

UNIT

1

Digital Citizenship

Student Packet • Grades 6-8



common  **sense**[®]
media

Digital Life 101

Directions

Think about your life with media. First consider the questions below. Use your responses to help you finish the statement, “My media life is like a ...” This statement is a simile, a literary device for comparing two unlike things. For instance, someone who does not use much media might say that her media life is like a desert, because there is little life there. Someone might say that his media life is like a track meet, because he is exhausted at the end of the day. Finally, make a picture or drawing of the simile you created. The drawing can include text.

Questions to consider:

1. Are digital media a small, medium, or big part of your life?
2. What kind of impact do digital media have on you (a little, some, a lot)?
3. What are your favorite and least-favorite things to do with digital media?
4. Do you connect with others or create things with digital media?

Finish this statement: My media life is like a _____
because _____.

Illustrate your simile here:



Strategic Searching

Directions

Use the following searching strategies to conduct an effective and efficient online search.

1 Use multiple, specific, descriptive keywords for narrower results.

Example:

Searching for *concerts* will lead to a variety of musical events, ticket purchasing opportunities, and tour dates. Searching for *underground hip-hop shows Bay Area* will lead to narrower, location-based results.

2 If at first you don't succeed, try synonyms.

If you've tried searching for *rare cats* but haven't found what you are looking for, try searching for *exotic cats*, *rare felines*, or *exotic felines*.

3 Place quotation marks around specific words or specific phrases you're looking for.

If you want information on the president's residence, search on "*White House*" rather than *white house*.

4 Add a minus sign before a word to show that you don't want that one included.

If you are searching for mullet but you want the fish and not the hairstyle, you would enter: *mullet -hair*.

5 Look for two words at once by placing OR between them.

If you want information on Cornell but you're not sure whether it's a college or a university, search on *Cornell College OR University*. (Note: the OR has to be capitalized!)

6 Search for and pay attention to URL domain types.

.com = company

.gov = government website

.edu = educational institution

.org = organization

If you are searching for parks and you include .gov as a keyword, you should receive government websites in your results. If you are searching for parks and you include .com as a keyword, you should receive results that are companies related to parks.

7 Specify the format of the information you're looking for.

Many search engines will allow you to search exclusively for images, videos, news, blogs, or even scholarly articles. Different types of information will help you in different ways.

If you search for *military service*, the following information will tell you different things:

- **Blogs:** People's opinions about military service.
- **Video:** Videos related to military service. Some might be made by anyone, while others might be created by news outlets, organizations, or the government.
- **News:** The latest news articles and stories related to military service.

8 Use advanced search options on a search engine.

You can often specify dates, exact words you're looking for, or even languages you want in your results in search engines such as Google, Yahoo!, or Bing.

9 Once you have your search results, use them!

Searches enable you to access the huge store of information on the Web, so take some time to see what's out there! Don't just look at the first results, and don't rely only on familiar sources like Wikipedia or About.com.

Strategic Searching

Directions

Choose a large city in another state. Imagine that you work at a company located in that city. Each year, your company has a yearly “employee appreciation” gathering. You are part of a group that is planning the event, and your boss asked you to find a park in the local area where you can have a picnic. The company has 50 employees. Money is tight, so you have to find a free or inexpensive location. Here is what you know you need:

- Public park (not private)
- An area to play games and do team-building activities
- A covered area in case it rains
- Restrooms

Your boss needs a recommendation in 15 minutes. Take 5 minutes to plan your search, using the strategies you’ve already learned about, and 10 minutes to come up with a suggestion.

Fill out the sections below to plan your **SEARCH. Then write down the location you chose.**

SELECT research questions.

What question(s) do you have? Write the question(s) below.

EXTRACT keywords and terms.

Be broad or specific, depending on your goals. Use synonyms, and apply some of the strategies you learned. Write your keywords below.

APPLY search strategies.

What search strategies will help you find the information you need? Write down your keywords with search strategies applied.

RUN your search.

Search using the terms that you chose and look at the results. Remember to check out several sources.

CHART your search.

Keep track of what you searched for and where, so that you don't repeat work. Jot down what you searched for and where you searched for it.

.....

City you chose: _____

Name of park you chose: _____

URL of park: _____

Scams and Schemes

Directions

Each of the following email messages is an example of a phishing scam. Read the features of a phishing email below. Then circle or highlight any examples of those features in each of the three messages. List the features in the blank spaces provided, and draw a line connecting each feature to the part of the email it relates to.

Features of a Phishing Email

- Need to verify account information
- Sense of urgency
- Spelling errors
- Alert that your account is in trouble
- Link in email or attachment
- Too good to be true
- Generic greeting

Email Message

From: no_reply@emailinternet.chase.com
Subject: Account Status

Attention US Bank Customer,

Due to a recent security check on your account, we require you to confirm your details. Failure to do so within 24 hours will lead to account suspension. Sorry for the inconvenience.

[Click here to confirm your account](#)

Regards,
 US Bank Online Customer Service

This email has been sent by US Bank.

Phishing Features

Email Message

From: custservice@paypalonline.com
Subject: We've Limited Your Account

Dear PayPal User,

We recently noticed one or more attempts to log into your account from a foreign IP address. For security reasons, we have limited access to your account.

If you did not initiate the log ins, please visit PayPal Online urgently perform the steps necessary to verify you are the account holder. Performing this action will lift the limited access and restore your account.

<https://www.paypal.com/us/cvi-limit/webscr?-run>

Sincerely,
PayPal Security and Theft

Phishing Features

From: Swiss International Lottery
Subject: Award Notification

Dear [Firstname Lastname],

Congratulations! You may receive a certified check for up to \$500,000,000 U.S. Cash! One lump sum! Tax free! Your odds of winning are 1-6. Hundreds of U.S. citizens win every week using our secret system! You can win as much as you want!

If you choose to receive your winnings please contact IMB INSURANCE & BROKERS. They will use their diplomatic courier service to deliver your check. Please contact them with the following details below:

Company name: IMB INSURANCE & BROKERS

Address: Geneva, Switzerland

Contact Person: Mr. Alexander Caspari
(Director Foreign Remittance Department)

Direct Tell: +44-802 655 4889

Fax: +44-802 655 4890

Direct Email: ACaspari@IMBInsurancebrokers.com

Congratulations again!

Marcus Gohl

Cyberbullying: Be Upstanding

Directions

Read this scenario about Kevin and José and answer the questions below.

Kevin sends his friend José a short video he made at home, a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin's video. Nasty comments are posted. Every day, Kevin goes online to check the site and sees more comments like "idiot" and "fat nerd." Every day, he goes to school and hears similar cruel comments from his classmates.

Who are the bystanders?

What would you do if you were a bystander?

What would you say to José if you wanted him to stop?

What would you say to Kevin or do for him to show your support for him?

What could you say to the other kids at school who viewed the video and left cruel comments?

How could you have involved a trusted adult?

Don't Be a Bystander

In this true story, many people contributed to the cyberbullying. But there were many more kids who knew about the situation but chose not to get involved. Kids who are not cyberbullying but who see, hear, or know about it are called bystanders. In this situation, kids in school who witnessed the abuse and kids online who viewed the video were bystanders.

Use Common Sense!

Be an upstander! If you witness cyberbullying, you can help by supporting the target and letting the bullies know that their behavior is not acceptable. Here are things you can do:

- Step in to help in a cyberbullying situation by letting the target know you are there for them.
- Listen to and empathize with the target.
- Do not spread rumors; instead, tell the cyberbully to stop.
- Report what is happening to a trusted adult or website administrator, or encourage the target to tell a trusted adult. A trusted adult is someone who you believe will listen and has the skills, desire, and authority to help you.

A Creator's Rights

Directions

“411” stands for information. As a creator, you need information on how to protect and share creative work. Read the following definitions in class. Then, in small groups, read the sentences with the missing words. Choose the right word to fill in the blank. Each word is used once.

CREATIVE WORK: Any idea or artistic creation that is recorded in some form, whether it's hard copy or digital.

COPYRIGHT: A law that protects your control over the creative work you make so that people must get your permission before they copy, share, or perform your work.

CREATIVE COMMONS: A kind of copyright that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it.

LICENSE: A clear way to define the copyright of your creative work so people know how it can be used.

PIRACY: Stealing copyrighted work by downloading or copying it in order to keep, sell, or give it away without permission and without paying.

PLAGIARIZE: Copying, “lifting,” or making slight changes to some or all of someone else's work and saying you created it.

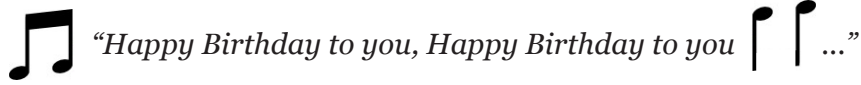
PUBLIC DOMAIN: Creative work that's not copyrighted and therefore free for you to use however you want.

FAIR USE: The ability to use a small amount of copyrighted work without permission, but only in certain ways and in specific situations (schoolwork and education, news reporting, criticizing or commenting on something, and comedy/parody).

1. Amy decided to _____ her paper for class by copying and pasting from Wikipedia and saying she wrote it.
2. Because Zoe used a small amount of a movie in a remix video she made that pokes fun at the main character, she could say it's _____.
3. Robbie found a photo in the _____ that's no longer copyrighted, so he could use it however he wants.
4. Angela has a Flickr page with all of her photos, and in order to define for others how she wants her photos to be used, she created a copyright _____ that is listed on her page.
5. Alex had an idea for a poem in his head for the longest time, but once he finally wrote it down it instantly had a _____.
6. Eric uses a program where he “rips” movies and “burns” them to DVDs, which he then sells to friends. What Eric is doing is called _____.
7. When Dwayne used a kind of copyright to make it easy for others to copy and share his video, he was using _____.
8. Books, movies, music, websites, games, and pieces of art are all examples of _____.

A Creator’s Rights

Directions



Did you know the song “Happy Birthday” is copyrighted? That’s right! Two schoolteachers published the song in 1893, which was originally called “Good Morning To All” and had different lyrics. Later, the lyrics were changed to the song we all know. Over the years, the copyright of this song has been extended. Today, believe it or not, people who want to use the song in a movie or perform it in public are supposed to pay a license fee.

This can present a problem. Say you’re a filmmaker with barely any money to make your film. But you want to use the “Happy Birthday” song. You might have to pay thousands of dollars in license fees just to use the song in your movie!

Another option is to make a unique happy birthday song of your own.

Step 1: Pretend you are an independent movie producer who wants to avoid paying thousands of dollars in fees. In small groups, come up with original lyrics, melody, and beat. Write your song lyrics below. You could also record the song or make a video of it. Then perform your original song to the class. But remember, if it’s too close to the original, it could be considered plagiarism, and that’s against the law. So be original!

SONG TITLE _____

AUTHORS _____

LYRICS _____

Step 2: Congratulations! Now that you have put your song into recorded form, it's copyrighted. Have you thought about how you want other people to be able to use it? If you stick with a regular copyright license, people will have to get your permission before they can copy, share, or perform your song. If you choose a Creative Commons license, people can copy, share, and even change your song or make money from it, depending on your conditions. Look at this list and discuss with your song cowriters what you will allow others to do with your song.

Copy

Share

Perform

Change/Alter

Sell

Use Common Sense!

Take it one step further and commit to what kind of copyright license you will use for your song. If you want to use a Creative Commons copyright, you can create a license online for your song. Visit the Creative Commons website (<http://creativecommons.org/choose>) and answer the questions, and it will automatically create the right Creative Commons license for your song.