Digital Tattoo - High School Curriculum

**Audience:** Grade 9 students

**Course:** Cyberbullying and Online Safety

**Themes:** Your Digital footprint and safety online

**Learning outcomes:**

Learners will walk away with a comprehensive understanding of the terms cyberbullying, sexting, and digital footprint. Through the presentation of case studies, learners will become familiar with issues around online practices.

a. What makes interactions online different from in person?

b. What is cyberbullying?

c. What is sexting?

d. Consider the advantages and precautions of joining social networks.

**Overview:**

Use the resources on digitaltattoo.ubc.ca on Prevent Cyberbullying, Online Gaming, and Texting to prepare an overview.

**Activities:**

*#1 List. 15 minutes:* Group students into pairs. One person in each group needs a pen and paper. In five minutes, each group identities all the places where they contribute or create content online. Debrief with the larger group. Form a list of all the places that students create content online.

a) How many different places do you contribute content online?

b) How does this build your digital footprint?

c) At what age did you join each Social Network? For what reasons?

*# 2 Case Studies. 20 - 30 minutes:* Use any of the following articles as case studies for

further discussion. In groups of three, read one of the articles and discuss questions and issues that are raised. Write down answers to the questions listed under each article.

Summarize and share with the larger group.

Online Awareness Follows Amanda Todds Suicide. Vancouver 24 Hours (2012):

<http://vancouver.24hrs.ca/2012/10/11/online-awareness-follows-amanda-todds-suicide>

Where should you draw the line between free speech in an online environment?

How does online harassment differ from face-to-face bullying?

-Safe "sexting?" No such thing, teens warned. Canada.com (2009):

http://www.canada.com/life/Safe+sexting+such+thing+teens+warned/1565206/st

ory.html

Why do you think people engage in sexting? Why don’t they?

-Man who shot Dziekanski video gets journalism award. CBC News (2009):

http://www.cbc.ca/canada/british-columbia/story/2009/10/28/bc-taser-videocjfe.

html

Discuss the questions and issues that this article raises for you. Consider

Pritchard’s reactions to what he witnessed and his views in retrospect.

Kids Gain Valuable Skills From Time Online. San Francisco Chronicle (2008):

http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/11/19/BUKE147TA1.DTL

What do you think you learn when playing games online?

What attitude should schools and parents take towards time spent online?

Social Networks cannot be trusted to protect children online. The Telegraph (2012):

<http://www.telegraph.co.uk/technology/internet/9567458/Social-networks-cannot-be-trusted-to-protect-children-online.html>

Why do you think kids want to be online?

What do you think they should know before they join social networks?

**(Computer Required)**

ChuKoNu Productions:

http://www.youtube.com/user/ChuKoNu1

This teen created a channel for himself on YouTube to share "how to" videos related to electronics, physics, etc. Although much of what he does involves building "weapons" of some kind - he really does this for fun - not any malicious intent. YouTube approached him when they saw how many hits he was getting and asked him if he wanted to earn some money. He now earns 150-200 USD per month. The revenue comes from advertisers. YouTube recently said they now had 1 billion videos viewed in a year. It’s a bit of a double-edged sword. Is this an example of using YouTube for good? For profit? Are there downsides to publishing content to YouTube?

Resources/DT Tutorial content:

Digital Tattoo Website

Madden, M., Fox, S., Smith, A., & Vitak, J. (2007). Digital Footprints: Online Identity

Management and Search in the Age of Transparency. Pew/Internet.

Rego, B. (2009). Teachers Guide to Using Facebook.

http://melaniemcbride.net/2009/08/27/putting-the-social-justice-in-social-mediapedagogy/

Richardson, W. (2008, January). Teaching Civics with Social Web Tools. District

Administration, 44(1), 56-56.