

Curriculum: Understanding YouTube & Digital Citizenship

Lesson 4

Overview

We have devised an interactive curriculum aimed to support teachers of secondary students (approximately ages 13-17). The curriculum helps educate students on topics like:

- YouTube's policies
- How to report content on YouTube
- How to protect their privacy online
- How to be responsible YouTube community members
- How to be responsible digital citizens

We hope that students and educators gain useful skills and a holistic understanding about responsible digital citizenship, not only on YouTube, but in all online activity.

Lessons

Below is a list of lessons, and the recommended flow for delivery. Lessons are designed to fit within 50 minute classes, but can be adapted to fit your schedule:

1. What Makes YouTube Unique - basic facts and figures (40 minutes) - Teacher's Guide, Slides
2. Detecting Lies - (35 minutes) - Teacher's Guide, Slides
3. Safety Mode - (5 minutes) - Teacher's Guide, Slides
4. **Online Reputation and Cyberbullying** - (45 minutes) - Teacher's Guide, Slides
5. Policy - The Community Guidelines (30 minutes) - Teacher's Guide, Slides
6. Reporting content - Flagging (20 minutes) - Teacher's Guide, Slides
7. Privacy part 1 - (40 minutes) - Teacher's Guide, Slides
8. Privacy part 2 - (50 minutes) - Teacher's Guide, Slides
9. Copyright - (40 mins) - Teacher's Guide, Slides
10. Additional resources/Appendix including parent resources - Teacher's Guide, Slides

You can download the full Teacher's Guide here



Lesson 4. Online Reputation and Cyber-bullying

Time

45 minutes

Lesson objective

Appreciate potential short-term and long-term consequences of irresponsible social networking.
Understand what cyber-bullying is and its effects.

Standards/competencies

Identifying what you want your online reputation to be and how to treat others online.

Materials/preparation

Videos loaded

Projector

Starter- 8 minutes

Next, watch the video 'Kate's Reputation Problem'. (2 minutes).

Then read some of the scenarios on page 1. While it's great to share things online with friends, we want students to think about some scenarios where content could be posted about them or where they may post content of themselves. Although it may initially seem like a good idea, in reality there could be a number of potential consequences.

Ask students to volunteer some additional scenarios that could arise.

Activity- 10 minutes

Give students a few minutes to list what they believe are potential short-term and long-term consequences of irresponsible online behaviour. Then write up the answers on the class board. Discuss the answers.

Short-term consequences -

- Expose you to ridicule, harassment or bullying
- Discipline at home or at school
- Trouble with law enforcement/police
- Contacted by strangers
- Fired from a part-time job

Long-term consequences -

- Future employment prospects
- Criminal activity - police record
- Expulsion from school
- Future relationships
- Acceptance into some institutions
- Mis-trust of the internet and disengagement

Instruction- 8 minutes

Introduce the concepts below:

- **Digital Footprint** - Is basically everything on the internet that is about you! Sometimes content about you may be viewed by people you don't know. Your digital footprint may include photos, audio, videos, blog posts, posts you write on friends' walls. Like all information on the internet, it can be permanent. Remember - internet information has a global audience.
- **The Grandma Rule** is one way for younger internet users to stay mindful of their digital footprint. If you are not comfortable having a teacher or parent check your photos, videos, posts, then ask a trusted friend or other authority figure like an older cousin or sibling.
- Next, you will discuss **cyberbullying**. Cyberbullying is a big concern for parents, teachers and students alike. One of the main problems with cyberbullying is that it is persistent and invasive and people feel in less control. Each group should be aware of the signs of cyberbullying and should seek out tools and resources at their disposal to help combat cyberbullying.

Give age appropriate examples of the results of cyber bullying and the impact (e.g. some students have bullied so much that they have gone on to harm themselves).

Discussion- 7 minutes

Read the tips on what to do if you are being bullied or you see bullying taking place online. Discuss different perspectives on bullying and what action they can take

1. Person being bullied
2. Parent
3. Friend
4. Teacher

Activity- 10 minutes

Following a class discussion using the points on page 2. Develop a Class Charter and select a name like 'We are Model Netizens'. (10 minutes). Have students articulate what they expect of themselves and each other online.

Closing- 2 minutes

Have the students sign or initial charter. Depending on the age of the students, discuss how your class can revisit how they are doing against the charter.