

Lesson 1: Respect and Responsibility

Preparation

Suggested time: 40-60 minutes – longer if the **Writing Essentials** focus is used.

Resources and materials

- Counselor Resource Letters to Parents, Students and Teachers
- Student Activities 1, 2, 3, 4
- Teacher Resource 1
- Parent Resource 1
- Writing Essentials – Lesson 1 **Prewriting** overview
- Writing Essentials - Lesson Plan: **Clustering ideas that seem to go together**
- Writing Essentials Writing Resource 1- **Clustering**

Lesson goals

Students will demonstrate their understanding of these key concepts:

- The role of social contracts in everyday relationships.
- That social contracts apply both to offline and online communication.
- How lack of respect online can damage friends or family.
- That, when online, it is everybody's responsibility to treat people with respect and to take responsibility for his or her own actions.
- That the prewriting strategy of clustering will assist the student writer in the thinking and planning process necessary before effectively writing about a topic.

EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.1	Uses word recognition skills and strategies to read and comprehend text
	1.3.1	Understands and applies new vocabulary
	2.1.6	Apply comprehension monitoring strategies to understand informational and task-oriented text

Writing	2.3.1	Uses a variety of forms/genres
		Uses an effective organizational structure
	3.1.2	
	3.2.3	Uses a variety of sentences
	3.3.2	Spells accurately in final draft
	3.3.4	Applies punctuation rules
	3.3.6	Uses complete sentences in writing
Communication	2.2.1	Uses communication skills that demonstrate respect
	1.1.2	Applies a variety of listening and observation skills and strategies to interpret information
	2.2.1	Analyzes the needs of the audience, situation, and setting to adjust language
Educational Technology	1.2.1	Communicate and collaborate to learn with others
	1.2.2	Develop cultural understanding and global awareness by engaging with learners of many cultures
	2.1.2	Practice ethical and respectful behavior
	2.2.1	Develop skills to use technology effectively
	2.3.2	Select and use online applications

Vocabulary

General terms

These concepts are introduced in this lesson.

- **empathy:** Understanding or being sensitive to another's feelings.
- **modeling:** Acting in an excellent, personally responsible way so that others close to you will imitate your behavior.
- **personal information:** Information about an individual that might include address, school, age, gender, phone number, email address, etc.
- **social contract:** Ground rules people follow to show respect for each other and set the stage for productive, positive interactions and behavior; an agreed upon code of behavior based on integrity.
- **social responsibility:** An obligation to act towards others in society in an accountable way.

Other terms

These terms are also relevant to this lesson.

- **privacy**
- **reputation**
- **respect**
- **honesty**
- **kindness**

Technical Terms

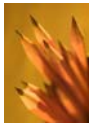
- **blog:** An online personal journal.
- **cell phone** (or **mobile phone**): A portable telephone, some of which can connect to the Internet so they can be used to visit Web sites, send e-mail or text messages, and take and send photos.
- **device:** In relation to the Internet, a device is any piece of equipment you use to access the Internet. Devices include personal computers, cell phones, gaming consoles, and personal digital assistants (pda).
- **e-mail:** A tool for sending written messages as well as attached documents to others online.
- **game console:** Devices such as Nintendo that allow you to play electronic games; some game consoles allow you to access the Internet to play interactive games online.
- **instant messaging** (or **IM**): Exchange real time messages with someone else who is online using a program such as AIM from AOL.
- **Internet:** The network of interconnected computers that store online content and enable online interactions. When you are connected to the Internet you are said to be *online*.
- **personal digital assistant (PDA):** A handheld device that may include a phone, an address book, calculator, or word processor, and the ability to connect to the Internet to view Web sites and synchronize data with a desktop computer.
- **social networking site:** Web sites like **MySpace** or **Facebook** whose focus is on building online communities of people with similar interests. Members connect online to share information in personal blog pages, through chat rooms, discussion boards, or sharing photos or video.
- **text messaging** (**texting** or **TM**): Sending short messages between cell phones.
- **virtual:** Refers to objects, activities, and locations in the online world. A virtual community is a group that gathers on a particular Web site, for example.
- **Web** (or **World Wide Web**): A set of documents hosted on the Internet that make up Web sites, Web pages, and other online content.
- **wiki:** Online content that anybody can edit. Wikipedia, for example, is an online encyclopedia created with contributions from the general public.

Teacher background

The first step in helping students understand cyberbullying is to begin with an overall discussion of social responsibility and the social contracts we abide by every day in order for society to function. These social contracts are founded on respect for others and taking responsibility for one's own actions. This lesson provides a framework for exploring online social contracts based on the social contracts we make in the real world. Online social contracts are less well defined in part because online communication is still evolving and because local cultural norms must be adjusted to allow people from many different cultures around the world to interact.

The online social contract includes all of the things we expect in dealing with people in the real world like honesty, integrity, and kindness. There are, however, some behaviors that are unique to the Internet, the most important of which relates to how information is shared online. Students need to understand that:

- They may unwittingly put themselves, friends, or family, at risk simply by not thinking about what information they are revealing.
- Once information is put online, it is permanent—whether they accidentally slip up or deliberately disclose information about others, they can't take it back.



Writing Essentials for Lesson 1

The writing focus for this lesson is on **Clustering Ideas That Go Together**. This is a prewriting lesson, included here to compliment and enhance the cyberbullying content of Lesson 1. It teaches a skill that your students can use in many writing situations that call for them to extend their thinking. When you see this icon on page 11 of the Teacher Manual, that is the spot we recommend you take some extra time to challenge your students to learn about and practice **clustering**.



Just a reminder to email the **Lesson 1 Letter to Parents** (MS Cyberbullying-Lesson 1 CRT.doc), and the **Lesson 1 Letter to Students** (MS Cyberbullying-Lesson 1 CRS.doc). These letters serve as an introduction to the topics covered in this lesson as well as giving strategies and encouragement.

It's also a good time for you to read the **Lesson 1 Letter to Teachers** (MS Cyberbullying-Lesson 1 CRT) to give yourself a boost!

Lesson: Respect and Responsibility



If your students received their **Lesson 1 Letter to Students**, this may be a good time to discuss their thoughts and reactions to the letter. Then proceed with the following lesson.

Topic 1: Social contracts in everyday life

Activity 1: Understanding social contracts

Post the following definition of social contracts on the overhead.

Ground rules people follow to show respect for each other and set the stage for productive, positive interactions and behavior; an unspoken, agreed upon code of behavior based on integrity.

Explain that social contracts are built on respect for each other and taking responsibility for our actions. This combination of respect for others and responsibility is called social responsibility.

Then discuss with students the following questions. You may wish to post them on the overhead and note the student responses below each one:

- What social contracts do we agree to when we drive a car?
Stop at stop signs or red lights, change lanes carefully, etc.
- What happens when drivers ignore the rules?
Traffic accidents, anger at other drivers, etc.
- What are some examples of social contracts that people need to follow in order for our society to function productively and safely?
We don't steal from others; we try to tell the truth; we avoid saying hurtful things, etc.

Topic 2: Social contracts on the Internet

Activity 2: Understanding online social contracts

In making the leap to understanding **online social contracts**, discuss the following background information questions with students:

- What are some examples of online devices?
Cell phones, gaming devices, PDAs, computers
- What are some online tools you can use to interact with others?
Blogs, wikis, instant messaging, e-mail, text messaging, etc.
- What can you do online to harm others?
Share their personal information with strangers; harass or bully them in your communications; lie about them in your blog or a text message, etc.

Briefly discuss with students the following concepts. You may wish to post them on the overhead, one by one, as you discuss them. Or you can ask student volunteers to simply restate the concept in their own words, thus testing them for understanding:

- **online social contracts must be based on mutual respect and taking responsibility for your actions**
- **because online communication tools are relatively new and the Internet is used by a great many people from many different cultures, we are still developing online social contracts for their use.**
- **unlike having to take a driver's test to get a license to drive a car, a person does not have to pass a test to use a cell phone, a computer, or other device connected to the Internet.**
- **To use those devices safely, there are online social contracts that every person needs to follow**

Break students into small groups of two or three to answer the question below. Discuss their answers with the class. If possible, use the overhead to list and project their examples.

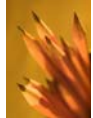
- What are some examples of online social contracts?
We don't insult people in e-mail. We don't lie about a friend in a blog or text message. We don't give personal or private information about people to online strangers, etc.

Student Activity 1 (Lesson 1 SA1.doc): Match Real-World and Online Actions.

Hand out Student Activity 1 to pairs of students (or individuals, if you prefer). Complete the first match with the class and then ask the students to complete the rest of the worksheet on their own. Debrief with the entire class using the overhead to display the correct answers.

Real-world actions	Online actions
1. Excluding somebody from your group when you are no longer friends.	<u>7</u> Downloading a music file without permission.
2. Gossiping about somebody.	<u>2</u> Spreading lies about someone on your blog.
3. Putting somebody else's quote in a book report and pretending they are your words.	<u>4</u> Sending a mean text message.
4. Screaming at people and treating them with disrespect.	<u>3</u> Cutting and pasting material from a Web site and putting it in a report without giving credit.
5. Stalking somebody by following them around all day and insulting them.	<u>1</u> Blocking somebody from IM and social networking spaces you and others in your group use.
6. Standing on a corner and shouting out	<u>5</u> Sending constant mean text messages and

someone's name, phone number, or address.	making phone calls to bully someone.
7. Stealing a DVD in a music store.	<u>6</u> Giving away someone's private information on MySpace, Facebook, or other social networking sites.
8. Telling something somebody told you in private to others.	<u>8</u> Posting a secret someone told you on a Web page.



Writing Essentials: Prewriting Strategy for Clustering

At this point in Lesson 1, you may wish to take extra time for this writing activity. This session will focus on a pre-writing strategy that can be used in any writing lesson when the writer wishes to extend student thinking on a topic and narrow their thoughts to what might be a manageable topic. Before embarking on this lesson, you'll want to keep in mind students will need to practice this strategy with you or as partners several times before trying it on their own. It's a stand-alone strategy that can later be used as students develop a topic and take it on through the writing process. As a stand-alone, you'll see students mull over ideas as they explore making connections on a topic they know well.

Alternative: This student worksheet (Student Activity 1) might also be used as a homework assignment. If you use it this way, discuss student answers at the beginning of Topic 3. (Another idea: post the completed worksheet for students to check their own work.)



If you want to break this lesson into a shorter module, this would be a good place to do so.

Topic 3: Acting respectfully and responsibly online

Activity 3: Making your own online social contract

Discuss these questions with your students or have student teams answer them. Debrief with the whole class.

- Why does the Internet make it easier for some people to disregard responsible social contracts?
You feel invisible; you can assume another identity or pose as someone else; you don't see the person you are communicating with face to face, etc.
- Why doesn't the Internet have strict rules of social conduct?
The Internet is still very new and constantly changing. The numbers of people who are online at any time is huge (in the tens of millions) and diverse, representing different cultures from around the world. It takes time to assemble and communicate a set of acceptable rules that everybody will agree to follow. There is no single government or authority that controls the Internet that can lay down the rules and enforce them.
- What is the Golden Rule? How can you follow it online?

Treat others as you want to be treated. Be careful not to give out to strangers online personal or hurtful information about your friends and others you know (just as you wouldn't want somebody to share your personal information with strangers). Don't use cell phones or the Web to harass.

- Discuss the definition of **empathy**. Ask students how having empathy for others relates to following the Golden Rule.

By being sensitive to and caring about how other people feel, you can more easily treat them in a way that you would like to be treated.

- Have any of you experienced somebody disrespecting you or a friend of yours online?

Student Activity 2 (Lesson 1 SA2.doc): Create Your Own Online Social Contract

Direct small groups of students to work together to create a set of three to five rules that they feel should be part of an online social contract. Their rules should use the following words: respect, honesty, privacy, and kindness. They may find the Review of class discussions (SA2, page 2) helpful in making their rules. When the groups are finished, discuss the rules with the class as a whole.

Alternative: You could make this a homework assignment. In that case, have the students discuss this assignment with their parents, and have the parents sign off that they have participated. In the next session, don't forget to ask students to share their rules with the entire class.

Final Assignment

Resources:

Student Activity 3 (Lesson 1 SA3.doc): How Can Online Actions Affect Someone in the Real World?

Student Activity 4 (Lesson 1 SA4.doc): Vocabulary Review

Parent Resource 1 (Lesson 1 PR1.doc): Letter to Parents

Hand out to students the above 3 resources.

Read together or have one student volunteer to read aloud the **Think About It** statement in SA3. Brainstorm with the class, ideas about what this statement means to them and record these, in brief terms, on the overhead.

- **Think About It: Many people believe that whatever happens online has no impact on the real world. While some online activities, like playing games, are simply fun, every interaction you have with someone online is real. And every contact can affect you, either for good or bad.**

Then, assign SA3 as an in class or homework writing assignment. The Vocabulary Review (SA4) may be useful to students as they begin to include cyberbullying and online vocabulary words in their writing.



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Homework: In addition, ask students, as homework, to give their parents the Parent Letter and return tomorrow with their parent's reaction or comments. This will inform the parents about this cyberbullying class and the content you'll be covering.

Debrief those parent reactions as a lead in to the next lesson.