

UNIT

2

# Digital Citizenship

Student Packet • Grades 6-8



**common**  **sense**<sup>®</sup>  
media

# My Media

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## Directions

How much time do you spend with different kinds of digital media? Fill in the log below with information about your media habits. Keep track of your media habits for one entire day. Remember to include activities that you do during the school day and outside of the school day.

1. In the left column labeled “**ACTIVITY**” for each of the five types of media listed below — cell phones, television/DVD players, Internet, computer software, and video games — list the type of activities.
2. In the middle column labeled “**DESCRIPTION OF ACTIVITY**,” provide a short description of the types of activities you do in an average week, describing where, when, and with whom you do them (if applicable).
3. In the right column labeled “**APPROXIMATE TIME**,” track how much time you spent engaging in that activity.

ACTIVITY	DESCRIPTION OF ACTIVITY	APPROXIMATE TIME
<b>Cell Phones</b>		
<b>Example:</b> texting	<b>Example:</b> with friend about TV show we both were watching	<b>Example:</b> 30 minutes
<b>ONE DAY'S TOTAL TIME</b> _____		

**Television and DVD Players**


**ONE DAY'S TOTAL TIME** \_\_\_\_\_

**Internet**


**ONE DAY'S TOTAL TIME** \_\_\_\_\_

Computer Software		
<b>ONE DAY'S TOTAL TIME</b> _____		

Video Games (on a console, not a computer)		
<b>ONE DAY'S TOTAL TIME</b> _____		

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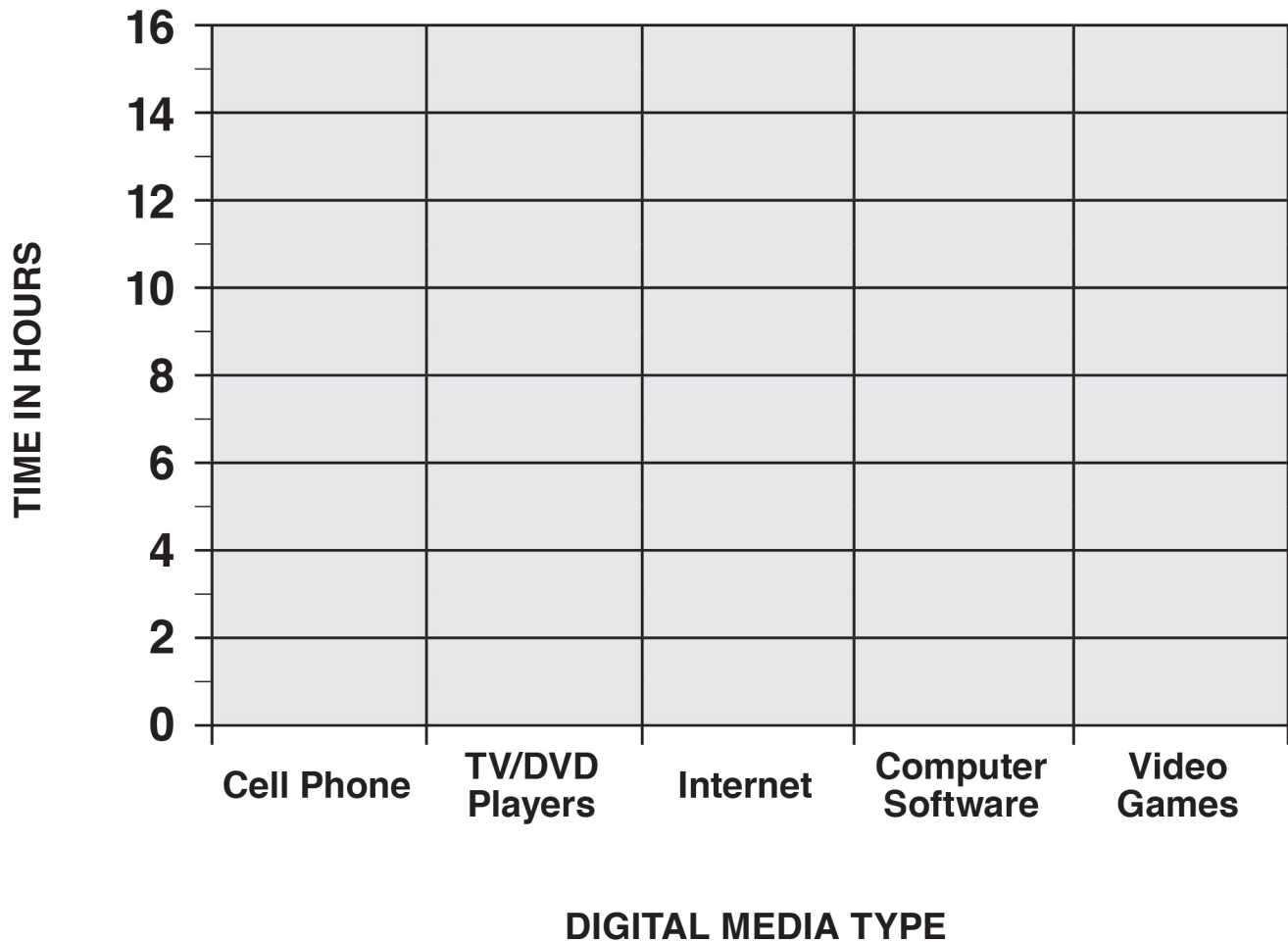
# My Media



## Directions

Make a bar graph of your media life. Refer to the **My Media Log Student Handout** for the times. Create five bars that show the different amount of time (in hours) you spend, in one week, with the forms of digital media listed on the x axis.

## My Media Bar Graph



# A Creator's Responsibilities

## Henry's Story Discussion Questions

1. *What are Henry's rights as a creator?*
2. *What are Henry's responsibilities in using other people's creative work?*
3. *Henry says that pirating material is stealing, no matter how it's done. What are examples of pirating? Why should you avoid it?*
4. *Henry likes to make mash-ups and remixes and put them online. What does he need to do to make this "fair use"?*

**Use Common Sense!** To be a responsible creator, follow these steps:

### 1. ASK

How does the author or artist say I can use the work?  
Do I have to get the creator's permission first?

### 2. ACKNOWLEDGE

Did I give credit to the work I used?

### 3. ADD VALUE

Did I rework the material to make and add something original?

## Case Studies

### case study 1

### Emilio's Amazing Squirrel Photo

When he was at the park, Emilio took an amazing photo of a squirrel hanging with one paw from a tree branch. He uploaded this photo to his Flickr photo-sharing website. He also entered it in the school's photography contest, and it won first prize! Soon people at school visited his Flickr site to download his funny photo. His friends posted the photo on their profiles, blogs, and webpages. Some people at school printed out the photo and posted it in their lockers. Someone in art class used the photo in a collage. Someone else from another school made T-shirts with the photo and sold them.

1. *If you were Emilio, how would you feel?*
2. *Do people using Emilio's photo have a responsibility to ask permission before they use his work? Should they give him credit for his work?*
3. *Is there a difference between a person selling Emilio's photo, and a person using the photo just because he or she likes it? Is it different when the people using the photo are Emilio's friends?*
4. *If Emilio was concerned about the copyright of his photo, what could he do?*

## case study 2

### Paul the Pirate

Paul spends a lot of time online illegally downloading (pirating) music, movies, and games. He then uploads the files and shares them with friends and even on peer-to-peer sharing websites. “I’m spreading the wealth,” he says. One day his older sister finds out what he is doing and tells him, “It’s illegal, it’s stealing!” Paul says, “I don’t care. Why should I have to pay for something when I can get it for free? Besides, these artists and the record companies make tons of money.” His sister then asks, “If you made a song or a movie, would you want people to just get it for free, and without giving you credit?”

1. *Why should Paul care about his behavior?*
2. *How does pirating affect creators?*
3. *What are honest ways Paul could obtain music and movies he wants?*

## case study 3

### Marissa’s Music Video

Marissa loves to make videos with her friends and upload them to YouTube. She made a video in which she and her friends dressed up and lip-synched to the latest hit song. In the video, they sang the whole song. A few days later, Marissa saw that the music on the YouTube video had been muted. There was a message saying, “This video contains content from Sony Music Entertainment, who has blocked it in your country on copyright grounds.” People could still see the video image but not hear sound. Marissa also saw that some mean comments about her video had been posted, such as “Where is the song? Stupid!!!” and “Smart move.”

1. *If you were Marissa, how would you feel?*
2. *Why do you think YouTube muted the audio but didn’t block the video?*
3. *If you received mean comments about something you uploaded online as Marissa did, how would you feel?*
4. *How could Marissa rework her video to claim fair use?*

## case study 4

### Copy and Paste Cici

Cici has a big report due for social studies class about the history of the Olympics. But she put it off until the last minute. So she goes online and researches the topic. She copies and pastes information from several different websites into her paper. She then changes a few of the words to make it seem like she wrote it. She doesn’t give credit to the websites she used.

1. *Is Cici’s behavior plagiarism? Why or why not?*
2. *Why might Cici’s teachers care about what she did?*
3. *Would it make any difference if Cici copied and pasted things from the Internet, or if she lifted it from a book?*

# Safe Online Talk

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## Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p><b>Randy</b> <i>Social network sites (Facebook)</i></p>		
<p><b>Aseal</b> <i>Gaming</i></p>		
<p><b>Renee</b> <i>Texting and video chatting (Skype)</i></p>		



# Safe Online Talk

## Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel untrue to myself— like I'm not sticking to my values — when I talk to this person?*

If the answer is “Yes,” then this friendship is risky and it’s time to stop talking to this person. You deserve better!

### **Bonus Tips**

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

## Directions

*When people drive, they should know the rules of the road. Traffic lights tell them when it’s safe to move forward, and when they need to stop.*

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



<b>Stop! Too dangerous to proceed.</b>	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
<b>Slow down, be cautious – and be prepared to stop.</b>	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
<b>Coast is clear (but look both ways!)</b>	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

### Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

**What light do you think Abby should choose in this situation? Explain your choice.**

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### Vince's Story

Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

**What light do you think Vince should choose in this situation? Explain your choice.**

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## Keyanna's Story

Keyanna is 13 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he's not a newbie, because it takes someone with a lot experience to design the kind of appearance that his avatar has.

**What light do you think Keyanna should choose in this situation? Explain your choice.**

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## Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is CathyKisses15. A guy called MikeyMike99 said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," MikeyMike99 says.

**What light do you think Catherine should choose in this situation? Explain your choice.**

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## Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

**Now what light do you think Catherine should choose? Explain your choice.**

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# Which Me Should I Be?

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## Directions

*Take a stand!* Look at the line in the room that says HARMLESS on one end and HARMFUL on the other.

**HARMLESS** - - - - - **HARMFUL**

Now look at the case studies below. These case studies describe situations in which people present themselves in different ways online. If you think what somebody did was *really* harmful, stand at the harmful end. If you think it's *totally* harmless, stand at the harmless end. If you think it's a little bit of both or somewhere in between, stand in the middle.

Before you take your stand on the line, ask yourself:

- What **motivates** this person to present himself or herself differently online?
- What are the **consequences** of the person's actions? How do you think it might end up affecting the person? How might it affect other people?
- Do you think it is okay to present a different identity in this situation? Why or why not?

## Case Studies

1. Mikayla isn't old enough to have a public profile on MyFace. Her parents also don't allow her to have one yet. But all of her friends are on MyFace. So she creates a fake profile with the name Kayla. She puts all kinds of information about herself there, like photos, videos, and all the things she would want to share about herself. She tells her friends about her fake profile so they can become her friends online. She keeps it a secret from her family.
2. Brian likes to chat on a sports fan site that has IM (instant messaging). People only know him by his screen name, so no one knows his true identity. Brian likes to start debates in chat rooms by responding to people's posts about the best teams, players, and stats. He sometimes says things he wouldn't say offline. A couple of times he has said bad words and called people stupid.
3. Arianna visits a website that makes fun of a student at her school. She logs in under a fake name and leaves mean comments without anyone knowing who she is.
4. Jolie, who is 12, creates a fake social networking profile with a different name that says she's 18. She uses a photo where she's dressed up and wearing sunglasses, so it's hard to tell how old she is. She starts a relationship with an older guy she meets online. He's really fallen for her and wants to meet her in person.

5. Alejandro wants good reviews and comments on his YouTube videos, so he creates several user names. He uses them to leave good comments about his own videos.
6. Rob doesn't normally get good grades. But on a website for people looking for summer jobs where he has a profile, Rob says that he gets straight A's. He thinks this might help his chances of getting a job.
7. Becky thought it was funny to join the "I hate redheads" group in her online social network. She just thought it was a silly group to join, even though she doesn't really hate people with red hair. The next day, her friend Maureen (who has red hair) avoided her at school.
8. In real life Phil is a quiet, shy guy. But when he's texting he feels more outgoing than he does in person, and sometimes he says things he normally wouldn't say. A girl who has the same math teacher as Phil texts him asking for the answers to the math quiz: "hey cutie phil ... giv me quiz answers PLZ!!" Phil likes the girl and wants to be her friend, but he would never share answers in person, and he knows he could get in trouble. He decides to text her the answers anyway.
9. Emma likes to play GoEscape, a virtual game world where players use avatars to play. She pretends to be a boy and uses a male avatar because she thinks she'll be more accepted by the other players. She interacts with others in the game through her avatar, and has made a couple of really close friends through the game.
10. Caroline likes Ethan, a guy in class. She knows where he hangs out online. She pretends to be a boy named Mike from another city who has the same interests as Ethan, so she can join his online community. She becomes his friend as "Mike" to get to know more about Ethan.

### **Use Common Sense!**

When you decide to change some or all of your identity online, how do you know whether it is harmless or harmful? Pay attention to how you feel, and think about how someone else might feel if they knew. Ask yourself these questions:

- Do I feel good about doing this? Or do I feel as though I'm doing something wrong?
- Am I harming others? Am I harming myself?
- Am I still true to who I am on the inside?
- Would I do this or say this in person, with people I know?

# Gender Stereotypes Online

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## Directions

1. Go to *SecretBuilders* ([www.secretbuilders.com](http://www.secretbuilders.com)) and log in as a returning player, using an account your teacher created for you.
2. Select any server, and then click “sign in.” A window will appear that says “Dress Up Your Avatar.”
3. Complete the following assignments with your partner.

## Assignment #1 – Create a “Girly Girl”

Create an avatar that you think represents a “girly girl.” Document your choices below.

	Name/Description of Your Choice	Why You Chose It
Hairstyle		
Eyes		
Mouth		
Clothing (Top)		
Clothing (Legs)		
Other		

What kinds of **stereotypes** about girls does your avatar represent? Think about the words and phrases you wrote in the chart above.

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## Assignment #2 – Create a “Manly Man”

Create an avatar that you think represents a “manly man.” Document your choices below.

	Name/Description of Your Choice	Why You Chose It
Hairstyle		
Eyes		
Mouth		
Clothing (Top)		
Clothing (Legs)		
Other		

What kinds of **stereotypes** about boys does your avatar represent? Think about the words and phrases you wrote above.

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## Assignment #3 – What Do You Think?

What do you think about gender stereotypes?

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# **Lesson Assessments**



# My Media

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**1. TJ uses digital media more than any of his friends. Sometimes TJ is online by himself while his friends are hanging out together. One downside to using digital media the way TJ does is that he might:**

- a) Have more online friends than most people
- b) Miss out on having fun with people in person
- c) Share comments online

**2. A \_\_\_\_\_ is a regular behavior or practice.**

- a) habit
- b) ceremony
- c) chore

**3. Rachel is curious about how much time she spent using digital media last weekend. Look at the record Rachel kept and circle all of the times she used digital media.**

Saturday	Sunday
10:00 am: walked the dog	9:00 am: jog
12:00 pm: lunch with family	10:00 am: volleyball practice
1:30 pm: instant message with Riley	11:00 am: babysitting
2:15 pm: email homework to teacher	1:00 pm: email Megan
2:30 pm: read a book	1:15 pm: email Roxanne and send text messages
4:00 pm: research for report on Internet and instant message Kyle	3:00 pm: video chat with Drew
8:00 pm: browse social network site	5:00 pm: update blog

# A Creator's Responsibilities

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**1. Ben downloads songs from a website that doesn't make you pay for songs that normally cost money to download. What Ben is doing is called:**

- a) Plunking
- b) Plagiarism
- c) Piracy

**2. Which of the following is an example of plagiarism?**

- a) Filming your friends acting out a play you wrote, and sharing the video online
- b) Writing an email
- c) Copying parts of an essay you found online into your book report for school

**3. Layla designed T-shirts online for her debate team. The design used a copyrighted image. Her friends liked the T-shirt so much that Layla decided to sell it to the public online. Selling the T-shirts online was:**

- a) Legal because Layla designed the T-shirt herself
- b) Illegal because Layla made a profit from someone else's copyrighted work
- c) Illegal because Layla's friends already have the T-shirts

## Safe Online Talk

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**1. Marcus, a seventh grader, is chatting with Joel, a friend he knows only through an online virtual world. Joel asks Marcus if he wants to meet in person sometime. Is it okay for Marcus to agree to meet Joel in person by himself?**

- a) Yes
- b) No

**2. Alice is friends with someone who she only knows through an online chat room. Alice knows that when she makes an online-only friend, she needs to be careful. Alice's online friend asks the following three questions. Which question should Alice not answer?**

- a) What bands do you like most?
- b) Will you promise to keep our friendship secret?
- c) Isn't it cool that we like the same TV shows?

**3. True or false: Flirting with somebody you meet online is safe, as long as you are in control of the situation.**

- a) True
- b) False

# Which Me Should I Be?

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**1. Which of the following is an example of a RISKY way to present oneself in a different way online?**

- a) Raquel creates an avatar in a virtual world with pink hair, even though her hair is brown in real life.
- b) Dan's profile picture is an image of his dog.
- c) Nick lies to someone he meets online by saying he's in college.

**2. On Lucy's social networking profile, she posts that she is older than her real age and that she likes rock music, which she actually doesn't like. Which of the following might be a possible consequence of how Lucy presents herself online?**

- a) Lucy might get attention from older people who think she is the age she has posted.
- b) People might start talking to Lucy about rock music.
- c) Both a and b

**3. Evan likes Maria, but she is dating Josh. Evan pretends to be Maria online and posts angry messages on Josh's blog so that Josh thinks she is mad at him. Evan is \_\_\_\_\_ Josh by pretending to be Maria.**

- a) deceiving
- b) helping
- c) motivating

# Gender Stereotypes Online

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## 1. What does the word “gender” mean?

- a) The character that someone plays in a virtual world or video game
- b) Common ideas about how boys and girls should look and act
- c) Biological differences between boys and girls

## 2. Who do you think created this avatar?

- a) A boy
- b) A girl
- c) Either a boy or a girl



**Explain your answer:**

## 3. Princess Peach is the only girl in the video game *Super Mario Bros.* The purpose of the game is to save Princess Peach.

What *stereotypes* about girls does Princess Peach represent?



*Princess Peach*

Image Sources:

*MarioWiki*. Web. 16 Oct. 2012. <[http://mario.wikia.com/wiki/Princess\\_Peach](http://mario.wikia.com/wiki/Princess_Peach)>

*SecretBuilders*. Web. 14 Jan. 2013. <[www.secretbuilders.com](http://www.secretbuilders.com)>

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