Digital Literacy & Inclusion Patch

For each of the three levels - Daisies; Brownies and Juniors; Cadettes, Seniors and Ambassadors - girls need to complete all the activities in each section: Discover, Connect, and Take Action.

Daisies

Discover:

Surfing Safely - Internet Safety

- Define Internet, online, and website
- Make guidelines for going places online, e.g. always ask your parent (teacher) first, only talk to people you know, etc. These guidelines will be used in the Take Action section.
- Go to a kid friendly website and explore
    - o Destination Modern Art
    - o San Diego Zoo
    - o Any other appropriate site

Internet Names - Privacy & Security

- Define private, username, password
- Go to a kid friendly site that requires a log in
    - o www.secretbuilders.com
    - o www.lego.com
- Follow rules and tips to create a username
    - o Rules
        - ▪ Ask a parent or other trusted adult before you make up a username.
        - ▪ Never include any private information in your username, such as your real name, age, birthday, the name of your school or hometown, parts of your address or phone number, or email address.
        - ▪ Avoid using symbols or spaces, as they are usually not allowed in usernames.
    - o Tips
        - ▪ Include the name of something that will help you remember your username, your favorite animal or toy for example.
        - ▪ Write your username down and put it in a safe place.
- Follow dos and don'ts to create a password

    - o **Do** make passwords eight or more characters long. (Longer passwords are harder to crack than shorter ones.)
    - o **Don't** use dictionary words as your password. (Others could guess your password this way.)
    - o **Do** include letters, numbers, and symbols in your password. (It can be harder to guess passwords with this combination.)
    - o **Do** change your password at least every six months. (This way, even if someone does guess your password, they won't be able to get into your account for long.)

- o **Don't** use private identity information in your password. (Others could guess your password this way.)
- o **Don't** use your phone number as your password. (Others could guess your password this way.)
- o **Don't** use your nickname as your password. (It could be easy for others to guess.)
- o **Do** give your password to your parent or guardian. (They will help you remember it if you forget it.)
- o **Don't** share your password with your friends. (Even if you trust them, they might unintentionally do something that puts you or your information at risk.)
- o **Do** create a password that you can remember. (It's okay to create a random password, but keep in mind that it should be one that you can remember, or else it won't do you much good.)

Screen Out the Mean - Cyberbullying

- Define cyberbullying by performing an internet search for the term.
- Talk to a parent or adult and make a list of things to do if you experience cyberbullying.
  - o STOP Cyberbullying
    - ▪ S – stop using the computer
    - ▪ T – tell an adult you trust
    - ▪ O – do not go back to the site until an adult says it's OK.
    - ▪ P – play with kids who don't take part in cyberbullying

Connect:

Sending email - Relationships & Communication

- Complete an internet search to define the terms send and receive.
- Use your parents' email account to send a message to a family member or friend.
  - o Include a subject
  - o Write a message
  - o Send the email

Take Action:

- Create a Poster displaying guidelines for surfing the internet safely.
- See the Surfing Safely activity in Discover section.
- Display the poster in your house, classroom, or troop meeting place.

Discover:

Digital Citizens – Self-image & Identity; Relationships & Communication

- Complete an internet search to define the term Digital Citizen.
- Read the following statements and decide if it is a responsibility to Self, Friends and Family, or Larger Community.
    - I am respectful and kind when communicating online
    - I never reveal my family's home address
    - I communicate only with people I know offline.
    - I don't tag a friend in a phot or video unless I have their permission.
    - I never participate in online bullying
    - I think carefully about what I read on the internet and question if it is from a reliable source
    - I visit sites that are safe and appropriate.
    - I give proper credit when using information I found online.
    - I never share a friend's private information I found online.
    - I don't copy someone else's words and say that I wrote them.
    - I never call people names online.
    - I balance my time online and offline.

Identity Protection – Privacy and Security; Information Literacy

- Discuss the differences between Personal and Private information
    - Personal Info – Your age, gender, how many brothers and sisters you have, your favorite band, your favorite food, the name of your pet
    - Private Info – Full name, email address, your date of birth, phone numbers, credit card numbers, calling card numbers, mother's maiden name, and Social Security number.
- Search the internet for a definition of identity theft
    - List information one would need to steal an identity
    - In what ways does identity theft hurt the person whose identity was stolen?
    - How can you protect your identity on the internet?
- Make a list of personal information you would be comfortable sharing on a public profile in an online community, for example on Facebook.

Weight of Words – Internet Safety and Cyberbullying

- Place a long string across the length of the room. Ask girls to stand on one side of the line. Explain that you are going to read various comments aloud. Define one side of the line as acceptable messages and another side of the line as unacceptable messages. Instruct the girls to move to the side of the line that they feel describes the message. If they are undecided, they can stand right on the line.
    - I'm having a party and you're not invited.
    - You are an idiot.
    - I like your new haircut.

- o You are really ugly.
- o Thanks for the advice. Next time would you mind telling me in person rather than by IM?
- o Did you finish your homework?
- o Why is it taking you so long to finish it?
- o You are such a freak.
- Talk about the messages that the girls were undecided about. Messages that make people feel badly cross the line.
- Now, define cyberbullying in your own words.

Connect:

Play Fetch – Information Literacy

- Perform an internet search to define the following terms: keywords, search, and results page.
- Choose one of the following questions
  - o What are four foods that are toxic to dogs?
  - o What are the four smartest breeds of dogs?
  - o What are four jobs that dogs do for people?
  - o What are the four smallest breeds of dogs?
- Search for an answer to your question
  - o Start by only using one word in the search engine
  - o Investigate the top three sites on the results page to see if you can quickly answer your questions
  - o Next, use two words in your search
  - o Investigate the top three sites on the results page, again, to see if you can quickly answer your questions
  - o Keep adding keywords to your search until you can easily answer the question using the top three sites on the results page.

Take Action:

- Create a Poster displaying guidelines for surfing the internet safely.
- Use what you talked and learned about in the Discover section to help you create the poster.
- Display the poster in your house, classroom, or troop meeting place.

Cadettes, Seniors, and Ambassadors

Discover:

Internet Privacy – Privacy and Security

- Have girls visit one of the following sites or choose other sites that the girls use frequently.
    - Google
    - How Stuff Works
    - Wikipedia
    - Hulu
    - Facebook
    - Instagram
- Ask girls to go to their assigned website and find the privacy policy.
    - Have the girls find out about the kinds of information those sites collect, and how the sites use the information.
        - Does their site collect personal information?
        - Does it use cookies or does it give out data to third parties?
        - Do you have a choice of privacy options?
- Ask: Do you mind that the site collects information about you? Why or why not?
- Ask: Does I make a difference what kind of information your site collects about you?

Hate Speech – Cyberbullying and Relationships & Communication

"Hate Speech Corrodes Online Games" by Associated Press writer Nicholas K. Geraniols.

It's not just cyberbullets that are exchanged during firefights on the XBox Live version of "Call of Duty." Many gamers also exchange hate speech over their headsets as they stalk each other across the virtual battlefields. Players trade racist, homophobic and anti-Semitic insults so frequently that game makersare taking steps to tone down the rhetoric. The comments would shock parents who may not realize their children are constantly exposed to language that might make a sailor blush. Most parental concerns have focused on violence, not language. One gamer told an opponent he presumed to be Jewish that he wished Hitler had succeeded in his mission. Many exchanges involve talk of rape or exult over the atomic bombing of Japan. There are frequent slurs on homosexuals, Asians, Hispanics and women. Such comments can be heard on all online video gaming systems, including PlayStation Network, Blizzard Entertainment (World of Warcraft) and others.

- Ask: What are some examples of hate speech that were described in the article?
- Ask: How might hate speech damage an online community
    - Guide students to understand that hate speech online can quickly reach many people because information spreads rapidly to vast audiences online. Hate speech can make targeted members of an online community feel that they are not welcome. Members who are bystanders may also feel scared, trapped, or intimidated.

- o Encourage students to tell stories of their experiences of online/gaming hate speech encounters
- GUIDE the committees to brainstorm ways to deal with hate speech when it happens online. (Possible responses include flagging videos or comments, making counterpoint comments, linking to educational resources, or using social networks to reach out to large bodies of people. Encourage groups to think of positive approaches, such as rewarding students who stand up against hate speech or who educate others about hate speech.)
- Ask:
  - o *Which of the methods you discussed for addressing online hate speech do you feel is most effective? Why?*
  - o *Is any single method a "complete" method, or are there drawbacks with each?*
  - o *Do the methods you have chosen help prevent hate speech or address it after it happens?*
  - o *How might you incorporate some of the methods you have developed into a set of guidelines for your school? (Guidelines might include a class policy on hate speech or a school-wide education program that includes posters or information that can be shared with classmates through listservs.)*

Online Relationships

- Key Vocabulary
  - o **online predator:** a commonly used term for someone who uses the Internet to develop inappropriate relationships with kids or teens
  - o **stereotype:** a popular belief about a group of people, based on assumptions that are often false
  - o **risky:** potentially harmful to one's emotional or physical well-being
  - o **manipulate:** trying to influence somebody to do something they might not otherwise do, for one's own benefit
- **EXPLAIN** that many people worry about online predators, but their impressions do not always match up with reality. This is because news stories tend to cover the most extreme predator cases. They also often present these cases in ways that make people fearful of specific stereotypes.
- **ASK:** *What are some common stereotypes of online predators?*
- Sample responses may include…
  - o Online predators are creepy old men.
  - o They are interested in sexual things with little kids.
  - o They pretend to be kids online and convince other kids to do things that they don't want to do.
  - o They try to gain kids' trust and lure them offline to kidnap them.
- **SHARE** the following facts that debunk the online predator stereotype:
  - o Teens are more likely to receive requests to talk about sexual things online from other teens or from young adults (ages 18 to 25) than they are from older adults.
  - o The small percentage of adults that does seek out relationships with teens online are usually up-front about their age, and about their sexual interests.
  - o Teens who develop an ongoing online connection with someone they don't know, or who are willing to talk about sexual things online, are more likely to find themselves in a risky online relationship.
  - o Risky online relationships don't always involve total strangers; sometimes they involve people teens have initially met offline.

- **ENCOURAGE** students to discuss how focusing on the online predator stereotype might make it harder to recognize other forms of risky online relationships. (Given that news stories emphasize that kids should beware of older adults who might try to take advantage of them, teens may think nothing of chatting with someone closer to their age – especially if that person is charming and flattering. In fact, it is important for teens to know that people closer to their age are more likely to coax them into uncomfortable situations online, or ask them to talk about inappropriate things.)

Connect:

Digital Divide

- The focus of this lesson is to establish the students' understanding of why technology is an important resource.
- Begin the lesson by discussing the idea of "divides" with students. Have there been events in history where one group of people had privileges or access to resources that were denied to other groups of people? Some starting points for students can be:
  - A Time Line of the Civil Rights Movement (http://www.wmich.edu/politics/mlk/)
    The time line presents an overview of the Civil Rights movement in the United States, highlighting such events as the Supreme Court's Brown vs. Board of Education decision and the Montgomery Bus Boycott.
  - Living Legacy: The Women's Rights Movement (http://www.legacy98.org/)
    Students can research the time line of women's rights in the United Sates as well as a detailed history.
- Use these sites and others to help frame a discussion about privilege and access, and how it relates to different groups of people based on race, gender, or socioeconomic status. It is important to develop the idea that there is a history of divides and that they continue to affect a large number of people.
- Have girls research the "Digital Divide" using the following resource and any others they find.
  - Pew Research Internet Project: Digital Divide
    http://www.pewinternet.org/topics/digital-divide/pages/2/
    This site contains many excellent resources for discovering the issues surrounding the Digital Divide. Presentations on who has and doesn't have access to the internet, the impact of technology in schools, and technology use by different income groups.
- Some questions you may ask as students discuss the issue of the divide:
  - Does everybody have access to technology?
  - Are there groups of people who have less access to technology?
  - What is the problem?
  - Is it important to have access to technology?
- What are some things you could do to help close the digital divide?

Take Action:

Show us what you know - Create a video that can be used to teach others about one of the topics from this program. You can teach any of the following:

- Something teaching computer skills

- Digital Divide
- Hate Speech
- Online Relationships
- Internet Safety
- Identity Protection