

UNIT

1

# Digital Citizenship

Student Packet • Grades 9-12



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media

# Digital Life 102

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## Directions

Complete this quiz on your own. The questions are difficult, so just make your best guess or estimate for each one.

After you have completed the quiz, trade handouts with your partner. Use the answer key to circle the correct answer to each question, and calculate how many correct answers your partner had. Then discuss which answers surprised you the most, and which answers were the closest to or farthest from your own experiences with digital media.

- 1. What percentage of teens ages 12 to 17 say they have been in a car with the driver texting? (Pew Internet & Life, 2009)**
  - A. 10 percent
  - B. 18 percent
  - C. 28 percent
  - D. 48 percent
- 2. About how many teens that have cell phones sleep with them on or near their beds? (Pew Internet and American Life, 2010)**
  - A. One out of five
  - B. Two out of five
  - C. Three out of five
  - D. Four out of five
- 3. One-third of kids ages 12 to 17 send more than \_\_\_\_\_ texts each day. (Pew Internet and American Life, 2010)**
  - A. 25
  - B. 50
  - C. 75
  - D. 100

**4. As of February 2011, what was the most visited website?**

(Google, <http://www.google.com/adplanner/static/top1000/>)

- A. YouTube
- B. Wikipedia
- C. Facebook
- D. Twitter

**5. As of March 2010, approximately how many hours of video are uploaded to YouTube each minute?**

(Mashable.com, 2010: <http://mashable.com/2010/03/17/youtube-24-hours/>)

- A. 12
- B. 16
- C. 20
- D. 24

**6. Four in ten students in grades 7 to 12 say they do which type of media activity the most? (Kaiser, 2010)**

- A. Listening to music
- B. Using the computer (separate from listening to music)
- C. Watching TV
- D. Texting

**7. How many users did Facebook have as of April 2011?**

(<http://www.facebook.com/press/info.php?statistics>, retrieved 5/10/11)

- A. 200 million
- B. 300 million
- C. 400 million
- D. 500 million

**8. What percentage of kids ages 11 to 18 say they sometimes feel like a different person online than off? (Kidscape, 2011)**

- A. None
- B. One-quarter
- C. One-third
- D. One-half

- 9. Approximately what percentage of teens say they have received “sexts” -- sexually suggestive or partially naked pictures -- of someone they know online? (Pew Internet & Life, 2009)**
- A. 5 percent
  - B. 10 percent
  - C. 15 percent
  - D. 20 percent
- 10. What percentage of teens have made creations online (e.g., artwork, photos, stories, videos)? (Pew Internet & American Life Project, 2007)**
- A. One-quarter
  - B. One-third
  - C. One-half
  - D. Two-thirds
- 11. What percentage of teens on social networks say they use privacy settings to protect their information? (Common Sense Media, 2010)**
- A. One out of five
  - B. Two out of five
  - C. Three out of five
  - D. Four out of five
- 12. What percentage of teens ages 15 to 18 believe their friends share too much information online? (Common Sense Media, 2010)**
- A. 20 percent
  - B. 40 percent
  - C. 60 percent
  - D. 80 percent
- 13. What percentage of parents and legal guardians of kids ages 6 to 18 say they have talked to their children in the past year about how to be safe and smart online? (Cable in the Classroom/Common Sense Media, 2007)**
- A. 15 percent
  - B. 35 percent
  - C. 50 percent
  - D. 85 percent

## 14. What is included in your digital footprint?

- A. All of the information about a person that can be found online
- B. Software that measures the depth of one's footsteps
- C. The information about you in FBI files
- D. A record of your online searches

## Answer Key

1. D    2. D    3. D    4. C    5. D    6. A    7. D  
8. D    9. C    10. D    11. D    12. D    13. D    14. A

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# Oops! I Broadcast It on the Internet

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## Brittney's Story

1. Why do you think Brittney and her friends wanted to broadcast themselves in the first place?
2. Brittney regrets posting the photos, but are there situations when you think it would be okay, even helpful, to get comments from others online? What are those situations?
3. In what ways did Brittney's actions impact her later? Can you imagine how the posts may impact Brittney in the future, even beyond college?
4. Is there anything that you learned from Brittney's story that made you think about incidents in your own life or your friends' lives? If so, can you share those stories (leaving out personal details)?

## Case Studies

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### case study 1

### Emma's Secret Crush Goes Viral

Over the past few weeks, Emma has developed a huge crush on José. She thinks he might like her too. She knows gossip travels like lightning at school, so she tells only her best friend, Chantal, by texting her after school: "Do you think Jose likes me? I kinda have a little crush on him." Emma also swears Chantal to secrecy over the phone later that night. Though Chantal vows to keep her secret, she forwards Emma's text to Zeke, who forwards it to a friend, who...you know the rest! The next day at school one of the soccer players, Ted, texts Emma: "Emma+Jose=so adorable". Emma is shocked and embarrassed because she told only her best friend, and then swore her to secrecy.

1. If you were Emma, what would you do when you got Ted's text? Who, if anyone, is most at fault for spreading Emma's secret?
2. How would this situation be different if Emma had told her friends about the crush in person instead of by sending a text message?
3. How could Emma resolve or fix the situation herself? Is there a way she could make the situation better?
4. Has anyone ever shared information about you or someone you know over IM, text, the Internet, etc. that you wanted to keep private? If so, what did you do?

Tommy has been writing an online blog about his life that he thought was pretty private because he used a username that wasn't his real name. But when his parents ask him why he decided not to try out for the basketball team, Tommy figures out that they have been reading his blog, because it's the only place he describes being picked on for being so short. Tommy is annoyed and surprised because he never told his parents about the blog and certainly didn't give them his username to access it. His blog is technically public, but he didn't think anyone could connect his blog with the "real" him. Tommy later finds out that his best friend's parents told his parents about the blog.

1. What would you say, if anything, to your parents if you were Tommy? (Guide students to consider the various consequences of making information public. Specifically, students should know that such information can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent or even permanent.)
2. How is Tommy's parents' reading his blog similar to or different from reading a diary that he's written in a notebook or paper journal?
3. Do you think it's fair for Tommy's parents to read the things he posts on the Internet, given that his blog is technically public? Why or why not?
4. Why might Tommy's parents want to read his blog? Given these reasons, how would you react if your parents asked to read your email or text messages?
5. Have you ever been in a situation where your parents or someone else has asked to read something that you felt was private? If so, how did you feel? What did you do?

# Oops! I Broadcast It on the Internet

## Eva's Story

1. What kinds of things do you think Eva and her friend were IMing to one another?
2. Do you think it was fair of Eva's friend's dad to look at the chat transcript?
3. What might be the consequences for Eva of her dad knowing about the IM chat?
4. Why might Eva have said things on chat that she wouldn't say in person?

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# Copyrights and Wrongs

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## 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 on 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, Owned by B.L.S.

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? \_\_\_\_\_



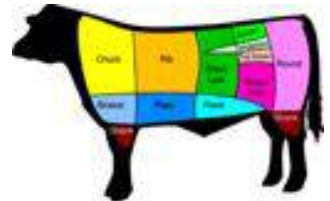
Photo 4 looks yummy! It's also from a public album on Flickr, one on how to prepare flank steak. The photo was taken and posted by a local chef, and it is listed for commercial use under Creative Commons. One thing this particular Creative Commons license allows us to do is alter or change the image.

### 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."

# Feeling On Display

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## Directions

Watch the video, “Feeling On Display,” then answer the following questions as a group. Be prepared to share your answers with the rest of the class.

### Part I: Pressure

- Marco says that people try to “prove something” with the photos they post online. What do you think he means by this? Do you agree?
- Zara says that girls worry about their image all the time – whether online or offline – and that they face more pressure than guys. Do you agree? Why or why not?

### Part II: Judgment

- Carla says that regardless of gender, all teens judge one another. Do people judge how each other look and act online? Does it differ for boys and girls? If so, how does it differ?
- What do you think of Claudia’s statement that it’s easy to judge other people online because, “You have the safety net of being in front of a screen – you’re not face to face”?

### Part III: Comments

- Both Linh and Leah talked about receiving compliments online. What do you think of what they said? Do people fish for compliments online? How might photos and photo comments boost people’s self-esteem?
- Do you think that people react differently to a “selfie” taken by a girl versus a “selfie” taken by a boy? Why or why not? (Note: The term “selfie” is used to describe when someone takes a picture of themselves, either by holding a camera towards them or by using a mirror.)

### Part IV: Double Standards

- Do you think that a double standard exists between boys and girls when it comes to online appearance? If so, what are they?
- Randy says, “Some guys try to play the macho role without necessarily posting pictures of themselves flexing. ... It’s much more subtle but it’s still there.” What do you think he means by this? Do you agree?

# Turn Down the Dial on Cyberbullying and Online Cruelty

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## Directions

Fill out the chart after watching the video, “Stacey’s Story.” One partner should complete the boxes on the left to show how the situation escalated. The other partner should complete the boxes on the right, which shows the initial incident, an escalating incident, and then two de-escalating incidents. Keep in mind that the incidents might not happen one after the other, even though they are shown this way.



After completing the chart, turn what you’ve written above into a diagram or map. Show how situations can escalate or de-escalate, using colors, shapes, and arrows.

<b>Stacey’s Story</b>	<b>Turn Down the Dial on Cyberbullying</b>
Initial incident (what happened first?):	Initial incident (what happened first?):
Escalating incident #1:	Escalating incident:
Escalating incident #2:	De-escalating incident #1:
Escalating incident #3:	De-escalating incident #2:

# **Lesson Assessments**

# Digital Life 102

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1. Using the chart below, show whether the following sentences are an upside (positive) or downside (negative) of media life.

Upsides	Downsides

- a) Private information can be copied and sent to anyone
- b) You can stay in touch with friends easily
- c) Many fun things online are also free
- d) You may spend less time with others face to face
- e) Anything you do online leaves a permanent record
- f) You can look up information quickly

## 2. What does digital citizenship mean?

- a) Any information about you on the Internet
- b) Using digital media safely, responsibly, and ethically
- c) An online membership
- d) Not giving credit to someone else's work

## 3. Which is an example of digital media?

- a) Computers
- b) Social network sites
- c) Video games
- d) All of the above



# Oops! I Broadcast It on the Internet

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1. Using the example below, determine what the word *consequence* means.

*Ivan emails his friend about something secret that happened at school. Later, Ivan notices that the email has been posted online. A consequence of Ivan sharing the information through email is that the information was shared publicly online.*

**A *consequence* is:**

- a) Someone you met online
- b) The effect of something that happened earlier
- c) An Internet post

2. True or false: If you send a text message, you can control what happens to the message after you send it.

- a) True
- b) False

3. Which of the following is an example of over-sharing online?

- a) Posting a message on your friend's wall that says you dislike your basketball coach
- b) Posting a photo of you playing basketball
- c) Inviting your friends and family to your next basketball game by email

# 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

## Feeling on Display

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1. In the video *Feeling on Display* that your class watched, Claudia says, “There’s absolutely a double standard ... for girls, especially.” What did she mean by this statement?
- a) In the same situation, people would treat girls and boys equally.
  - b) Girls post double the amount of photos that boys do.
  - c) In the same situation, people would treat a girl differently than a boy.
2. Which of the following is NOT an example of how someone might feel “on display” because of digital and social media?
- a) Valeria receives comments on an Instagram she took of a tree at a park.
  - b) Fiona asks her friend to take a photo again because she didn’t look good in the first one.
  - c) Ben gets 35 “Likes” on a photo that he posted of himself shirtless.
  - d) Michael uses a computer program to erase pimples he has in a photo before making it his profile picture.
3. True or False: It’s more common for girls to worry about other people posting ugly photos of themselves online than for boys to.
- a) True
  - b) False

# Turn Down the Dial on Cyberbullying and Online Cruelty

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1. Reflect on each of these statements about the Internet. Circle three statements that support the idea that the Internet makes bullying easier and a bigger problem.

- a) Information can spread very quickly on the Internet.
- b) If you say something mean online, you don't have to worry about getting in a physical fight.
- c) You can find lots of information on the Internet.
- d) Anything someone says could stay on the Internet for a long time.
- e) You can get support from groups on the Internet
- f) Parents, teachers, and students all use the Internet.

2. Mei keeps getting mean comments on her Twitter posts. Cara, Mei's good friend, has seen the comments and wants to help. What can both girls do to make the situation better?

- a) Mei could delete her Twitter account. Cara could let Mei use her Twitter account so that Mei can still post, but no one knows it's her.
- b) Mei could ignore and block the bully. Cara could comfort Mei.
- c) Mei could tell the bully to back off, and Cara could post mean things about the bully on Twitter.
- d) Mei could tell the bully to back off, and Cara could get a group of friends to post embarrassing photos of the bully.

3. A(n) \_\_\_\_\_ helps to de-escalate, or lessen the impact of online cruelty by supporting and standing up for the person who is bullied.

- a) bystander
- b) upstander
- c) target
- d) offender

**Common Sense Media is committed to helping kids and families thrive in a world of media and technology.**

