

Secondary Digital Driver's License Exam

Digital Etiquette (the standards of conduct expected by other digital technology users)

1. During school hours the correct cell phone ringer setting is
 - a. low.
 - b. vibrate.
 - c. specialized ring tone.
 - d. high.
2. Netbook computers and smartphones should be used in class for
 - a. exchanging ideas from class discussions.
 - b. helping friends get the answers.
 - c. playing games.
 - d. sending notes during a teacher's lecture.

Digital Communication (the electronic exchange of information)

3. Email messages should be
 - a. long and full of details.
 - b. sent to as many recipients as possible.
 - c. short and to the point.
 - d. sent without a subject line.
4. Texting can be a good tool for
 - a. sharing what happened in class with friends.
 - b. discussing class topics.
 - c. talking to friends when bored in class.
 - d. inviting people outside the school into the discussion.

Digital Literacy (the ability to use digital technology and knowing when and how to use it)

5. The most appropriate use of technology in schools is to
 - a. do research only.
 - b. find resources to help learn the class topics.
 - c. write class papers only.
 - d. play games during class.
6. Online learning is
 - a. difficult and not worth the time.
 - b. not well understood by students.
 - c. like trying to take a class without a teacher.
 - d. being used in many school districts.

Digital Access (full electronic participation in society)

7. Assistive technologies for people with disabilities are
 - a. necessary for some users to access information.
 - b. seen as just an additional expense.
 - c. expensive relative to regular technology.
 - d. needed for a few students.
8. The differences between those with access to digital technology and those without is
 - a. not a big deal because all technology is a luxury.
 - b. something that can never be fixed.
 - c. a concern that needs to be addressed by the school or district.
 - d. not a priority for the school or district.
9. Digital technology-based assignments should be
 - a. avoided because some students may not have access to technology at home.
 - b. integrated into the classroom.
 - c. approached cautiously for fear of offending someone.
 - d. assigned for out-of-class work only.

Digital Commerce (the buying and selling of goods online)

10. Purchasing goods and services online is
 - a. a waste of time because selling goods on the Internet is a scam.
 - b. something that everyone has learned at home.
 - c. not a skill to be overlooked by schools.
 - d. not needed by students in schools.
11. Searching for information about products online before buying is
 - a. important if you are looking for the best price.
 - b. too time consuming.
 - c. a lot of work and usually not very informative.
 - d. difficult because many products are not offered online.

Digital Law (the legal rights and restrictions governing technology use)

12. Information on the Internet is
 - a. available for people to use as they want.
 - b. copyrighted and should be treated as someone else's property.
 - c. easy to copy and paste into your own document.
 - d. unreliable and suspect.

13. Sharing music or copyrighted material online
- doesn't hurt anyone because musicians and actors make enough money.
 - is the best way to deal with greedy companies.
 - is illegal and should not be done.
 - keeps the musician or actor popular.

Digital Rights and Responsibilities (the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them)

14. If someone puts copyrighted material on the Internet and another person wants to use it, that person should
- use it, if it is for educational use.
 - take it and use it as he or she wants.
 - not use the information because it is probably inaccurate.
 - ask permission from the author or at least cite the source.
15. In schools, students should
- have the ability to do whatever they want online.
 - follow their school's acceptable use policies.
 - look at other students' email if they have the password.
 - come up with rules with their friends for using technology.

Digital Health and Wellness (the elements of physical and psychological well-being related to digital technology use)

16. Physical injuries related to technology use
- are not a major concern.
 - will not happen for many years, so should not be a priority.
 - can have dramatic and painful effects on your body.
 - rarely happen at school.
17. Furniture and chairs for technology should be
- the right height and size for using that technology.
 - any size because it doesn't matter to students.
 - bigger than the students to allow them to stretch.
 - soft and flexible so the students can be comfortable.

Digital Security (the precautions that all technology users must take to guarantee their personal safety and the security of their network)

18. When dealing with strangers, online users should
- give personal information freely.
 - be cautious about giving information.
 - provide passwords and credit information if asked.
 - not tell anyone about people they meet online.

19. To protect a computer from viruses, a user should
 - a. never open an email message.
 - b. unplug the computer from the Internet.
 - c. keep up-to-date virus definitions.
 - d. trust the service provider to protect the computer.

20. Virus protection and firewalls are
 - a. foolproof and never need to be checked.
 - b. a waste of time and money because virus attacks only happen to big businesses.
 - c. effective but not necessary.
 - d. a good investment, but they need to be monitored and updated regularly.

Answer Key for Secondary Digital Driver's License Exam

1. **b** Vibrate is correct because it is the least distracting setting during the school day. Many schools allow students to carry cell phones for safety and security reasons. A specialized ring tone might be able to identify your phone from others but can be annoying to other users. Another option would be to turn off the phone during school hours.
2. **a** The ability to share information saved on a netbook computer or smartphone can lead to significant learning. But in a testing situation or when others are talking, handhelds should not be used this way.
3. **c** Email is intended for short communication. Long and involved emails are often either not read or filed for later review. A descriptive subject line can alert the user about the importance and content of the email.
4. **b** Students can use text messages to express themselves in a less threatening fashion. Texting is not a place to gossip, waste time, or exclude others from being in the conversation.
5. **b** Technology can be a helpful tool and can provide additional resources for teaching and learning. Technology can assist instructors to be more efficient in their teaching.
6. **d** Online learning is being used in many school districts in the U.S. Online learning, if done correctly, can be a great benefit for everyone who wants to become a lifelong learner.
7. **a** Some students (and adults) with disabilities need assistive technologies so that they can access digital information. Everyone should have an opportunity to access information. Many of these technologies are very cost effective.
8. **c** There is still a “digital divide” between those who have access to technologies and those who do not. Often basic technology needs go unfulfilled, even as prices decrease. As society becomes more technologically integrated, it will become the responsibility of the school to develop a plan for addressing this need.
9. **b** Some teachers are reluctant to assign technology-based assignments because some students might not have access (e.g., at home or at the library). These assignments should be integrated into the classroom where students have access to technology.
10. **c** Teenage students are becoming one of the largest groups of online consumers. It is important that they be protected from exploitation. The process of buying goods online needs to be taught and discussed.
11. **a** Technologies such as the Internet provide many tools for finding useful information. The Internet also offers the opportunity to buy and sell goods,

but the smart shopper looks around to find the best value. With the search tools that are available today, finding a reliable vendor with good prices is quick and easy.

12. **b** According to copyright law, anything that is produced by an individual is copyrighted whether they have gone through the legal process or not. The Internet makes it easy to copy something and pass it off as original work, but this is plagiarism. Users also need to differentiate between real and fabricated information on the Internet. Much information is credible, but you cannot assume that it is credible without close examination.
13. **c** Downloading materials without an artist's consent is stealing. Most users know that taking files from the Internet is wrong, but rationalize it for a variety of reasons (e.g., high cost, availability).
14. **d** If material is copyrighted, users must give credit to the person who created it. If you are going to make a profit from a source, permission must be obtained. Educational users can have access to some copyrighted material, but the rules of copyright need to be thoroughly understood.
15. **b** Most schools have set up acceptable use policies for technology use in school. If someone is going to use technology appropriately, that person needs to follow the rules that have been created.
16. **c** Repetitive stress injuries happen after extended periods of using technology incorrectly. There are long-term effects, but there are also short-term effects that include fatigue, eye problems, and sore muscles.
17. **a** When purchasing technology, educators need to consider the environment in which students will use it. Furniture that is the wrong size or not made for the purpose it is being used for can make it difficult for students to use technology. It can also lead to technology-related injuries such as repetitive stress, eyestrain, and sore muscles.
18. **b** It can be very difficult to know who you are communicating with when using digital technology. It is easy to disguise your identity online. Be cautious about giving out personal information such as your home address or phone number. Do not give out information such as passwords or credit information.
19. **c** Protecting one's computer from a virus or Trojan horse attack takes diligence on the part of the user. It is necessary to maintain virus protection. You should not open emails or attachments from people you do not know.
20. **d** Virus protection, firewalls, surge protectors, and battery backups are all appropriate tools to help protect your technology investment, but purchasing them is not enough. These tools need to be monitored and updated to ensure they are working properly.

FOUNDATIONAL LESSON 5 • What Does It Mean to Be a Digital Citizen?

NETS ADDRESSED	NETS•T 4; NETS•S 5
FOCUS QUESTION	What is my responsibility as a digital citizen?
RELATED QUESTIONS	<p>What do students need to know about technology use as a digital citizen?</p> <p>How can students become more aware of their place in a digital society?</p>
OBJECTIVE	To raise student awareness of what it means to be a member of a digital society.
RESOURCES NEEDED	<p>Digital Citizenship and Creative Content: http://digitalcitizenshiped.com</p> <p>Digi Teen—Digital Citizenship for Teenagers: http://digiteen.ning.com</p>
ACTIVITY DESCRIPTION	<p>Have students think about what it means to be a citizen of a city, state, or country. What can they do or not do as citizens?</p> <p>Ask students about the technologies they use to interact with other people. Could the people they interact with be considered a community? Are they citizens of that community?</p> <p>Discuss how a digital citizen should act when working with a group. Should there be rules of conduct? If not, why not?</p> <p>Have students think about their own use of technology and whether they always use it appropriately.</p>
EXTENSION IDEA	Discuss one of the nine elements of digital citizenship in more detail, and explore how it affects users both in school and out.
TEACHING TIPS	<p>Provide examples and scenarios that demonstrate appropriate and inappropriate use of technology (see Chapter 2).</p> <p>Make sure students understand how their actions can affect others in a digital society.</p> <p>Prepare for some students to disagree with you on appropriate use, and open a dialogue with them that illuminates both sides of the issue.</p> <p>Prepare to look at technology use from many perspectives. Instructors need to be flexible enough to see how students' use of technology may also be appropriate.</p>

Scoring Rubric for Foundational Lessons

Use this scoring rubric to assess student comprehension of the topics presented.

OBJECTIVES	Exemplary Performance 4	At or Above Average 3	At or Below Average 2	Low Performance 1	Points Earned
Student has an understanding of the importance of the concept.	Student has a complete grasp of the concept.	Student is not sure about the importance of the concept.	Student is unaware of the importance of the concept.	Student does not understand the topic.	
Student is involved in the classroom activity.	Student is completely engaged.	Student is interested but not engaged.	Student is not providing effort in class.	Student is not interested in the topic.	
Student understands the relevance of the topic to the larger discussion of digital citizenship.	Student has a good grasp of both the topic and digital citizenship.	Student is aware of digital citizenship but unsure of the connection.	Student has only a minimal understanding of either the topic or digital citizenship.	Student does not understand either the topic or digital citizenship.	
Student can come up with related examples of topics within digital citizenship.	Student is able to use information from the activity to come up with new concepts related to digital citizenship.	Student can provide limited examples with prompting from the teacher or other students.	Student has difficulty making the connection between the activity and other examples.	Student is not able to come up with any examples beyond what is presented in the activity.	
Student understands the need to use technology appropriately.	Student makes the connection between appropriate technology use and good citizenship.	Student understands that technology should be used appropriately but believes that some misuse is okay.	Student is having difficulty realizing how inappropriate technology use affects others.	Student cannot understand the need for using technology appropriately.	
At the conclusion of the activity, did the student seem to gain any new ideas or concepts?	Yes, the student seemed to learn many new ideas.	Yes, the student took away some ideas.	Not sure.	No, the student seemed disinterested in the topic.	
Overall, what effort did the student put forth in this activity?	The student has given much effort to the topic.	The student worked hard, but not 100%.	The student did very little during this activity.	The student provided no effort in doing this activity.	
TOTAL SCORE:					

Holistic Score. The holistic score provides a general level of understanding of the topic and digital citizenship. Look at the holistic score and the description of that score below.

25–28 Exemplary understanding of the topic and digital citizenship. Student has a good understanding of the concept.

22–24 Above average understanding of the topic and digital citizenship. Student understands the topic but still needs additional resources.

20–21 Average understanding of the topic and digital citizenship. Student needs more time to learn about this topic and the overall concept of digital citizenship.

17–19 Low understanding of the topic and digital citizenship. Student has little knowledge of the topic; more work is needed.

Below 17 Student has no understanding of the topic or is uninterested.



CHAPTER

7

Guided Lessons in Digital Citizenship

Digital citizenship involves the appropriate use of all current digital technologies, as well as technologies that are still in development. Teachers need a number of resources to help them get started with digital citizenship, and the following 15 guided lesson plans are designed to help teachers engage students in the classroom.

Each lesson plan focuses specifically on one of the nine elements of digital citizenship (lesson themes are identified in the lesson title). These lessons can be easily customized to address specific student needs. Each lesson provides resources to help teachers modify it for their particular classes.

A scoring rubric is located at the end of the chapter to help teachers assess student comprehension of the topics presented. The rubric is not meant to be a grading tool. Rather, it is a benchmark to assess student understanding.

Lesson Format

The format for each lesson includes the following six elements.

Lesson Title, NETS Addressed, Focus Question, and Related Questions. These are the elements of digital citizenship the activity is designed to explore.

Objective. The desired outcome of the activity.

Resources Needed. Resources include tools and materials needed to complete the activity.

Activity Description. This section offers a step-by-step plan for answering the focus question and meeting the activity's central objective.

Extension Ideas. Educators can refer to these related activities to extend the lesson.

Teaching Tips. Here you'll find suggestions for working with students on digital citizenship.

Student Learning and Performance

Guided Lessons 1–6 address the communication, literacy, and access elements of digital citizenship.

GUIDED LESSON 1 • Cell Phone Interruptions (Communication)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	Should people be able to use cell phones in public places?
RELATED QUESTIONS	Should cell phones be banned in certain places? Should only certain people be able to leave cell phones on (e.g., doctors, emergency workers, people with sick relatives)?
OBJECTIVE	To determine where cell conversations are appropriate.
RESOURCE NEEDED	The Let’s Talk.com Cell Phone Etiquette Guide: www.letstalk.com/promo/unclecell/unclecell2.htm
ACTIVITY DESCRIPTION	Have pairs of students conduct mock cell phone conversations in front of the class in which they are being loud and talking about inappropriate topics. When the task is completed, have students describe what they heard. Have them explain how the exchange made them feel. Have students discuss their feelings as they spoke in front of the class. Ask if they have any problems having a cell conversation in other places (such as a place of worship or a movie theater).
EXTENSION IDEA	Have students discuss cell phone issues with their friends. Have them come back to class and share what they and their friends think about cell phone use in school and other public places.
TEACHING TIPS	Have students focus on positive ways to help cell phone users improve their cell phone etiquette. Coach students on appropriate cell phone usage in terms of both location and topics. Have students keep a journal on times they use the cell phone and have them reflect on why it may have been an issue in particular situations. Supply students with methods for dealing with inappropriate cell phone use. Yelling at or hushing cell phone users is usually not a good solution to the issue. Be a good technology role model for the students. Students will follow your example.

GUIDED LESSON 2 • Message Misinterpretation (Communication)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	How can students avoid misunderstandings when using various communication technologies?
RELATED QUESTIONS	How can email and text messages be misinterpreted by receivers? What can students do to avoid miscommunicating their intentions when sending emails and text messages?
OBJECTIVE	To learn the correct way to write and interpret email and text messages.
RESOURCES NEEDED	Communication Factors in Email: http://strategyleader.org/articles/emailcommunication.html Hybrid Language: A Study of Email and Miscommunication: www.stc.org/confproceed/1998/pdfs/00090.pdf
ACTIVITY DESCRIPTION	<p>Divide the class into two groups. Line up the two groups across from one another. Give every other person a small slip of paper and a pencil.</p> <p>Tell the first person in each group a sentence. For example, “The answer to the problem of miscommunication is to practice good digital communication and reflection.”</p> <p>Instruct the first person in each group to write down the sentence and hand it to the next person. The second person must then recite the sentence to the third person, who then needs to write it down. Continue this process down the line.</p> <p>After the last person has heard the sentence, have that person write it down and give it back to the teacher. See how close each group comes to the original sentence.</p> <p>Discuss how difficult it can be to go from an oral message to a written one and back again. Talk about how messages can be misinterpreted or miscommunicated, especially when people are not in the same room.</p>
EXTENSION IDEA	Have students share personal experiences with miscommunication using some technology (e.g., email, text message, or cell phone). Ask them to identify what they could have done differently to avoid the miscommunication.
TEACHING TIPS	<p>Make sure that group members stand far enough away from each so they can’t hear or see what their neighbors are doing.</p> <p>Make sure students recite the sentence with little inflection.</p> <p>Confirm that students see the correlation between this familiar exercise and the way that digital messages can become garbled.</p>

GUIDED LESSON 3 • Using the Internet Appropriately (Literacy)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	Do students know where to get quality information from the Internet?
RELATED QUESTIONS	What resources do teachers need to find quality information on the Internet? How should the Internet be used in the classroom?
OBJECTIVE	To improve student use of the Internet as a source of information for learning.
RESOURCES NEEDED	Kathy Schrock's Guide for Educators–Teacher Helpers: WebQuest in Our Future: The Teacher's Role in Cyberspace: http://school.discoveryeducation.com/schrockguide/Webquest/Webquest.html UC Berkeley—Evaluating Web Pages: Techniques to Apply & Questions to Ask: www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html WebQuest Portal: http://Webquest.org
ACTIVITY DESCRIPTION	Spend some time discussing the basics of performing an Internet search. Have experienced students help those who have not used a search engine before. Create an Internet scavenger hunt sheet and have students find sites that appropriately match the squares on the sheet. Provide prizes for those who successfully complete the scavenger hunt sheet.
EXTENSION IDEA	Create lessons in which students must find information on the Internet related to the subject. Have students explain why the information they found was appropriate for the lesson.
TEACHING TIPS	Develop your understanding of websites and the way they are organized so that you will be able to help students identify the source of the information (author, sponsor, etc.) and how recently it was updated. Teach students what to look for on a website to establish its credibility and accuracy. Realize that some students may have more experience in web searches than others. Make sure that one person does not dominate a group. Have everyone participate.

GUIDED LESSON 4 • How Do Businesses Use Technology? (Literacy)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	Are businesses concerned about how workers (especially new workers) use digital technologies?
RELATED QUESTIONS	What legal, ethical, and productivity issues surround the use of technology in business settings? Will these trends change in the future?
OBJECTIVE	To understand how businesses look at the appropriate use of technology in the workplace.
RESOURCE NEEDED	businessballs.com—Brainstorming Process: www.businessballs.com/brainstorming.htm
ACTIVITY DESCRIPTION	Invite business leaders to the school and have them talk about the digital technology skills they use every day in their work. Focus on how they handle the appropriate use of technologies. Have students create a list of the technology skills that are needed in business today, and have them speculate on skills that will be needed in the future.
EXTENSION IDEA	Have students ask their parents how they use technology in their workplace and if there are rules they must follow when using technology.
TEACHING TIPS	Interview potential business leaders prior to their visits and discover if they are using digital technologies in their businesses. Try to find progressive business leaders who want workers to use digital technologies. Spend some time prior to the presentation to provide students with information about digital citizenship (if they are not already aware). This will help them focus their attention on appropriate technology use. Make sure that students have prepared some basic questions on digital citizenship issues prior to the presentation(s).

GUIDED LESSON 5 • MP3 Files for Teaching (Access)

NETS ADDRESSED	NETS•T 4.b; NETS•S 5.b
FOCUS QUESTION	How can MP3 players be used to support teaching in the classroom?
RELATED QUESTIONS	Do students have access to the hardware and software they need to play MP3 files in the classroom? Can audio files be used to extend instruction and help students learn better?
OBJECTIVE	To learn how MP3 files can be used to support instruction and learning.
RESOURCE NEEDED	Gary S. Stager—Podcasting in Education Resources: www.stager.org/podcasting.html
ACTIVITY DESCRIPTION	Survey students on whether they currently have an MP3 player or are planning to purchase one in the near future (see A Primer on MP3 Files and Players, next page). Ask them their opinion of podcasts, and find out whether they would use their MP3 players to listen to lectures, guest speakers, instructional commentary, or audio books (see A Primer on Podcasting in Chapter 4 for information on podcasting). Ask students what other information or resources would be useful for their learning if they were digitally recorded. Create instructional audio files and place them on a web server. After two weeks, find out the number of students using the MP3 files and whether these files are helping students in class.
EXTENSION IDEAS	Discuss with other teachers how podcasting might be used in their classrooms. Offer to help other teachers set up their own podcasts.
TEACHING TIPS	Identify whether there is an interest in (and an ability to access) MP3 files. If there is little interest or access, this may be of little help in the classroom. Maintain the MP3 files so that they are up-to-date and relevant to what is happening in the classroom. Inform the administration that you will be doing this activity. Because of the potential cost, inform parents that this activity is voluntary and that they do not need to purchase an MP3 player. Prepare for some comments related to MP3 files and players being a fad. Make sure that you can explain how MP3 files can support teaching and learning.

A Primer on MP3 Files and Players

MP3 files are easy to download and share with other users. Typically, audio files are saved and shared using this format.

The *Encyclopedia Britannica* defines the MP3 file as the “standard technology and format for the compression of audio signals into very small computer files.”

For example, sound data from a compact disc (CD) can be compressed to one-twelfth the original size without sacrificing sound quality. Because of small file size and ease of production from CD sources, the MP3 format is very popular for transmitting music files over the Internet. (*Encyclopedia Britannica* Online, 2006)

Once audio files have been converted to this file type, they can be played on various digital technologies, such as computers, laptops, dedicated MP3 players, smartphones, netbooks, and tablet technologies. The large variety of devices that can play MP3 files has increased the number of people who can listen to them. There are certainly many different models and a price range of devices that can fit most budgets. One of the determining factors for choosing an MP3 player is the amount of memory it has; greater memory means more storage space for audio files. To find out more about the different types of players, go to CNET Reviews and locate the MP3 player review section: <http://reviews.cnet.com>.

Many people use MP3 players to listen to music, but other types of audio files can be played on them as well. Podcasts have become a popular source of information on almost any subject (for more information on podcasts, see A Primer on Podcasting in Chapter 4). Now that users, especially students, use their smartphones (and cell phones) to play all types of music and video files, this information is even more accessible. Educators are increasingly seeing the educational potential of podcasts for reaching students in new ways. To find educational podcasts, go to the Digital Podcast Website (www.digitalpodcast.com/browse-educational-20-1.html) and search under education.

GUIDED LESSON 6 • Bridging the Digital Divide (Access)

NETS ADDRESSED	NETS•T 4.a, 4.b; NETS•S 5.a, 5.d
FOCUS QUESTION	What effect does lack of access to digital technology have on student learning and performance?
RELATED QUESTIONS	<p>What issues might come up when students have varying degrees of access to digital technology?</p> <p>What role should school districts play in providing access to all students?</p>
OBJECTIVE	To make students more aware of the issues related to technology access.
RESOURCE NEEDED	PBS Teachers—Digital Divide Archive: www.pbs.org/teachers/learning.now/digital_divide/
ACTIVITY DESCRIPTION	<p>Divide the class into three groups. Students in the first group are not given access to any computers; students in the second group have computers but no Internet access; students in the third group have computers with Internet access.</p> <p>Inform all three groups that they must write a one-page report on technology in education. Tell all the groups that they can use whatever resources they want. The group without computers and those without Internet access can use technology, but they must go and find what they need outside the classroom.</p> <p>Upon completion of the assignment, bring the class together, but leave them in their three groups. Have each group share their experience with the assignment. Was it more difficult without a computer or Internet access? How did they cope with the absence of technology? What did they need to do?</p> <p>After completing the activity, have students brainstorm how they could help those who do not have technology access. What could the school or community do? Have students think about how education might be different if everyone had equal access to technology.</p>
EXTENSION IDEA	Collect statistics from your classroom about access to technology outside school.
TEACHING TIPS	<p>After students discuss access to technology, have them come up with a list of other things that are needed to make effective use of it (e.g., training, adult support).</p> <p>Discuss why some parents may not want digital technology in their homes.</p> <p>Discuss options for students who need to use technology to complete assignments outside school.</p>

School Environment and Student Behavior

Guided lessons 7–10 address digital citizenship in terms of rights and responsibilities, etiquette, and security.

GUIDED LESSON 7 • Cyberbullying (Rights and Responsibilities)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	What is cyberbullying?
RELATED QUESTIONS	How can students protect themselves while online? What should parents know about cyberbullying?
OBJECTIVE	To make students more aware of the issues and consequences of cyberbullying.
RESOURCES NEEDED	Cyberbullying: Always On? Always Aware!: www.cyberbullying.org www.cyberbullying.ca Bully OnLine—Cyberbullying on the Internet: www.bullyonline.org/related/cyber.htm
ACTIVITY DESCRIPTION	Ask students if they have heard the term cyberbullying. If they have, do they know what it is and what it involves? If not, provide a definition (see Resources Needed, above) and provide examples (e.g., saying derogatory things, making threats, or ridiculing others using email or blogs). Ask students if this has happened to anyone in the class (be careful—this might be happening), and, if so, how the individuals involved responded to it. Ask students to consider what they should do if they are bullied in this way. Brainstorm effective approaches as a group. Explain the consequences for those using these methods of intimidation.
EXTENSION IDEA	Find statistics on cyberbullying (e.g., www.cyberbullying.us or www.isafe.org) and provide them to the administration. Suggest that the information be provided to parents in the school newsletter or website.
TEACHING TIPS	Provide resources to students so they know what to do if they are bullied online or through other digital means. Provide information to parents so they can understand technology issues such as cyberbullying. Understand that some students may have been harassed in this way. Make sure resources are made available to help those who are having problems.

Realize that, by providing information about cyberbullying, you might unwittingly give students some ideas on how to do it to others. Remind students that their actions are never anonymous on the Internet—there are many ways to discover a user’s true identity and track the sites they visit.

GUIDED LESSON 8 • Digital Plagiarism (Rights and Responsibilities)

NETS ADDRESSED	NETS•T 4.a; NETS•S 5.a
FOCUS QUESTION	What do students need to know about digital plagiarism?
RELATED QUESTIONS	How can teachers help students understand the issues of digital plagiarism? How can schools encourage students to use the Internet for research and appropriately document their sources of information?
OBJECTIVE	To make students more aware of the issues related to misrepresenting other peoples’ material as their own (plagiarism).
RESOURCES NEEDED	Plagiarism Stoppers: A Teachers Guide: www.ncusd203.org/central/html/where/plagiarism_stoppers.html Plagiarism.org: www.plagiarism.org
ACTIVITY DESCRIPTION	Provide students with a definition of plagiarism and discuss how it concerns them. Explain that other writers’ ideas can be used in their papers, but they need to be cited correctly. As a class, perform a sample Internet research activity and show students how to collect and cite information from the web (see Citation Resources sidebar). Explain to students that there are several ways to tell if material has been plagiarized. Let them know that if their work does not appear to be their own, it will be investigated. Provide support to students beginning the process of writing and citing sources they find on the Internet.
EXTENSION IDEAS	Inform other teachers in the school what students have learned about the proper citation of Internet resources. Have teachers keep an eye out for signs of digital plagiarism.
TEACHING TIPS	Inform students that many resources on plagiarism are available (both on the Internet and in print), and emphasize that ignorance is not a justifiable defense for plagiarism; all references must be cited correctly. Provide opportunities for learning proper citation methods before requiring it in a research paper. Teach students about the

consequences of passing off other people's material as their own. Make sure that your school or district has an official plagiarism policy.

Talk to the administration about handling digital plagiarism. Have this discussion before it becomes an issue.

Citation Resources

Students looking for information on citing materials correctly can visit websites such as these:

Citation Machine:

<http://citationmachine.net>

Knight Cite:

<http://calvin.edu/library/knightcite/>

Noodle Tools:

www.noodletools.com