

INTERNET SAFETY AND RESPONSIBILITY CYBER CITIZENSHIP

NOTE: This lesson should be completed as early in the school year as possible.

- 1. Introduction and essential information**
- 2. Required lesson**
- 3. Optional lessons and activities**
- 4. Additional resources**
- 5. Standards alignment**

Introduction and Essential Information

An important first step in making students both safe and responsible online is to help them understand the parallels and differences between the cyber world and the real world. It is the purpose of this lesson to help them see those parallels and differences and to recognize that they have rights and responsibilities in the cyber world, just as they do in the real world.

At an early age, most kids are taught not to accept rides from strangers, to stay in their own neighborhood (or even within sight of the house), to be wary of people and places outside their normal daily life. In our “real” community, teens aren’t allowed to shop in liquor stores, visit porn shops, etc. Both parental cautions and municipal laws prohibit kids from being in certain “scary” places. But online they can find themselves (willingly or not) in the equivalent of an X-rated movie theater, porn shop, or liquor store.

Likewise, most children are taught some degree of manners—don’t eat with your fingers, send your grandma a thank-you note, don’t bully your little sister or the kid next door. Online they are creating their own rules for manners (or operating without), because the sad truth is that many kids are more experienced at online “social” situations than their parents (and teachers) and haven’t been taught “netiquette.”

Today’s students are often able to use technology more fluently than us older folks, but they haven’t necessarily learned how to use it safely and responsibly. They don’t always realize that there are real, live human beings on the other side of the machine and will say and do things online that they would never do in person.

An excellent background resource for the teacher of this unit is “Choosing Not To Go Down the Not-so-good Cyberstreets,” a background paper for the National Academy of Sciences by Nancy Willard. You can find it at <http://www.csriu.org/onlinedocs/pdf/nwnas.pdf>. Also, a PDF version is in your binder and on your CD (NotSoGoodCyberstreets.pdf).

CYBER CITIZENSHIP

Required Lessons: Grade 7

Choose one of the following:

- CyberSmart! Power and Responsibility lesson for grades 6-8.
http://www.cybersmartcurriculum.org/lesson_plans/68_07.asp The lesson plan is available at this link. The student activity sheet is in your binder and on your CD in PDF (CyberSmartP&R.pdf).

OR

- Cyber Community Citizenship – iSafe lesson for 7th grade. The lesson is in your binder and on your CD (iSafe Cyber Community G7.pdf). A PowerPoint that accompanies the lesson is also on your CD, but you are advised to preview carefully before using (iSafe Cyber Community G7.pdf).

PLUS

Read and discuss with students the ASD Internet Use Agreement (in your binder and on your CD as StudentIUA.pdf) and your school's student handbook (section on "computer use"). (This is part of the CyberSmart lesson, but must be added if you use the iSafe lesson.)

CYBER CITIZENSHIP

Optional Lessons and Activities

1. Cyberethics for Kids (U.S. Department of Justice)

<http://www.cybercrime.gov/rules/kidinternet.htm>

This website has several interactive activities on the topic of cyber citizenship as well as links to cyberethics info for teachers and students.

The “Are You a Good Cybercitizen?” activity is highly recommended.

The “Rules in Cyberspace” list is a perfect follow-up to the iSafe and CyberSmart lessons in this unit.

A corresponding lesson plan can be found at <http://www.usdoj.gov/criminal/cybercrime/rules/lessonplan1.htm>

2. CyberSmart! Good Messaging Manners lesson for grades 6-8

Students learn guidelines for good manners in cyberspace, including tips for E-mail, instant messages, chat, and message boards.

http://www.cybersmartcurriculum.org/lesson_plans/6811.asp

3. iSafe Lesson - Social Networking in Online Communities

This lesson is in the Personal Safety section of the iSafe curriculum, but it includes a review of some of the basic Cyber Community concepts, focuses on types of communication in online communities, and addresses both Netiquette and safety issues related with different types of online communities. This lesson is included on your CD (iSafe Social Networking G6-8.pdf).

4. iSafe Lesson – Cyber Community Citizenship lesson for 8th grade

Similar to the iSafe Cyber Community Citizenship lesson for 7th grade, but with additional activities. Included on your CD (iSafe Cyber Community G8.pdf).

5. Tips for safe and responsible social networking

Read and discuss this list of tips for using MySpace and FaceBook.

http://www.msn.staysafeonline.com/teens/protect_yourself/manage_your_personal_information/social_networking.html

6. NetSmartz – Keisha’s Crime/Angela’s Experience – Students watch the video clips “Keisha’s Crime” and “Angela’s Experience”

<http://www.netsmartz.org/resources/reallife.htm> which give examples of flaming and cyberharassment and help students learn how to respond to rude or offensive online messages. Students then complete the activity “Mingle Vocabulary” to learn terms related to online communication and answer questions related to both video clips. Use the link to get the videos; handouts are included as a PDF file on your CD (mskeishang1.pdf).

"I got a copy of a really funny computer "joke" from one of my friends. It asks you if you want Internet Access for FREE? When you say 'yes,' it changes some files on your computer so that each time you log on, your computer says 'Way to go, DODO'. I think I will send it through the Internet to my friends as a joke."

What would you do?

Click on one of the following choices:

- A. [Send it only to people you know really well who will know it's a joke.](#)
- B. [Use your friend's account to send it so no one will know that you sent it.](#)
- C. [Tell my friend not to send it to anyone. It could be a "computer virus."](#)

From “Are You a Good Cybercitizen” activity on <http://www.cybercrime.gov/rules/kidInternet.htm>

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Additional Resources

Cyber Smart!

<http://www.cybersmart.org/home/>

Free curriculum and professional development available to educators. All lessons and activities are tied to national standards. Well organized and helpful.

iSafe:

<http://www.isafe.org/>

Free curriculum, webcasts, and activities for educators, parents, students, and law enforcement agents. Student contests are available. It is a bit cumbersome to navigate, but there are many quality resources and training opportunities.

Cyberethics for Kids is a site by the U.S. Department of Justice's Computer Crime and Intellectual Property Section. It provides adults, children and teens information on how to use the Internet safely and responsibly.

<http://www.cybercrime.gov/rules/kidInternet.htm>

The Ten Commandments of Computer Ethics, developed by Computer Ethics Institute, provides ten important rules to keep in mind when using the computer.

http://www.brook.edu/its/cei/cei_hp.htm

Kidsmart is an award-winning Internet safety site with info for teachers (including lesson plans), parents, and kids (with age-appropriate activities). <http://www.kidsmart.org.uk/>

NetSmartz is sponsored by the National Center for Missing and Exploited Children and Boys & Girls Clubs of America. This site is comprehensive, easy to use, and includes a question/answer section (NetSmartz411). Video lessons from this web site are recommended as optional activities in this unit and the Internet Safety unit.

<http://www.netsmartz.org/>

Media Awareness Network – “Internet Citizenship”

Includes information on copyright, plagiarism and netiquette.

http://www.media-awareness.ca/english/special_initiatives/web_awareness/wa_librarians/public/Internet_citizenship.cfm

Center for Safe and Responsible Internet Use has many relevant documents for teachers and is in the process of developing curriculum. See especially “Choosing Not To Go Down the Not-so-good Cyberstreets,” and “Safe and Responsible Use of the Internet: A Guide for Educators.” Both are located in CSRIU’s “Online Documents” section.

<http://www.csriu.org/index.html>

Center for Democracy & Technology provides up-to-date information about Internet public policy issues such as privacy, cyber-crime, censorship, and security. <http://www.cdt.org>

United States Department of Justice, Computer Crime and Intellectual Property Section. <http://www.cybercrime.gov/cyberethics.htm>

CYBER CITIZENSHIP

Standards Alignment

The lessons in this unit address the following national, state, and ASD standards:

ASD Technology Frameworks

Framework 2.1: Electronic mail

2.1.2: Compares the process of sending and receiving messages: electronically vs. non-electronically (e.g. e-mail vs. US mail, electronic bulletin board vs. classroom bulletin board).

Framework 3.0: Social, Ethical, and Human Issues

3.1.7: Identifies ways that telecomputing promotes a global community

3.1.8: Identifies examples and analyzes societal impact of advanced and emerging technologies

3.2.1: Respects the privacy of others

3.2.4: Models ethical behavior and acceptable practice in use of technology and technological resources.

ASD Library Standards and Alaska Content Standards for Library/Information Literacy

Standard D: A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

Indicator 2: recognize the importance of access to information and ideas in a democratic society.

Standard E: A student should understand ethical, legal, and social behavior with respect to information resources.

Indicator 1: use the library materials and information resources responsibly.

Alaska Content Standards for Technology

Standard E: A student should be able to use technology responsibly and understand its impact on individuals and society.

Indicator 2: discriminate between responsible and irresponsible uses of technology;

Indicator 3: respect others' rights of privacy in electronic environments;

Indicator 4: demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;

Indicator 8: recognize the implications of emerging technologies.

ISTE National Educational Technology Standards

(International Society for Technology in Education)

Standard 2: Social, ethical, and human issues

A student who meets this standard should meet the following indicators:

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.

AASL Information Literacy Standards for Student Learning

(American Association of School Librarians)

Standard 2: The student who is information literate evaluates information critically and competently.

Indicator 1: Determines accuracy, relevance, and comprehensiveness.

Indicator 3: Identifies inaccurate and misleading information.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Indicator 1: Respects the principles of intellectual freedom

Indicator 2: Respects intellectual property rights.

Indicator 3: Uses information technology responsibly.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.

Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.