Anchors:

Lesson Essential Question	What is digital citizenship? What is an Acceptable Use Policy (AUP)? Why are acceptable use policies enacted and enforced?
Time (In Days)	2
Activating Thinking (Hook to motivate, link to prior knowledge)	Ask students to click on the PASD AUP on the Moodle Site Ask how many students have read this; do they know what an AUP is, do they know why it is enacted and enforced?
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	Acceptable user policy Preamble Definition Statement Policy Statement Acceptable Uses Unacceptable Uses Violations Sanctions

<p><b>Teaching Activities and Strategies</b> (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p>	<p>Students will: Read the Acceptable Use Policies document. They will complete the questions in the Moodle lesson.</p> <p>Write a paragraph answering the following questions below. Use complete sentences and correct conventions.</p> <ol style="list-style-type: none"> <li>1. What is an acceptable use policy?</li> <li>2. Why do schools need acceptable use policies?</li> <li>3. Which level should acceptable use policies be developed..elementary, middle, high school, or college?</li> <li>4. AUPs should be designed to do what? (Give at least three purposes)</li> </ol> <p>Read Developing an Acceptable Use Policy. Learn the six parts of an acceptable use policy.</p> <p>Read the Los Angeles Unified School District Acceptable Use Policy. Print it out and find the six parts of an AUP and label each part.</p> <p>Watch 1-27-09 Acceptable User Guidelines video. Would you think a video would be a better way to communicate the school's AUP to students?</p> <p>Take the Self-Assessment Quiz to see how savvy you are about protecting yourself, your hardware and software, and your files online.</p> <p>It is crucial to safeguard all your passwords. Scroll down to Microsoft Online Safety Password Advice to find a sure way to create a very safe password that you can remember! Try it now!</p> <p>Students will create an animation video about one of the AUP regulations/expectations/guidelines to relay the message in a more appropriate manner to their choice of Elementary or Middle School Students</p>
<p><b>Summarizing Strategies</b> (Learners summarize and answer LEQ)</p>	<p>Students will read over the PASD AUP and find one part of it to bring to the attention of the class.</p>
<p><b>Extending/Refining Activities</b></p>	<p>Students will use safe online behavior and practices in this course.</p>
<p><b>Assignment and/or Assessment</b></p>	<p>AUP paragraph &amp; Los Angeles AUP (20 points total) Xtranormal AUP Video (16 points)</p>
<p><b>Re-Teaching Focus &amp; Strategy</b></p>	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p>
<p><b>Differentiation</b></p>	<p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
<p><b>Review &amp; Revise (Teacher Reflection)</b></p>	

Resources & Materials	<p><b>Lesson on Moodle:</b> AUP &amp; Digital Citizenship</p> <p>Computers Internet connectivity</p> <p><b>Files:</b> Los Angeles Unified School District AUP AUPs.docx AUP Learn Sheet.docx</p> <p><b>Sites:</b>  <a href="http://www.educationworld.com/a_curr/curr093.shtml">http://www.educationworld.com/a_curr/curr093.shtml</a>            Quiz - <a href="http://www.staysafeonline.org/content/self-assessment-quiz">http://www.staysafeonline.org/content/self-assessment-quiz</a>  <a href="http://www.xtranormal.com">http://www.xtranormal.com</a>  <a href="http://en.wikibooks.org/wiki/Information_Security_in_Education/Authentication">http://en.wikibooks.org/wiki/Information_Security_in_Education/Authentication</a></p> <p><b>Videos:</b>  <a href="http://www.youtube.com/watch?v=q1VOe96GIzc&amp;NR=1">http://www.youtube.com/watch?v=q1VOe96GIzc&amp;NR=1</a>  <a href="http://www.youtube.com/watch?v=KQUNQZdXT5g">http://www.youtube.com/watch?v=KQUNQZdXT5g</a>            \</p>
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AUP Animated Video	
Criteria	Possible Points
Good message and video is successful in relaying the message	3
Good choice of animations/set/camera/expression/sound/etc.	3
Good use of the Web 2.0 tool with site membership	3
Added description/tags/rating on your video	2
Appropriate for audience	3
Embedded the video in both the course on Sociology & your wiki	2
<b>Total Points</b>	<b>16</b>

## Decision 6: Acquisition Lesson #5

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.  
Not all parts need to be filled in; use only those applicable.)

**Unit Topic:** CyberCitizenship & Civility- Identify & Practice Online Etiquette, Security, & Responsibility

### Standards:

#### NETS

##### NT.K-12.2

##### Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

##### NT.K-12.6

##### Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

### NBEA

#### Information Technology

XV: Ethical & Legal Issues – Achievement Standard: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.

Level 3: Analyze legal and ethical dilemmas within the framework of current laws and legislation (e.g., virus development, hacking, threats, phishing)

### PA Science & Technology Standards

#### 3.7.12 Technological Devices

- J. Evaluate the effectiveness of computer software to solve specific problems.
- Analyze the legal responsibilities of computer users.

### PA Reading, Writing, Speaking, & Listening

#### 1.9.12.A Information, Communication, & Technological Literacy

[1.9.12.A Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.](#)

#### 1.9.3.12A Information, Communication, & Technological Literacy

[1.9.3.A Use media and technology resources for directed and independent learning activities.](#)

#### 1.9.3.12B Information, Communication, & Technological Literacy

1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

### Anchors:

Lesson Essential Question	What is U. S. Copyright? What is Fair Use?
Time (In Days)	1
Activating Thinking (Hook to motivate, link to	Show students a video about copyright and fair use

prior knowledge)	
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	<p>Copyright</p> <p>U.S. Copyright Law</p> <p>U.S. Fair Use Act</p> <p>Attribution</p> <p>Public Domain</p> <p>Creative Commons</p>
<p>Teaching Activities and Strategies</p> <p>(Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Click on the <b>U.S. Copyright Office</b> and search for the copyright of a book you have by searching with its ISBN.</li> <li>• Go to <b>Website Copyright</b> and read about a Copyright Case Study concerning internet music, pictures, or movie that interests you. <ol style="list-style-type: none"> <li>1. Experiment with the <b>Fair Use Visualizer</b></li> <li>2. Click on <b>Copyright Duration</b> to see a map of the duration of a U.S. copyright.</li> </ol> </li> <li>• Read <b>10 Myths of Copyrights Explained</b> &amp; find one myth that you were misled about previously in your understanding about copyright.</li> <li>• Take a look at the <b>Copyright &amp; Fair Use Act Chart, Student Guidelines for in the Classroom 1 &amp; 2</b>. Take notice to what you can do with copyrighted pictures, music, and video files.</li> <li>• Learn about Copyright &amp; Fair Use by going through the <b>Learn About Copyright Terms</b> interactive.</li> <li>• Take a look at the <b>Creative Commons</b> six licenses that anyone can label his/her created works...free!</li> <li>• Go to the U.S. Copyright &amp; Fair Use section under Digital Storytelling unit on Moodle. Click on Public Domain and Labeled for Reuse Multimedia link. Peruse through all the sites of Public Domain media.</li> </ul> <p>Go through the Copyright &amp; Fair Use Lesson with Activities</p> <p>Remind students about Disney story – A Whole New World song on elementary school B-T-S video/slideshow</p> <p>Students will use the Fair Use Charts to calculate and decide how much of copyrighted or public domain media may be used in a school project that will be posted online. – Copyright &amp; Fair Use Quiz on Moodle</p> <p>Disney Cinderella drawing on cake</p> <p>Students will get into their GoogleDoc groups</p>
Summarizing Strategies (Learners summarize and answer LEQ)	<p>Why is it important to follow copyright and Fair Use legislation?</p> <p>How could the illegal copying of other people's works affect the creator? Affect everyone else in the world?</p>

Extending/Refining Activities	Students will use safe online behavior and practices in this course.
Assignment and/or Assessment	Students will use the Fair Use Charts to calculate and decide how much of copyrighted or public domain media may be used in a school project that will be posted online. Copyright & Fair Use Quiz on Moodle– 10 points
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.
Review & Revise (Teacher Reflection)	
Resources & Materials	<p><b>Lesson on Moodle:</b> Copyright &amp; Fair Use Lesson</p> <p>Computers</p> <p>Internet connectivity</p> <p><b>Files:</b> Fair Use in the Classroom Chart</p> <p><b>Sites:</b>  <a href="http://www.copyright.gov/records/cohm.html">http://www.copyright.gov/records/cohm.html</a>  <a href="http://www.benedict.com/">http://www.benedict.com/</a>  <a href="http://www.templetons.com/brad/copymyths.html">http://www.templetons.com/brad/copymyths.html</a>  <a href="http://halldavidson.net/chartshort.html">http://halldavidson.net/chartshort.html</a>  <a href="http://www.dpi.state.nc.us/copyright1.html">http://www.dpi.state.nc.us/copyright1.html</a>  <a href="http://www.sdst.org/shs/library/guidelines.html">http://www.sdst.org/shs/library/guidelines.html</a>  <a href="http://cuip.uchicago.edu/wit/2000/curriculum/homeroommodules/copyright/definitions.htm">http://cuip.uchicago.edu/wit/2000/curriculum/homeroommodules/copyright/definitions.htm</a> </p> <p><b>Videos:</b>  <a href="http://moodle.pasd.us/mod/resource/view.php?id=7871">http://moodle.pasd.us/mod/resource/view.php?id=7871</a> – flash interactive  <a href="#">A Fair(y) Use Tale Video file</a> on youtube </p>

## Decision 7: Extending Thinking Lesson

(Lesson plan for extending thinking lesson involving higher level thinking skills.  
You would only have a few of these per unit.)

**Unit Topic:**

**Standards:**

**Anchors:**

Lesson Essential Question	
Time (Days)	
Mini-Lesson (Quick lesson prior to activity.)	
Activity or Task (Details of activity.)	
Summarize/Share (Learners summarize and answer LEQ)	
Assignment and/or Assessment	
Differentiation	
Revise/Review (Teacher Reflection)	
Resources & Materials	