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Digital Citizenship for Virtual Environments

9th Grade - 12th Grade

Set up a safe, healthy, and fun virtual environment by engaging your students with Digital Citizenship lessons.



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*

Relationships and Communication

As the line between online and offline continues to blur, students reflect on how they can use intrapersonal and interpersonal skills to build and strengthen positive online communication and communities. They will explore common digital stressors and their influences on relationships. Students will also gain an understanding of how to communicate effectively online and how and why some topics and conversations can best lend themselves to certain

mediums.

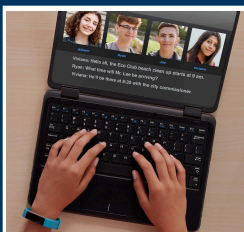
Chatting and Red Flags



I FEEL...

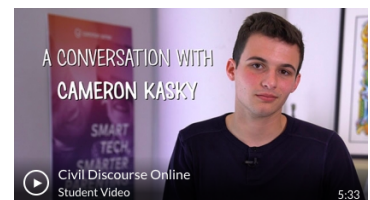
Getting to know someone online, without nonverbal cues or being able to see them, can be risky -- from simple misunderstandings to manipulation. Help students navigate and avoid these

Connecting with Digital Audiences



What you say, and how you say it, often depends on whom you're talking to, both in person and online. The person or people you're chatting with -- and the apps or websites you're using --

We are Civil Communicators



When we talk about our personal beliefs and politics, passions can run high -- especially when we're online.



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situations before they go too far.

affect how we communicate.
Remind your students to consider their audience before they post or comment online, and help them build community and communicate effectively in the digital world.

These intense moments can often lead to tit-for-tat insults, or worse. But, if addressed calmly and coolly, they can be an opportunity to find common ground and deeper understanding. Teach students to keep disagreements civil so their ideas will be heard and so they can advocate for positive change.



DIGITAL FOOTPRINT & IDENTITY

*We define
who we are.*

Digital Footprint

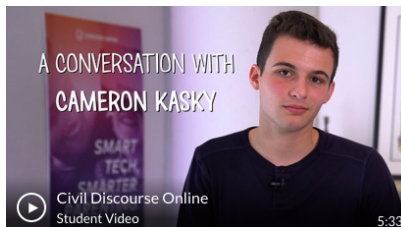
In a time of 24/7 connectivity, do the benefits of online sharing outweigh the risks? Lessons will prompt students to consider how sharing information online can affect them and others and will support them in learning to reflect before they reveal, as well as encourage others to do the same. Students will also learn the pros and cons of having different personae and explore how presenting themselves differently online can affect their sense of self, their reputations, and their relationships.

Protecting Online Reputations



Tagging friends on social media is a great way to connect with others and capture memorable experiences. But what if they don't want to be tagged? Encourage your students to take responsibility for how they may affect the digital footprints of others.

Curated Lives



Social media gives us a chance to choose how we present ourselves to the world. We can snap and share a pic in the moment or carefully stage photos and select only the ones we think are best. When students reflect on these choices, they can better understand the self they

Who's looking at your digital footprint?



Our digital footprints can have a powerful impact on our future. This can be a scary thought, given that what's in our digital footprint isn't always in our control. Teach students that digital footprints are an opportunity to showcase their best selves and craft a footprint that leads to future success.



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are presenting and the self they
aim to be.



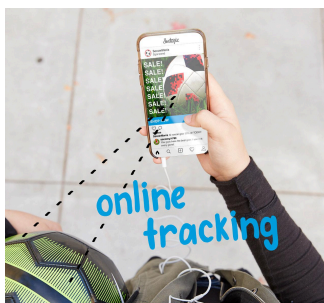
PRIVACY & SECURITY

*We care about
everyone's privacy.*

Privacy & Security

This topic introduces students to the concept of online privacy and the potential implications of sharing private information with a range of people: friends, the public, app providers, and more. Sharing information about yourself can be a natural and healthy activity, and it can lead to positive connections and personal growth. However, it can also present safety risks, and students need to be aware of potentially harmful consequences such as identity theft and financial exploitation.

The Big Data Dilemma



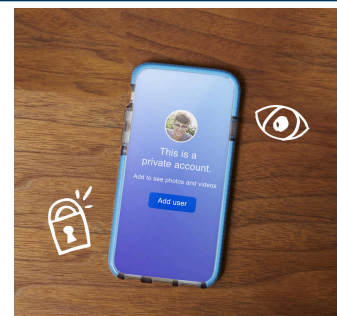
Many of us are aware that we're being tracked when we go online. It's one of the ways our favorite websites and apps know how to recommend content just for us. But how much information are companies actually collecting? And what are they doing with it? Digging into the details can help us make smart decisions about our online privacy and how to protect it.

Risk check for New Tech



New tech, like location services and smart devices, helps make our lives easier and opens opportunities that didn't exist before. But these innovations also come with a cost -- especially to our privacy. Help students consider the benefits and drawbacks of these new technologies -- and decide whether they're ultimately worth it.

Debating the Privacy Line



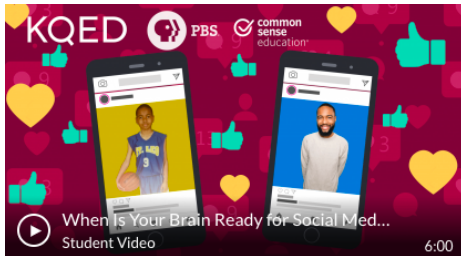
Often, the more information we have, the better decisions we're able to make. The power of data can benefit both individuals and governments. But who can be trusted with the responsibility of having all this data? Can governments collect and use it fairly and without violating our privacy? Help students think through this question and become thoughtful influencers of data policy and practice.

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The Digital Citizenship Learning Continues!

More . . .

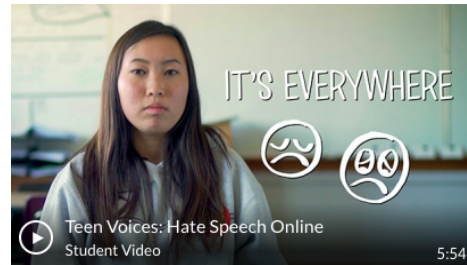
How young is too young for Social Media?



Kids have to be at least 13 to sign up for most social media platforms. But we know that many tweens work around the restriction. In doing so they can connect with peers and have fun, but they're also vulnerable to a number of risks -- mainly overuse and challenges to their social-emotional health.

Reflecting on age-appropriate content and behaviors can help students think through social media's effects on all of us, regardless of our age.

Countering Hate Speech Online



As humans, we thrive on social connections and group associations. But this tendency can also lead us to be suspicious of people outside our group. This fear -- xenophobia -- can be overcome by more exposure to people who are different from us. However, the internet can often make this more difficult. Help students recognize this challenge and find strategies for navigating content online.

Hoaxes and Fakes



We know not to believe everything we hear, but what about what we see?

Advancements in computer-generated graphics, facial recognition, and video production have led to a world of viral videos that are often difficult to identify as fake. Help your students learn to read what they see on the web "laterally" by showing them how to get off the page, check credibility, and find corroboration.

Need to Report a Concern About Cyberbullying?

Students are prohibited from bullying or harassing students or staff during any and all distance learning activities. Examples of cyberbullying: sending or using derogatory or inappropriate language online to another student or teacher, sending inappropriate or altered images, spreading rumors online, etc.

For more information about the District's Bullying policies, visit this [website](#). For more information about the District's Sexual Harassment Policies, visit this [website](#) or see the Title IX/Sexual Harassment [brochure](#). Please notify your school site principal via email if you wish to report any violations of District Policy. You can also email the Office of Equity (equity@sfusd.edu)

Norms for Online Teaching and Learning

Take time with your students to review and commit to norms for online learning. Or better yet, use these norms as a guide and involve students in the brainstorm of how you can be respectful, responsible, and safe in an online environment.

Norms for Teaching Online

- **Be present and welcoming-** Both during video calls as well as on an ongoing basis. Clearly communicate to students when they should expect to receive feedback on work and when they can expect to connect with you. Be the welcoming person they look forward to connecting with on a regular basis.
- **Be a role model-** Dress in work attire, come to live meetings on time, and model the types of behaviors you hope to see from students in your online environment.
- **Set clear expectations-** Establish norms with your class that include clear expectations for behavior (use Student Norms below for ideas) and consistently
- **Create a safe space for students-** Dedicate as much time to creating a safe space and community online as you do in the physical classroom!
- **Be comfortable asking for feedback-** While this type of learning is new to many, it is okay to admit you don't have it all figured out! Ask for feedback from your students on what is working, what they want more of/less of in your routines and structures.
- **Remember to focus on human interaction-** While academics are important, we need to ensure that our human connections are being maintained. Our priority should be keeping our community healthy and intact.

Norms for Learning Online

- **Be respectful, responsible, and safe-** The rules from your school apply to your online environments as well. Keep your language respectful, compliment others for positive contributions, and be safe with your information.
- **Consider your Digital Footprint-** Anything recorded or posted online is out there for anyone to find and use, positively or negatively. Make sure what you put out there shows you in a positive light.
- **Don't share your personal or private information-** Keep personal information off the internet that others can use like your full name, birthdate, address and phone number. Never share your username or password.
- **Write and read postings carefully to avoid unnecessary confusion-** Remember that your peers cannot see your body language or hear your tone of voice, so you need to keep your language direct and respectful.
- **Ask for help if you get lost-** If you are having a hard time following what's being talked about or don't understand a part of the conversation, please let others know so they can help you get back on track.