



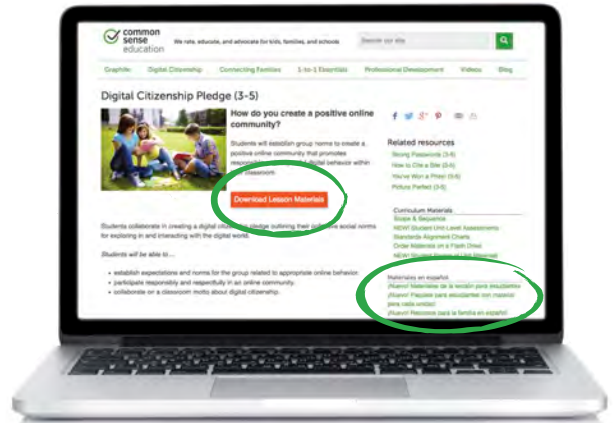
Dear LAUSD Educators,

We at **Common Sense Education** are thrilled to be partnering with Los Angeles Unified on your fourth Digital Citizenship Week, October 16-20, 2017. Outlined below are several free resources that you can use in your classroom. There are THREE ways to be involved each day the week:

1. Teach a 45-minute lesson. If time is tight, teach the one suggested specific activity from the aligned lesson.
2. Show the highlighted video and complete one activity per day.
3. Send home the corresponding Family Tips Sheet and share the other suggested family resources as you see fit.

Where do I find these materials?

- The videos and the lesson materials are bundled here (in English) or you can click through to the specific videos and lesson webpages in the below table.
- To download, save, and print materials, click on the lesson pages' red DOWNLOAD LESSON MATERIALS button.
- *Necesita materiales en español?* All of the student materials are available in Spanish. On each lesson webpage in the right-hand column, click **¡Nuevo! Materiales de la lección para estudiantes**.
- Find all English and Spanish Family Tip Sheets, here: <https://www.common sense media.org/educators/family-tip-sheets>.
- All curricular videos can be found in our **Educators Video Library**. You can download the movies or show them from our site (take into account loading time).



Some tips and tricks:

- Watch one of our professional development videos to see how other public school teachers have used the lessons in their classrooms. Visit the Best Practice videos in our **Educators Video Library**.
- If you need subtitled videos, visit our **Common Sense Educators YouTube** page.
 1. Just click on CC (closed captions),
 2. Switch the "Subtitles/CC" dropdown menu from "English" to "Translate captions,"
 - and 3. Choose your language of choice.

9-12	DAY 1: Safety & Privacy	DAY 2: Password Creation	DAY 3: Cyberbullying	DAY 4: Information Literacy	DAY 5: Digital Footprint
Lessons: (45 or 15-minute options)	45-minute lesson: Risky Online Relationships	45-minute lesson: What's the Big Deal about Internet Privacy?	45-minute lesson: Taking Perspectives on Cyberbullying	45-minute lesson: Copyrights and Wrongs	45-minute lesson: College Bound
	15-minute activity: Teach 2: Sheyna's Situation (student handout)	15-minute activity: Teach 2: Design a Privacy Policy What's Private? (student handout)	15-minute activity: Teach 2: Taking Perspectives (student handout)	15-minute activity: Teach 2: Choose Your Photo Mad Men (student handout)	15-minute activity: Teach 2: Select a Candidate Admissions Packet (student handout)
Video: Oversharing: Think Before You Post	Video Activity 1	Video Activity 2	Video Activity 3	Video Activity 4	Video Activity 5
Family Tip Sheet	Risky Online Relationships Family Tip Sheet	Online Security Family Tip Sheet	Cyberbullying Family Tip Sheet	Plagiarism and Piracy Family Tip Sheet	Privacy and Digital Footprints Family Tip Sheet



Video Activity | Digital Citizenship Week



Check out our popular video for middle and high school students, **Oversharing: Think Before You Post** (3:35). Revisit the song each day during Digital Citizenship Week, and engage your students in the following activities. Consider how you can “tech up” the activities by utilizing the quality classroom tools suggested on [Common Sense Graphite](#).

DAY 1: Watch the video, and then have a whole-group discussion or small-group discussions on the following questions:

- What was your first reaction to the video?
- Which of the Top Ten Tips stuck out to you the most? Why?
- Did the video illustrate anything you catch yourself doing online? How about things your friends do? Your parents?
- What advice was missing from the song?
- How can you strike a balance when sharing personal information online?

DAY 2: Play the video again, or share the video’s Top Ten Tips poster. Ask students to think about the positive and negative effects of social media they see in their everyday lives. Then have them create a T-chart of “Dos and Don’ts” for online behavior and etiquette.

DAY 3: Print out the lyrics from the video page and listen to the song again. Look at a few verses and ask students to identify some of the rhyme scheme (for example, Tip #6: A, A, B, B). Next, challenge them to write one verse (or more!) about oversharing online, focusing on the rhythm and rhyme. If time permits, ask students to illustrate their tips as comic strips or posters.

DAY 4: Time to perform! Print out the original lyrics and have students perform the song as a group or in small groups. Alternatively, they can sing their own lyrics (from Day 3). Consider recording the performances and sharing with families.

DAY 5: Watch the video one last time. Encourage students to think about what kind of digital footprint they want to leave online today, in five years, and in 10 years. Ask them to trace one of their feet and then decorate their “digital footprints” using words, symbols, and drawings illustrating the positive online identities they can curate going forward.

Risky Online Relationships

Essential Question

How can you tell when an online relationship is risky?

Lesson 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.

Learning Objectives

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.

Materials and Preparation

- 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.

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.

Family Resources

- Send home the **Risky Online Relationships Family Tip Sheet (High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.4, W.4, W.7, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.6

grades 11-12: RI.4, RL.10, RI.4, RI.10, W.4, W.6, W.7, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.5, L.6

NETS•S: 4a, 4c, 4d, 5a, 5b

Key Vocabulary –

online predator: a commonly used term for someone who uses the Internet to develop inappropriate relationships with kids or teens

stereotype: a popular belief about a group of people, based on assumptions that are often false

risky: potentially harmful to one’s emotional or physical well-being

manipulate: trying to influence somebody to do something they might not otherwise do, for one’s own benefit

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

POINT OUT that there are many different kinds of online encounters with strangers that may make us feel uncomfortable. Some are harmless and easy to laugh off or forget about. Other encounters might affect us, or our friends, more seriously.

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 up-front 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.

Risky Online Relationships

Directions

Read the story below. Then follow the directions on the next page.

Sheyna's first year of high school is off to a rough start. She was a CIT (counselor in training) at a day camp this summer and loved every minute of it. But now Sheyna misses camp and feels like she can't relate to her school friends anymore.

Every evening, Sheyna IMs (instant messages) Nick, the assistant director of her camp. He just graduated from college and lives a few hours away from her. Nick and Sheyna didn't know each other that well, but they exchanged screen names at the end of the summer. Sheyna talks to Nick about how much she misses camp and why she's frustrated with her friends. Nick is funny, flirty, and great at giving advice. "Those girls sound so immature," he tells her. "You might as well be in college. Seriously. You act way cooler than any 14-year-old I know."

A few weeks after school starts, Nick starts flirting with Sheyna more obviously:

kNicksFan93 did you know i thought about you at camp all the time?
i like couldn't take my eyes off you

sheybey101 :) why didn't you say anything!?

kNicksFan93 lol u were a CIT

kNicksFan93 ...and i want to make sure u will still be a CIT next summer....
so we can't tell anyone about this...

sheybey101 ummm i better be a CIT next summer! jk. (but seriously.)

kNicksFan93 parents freak out about this kind of stuff

kNicksFan93 u don't want me to lose my job, right?

sheybey101 of course not!

kNicksFan93 that's my girl. so glad that we can trust each other.

sheybey101:

Nick then asks Sheyna to send him some pictures of her in her bathing suit at camp. Sheyna is flattered, but it makes her feel a little uncomfortable. She decides to send the pictures anyway. Nick always talks about how mature she seems, and she doesn't want to make him think otherwise.

One day after soccer practice, Sheyna's best friend, Grace, asks to borrow her phone. Without trying to snoop, Grace sees a few sexts (sexually explicit text messages) between Sheyna and Nick. Grace doesn't know much about Nick, which is strange because she and Sheyna usually tell each other about their crushes. Grace decides to ask Sheyna about her relationship with Nick.

Directions

Based on the story you just read, answer the following questions as if you were Sheyna. Write your responses in the spaces provided.

1. How did you meet Nick, and how often do you talk to him?

2. Is Nick older than you? By how much?

3. Has Nick ever asked you to keep your relationship secret? In what way?

4. Have you ever felt uncomfortable with anything that Nick has asked you to do?

Now answer the following questions as if you were Grace, not Sheyna.

1. Does it seem like Nick is manipulating Sheyna? Why or why not?

2. Why might this be a sensitive issue for Sheyna?

3. What advice would you give Sheyna about her relationship with Nick?

Risky Online Relationships

The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic. We recommend reading this information before teaching the lesson **Risky Online Relationships**.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.

2. A teen is more likely to be solicited online by another teen or a young adult.

Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online – not only the extreme cases.

3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from “not as risky” to “very risky,” as reflected in the chart below:

<p>Not As Risky</p>  <p>Very Risky</p>	<ul style="list-style-type: none"> • Receive inappropriate spam through email and immediately send it to their junk mail • Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars • Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.
- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or 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 teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they’ve experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it’s okay to reach out. Even if they feel they can handle a tricky situation alone, it’s always a good idea for teens to turn to friends, parents, teachers, coaches, and counselors for support.

Teaching Strategies for Sensitive Topics

Setting Ground Rules

It can be very difficult to talk to teens about risky online relationships. Creating a safe space for open discussion is particularly important for lessons that deal with sensitive topics. Consider doing an activity with your class that builds trust among them, and then spend five to ten minutes with them developing some ground rules before teaching the **Risky Online Relationships** lesson. Invite students to suggest some discussion guidelines for themselves. Encourage them to consider the following:

- **Active Listening.** Show your classmates that you not only hear what they have to say, but that you also care.
- **Confidentiality.** Agree not to share personally identifying information from the group discussion with people outside the class.
- **Step Up, Step Back.** Be self-aware of your class participation, and make sure that everyone has an opportunity to share his or her opinions.
- **Respect.** Strive to be non-judgmental and open minded regarding different points of view.
- **Use “I” Statements.** Own one’s statements and avoid using generalizing comments with “we,” “they,” or “you,” which can communicate blame.

Provide Supportive Resources

Teens may react to conversations about emotional manipulation and risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on **Risky Online Relationships** is over.

You may wish to share the following Web resources with teens:

- That’s Not Cool (www.thatsnotcool.com)
- MTV’s “A Thin Line” Campaign (www.athinline.org)

Talking to Parents

Send home the **Risky Online Relationships Family Tip Sheet**.

Research

- The Berkman Center for Internet & Society at Harvard University. *Enhancing Child Safety & Online Technologies: Final Report of the Internet Safety Technical Task Force*. 2008.
- Lanning, K. “Child Molesters: A Behavioral Analysis.” 2010. National Center for Missing & Exploited Children; Office of Juvenile Justice and Delinquency Prevention.
- McBride, N. “ ‘Stranger-Danger’ Warnings Not Effective at Keeping Kids Safer.” 2011. National Center for Missing & Exploited Children. www.missingkids.com.
- Subrahmanyam, K. and Šmahel, D. *Digital Youth: The Role of Media in Development*. 2011. Springer, New York.
- Ybarra, M. L., Espelage, D. L., and Mitchell, K. J. “The Co-occurrence of Internet Harassment and Unwanted Sexual Solicitation Victimization and Perpetration: Associations with Psychosocial Indicators.” *Journal of Adolescent Health*, Health (2007). 41, pp. S31-S41.

Risky Online Relationships

Directions

Read the story below. Then follow the directions on the next page.

Sheyna's first year of high school is off to a rough start. She was a CIT (counselor in training) at a day camp this summer and loved every minute of it. But now Sheyna misses camp and feels like she can't relate to her school friends anymore.

Every evening, Sheyna IMs (instant messages) Nick, the assistant director of her camp. He just graduated from college and lives a few hours away from her. Nick and Sheyna didn't know each other that well, but they exchanged screen names at the end of the summer. Sheyna talks to Nick about how much she misses camp and why she's frustrated with her friends. Nick is funny, flirty, and great at giving advice. "Those girls sound so immature," he tells her. "You might as well be in college. Seriously. You act way cooler than any 14-year-old I know."

A few weeks after school starts, Nick starts flirting with Sheyna more obviously:

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so we can't tell anyone about this...

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kNicksFan93 u don't want me to lose my job, right?

sheybey101 of course not!

kNicksFan93 that's my girl. so glad that we can trust each other.

sheybey101: |

Nick then asks Sheyna to send him some pictures of her in her bathing suit at camp. Sheyna is flattered, but it makes her feel a little uncomfortable. She decides to send the pictures anyway. Nick always talks about how mature she seems, and she doesn't want to make him think otherwise.

One day after soccer practice, Sheyna's best friend, Grace, asks to borrow her phone. Without trying to snoop, Grace sees a few sexts (sexually explicit text messages) between Sheyna and Nick. Grace doesn't know much about Nick, which is strange because she and Sheyna usually tell each other about their crushes. Grace decides to ask Sheyna about her relationship with Nick.

Directions

Based on the story you just read, answer the following questions as if you were Sheyna. Write your responses in the spaces provided.

1. How did you meet Nick, and how often do you talk to him?

Sheyna met Nick when she was working as a CIT at camp. He was the assistant director. They didn't really know each other at camp, but they exchanged screen names at the end of the summer. They've developed a relationship through instant messaging, and they talk every night.

2. Is Nick older than you? By how much?

Nick just graduated college and Sheyna is a freshman in high school. Nick is probably seven or eight years older.

3. Has Nick ever asked you to keep your relationship secret? In what way?

Nick tells Sheyna they can't tell anyone about their relationship because parents freak out about "this kind of stuff," meaning their age difference and/or their job difference at camp. He also tells Sheyna that he's glad he can trust her.

4. Have you ever felt uncomfortable with anything that Nick has asked you to do?

Nick asked Sheyna to send a picture of herself in her bathing suit at camp, which made her feel kind of uncomfortable. Nick has also been sexting Sheyna (sending sexual text messages to her). Guide students to discuss what would happen if Sheyna did not admit to Grace that she felt uncomfortable. Would that change this situation?

Now answer the following questions as if you were Grace, not Sheyna.

1. Does it seem like Nick is manipulating Sheyna? Why or why not?

Students may have mixed responses, but they should ultimately recognize that Nick is being manipulative. He says things like “you don’t want me to lose my job, do you?” and tells Sheyna that she’s more mature than most girls her age. Sheyna might think that Nick is just flirting with her. But it seems like Nick has more influence in this relationship than Sheyna does, and he’s guiding it to be both sexual and secret. Nick also asked Sheyna to send him sexy pictures, which is risky. We don’t know what will happen to those photos, and even if nothing does, Sheyna was uncomfortable with the request.

2. Why might this be a sensitive issue for Sheyna?

Guide students to recognize that Sheyna misses camp a lot and doesn’t feel like she can relate to her friends at school anymore. She likes talking to Nick about camp, and she vents to him about her friend issues. Nick flirts with Sheyna, too. She’s flattered that someone older thinks she’s mature and attractive.

3. What advice would you give Sheyna about her relationship with Nick?

Sheyna needs to know that her online relationship with Nick is risky, and if she continues it she could be in danger. Sheyna misses camp and is having a tough time with friends at school, and it’s important to be sensitive to that. But to stay safe, Sheyna needs to realize that Nick appears to be manipulating her, and she should cut off their relationship before it goes any further. Friends who are concerned about Sheyna’s situation should also remember that they can, and should, seek help from a trusted adult if they think Sheyna is taking dangerous risks.

Risky Online Relationships

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- 1. True or false: Most people who ask teens to talk about sexual things online are older adults.**
- a) True
 - b) False
- 2. Mimi just signed up for online chat. How can she avoid getting into risky online chat situations? Read the following choices and then select the best answer.**
- a) Avoid chat during evening and night
 - b) Tell others she meets online that she is older than she actually is
 - c) Avoid flirting with people online
 - d) Tell others she meets online that she is already in a relationship
- 3. Melissa is chatting with someone she only knows online. She starts to feel uncomfortable about what they're talking about. Which actions could Melissa take to make the situation better? Circle all that apply.**
- a) Stop talking to the person altogether
 - b) Ask a friend to talk to the person and pretend to be her
 - c) Don't do anything
 - d) Log off of chat for a while
 - e) Keep talking with the person anyway
 - f) Change the subject
 - g) Block the user name

Risky Online Relationships

1. True or false: Most people who ask teens to talk about sexual things online are older adults.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. It's more typical that teens receive requests to talk about sexual things online from other teens or from young adults than from older adults.

2. Mimi just signed up for online chat. How can she avoid getting into risky online chat situations? Read the following choices and then select the best answer.

- a) Avoid chat during evening and night
- b) Tell others she meets online that she is older than she actually is
- c) Avoid flirting with people online**
- d) Tell others she meets online that she is already in a relationship

Answer feedback

The correct answer is **c**. People who flirt online, especially with strangers, are more likely to deal with unwanted or risky contact.

3. Melissa is chatting with someone she only knows online. She starts to feel uncomfortable about what they're talking about. Which actions could Melissa take to make the situation better? Circle all that apply.

- a) Stop talking to the person altogether**
- b) Ask a friend to talk to the person and pretend to be her
- c) Don't do anything
- d) Log off of chat for a while**
- e) Keep talking with the person anyway
- f) Change the subject**
- g) Block the user name**

Answer feedback

The correct answers are **a**, **d**, **f**, and **g**. If you feel uncomfortable while chatting online, you can try to take the conversation in a new direction. If that doesn't work, you can always stop typing and log off of chat, or block that person.

What's the Big Deal About Internet Privacy?

Essential Question

How do websites collect your personal information, and what can you do about it?

Lesson 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 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.

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.

Materials and Preparation

- Paper and pens
- Copy the **What's Private? Student Handout**, one for each student.
- If students will not have access to computers with an Internet connection, print out privacy policies from two websites that students commonly use. Make copies for each pair of students.

Family Resources

- Send home the **Online Security Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.4c, L.6

grades 11-12: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.4c, L.6

NETS-S: 5a, 6a

Key Vocabulary –

anonymous: someone who can't be identified based on the information at hand

cookies: small computer text files placed in your computer by the sites you visit that collect information about your computer system and the webpages you view

third party: a person or company other than you and the owner of the website you visit

privacy options: choices a website might give you about what it does with your information

introduction

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 look at the same sites; each pair should complete its own handout.

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 your 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
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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.

What's the Big Deal About Internet Privacy?

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 designed 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?

What's the Big Deal About Internet Privacy?

1. Tavian visits a new website. Before Tavian can explore the site, he is asked to fill in his date of birth and the name of his school. Tavian doesn't feel comfortable giving that information. Tavian could:

- a) Leave the site
- b) Ask an adult to look at the site and read its privacy policy with him
- c) Both a and b

2. _____ means someone who can't be identified based on the information you have.

- a) Well known
- b) Anonymous
- c) Guilty

3. True or false: Websites that are targeted at kids are required to post privacy policies.

- a) True
- b) False

What's the Big Deal About Internet Privacy?

ASSESSMENT
TEACHER VERSION

1. Tavian visits a new website. Before Tavian can explore the site, he is asked to fill in his date of birth and the name of his school. Tavian doesn't feel comfortable giving that information. Tavian could:

- a) Leave the site
- b) Ask an adult to look at the site and read its privacy policy with him
- c) Both a and b**

Answer feedback

The correct answer is **c**. Tavian should not give information online that he is not comfortable sharing. He could leave the site or ask an adult for help.

2. _____ means someone who can't be identified based on the information you have.

- a) Well known
- b) Anonymous**
- c) Guilty

Answer feedback

The correct answer is **b**. *Anonymous* means someone who is unknown.

3. True or false: Websites that are targeted at kids are required to post privacy policies.

- a) True**
- b) False

Answer feedback

The correct answer is **a**, True. Websites that expect to have users under the age of 13 are required to post privacy policies. The privacy policy tells you how the site may use the information you give it.

Taking Perspectives on Cyberbullying

Essential Question

How does online cruelty affect the people involved?

Lesson 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. We use the term *online cruelty* throughout this lesson.)

Learning Objectives

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.

Materials and Preparation

- 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 on next page.)

Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.3a, W.3b, W.3c, W.3d, W.3e, W.4, W.5, W.6, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.6

grades 11-12: RL.1, RL.2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a, W.3a, W.3b, W.3c, W.3d, W.3e, W.4, W.5, W.6, W.8, W.9, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.5, L.4a, L.6

NETS•S: 1b, 2a, 2d, 3b, 4a, 4b, 4d, 5a-c

Key Vocabulary –

perspective: the view or outlook of someone, based on their thoughts, feelings, experiences, and background

target: a person who is the object of an intentional action

offender: a person who intentionally commits acts to hurt or damage someone

bystander: a person who passively stands by and observes without getting involved

upstander: a person who supports and stands up for someone else

Note: The “Friday Night Lights Video Clips” video in this lesson portrays a cyberbullying situation. It includes some sexual references, including “whore” and “slut,” and the term “jackass” is used once. If you do not feel comfortable showing this material, describe the scenario and have your class complete the handout based on your description. The use of these clips does not constitute an endorsement of the show.

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)

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 he is 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.

Taking Perspectives On Cyberbullying

Directions

After watching the “**Friday Night Lights Video Clips**,” take the perspective of one of the characters. First, determine what role your character plays in the situation: **target**, **offender**, **bystander**, or **upstander**. Then use the character quotation and the questions as a guide to help you understand your character’s perspective. For each question, write a paragraph response on the back of this sheet or on blank paper.

Role _____

1. Lyla: “*Let them say what they are going to say. And I’ll just tough it out.*”

- What do you think motivates Lyla to visit the website?
How do you think she feels when she sees the site? When she’s taunted at school?
- From Lyla’s perspective, what are the possible consequences of the website?

Role _____

2. Brittany: “*Is it wrong that I’m enjoying this?*”

- What do you think motivates Brittany to create the website?
How do you think she felt when she created it?
- From Brittany’s perspective, what outcomes did she expect the website to have?

Role _____

3. Tim: “*Let ‘em talk, Lyla. I don’t care.*”

- What do you think motivates Tim to sit down with Lyla in the school cafeteria? How do you think he feels when she tells him he can’t help?
- From Tim’s perspective, what is the impact of the website?

Role _____

4. Tami: “*What’s the matter? Well, that’s just bush league.*”

- What do you think motivates Tami to speak with Lyla?
How do you think she felt when she found out about the situation?
- From Tami’s perspective, what are the possible consequences of the website?

Role _____

5. Ben: “*I felt like I owed you an apology in person.*”

Lyla doesn’t deserve this, no matter what she did.”

- What do you think motivates Ben to speak with Buddy about the website?
How do you think Ben felt when he talked with Buddy?
- From Ben’s perspective, what are the possible consequences of the website?

Role _____

6. Buddy: “*Stuff on the Internet? What are you talking about?*”

- What do you think motivates Buddy to visit the website?
How do you think it made him feel when he saw it?
- From Buddy’s perspective, what are the possible consequences of the website?

Taking Perspectives On Cyberbullying

TAKING PERSPECTIVES TEACHER VERSION

Directions

After watching the “**Friday Night Lights Video Clips**,” take the perspective of one of the characters. First, determine what role your character plays in the situation: **target**, **offender**, **bystander**, or **upstander**. Then use the character quotation and the questions as a guide to help you understand your character’s perspective. For each question, write a paragraph response on the back of this sheet or on blank paper.

1. Lyla: “*Let them say what they are going to say. And I’ll just tough it out.*” **Role: target**

- *What do you think motivates Lyla to visit the website? How do you think she feels when she sees the site? When she’s taunted at school?*

(We are not sure why Lyla visits the site, but she probably wanted to see what was being said about her. The site made Lyla upset, as she is seen crying in the clip. Being taunted at school upsets Lyla, as she is shown wanting to quit the cheerleading team and sitting alone at lunch.)

- *From Lyla’s perspective, what are the possible consequences of the website?*

(Lyla appears humiliated and feels like her reputation is ruined. She may feel a lack of control about what’s being said by everyone at school, and that she can’t get away from it or stop it. She might feel ashamed because she doesn’t tell her dad about it and avoids telling Tami until Tami confronts her.)

2. Brittany: “*Is it wrong that I’m enjoying this?*” **Role: offender**

- *What do you think motivates Brittany to create the website? How do you think she felt when she created it?*

(Although we aren’t sure exactly what motivates Brittany to make the website, it might be because she is jealous of Lyla, or she wants to damage Lyla’s reputation and social status. Or perhaps she likes Tim or Lyla’s boyfriend. But we do know Brittany’s intention is to hurt Lyla.)

- *From Brittany’s perspective, what outcomes did she expect the website to have?*

(By creating a hate website where anyone can “slam” Lyla, it seems Brittany is trying to hurt Lyla on a public scale and ruin her reputation.)

3. Tim: “*Let ‘em talk, Lyla. I don’t care.*” **Role: bystander**

- *What do you think motivates Tim to sit down with Lyla in the school cafeteria? How do you think he feels when she tells him he can’t help?*

(Tim likely feels guilty about what’s happening to Lyla because he played a part in their relationship. He might feel somewhat at fault, powerless, and angry that he’s not able to help her.)

- *From Tim’s perspective, what is the impact of the website?*

(Tim might be worried about the impact of the site on Lyla and her reputation. He might also be concerned how this situation will affect his relationship with Lyla’s boyfriend on the football team. Additionally, Tim might be worried about the website harming his reputation.)

4. Tami: *“What’s the matter? Well, that’s just bush league.”*

Role: upstander

- *What do you think motivates Tami to speak with Lyla? How do you think she felt when she found out about the situation?*

(As a guidance counselor, Tami is responsible for helping students with their problems and promoting the well-being of students. Tami was probably very concerned about the situation because it involves many students at school – and even parents – and affects the school’s climate and community.)

- *From Tami’s perspective, what are the possible consequences of the website?*

(Tami is likely concerned about the effects of the website on Lyla. Tami might also be worried about law enforcement getting involved, or negative publicity for the school.)

5. Ben: *“I felt like I owed you an apology in person.
Lyla doesn’t deserve this, no matter what she did.”*

Role: bystander

(could also be considered an **upstander** for telling Buddy)

- *What do you think motivates Ben to speak with Buddy about the website? How do you think Ben felt when he talked with Buddy?*

(Ben said that he was apologizing on behalf of his daughter, Brittany. Perhaps Ben is embarrassed at his daughter’s behavior, and feels an obligation to tell Buddy before he finds out another way.)

- *From Ben’s perspective, what are the possible consequences of the website?*

(Ben might be embarrassed at Brittany’s actions and worried about the effect on Lyla, her family, and their reputation.)

6. Buddy: *“Stuff on the Internet?
What are you talking about?”*

Role: bystander

(Buddy is a bystander because although he knows about the site, he does not approach Lyla or try to help her.)

- *What do you think motivates Buddy to visit the website? How do you think it made him feel when he saw it?*

(Buddy was probably curious to know how bad the website was and to determine the possible effects on Lyla. From Buddy’s reaction to the clip, he was upset about the online cruelty towards his daughter. But considering that he didn’t approach Lyla about it, he may have felt powerless to help her, embarrassed to talk to her, or uncertain about what to do.)

- *From Buddy’s perspective, what are the possible consequences of the website?*

(Buddy is likely concerned about the effect the site has on Lyla’s emotional well-being, reputation, and potentially on his family’s reputation, as he’s a well-known car dealer in town.)

Taking Perspectives on Cyberbullying

1. Someone's *perspective* is their outlook, based on their thoughts, feelings, experiences, and background. What is another way to say *perspective*?

- a) Point of view
- b) Stereotype
- c) Morals
- d) Race

2. Read the following story. Then use the chart to label the role that each person plays.

Raul is captain of the hockey team. His girlfriend dumps him and starts dating his teammate, Nick. Raul feels that Nick "stole" his girlfriend and decides to get back at him. Raul starts a website where he uploads photos of Nick that show him spray-painting a park bench, which is illegal. Soon, everybody at school knows about Raul's website. Raul's teammate, Andrew, tells him that he should take it down because it's bad for Nick and the whole team.

Who is the target ?	
Who is the upstander ?	
Who is the offender ?	

3. Read the following scenario and then choose the best answer.

Avery and Alannah were competing for the last spot on the soccer team. On the final day of tryouts, Avery stole Alannah's cleats so she couldn't play. Avery ended up getting picked for the team. To get back at Avery, Alannah started a webpage dedicated to hurting Avery.

True or false: This is NOT an example of cyberbullying.

- a) True
- b) False

Taking Perspectives on Cyberbullying and Online Cruelty

1. Someone's *perspective* is their outlook, based on their thoughts, feelings, experiences, and background. What is another way to say *perspective*?

- a) Point of view
- b) Stereotype
- c) Morals
- d) Race

Answer feedback

The correct answer is **a**. Understanding that everyone has a different *point of view*, or perspective, might help explain why they act the way they do.

2. Read the following story. Then use the chart to label the role that each person plays.

Raul is captain of the hockey team. His girlfriend dumps him and starts dating his teammate, Nick. Raul feels that Nick “stole” his girlfriend and decides to get back at him. Raul starts a website where he uploads photos of Nick that show him spray-painting a park bench, which is illegal. Soon, everybody at school knows about Raul’s website. Raul’s teammate, Andrew, tells him that he should take it down because it’s bad for Nick and the whole team.

Answer feedback

Who is the target ?	Nick
Who is the upstander ?	Andrew
Who is the offender ?	Raul

3. Read the following scenario and then choose the best answer.

Avery and Alannah were competing for the last spot on the soccer team. On the final day of tryouts, Avery stole Alannah’s cleats so she couldn’t play. Avery ended up getting picked for the team. To get back at Avery, Alannah started a webpage dedicated to hurting Avery.

True or false: This is NOT an example of cyberbullying.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. It is never okay to use the Internet to intentionally hurt someone. If someone upsets you, “getting back at them” will only make the situation worse.

Copyrights and Wrongs

Essential Question

How can I make responsible choices when I use other people's creative work?

Lesson Overview


Students explore the legal and ethical dimensions of respecting creative work. First, they learn a basic foundation 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.

Learning Objectives

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.

Materials and Preparation

-  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.
- Review and print out the **Mad Men Student Handout – Teacher Version**.

Family Resources

- Send home the **Plagiarism and Piracy Family Tip Sheet (High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1-4, RI.8, RI.10, W.2a-f, W.6-8, W.10, SL.1a-d, SL.3-5, L.4a, L.6

grades 11-12: RL.1, RL.2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a-f, W.6-10, SL.1a-d, SL.2-5, L.4a, L.6

NETS-S: 1c, 1d, 2a, 2d, 3a, 3d, 4a, 4c, 5a, 5c, 5d

Key Vocabulary –

fair use: the ability to use a small amount of someone's creative work without permission, but only in certain ways

commercial purposes: a use in connection with a business, usually for profit

copyright: a law that protects a creator's ownership of and control over the work he or she creates, requiring other people to get the creator's permission before they copy, share, or perform that work

Creative Commons: a kind of copyright that makes it easy for people to copy, share, and build on someone's creative work – as long as they give the creator credit for it

public domain: creative work that's not protected by copyright and is therefore free for one to use however one wants

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, and 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 even 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 you feel if someone used your creative work? Would it make a difference whether they did the following:

Students should reflect on how their sense of pride and ownership would/would not be affected.

- Asked your permission to use it?
- Gave you credit as the creator?
- Changed the picture or added a caption without asking you?

What do you think it means to use someone else's creative work responsibly? Does it matter how and 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 of 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. In order 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.

Copyrights and Wrongs

Directions

Read the instructions on this page. Complete the rest of the handout in groups, and be prepared to share your findings with the class.

Big, Little, and Small Advertising Agency
10 Madison Avenue
New York, New York

Hi there, B.L.S. creative teams

It's Frida from the photo department.

The Vegetable Farmers of America (VFA) have hired us to create print and billboard ads that encourage people to become vegetarians. These ads will be used in magazines and billboards nationwide.

We have gone through hundreds of images for them and have decided on five. It is your job to make the final decision on which of the five images to use. The photos, along with their source information, are in this packet.

Choose a photo that you believe will encourage someone to become a vegetarian, but be sure to also consider how the photo was originally used and how it is copyrighted.

For each photo, we need you to answer the following questions:

- 1. Who owns the photo? Who holds the copyright for the photo (if anyone), and who gets paid for its use?** Is it protected by copyright, available for free public use via Creative Commons, in the public domain, or some other way? In other words, what do we need to do to use the photo legally?
- 2. Who created the photo? What was it originally used for, and what does it show?** How do you think the creator might feel about having us use the photo in our ad campaign?
- 3. Is the photo right for our ad campaign?** To answer this question, you need to think about how the VFA might feel about having us use the photo in their ad campaign, and how the public might respond to an ad that uses this photo.

See you in the cafeteria,
Frida Miko
Director, B.L.S. Photo Department

PHOTO BOOK

For Creative Team's Eyes Only

Photo 1: Cattle Show, Flickr

Owner and copyright status: _____

Creator and original context: _____

Right for the ad campaign? Why or why not? _____



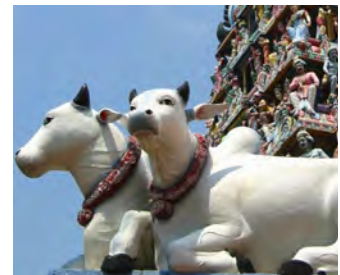
Okay, Frida. Photo 1 comes to us from Flickr, the photo-sharing site on the web. This photo is in a public album, created by a member of the Future Farmers of America, and is copyrighted through Creative Commons, a license that allows free use of materials by others. Some are allowed to be used for commercial purposes and some aren't. But don't worry, this one is okay to use for commercial purposes. However, we don't really know if this young farmer is aware that her photo from the local cattle show is available for commercial use.

Photo 2: Hindu Temple, Stock

Owner and copyright status: _____

Creator and original context: _____

Right for the ad campaign? Why or why not? _____



We can buy some images called stock photos. Well, technically, we buy permission to use it for a fee. But we can't forget to credit them! That's part of the deal. This photo comes from Pronto Pictures. It would cost \$1,500 to use in our advertising campaign. The image shows a Sri Mariamman Hindu Temple in Singapore. The cows are statues. Keep in mind that for Hindus, cows hold special significance as religious icons.

Photo 3: Dairy Cow, B.L.S. Ad Agency

Owner and copyright status: _____

Creator and original context: _____

Right for the ad campaign? Why or why not? _____



This photo takes me back to my days on the dairy farm. It’s by one of our in-house photographers, Duncan. This means that we own the copyright. If someone else wanted to use this photo of Bessie, we would license the photo to them for a fee, depending on the use. But we can use it for free. Look at those big cow eyes.

Photo 4: Flank Steak, Flickr

Owner and copyright status: _____

Creator and original context: _____

Right for the ad campaign? Why or why not? _____



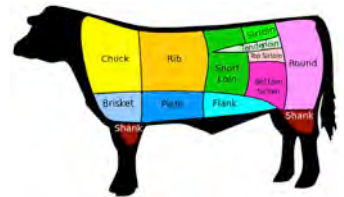
Photo 4 looks yummy! It’s also from a public album on Flickr, one on how to prepare flank steak. The photo was taken and posted by a local chef, and it is listed for commercial use under Creative Commons. One thing this particular Creative Commons license allows us to do is alter or change the image.

Photo 5: Cuts of Beef, public domain

Owner and copyright status: _____

Creator and original context: _____

Right for the ad campaign? Why or why not? _____



So, do you know your cuts of beef? This photo is in the public domain, meaning that it’s available for public use or alteration for any purpose. There’s no author we need to get permission from to use it, and no one will come knocking to claim their “cut.”

Copyrights and Wrongs

Teachers:

Use this guide to lead a discussion about what students need to consider when they use the creative work of others, which includes both legal and ethical questions as well as practical considerations. Students should be weighing the following factors in choosing their photos:

- the rules of copyright
- the values and intent of the original creator
- the audience and purpose

Each photo includes sample responses and discussion questions. You may also use these overarching questions to discuss any of the photos:

- *For all the photos, what might be the consequences of using these creative works?*
- *How would the owners of the content react?*
- *How might the original creator react?*
- *How would the VFA react?*
- *How might the public react?*
- *How might these different reactions affect your decision about which photo to use for the ad campaign?*

Photo 1: Cattle Show, Flickr

Owner and copyright status: Creative Commons, available for commercial purposes. Not clear if photographer made her FFA chapter aware these photos were being made available for commercial use.

Creator and original context: Photo taken by a member of the Future Farmers of America (FFA). Looks to be at a livestock-raising event.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)



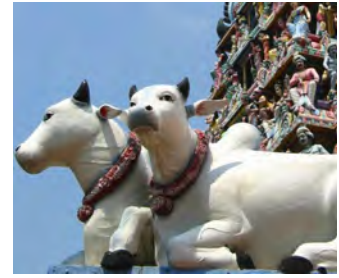
Teacher guidance: The photos clearly are intended to highlight the livestock-raising lifestyle, but they seem to be personal snapshots from a local cattle show. The FFA photo pictures a young woman who raises cows for agricultural purposes, possibly including for slaughter. *Is it appropriate to use the public photos, even though they seem personal in nature? Given that this campaign is promoting vegetarianism, is it appropriate to use this photo?* (Guide students to consider that neither the woman pictured nor the FFA has given explicit permission for this photo to be used. It would be best to seek the permission of these two parties before making any decisions.)

Photo 2: Hindu Temple, stock

Owner and copyright status: This is a stock photo that is copyrighted and owned by Pronto Pictures.

Creator and original context: Note sure of the creator, but the photo is from a Hindu Temple in Singapore

Right for the ad campaign? Why or why not? (Use teacher guidance below.)



Teacher guidance: The cow statues are religious symbols used in the decoration of a temple. *Given this important cultural significance, should they be used in an ad campaign? Does the content of the campaign make a difference? Why or why not? There is a fee charged in order to use this photo. How does that influence your decision?* (Guide students to consider that the photo is copyrighted and that they would have to pay the appropriate fee and probably cite Pronto Pictures in order to use this photo. Also have them reflect on the religious significance of this photo. Might the symbolism of the cow and temple be problematic to Hindus or others?)

Photo 3: Dairy Cow, B.L.S. Ad Agency

Owner and copyright status: B.L.S. Advertising Agency owns the copyright.

Creator and original context: Duncan, an in-house photographer, took this photo of a cow in a field.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)



Teacher guidance: The photo of the cow doesn't appear to have any particular symbolic significance. *Does that make it more or less acceptable to use in the ad campaign?* (Guide students to recognize that this photo may in fact be the best option, as it is owned by B.L.S. and because it is unlikely to offend the audience.)

Photo 4: Flank Steak, Flickr

Owner and copyright status: Creative Commons, available for commercial purposes.

Creator and original Context: Photo taken by a chef, apparently of the steak that he cooked. Part of an album about how to prepare flank steak.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)



Teacher guidance: The steak photo was posted by its creator to show how to cook meat, and is meant to look delicious. *How would its use in an anti-beef campaign reflect its original purpose? Is it appropriate to use? Why or why not?* (Guide students to consider the fact that the photo is available

for commercial purposes, which means that they technically are allowed to use it to make money. They should explore whether they still would need to provide a citation for the photo. Have students consider how vegetarians might react to an image that makes meat look tasty. How is this similar or different from showing an image of a live cow?)

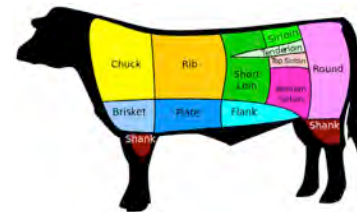
Photo 5: Cuts of Beef, public domain

Owner and copyright status: The work is in the public domain, so no one owns it and it's not copyrighted.

Creator and original context: Not sure of original creator. Seems to have been created in order to inform people – maybe butchers or cooks – about different cuts of meat from a cow.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)

Teacher guidance: The beef-cut diagram is intended as a helpful tool for workers in the industry and for beef consumers. Even though the image itself is under the public domain, it symbolizes one view of cattle: that they are for eating. *Does this make its use in an anti-beef campaign more powerful? Does it make it less appropriate?* (Guide students to compare a photo that is in the public domain versus one that is protected by other types of copyright. Public domain is a very flexible type of copyright, so copyright infringement should not be a problem. However, the audience may be offended seeing an image of a cow that also is meant for slaughter. Have students consider how this image might be perceived in comparison with the other possible images for the campaign.)



Copyrights and Wrongs

ASSESSMENT

1. Decide which kind of license is best for each student's work. Write the letter of each answer in the chart below.

Copyright	Creative Commons	public domain

- a) An original song that Janelle doesn't want anyone to copy or distribute without her permission
- b) A digital illustration that Sasha wants credit for but doesn't mind if others use without her permission
- c) An original documentary that Dom wants complete ownership of in case the documentary makes money
- d) An article that Ryan finds in a government database
- e) A collection of photos that Artie wants credit for but doesn't care if others use
- f) A photo that Marcus wants others to share and use however they want for the purpose of creating new artwork

2. Read the following scenario. Then answer the question below.

Lola takes a photo of the mountains near her home. She uploads the photo to the Internet with "Copyright 2011 Lola Dominguez" next to the image. About a week later, she checks one of her favorite blogs and sees that the blogger has posted her photo on the blog and has posted a creative writing story to go with it.

True or false: If the blogger doesn't ask Lola's permission to use the photo but still gives her credit, the blogger can post Lola's photo with his story.

- a) True. Copyright is pretty relaxed, so even though Lola put "Copyright" on her photo the blogger can do what he wants.
- b) False. When you copyright something, the only way that others can use the work without your permission is if they change the original meaning of the work. Adding a story to the photo doesn't change the original photo, so the blogger can't use it.
- c) False. When you copyright something, others have to ask your permission before using it.
- d) True. Even though Lola put "Copyright" on her photo, the blogger doesn't have to ask permission because he posted his own original story to go with it.

3. What is the safest way to use someone else's creative work, no matter what kind of license it has (copyright, Creative Commons, etc.)?

- a) Assume that it's in the public domain and use it however you want
- b) Give credit to the creator
- c) Ask permission to use the work
- d) Check who owns the work

Copyrights and Wrongs

1. Decide which kind of license is best for each student’s work. Write the letter of each answer in the chart below.

Copyright	Creative Commons	public domain
a) An original song that Janelle doesn’t want anyone to copy or distribute without her permission	b) A digital illustration that Sasha wants credit for but doesn’t mind if others use without her permission	d) An article that Ryan finds in a government database
c.) An original documentary that Dom wants complete ownership of in case the documentary makes money	e) A collection of photos that Artie wants credit for but doesn’t care if others use	f) A photo that Marcus wants others to share and use however they want for the purpose of creating new artwork

Answer feedback

The students that want complete ownership of their creative works should choose to copyright their works so others will have to ask permission to use those works. The students that want credit for their works but don’t mind others using them without permission should choose a Creative Commons license. The students that want to share their creative work so that others can adapt it for their own purposes should choose the public domain.

2. Read the following scenario. Then answer the question below.

Lola takes a photo of the mountains near her home. She uploads the photo to the Internet with “Copyright 2011 Lola Dominguez” next to the image. About a week later, she checks one of her favorite blogs and sees that the blogger has posted her photo on the blog and has posted a creative writing story to go with it.

True or false: If the blogger doesn’t ask Lola’s permission to use the photo but still gives her credit, the blogger can post Lola’s photo with his story.

- a) True. Copyright is pretty relaxed, so even though Lola put “Copyright” on her photo the blogger can do what he wants.
- b) False. When you copyright something, the only way that others can use the work without your permission is if they change the original meaning of the work. Adding a story to the photo doesn’t

Copyrights and Wrongs

- c) False. When you copyright something, others have to ask your permission before using it.**
- d) True. Even though Lola put “Copyright” on her photo, the blogger doesn’t have to ask permission because he posted his own original story to go with it.

Answer feedback

The correct answer is **c**. When you copyright something, others have to ask your permission to use it no matter what, even if the person who uses your creative work wants to change the meaning of your work. If the blogger does not have permission to post Lola’s photo with his story, he should not post the photo at all.

3. What is the safest way to use someone else’s creative work, no matter what kind of license it has (copyright, Creative Commons, etc.)?

- a) Assume that it’s in the public domain and use it however you want
- b) Give credit to the creator
- c) Ask permission to use the work**
- d) Check who owns the work

Answer feedback

The correct answer is **c**. Asking permission to use someone else’s work is a great idea if you are unsure about whether or not you can use the work for your own purposes. It’s also important to give credit to the original creator, but if you don’t have permission to use another person’s work, giving credit isn’t enough.

College Bound

Essential Question

How can information you post on the Internet affect your future opportunities?

Lesson Overview


Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint. Using the **Admissions Packet Student Handout**, they view elements of two students' digital footprints and consider how the footprints might affect those students' admission to college. Students then discuss what kinds of information they would want included in their own digital footprints, and learn strategies for shaping a positive online presence.

Learning Objectives

Students will be able to ...

- learn that they have a public presence online called a digital footprint.
- recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment.
- consider how to present an authentic and positive image of themselves online.

Materials and Preparation

-  Preview the video “**Abbas’s Story – Pride in Your Digital Footprint**” and prepare to show it to students.
- Preview the **Admissions Packet Student Handout – Teacher Version**.
- Copy the **Admissions Packet Student Handout**, one for each student.
- Prepare a list of search results for a celebrity or other well-known person in a form that all students can see, perhaps on an interactive white board or overhead projector.

Family Resources

- Send home the **Privacy and Digital Footprints Family Tip Sheet (High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.6

grades 10-11: RL.1, RL.2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.5, L.4a, L.6

NETS-S: 1d, 2a, 2d, 3b, 3d, 4a-c, 5a-c

Key Vocabulary –

digital footprint: all of the information about a person that can be found online

admission: to let in or to be given entrance

candidate: someone seeking entrance to a school or placement in a job, usually competing with others for the position

introduction

Warm-up (10 minutes)

DEFINE the Key Vocabulary term **digital footprint**.

DISCUSS with students how the information in a digital footprint becomes public by being copied and passed on so that it can be searched and viewed by a large, invisible audience. Also discuss the fact that the information in a digital footprint is often permanently online, because it is archived in a variety of ways and passed on by others.

SHOW students the video, “**Abbas’s Story – Pride in Your Digital Footprint.**”

ASK:

What were some of the messages that stood out to you in this video? Can you relate to Abbas? Why or why not?

Students’ answers will vary.

Abbas says that he thinks colleges would actually “kind of like his Facebook page.” What examples does Abbas give about how he has created a positive digital footprint for himself?

Sample responses:

- He posts a lot of pictures with his family, which shows that he’s really active with his family members.
- A lot of the statuses he puts up are connected to the volunteer work that he does at a community organization for youth.
- He posts music that he creates, which shows people his talent and that he’s pursuing his interests.

Do you think you should judge someone based solely on what you find about them online? Why or why not?

Students should recognize that someone’s online presence might include things that were intended to be private, or inaccurate information posted by someone else. It could even include information about another person with the same name. Therefore, it may not give a complete or balanced picture of the person.

SHARE with students that they will be exploring how information they post today could affect themselves and others in the future – for better and for worse. Point out that this online material may affect them as they apply to college or think about future jobs and opportunities. Encourage students to consider that they have the ability to shape their online profile so that it presents an image they can be proud of.

teach 1

Review College Applications (15 minutes)

DEFINE the Key Vocabulary terms **admission** and **candidate**.

ARRANGE students in groups of two to three and distribute the **Admissions Packet Student Handout**, one for each group.

EXPLAIN to students they will be role-playing college admissions officers, the people who decide which candidates should be admitted to a college. Tell them that two high school seniors, Markus and Tommy, have applied for admission to college. Their applications include their grades, test scores, and a personal essay. The problem is that the college only has room for one of them. The admissions officers decide to gather information from each candidate's digital footprint to help make their decision.

Note: Your students will likely have a variety of paths in their futures. You may wish to emphasize that many of the same factors that affect their college admissions would also apply to getting a job or getting into a training program.

INSTRUCT students to work as a group to read and fill out their handouts.

teach 2

Select a Candidate *(15 minutes)*

INVITE a volunteer from each group to explain which applicant they chose to admit, and why. Refer to the **Admissions Packet Student Handout – Teacher Version** for guidance on leading the discussion.

ENCOURAGE students to further probe their choices by using these follow-up questions.

ASK:

Why did you not choose the other candidate? Is there additional information about this candidate that could have made you want to choose him?

Sample responses:

- Markus did not get in because he did not seem that interesting. He also seemed a little unmotivated. (Maybe it would make a difference if Markus had a stronger online presence that showed he was interested in things other than sports.)
- We did not select Tommy because we thought he was fake or insincere. (Maybe it would make a difference if you knew that the exchange between Tommy and his friend Maggie was a private joke. Maybe Maggie is also trying to get into the same college as Tommy, and writes joke messages to make him seem insincere.)

Do you think the comments by JJ and Maggie had a positive or negative effect on their friends' chances for college? Do you think this is what they intended when they wrote the comments?

Students should recognize that these comments revealed private information about Markus and Tommy, and also emphasized negative rather than positive qualities. You might ask students to comment on JJ and Maggie's motivations.

Do you think this is a good way for a real admissions officer to make a final choice? Why or why not?

Students should understand that while admissions officers, prospective employers, and the like sometimes do look at online profiles, this may not be the best or fairest way to assess someone. The material that appears online may not present a full or accurate picture of a person and of his or her personality and achievements.

Do you think teens share too much information about themselves or about others online? Why or why not?

Students will have differing opinions, but they should recognize the importance of carefully considering what they contribute to their digital footprints, and to the digital footprints of others.

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:

*How is a digital footprint created?
Why does the information in a digital footprint often become public, and why is it permanent?*

Students should know that a digital footprint is all the information online about a person, posted either by that person or by others. The information in it can become public because it can be searched, copied, and passed on so that it plays to a large invisible audience. It can be difficult or impossible to remove, and it therefore becomes a permanent part of their online image.

What types of online information would help present the most positive image of you?

Students should realize that their reputation may be enhanced by information on interests and activities, opinions, and material giving a consistent picture of oneself.

What are some of the larger ethical implications of sharing information online about others?

Guide students to reflect on how people can influence the digital footprints of others – for better or for worse – and how it is therefore the responsibility of a good digital citizen to be mindful of what they post about others.

College Bound

Directions

You are college admissions officers who must decide which of two college applicants to admit. The admissions committee has already determined that the candidates, Markus and Tommy, are equally desirable based on their grades, test scores, and personal essays. The officers also have the following information from an online search of each candidate.

Review the material below. Then fill out the Feedback Form and make your final choice.

Online Documents about Markus Sanders

Document #: 1 of 3

Description: Post from Markus's blog, "Sports Spots: Reviews of neighborhood courts and fields."

Sports Spots

Reviews of neighborhood courts and fields

WELCOME

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Thursday, November 11, 2011



Review of Betts Park

Teens love it, parents don't. Betts Park boasts four baseball diamonds, a soccer field, and four tennis courts. It's an after-school mecca for kids from Central and Highland High Schools, for baseball, soccer, or goofing off. The fields are in amazingly good condition, with green grass cut close and well watered. But spectators beware. There is no room for people to sit. Park operators say the next step is to install bleachers and concessions trucks. For now, though, fans are forced to sit on their coats or ... TO STAND.

Photos: Matt-rex public domain image:

URL: <http://commons.wikimedia.org/wiki/File:Betts.jpg>

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mybook

Markus Sanders [Add Friend](#) [Message](#)

[Timeline](#) [About](#) [Photos](#) [Friends](#) [More](#)

About

Email markus_parks-rec@gmail.com
Website www.thecoachdrakeproject.tumblr.com

Studies at [Hiffland High School](#)

Lives in [Chicago, Illinois](#)

Age 17

Interests [blogging about parks and fields](#)

Groups [Hiffland Baseball Fans](#)
[Bloggers United](#)

TV Shows · 6

All Sports	MLB	NBA
NFL	Soccer	SportsCenter on ESPN

Post **Photo**

Write something...

Markus Sanders
about an hour ago

get involved in your community today!

[Like](#) [Comment](#)

Bryce Stockman [Markus Sanders](#)
April 24

Did ya catch that game last night? We goin' all the way baby!!! BOOM.

[Like](#) [Comment](#) 3 1

Markus Sanders
April 24 near Chicago, IL via mobile

You know it. Champions of the WURLD!!!!!!

[Like](#) [Comment](#) 9

JJ Kane [Markus Sanders](#)
April 10

Happy 4U, H -- but U need to get a life and care more about your future.

[Like](#) [Comment](#)

+ Follow

THE COACH DRAKE PROJECT

WHEN OUR HIGH SCHOOL BASEBALL COACH PASSED AWAY LAST YEAR, MY TEAMMATE AND I DECIDED WE WANTED TO DO SOMETHING IN HIS HONOR. WE CAME UP WITH THE IDEA OF DRAWING A FAMOUS BASEBALL PLAYER EACH DAY FOR A YEAR AND POSTING IT HERE. IF YOU HAVE ANY SPECIAL REQUESTS, MESSAGE ME! WE MISS YOU COACH DRAKE.

CONTACT

ASK

ARCHIVE

RANDOM

SEARCH

4TH APR | 21 NOTES | POSTED BY MARKUS



Andre Dawson #TheCoachDrakeProject #AndreDawson #cubsfan

2ND APR | 35 NOTES | POSTED BY MARKUS



Online Documents about Tommy Williams

Document #: 1 of 3

Description: Article from the *Hiffland High Gazette* when Tommy was a freshman

Hiffland High Gazette

Freshman starts his own nonprofit to serve kids with learning differences

Monday, March 5, 2008 | <http://www.hifflandgazette.org>

CHICAGO – Freshman Tommy Williams is starting high school on the right foot. Just before entering Hiffland, Tommy founded a nonprofit organization in Chicago called Making Different Special. The nonprofit offers support groups and tutoring services to elementary and middle school kids with learning differences like dyslexia. According to Tommy’s mom, a physician at Chestnut Lake Hospital, Tommy has always been a leader. “When Tommy was little, he was selling lemonade with fruit chunks in it at the neighborhood art fair, when everyone else was selling plain old lemonade. He’s always had bright ideas.” Not a bad way to start out high school. There will no doubt be four promising years ahead for Williams.

– *Cris Cross, Hiffland High reporter*


Tommy Williams
@twilliams

"Don't count the days, make the days count."
Muhammad Ali

85 TWEETS 76 FOLLOWING 200 FOLLOWERS [Follow](#)

Tweets

- Jonny Terwiliger** @drterwiliger 30 Apr
@twilliams I had the best time at the Youth Center's Big Brother's club last Tuesday! It was grrrreat!
[Expand](#)
- Tommy Williams** @twilliams 24 Apr
Mentoring is a great way to give back!
[Expand](#)
- Maggie** @magzprops 10 Apr
@twilliams Wait, I thought you gave up Making Special Different last year...
[View conversation](#)
- Tommy Williams** @twilliams 10 Apr
Check out Making Special Different #makingspecialdifferent Glad to be part of such a great organization
[Expand](#)
- Tommy Williams** @twilliams 3 Apr
my niece is cooler than your niece instapic.com/p/T4mkPzA7nC/#
[Expand](#)



swerve_234 liked **tommyisboss5's** photo.
8 MINUTES AGO

AT&T 10:04 AM 99%

Instapic

tommyisboss5 3h
Chicago



249 likes

tommyisboss5 two fender benders in one year?
#oops #whatever #carinsurance

Like Comment

Home Star Instagram Heart Messages

AT&T 10:04 AM 99%

Instapic

tommyisboss5 5d
Chicago



103 likes

tommyisboss5 little maya loves her uncle t!

Like Comment

Home Star Instagram Heart Messages

Feedback Form

Fill out the chart and answer the questions. Make your final choice, and be ready to make a case for your selection.

	What information about the student online makes him an appealing candidate?	What information about the student online makes you question whether he should be admitted?
Markus Sanders		
Tommy Williams		

Final Choice: _____

Main Reasons for Choice:

1. _____
2. _____
3. _____

College Bound

Feedback Form

Fill out the chart and answer the questions. Make your final choice, and be ready to make a case for your selection.

	What information about the student online makes him an appealing candidate?	What information about the student online makes you question whether he should be admitted?
Markus Sanders	<ul style="list-style-type: none"> • He seems to have a lot of passion about things that interest him. • He has his own blog, which is unusual for someone his age. • He seems good humored and honest. 	<ul style="list-style-type: none"> • He might be a little superficial, given that he talks about little else but sports. • He does not seem dedicated to helping others. A blog about baseball fields does not count for much. • He might not be very interesting or have very good social skills, judging by JJ's comment.
Tommy Williams	<ul style="list-style-type: none"> • He started a nonprofit for kids with learning differences. • He seems entrepreneurial. • He seems interesting and fun. 	<ul style="list-style-type: none"> • He seems kind of insincere. Maggie's comment makes it sound like his nonprofit might not be what it seems. • His mother's comment about his lemonade stand makes it sound like his main goal is beating others.

Final Choice: Most will likely select Markus, but the case can be made for either one.

Main Reasons for Choice:

If Markus:

1. He seems more honest than Tommy.
2. He seems passionate.
3. He seems like a self-starter.

If Tommy:

1. He started a nonprofit.
2. There is an article about his accomplishments.
3. He has a sense of humor and jokes around with his friends.

College Bound

1. Your digital footprint is all of the information about you:

- a) that can be found online, posted by you or by others
- b) that can be found online, posted only by you
- c) in the text messages that you send
- d) in the emails that you send to your friends

2. Look at Anna’s social network profile below. Find three things on the profile that shouldn’t be there and mark them with an “X.”

The screenshot shows a Facebook profile for Anna Johnson. The profile includes a cover photo of a sunset over water, a profile picture of Anna, and an 'About' section with contact information. The timeline shows three posts:

- A post by Dianna Carney: "I have never seen you so drunk!"
- A post by Anna Johnson: "Mr. Fuller's breath smelled so bad today. Can't even."
- A post by Anna Johnson: "So proud of Michael for his amazing performance tonight! Go see the play if you haven't already!"

3. True or false: Only things that you post about yourself affect your online image. Posts about you by other people don't matter.

- a) True
- b) False

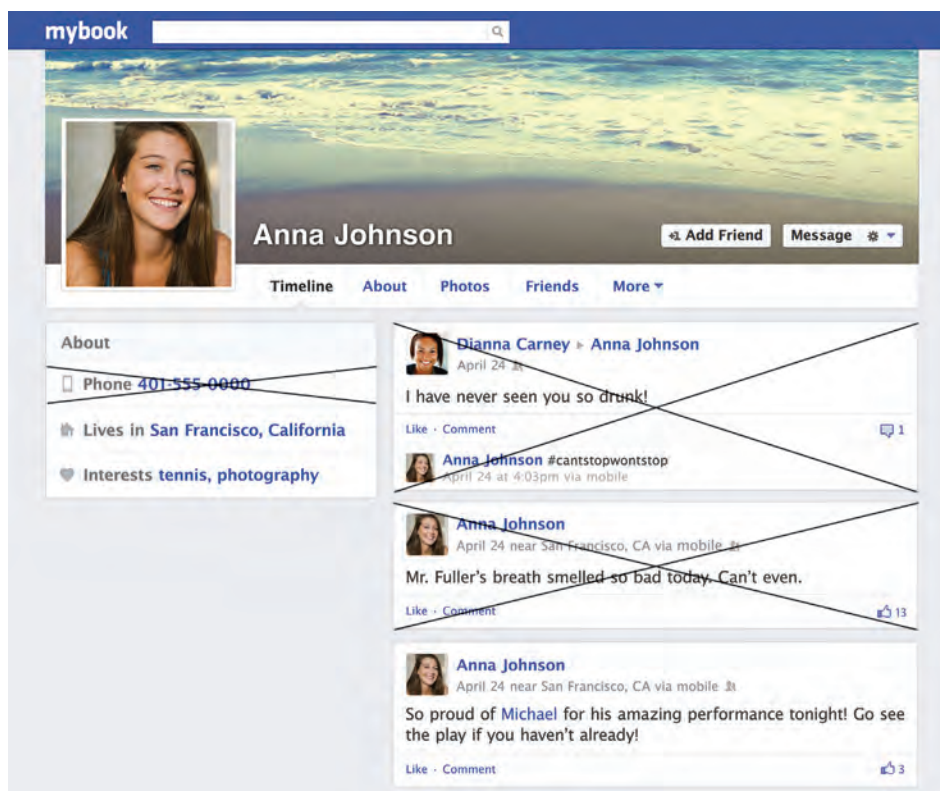
1. Your digital footprint is all of the information about you:

- a) that can be found online, posted by you or by others
- b) that can be found online, posted only by you
- c) in the text messages that you send
- d) in the emails that you send to your friends

Answer feedback

The correct answer is **a**. Your digital footprint is all of the information about you that can be found online, posted by you or by others. Your digital footprint can help or hurt your image.

2. Look at Anna’s social network profile below. Find three things on the profile that shouldn’t be there and mark them with an “X.”



Answer feedback

The references to drinking might create a negative image for Anna. She also makes a comment about a teacher, making Anna (and those who Liked it) look bad. While Anna’s phone number won’t harm her reputation, it shows that she is not careful with her private information. Anna should remove all of these things to improve her online image.

College Bound

3. True or false: Only things that you post about yourself affect your online image. Posts about you by other people don't matter.

a) True

b) False

Answer feedback

The correct answer is **b**, False. A person's entire digital footprint is part of their online image. This is why it's important to show positive things about yourself and others when you post online.



Continuing the Conversation in 2015–2016: **10 Ways to Focus on Digital Citizenship**

To equip students with more than computer skills, we need to encourage them to think critically, behave safely, and participate responsibly in today's digital world. And we need to emphasize these behaviors not only at the beginning of the year but throughout the school year. **Common Sense Education** makes it easy by providing free resources you can use with your students and their families beyond Digital Citizenship Week.

- 1. Develop a pledge.** Have your students collectively create a digital-citizenship pledge to establish expectations and norms for online behavior. Check out the suggested **Digital Citizens Pledge activities** (includes classroom poster).
- 2. Game on!** Use **Digital Passport**, the interactive learning experience for third through fifth graders, to teach and test the basics of digital literacy and citizenship through five engaging games and wrap-around materials. Look out for Digital Compass, coming in Spring 2015, to engage your secondary classrooms.
- 3. Teach a unit.** Using the **Scope & Sequence** tool, choose a unit (five lessons) within your grade band to engage your students in developmentally appropriate topics. When it's complete, have students take the unit's associated **interactive assessment** to share what they learned about being safe, respectful, and responsible online.
- 4. Show a video.** Sharing real-world examples of digital issues is a powerful way to engage students in this ever-changing landscape. Choose from a robust library of **curriculum videos** to showcase everyday kids talking about their personal experiences online.
- 5. Blend it.** Teach a Digital Citizenship Curriculum lesson, and then introduce teens to **Digital Bytes**, a new interactive site. Have students dive deeper into the digital landscape with a critical eye and a bias toward action with these project-based learning activities.
- 6. Continue to grow.** Common Sense has developed a set of **professional-development resources** that help educators get up to speed and stay abreast of all the latest developments in effectively teaching the digital-citizenship curriculum. These resources highlight best practices through video interviews with teachers.
- 7. Stay current.** Our **educator blog** is the place to find teachers' best practices, the field's current research, the latest digital resources, and the top trends to keep you in the know. www.graphite.org/blog
- 8. Learn what makes a "good" app for learning.** Not all apps, or games, are created equal, especially when it comes to learning. Leverage learning potential by first checking out educational tools' ratings and reviews on **Graphite** to strengthen your integration of quality edtech resources.
- 9. Get everyone on the same page.** Support your classroom parents by pointing them to developmentally appropriate ratings and reviews for movies, books, video games, and more on **Common Sense Media**.
- 10. Bring families into the conversation.** The generational divide poses new challenges to parents trying their best to support kids in this digital world. Even the most tech-savvy parents welcome the opportunity to help their children become better digital citizens. Introduce your PTA or parent coordinators to our brand-new, yearlong parent outreach program, **Connected Families**.