



Here is your lesson, but first we hope you will take a few moments to learn about us.

## WHAT IS CYBER CIVICS?

Cyber Civics is a turnkey, easy-to-teach middle school (5th-9th) program that meets a growing demand to prepare students to become thoughtful, ethical, and smart digital citizens. Taught and tested in the classroom over the past eight years, the program includes three levels:

- **Level 1: [Digital Citizenship](#)**
- **Level 2: [Information Literacy](#)**
- **Level 3: [Media Literacy For Positive Participation](#)**

## HOW DOES A SCHOOL TEACH CYBER CIVICS?

It's easy! A school subscribes to Cyber Civics and gets a school-wide license. Any teacher at that school can then open an account to get access to weekly :50-minute in-classroom lessons, videos, guides, parent letters, plus support. Everything is delivered via an online platform called Skilljar that makes downloading and conducting these activities a breeze. Here's how it works:

**1. Subscribing schools receive a link that any teacher at that school can use to open a private account.**



### Cyber Civics: Levels 1, 2, & 3

A turnkey, easy-to-teach middle school digital citizenship and literacy program. Includes all three levels—Digital Citizenship, Information Literacy, Media Literacy for Positive Participation.

[Register | FREE](#)

Already registered? [Sign In](#)

[Share](#) [Tweet](#)

**2. It takes just a minute to sign up.**



[Sign In](#) | [Sign Up](#)

First name:  Last name:

E-mail:

School:

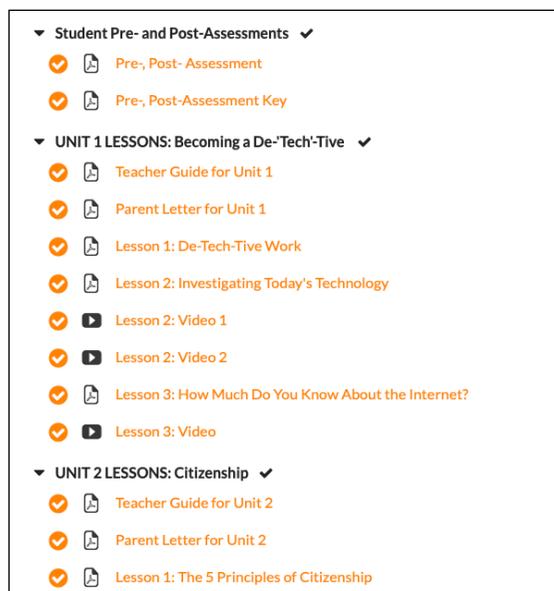
Title:

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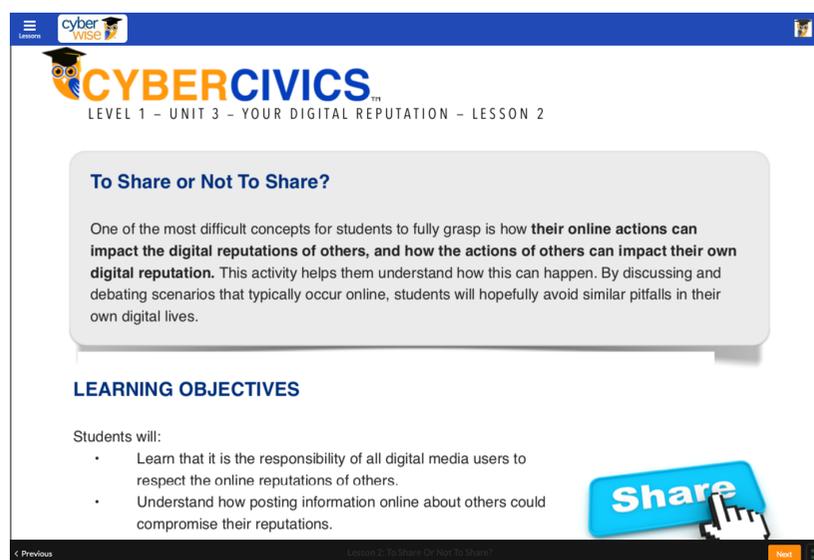
Password (again):

[Sign Up](#)

#### 4. Teachers read and/or download easy-to-teach lessons, prep time takes minutes.



#### 5. Teachers guide students through engaging activities.



#### 6. We offer full support. Teachers can contact us directly ([support@cybercivics.com](mailto:support@cybercivics.com)) or use a discussion portal to ask questions/discuss lessons with other teachers.

#### 7. Teachers also enjoy a monthly newsletter that keeps them abreast of new lessons, free resources, and other important updates.



**Cost? Based on size of school** (includes lessons, videos, teacher guides, send-home parent letters with recommended family activities that align with each lesson, the communications portal, ongoing support, and monthly newsletter). Resources continually updated. Very low annual renewal. Discounts applied when schools/community groups subscribe to more than one level (**contact us to get a quote today!**).

**Learn more by:**

**[Reading the Book About Cyber Civics](#)**

**[Asking for a Syllabus](#)**

**[Scheduling an Online Walk-Through of the Entire Curriculum](#)**

**Or just call us (949) 481-4319**

**Please enjoy the free lesson that follows, and ask us for a sample lesson from [Level 2](#) or [Level 3](#).**

## LESSON 2: To Share or Not To Share?

One of the most difficult concepts for students to fully grasp is how **their online actions can impact the digital reputations of others, and how the actions of others can impact their own digital reputation.** This activity helps them understand how this can happen. By discussing and debating scenarios that typically occur online, students will hopefully avoid similar pitfalls in their own digital lives.

### LEARNING OBJECTIVES

Students will:

- Learn that it is the responsibility of all digital media users to respect the online reputations of others.
- Understand how posting information online about others could compromise their reputations.
- Become selective about the online friends and followers they choose.



### INTRODUCING THE LESSON

If you haven't already, show your students this video: <https://youtu.be/8qeptburh08>

Guide your students to reflect upon what they've learned about "digital reputations" thus far. Ask: *What are some things that you might not want to be part of your digital reputation?* Get students to think about information that ended up on the Internet about the students in the previous lesson that did not reflect well upon them.

Tell students that there is **more clarity in the offline world about what is okay and what is not okay to share about others.** For example, one would not generally share a friend's photo album with a complete stranger on the street, right? Yet, that's exactly the type of thing that happens almost every day online. Because the Internet is still relatively new, rules that define how we use it are still evolving. Tell students that **how they use the Internet will play a big role in how it will evolve in the future.**

### THE LESSON

1. Explain that while people generally worry about protecting their own digital reputations, it is also important to think about how our actions impact the digital reputations of others, such as family and friends, and how their actions can have a long-term impact on our own digital reputations.

## THE LESSON, continued

2. Tell students that they will be reading stories about youth who have compromised the digital reputations of others by **tagging, posting, or sharing personal information on social media sites**. They will discuss and debate the questions that accompany each story.
3. Spend a minute reviewing these terms and have students record them in their books (you can project or hand out the pages that follow to illustrate these concepts):

### **SOCIAL MEDIA SITES**

**Websites and applications where users create and share content.**

### **TAG or TAGGING**

**When you “tag” people (or things), you create a link to their profile.**

(If you or a “friend” tag someone in your post, the post could be visible to the audience you selected *plus* friends of the tagged person).

### **UPLOADING**

**When you “upload” something to the Internet you are moving or copying a file from one computer or device to another (or many others!).**

### **POST**

**When you “post” something you are publishing a message or photo on an online forum.**

### **VIRAL**

**When something goes “viral” on the Internet, it becomes very popular very fast by circulating from person to person.**

4. Divide students into small groups and assign each group a story (attached) to read and debate. Ask each group to designate a scribe to keep notes. When students are finished reading and debating the stories, and recording what they have discussed, ask a representative from each group to report to the entire class about the dilemma. They should share the most important questions/issues that arose during their debate.

## THE GOAL

The goal of this lesson is to help students understand that **what they post online can impact the digital reputations of others, and what others post about them can impact their own digital reputations.**

# SOCIAL MEDIA SITES

Any website or application where users create and share content.

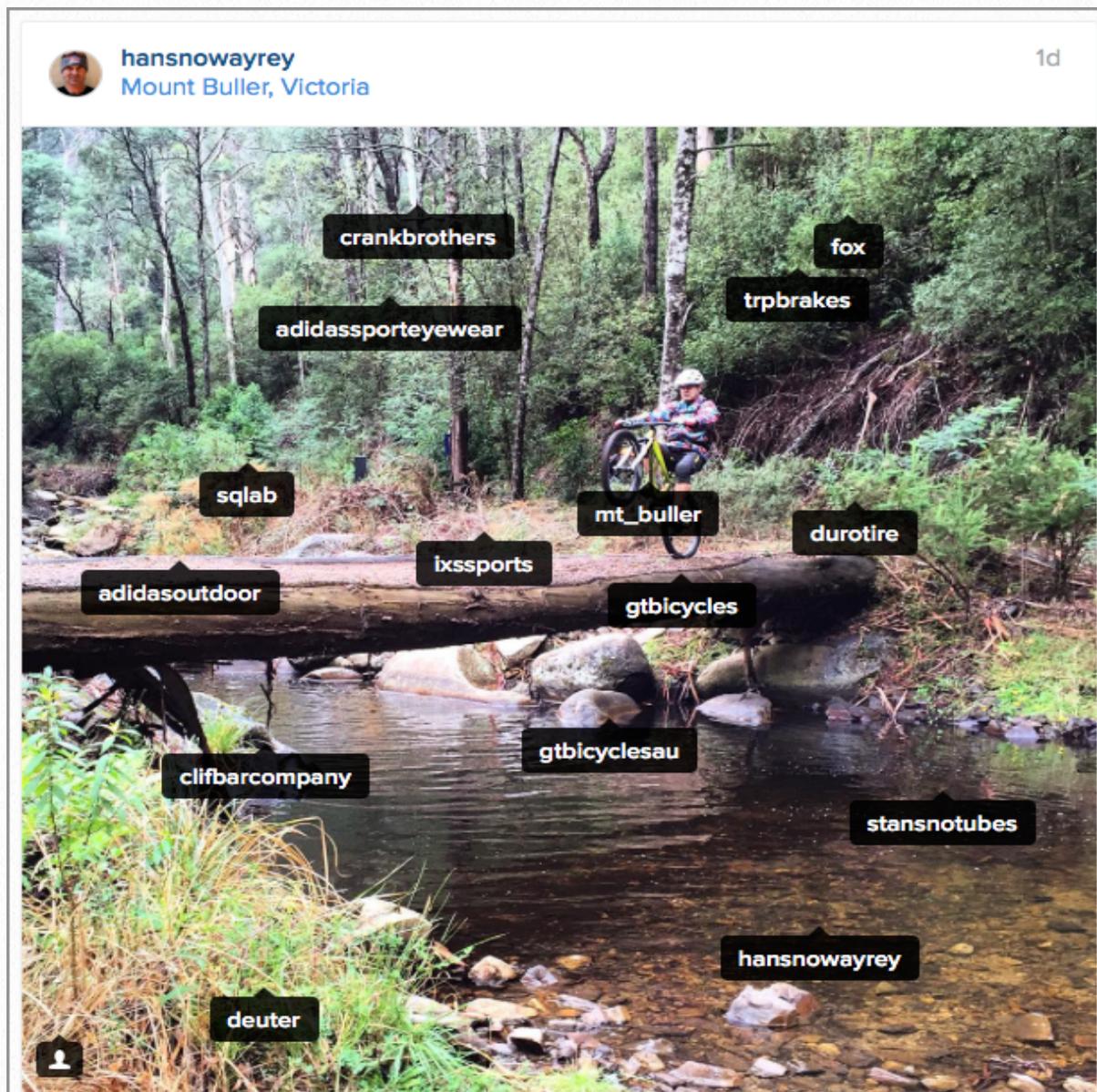


# TAG or TAGGING

When you “tag” someone, you create a link to their profile.



If you or a “friend” tag someone (or something) in a post, the post could be visible to the audience you selected plus friends of the tagged person (or thing).



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# VIRAL

**When something goes “viral,” it becomes very popular very fast by circulating from person to person.**



## The Case of Unflattering Photos

Lori likes to **post** pictures of herself and her friends on **social media sites**. Her friends notice that in all the pictures Lori posts she looks great, but the rest of them usually don't--they're making funny faces or their hair looks bad, or worse. When Lori's friends ask her about this she says she doesn't have any idea what they are talking about. Frustrated, her friends decide to get back at her by **posting** a whole bunch of pictures of Lori that are unflattering on their own **social media sites** and **tagging** her. Lori gets angry and accuses her friends of being mean.

### Debate Questions:

**1. Do you think Lori has the right to post any pictures she wants on her own social media accounts? Why or why not?**

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**2. Why do you think Lori's friends were so upset about the unflattering photos Lori posted?**

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**3. Do you think Lori's friends responded appropriately?**

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**4. List some other ways Lori's friends could have responded to this situation.**

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## Funny Video Goes Viral

Some students are constantly late for school, so their teacher decides they should all attend detention on Saturday in order to make up the work they've missed. It turns out that the group of five students who have to attend detention are pretty good friends, so one of them decides to make them all t-shirts that read, "Detention Crew." Wearing their t-shirts they come up with a song that makes fun of school, their teacher, and detention. They think the song is so funny that they decide to videotape and **post** it online. Lots of kids in school see the video and think it's hilarious and they start **sharing** it online with their friends, who share it with their friends, and soon the video goes **viral**.

### Debate Questions:

**1. Who is most at fault, if anyone, for spreading this video?**

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**2. Do you think the "Detention Crew" had the right to record and post this video? Why or why not?**

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**3. What do you think the long-term consequences might be of this video going "viral"?**

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## Teasing Mark

Mark, a 6th grader, tries out to be a Junior Lifeguard in his hometown and is the only boy in his class to make it. He is excited and proud of this accomplishment, and so are his parents. In fact, his mom **uploads** his picture to her own **social media site**, **tags** him, and writes, "So proud of Mark for making the Junior Lifeguard squad today." Some of Mark's friends see the post and think he looks funny in the picture so they post sarcastic comments and one even teases Mark by **posting**, "Dude, I saw you cheating on the first aid test!" Other kids see this post and **share** it with their friends and followers.

### Debate Questions

1. Who is at fault for spreading the misinformation that Mark "cheated" on his first aid test?

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2. Do you think people who don't know Mark well will know his friends were just teasing?

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3. List some of the long-term consequences of these posts?

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4. How could this situation have been handled differently?

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