

Responsibility

The lessons this week focus primarily on how to be responsible with technology and in online spaces. Some of the topics this week include a personal evaluation of responsible technology use, a discussion about digital communication and how it changes with the audience, and safe online searches and sharing.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Digital Responsibility

This lesson gives students an opportunity to identify the rules and responsibilities that they might require if they had just purchased a new digital device such as a new smartphone, tablet, or gaming device. This lesson encourages students to evaluate the rules and responsibilities they have to follow already for the technology they use in class and at home. (See page 3 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Being Responsible in Large Online Spaces

In small groups, have students discuss what they observe when they are in large online spaces (like social media, online media, YouTube, etc.). What type of content are they seeing? What type of content are they sharing? Do you feel that people overshare? In what ways?

For Partners
15 minutes



Being Responsible in One-on-One Digital Communication

Have partners discuss if they text or use social media platforms (Snapchat, Instagram, etc.) or other communication/media sharing apps. How does their communication style change based on the audience? Do they text their parents using the same language and tone that they text a friend? If they do not use text or other apps, how might they use these things or how does their communication with different groups change based on the audience?

For Individuals
15 minutes



Digital Reputation

Write a journal entry on the following questions:

- How does social media allow us to create a fake persona and how does this impact our sense of self and responsibility to ourselves?
- Who are you? If you are on social media, do you feel you portray the same person online that you are in real life? Why or why not?

Technology-Focused

15 minutes



Responsible, Safe Searches

While conducting the discussion, have students discuss how they know what is appropriate to either view or share and what do they do when they come across questionable or inappropriate content online. You can discuss topics like why they should not share full names, phone numbers, addresses, and birthdays. This video from Common Sense Media is a good discussion starter: <https://www.youtube.com/watch?v=ottnH427Fr8>.

Consider inviting the technology coordinator in for a brief Q&A on how safe searches work, what the school's firewall is for, privacy settings, and how students can stay safe online.

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Lesson Timeframe

30 minutes

Required Materials

- ☐ Board to project or write the five categories for students.

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Evaluate responsibilities in online spaces and with technology devices.

Teacher Connection/Self-Care

For this last lesson in responsibility, consider how you utilize your time and talents at school. Are you responsible with how you spend your time at school? Do you use open periods to plan lessons or grade so you can gain some extra personal time in the evenings or on the weekends? Do you spend time networking with colleagues and planning for student success, or is there more gossip and rumor-spreading than productive, healthy relationship- and strategy-building? How about your abilities? Do you use them to their fullest potential or are you feeling maxed out and ready to coast into the end of the year? Do you pursue meaningful professional learning opportunities or just skim through arbitrary readings and lessons (when assigned).

When you have an opportunity to be wholly responsible with your time and talent, to do what is expected or required of you, take it. It will energize you for the next task. You will feel good if you have used your time wisely, if you have used your abilities to their fullest. You will be motivated to be better, to continue learning, to share insight, and to build a better school. Modeling this type of responsibility is good for your students, too. Everyone gets tired by the end of the year; it takes self-discipline and perseverance to press on to the end. You can be a leader in this area and so can your students. Press on!



Share

5-7 minutes

To round out our unit on responsibility, we are going to talk about digital responsibility. This means we are going to look at the different digital technology we use and what our responsibilities are when we use technology.

List some technology you use each day either at home or at school.



Inspire

3-5 minutes

It is likely that your classroom has technology tools in it that students use, like iPads, computers, a smartboard, etc. Feel free to tailor the intro to suit the technology your students use in your classroom every day.

What are some general responsibilities you have with these tech tools? (Invite student responses.)

Answers may include things like taking care of equipment, not dropping or breaking screens, not sharing passwords, only using devices when permission is given, only using approved websites, not playing too much, or sharing devices with other family members.

How does self-discipline play a role in following these rules?



Empower

15 minutes

You are going to pretend that you just got your own iPad, cell phone, game system, or some other digital device. You get to pick which device it is. You bought it with your own hard-earned money and you are very careful with this new device. Your job is to establish some rules and responsibilities for yourself and for others who might borrow your new device. Craft your device policy in your journal. After a few minutes, we will take turns sharing what our device is and what the rules and responsibilities are for using it.

I have some categories I want you to include in your rules and responsibilities policy:

- **Users:** Who will be allowed to use the device?
- **Usage time:** How much will you/others use this device?
- **Time & Place:** When and where will you/others primarily use it?
- **Purpose:** What will you use it for?
- **Care:** How will you take care of it?

You can include other categories or ideas in addition to these.

Project or write these questions on the board so students remember them.

Give students 5-7 minutes to brainstorm and write; then return for whole class sharing.



Reflect

5-7 minutes

Use your wrap-up time to continue sharing if necessary.

How do your rules for responsible usage compare with the rules you have here at school or at home for other technology devices? Are they similar or different?

Hopefully this exercise will help you understand why we have rules regarding our technology devices. It is important to use them responsibly and take care of them. The mini lessons in this unit will talk more about responsible usage and digital communication, so we'll think about using technology responsibility from a slightly different perspective.