



# Digital Identities:

Managing privacy,  
security, and personal  
identities online



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# What the heck is digital citizenship?



define: "digital citizen"

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Someone who is able to think critically about the ethical opportunities and challenges of the “digital world,” and makes safe, responsible, and respectful choices.

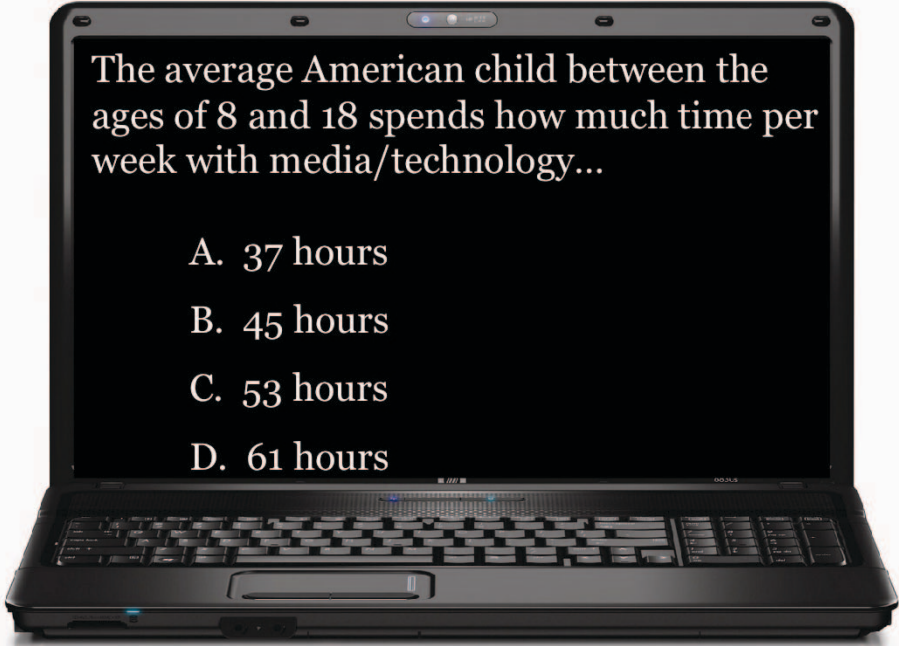


## Goals

Understand the current landscape of  
Privacy in a digital world

Explore the opportunities and challenges of  
digital identities

Get familiar with Common Sense Media's  
free Digital Citizenship curriculum



The average American child between the ages of 8 and 18 spends how much time per week with media/technology...

- A. 37 hours
- B. 45 hours
- C. 53 hours
- D. 61 hours

Source: Kaiser Family Foundation, 2010



Anywhere and anytime access

Mobile

Mobile access is available for all mobile devices and networks. It is available for all mobile devices and networks.

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- Power roles and roles! This is the first and most important role in the team. It is the role of the leader and the role of the team.
- The first role is the role of the leader. The leader is the one who is responsible for the team. The leader is the one who is responsible for the team.
- The second role is the role of the team. The team is the one who is responsible for the team. The team is the one who is responsible for the team.
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- The fifth role is the role of the team. The team is the one who is responsible for the team. The team is the one who is responsible for the team.



# Replicable

Everything can be cut  
and pasted



# Scale

Everything takes place  
before a vast audience

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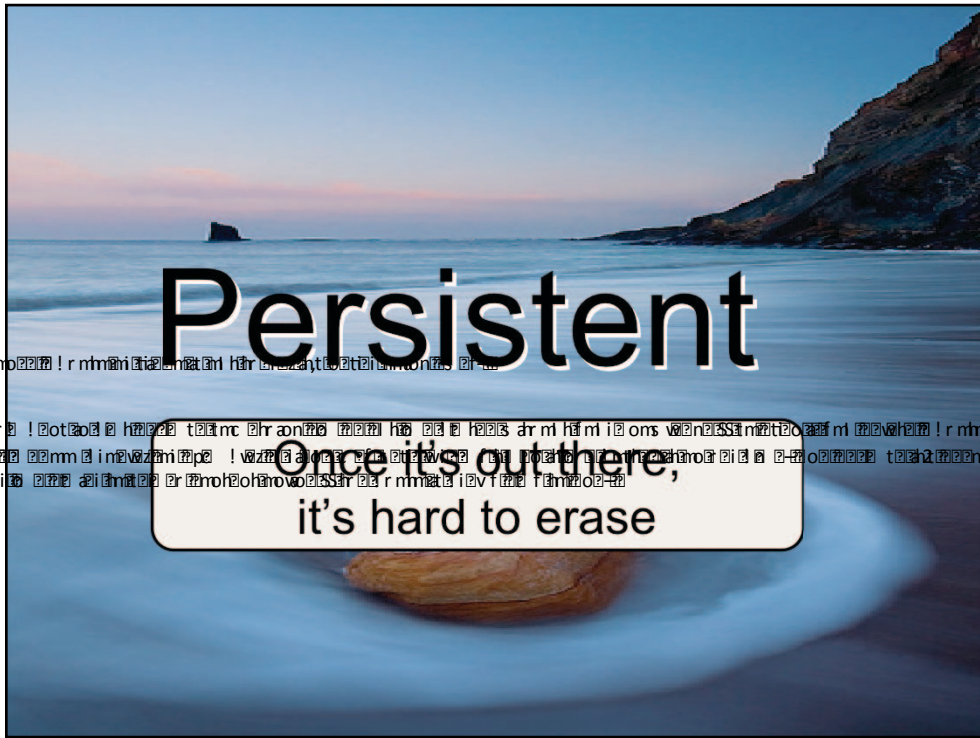


. Datē mēģināt izmantot, ja nepieciešams, lai atrastu informāciju par šiem produktiem.

. Šīs funkcijas ir pieejamas tikai tiem lietotājiem, kuri ir autorizēti lietot šīs funkcijas. Ja nepieciešams, varat izveidot profilu, lai izmantotu šīs funkcijas. Ja nepieciešams, varat izveidot profilu, lai izmantotu šīs funkcijas.

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. Ja vēlaties, varat izveidot profilu, lai izmantotu šīs funkcijas. Ja nepieciešams, varat izveidot profilu, lai izmantotu šīs funkcijas.



# Persistent

Once it's out there,  
it's hard to erase



So that means  
kids are leaving  
digital footprints



Protecting Personal Privacy

Explain that nothing is really private

**Click One: Explain That Nothing Is Really Private**

•In today's media environment, it's very important to discuss protecting kids' own privacy – as well as their friends'.

•Kids need to understand that anything they put online or send to their friends on their cell phones isn't really private. Everything leaves a digital footprint, and whatever gets created never goes away.

•Anything that kids put out in the digital world can be cut and pasted and spread throughout their entire school – and beyond – with the click of a button. So while kids may not intend for something to go public, it easily can.

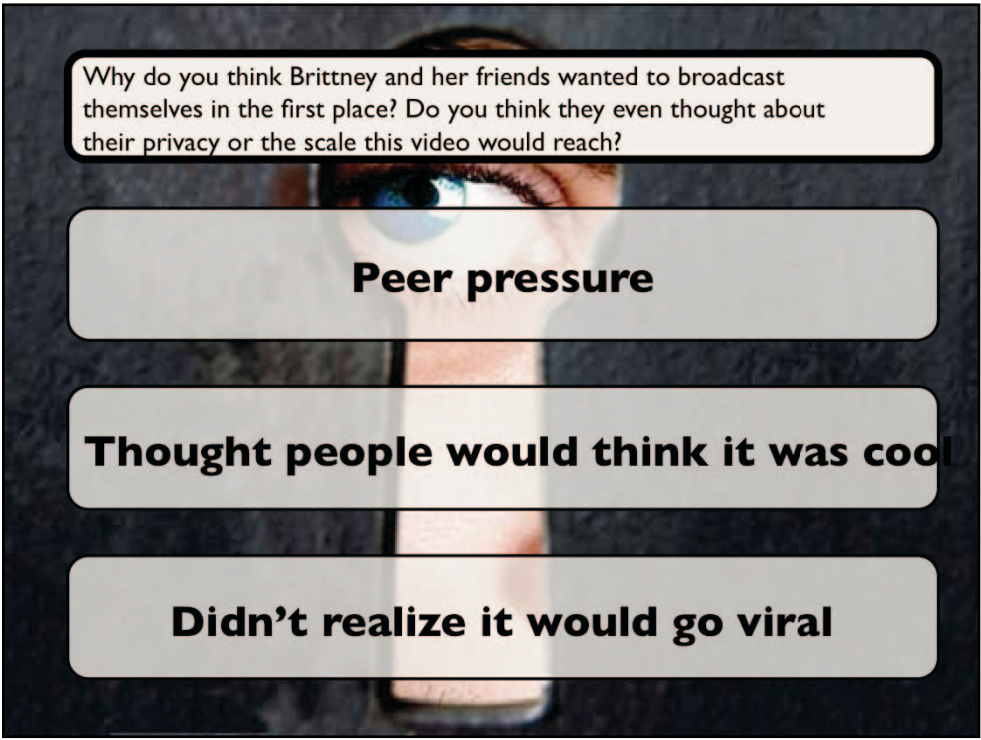
**Click Two: Establish Privacy Settings**

•The most basic thing that kids can do to protect themselves is set up privacy settings on any social networking site. All of the major sites have an area where you can access this information. Kids shouldn't assume that the default state is "private" – they need to adjust the settings to limit what other people can see and access.

•Kids also need to understand that they should protect their friends' privacy too. Passing along a rumor or identifying someone in a picture (called "tagging") affects that person's privacy. If your kids are tagged in friends' photos, they can ask to have the photos or the tags removed. But there's not too much they can do beyond that.

•Facebook- Kids more interested in quantity of friends and not quality (reference how open FB pages led to online dating site)

## Brittany's story

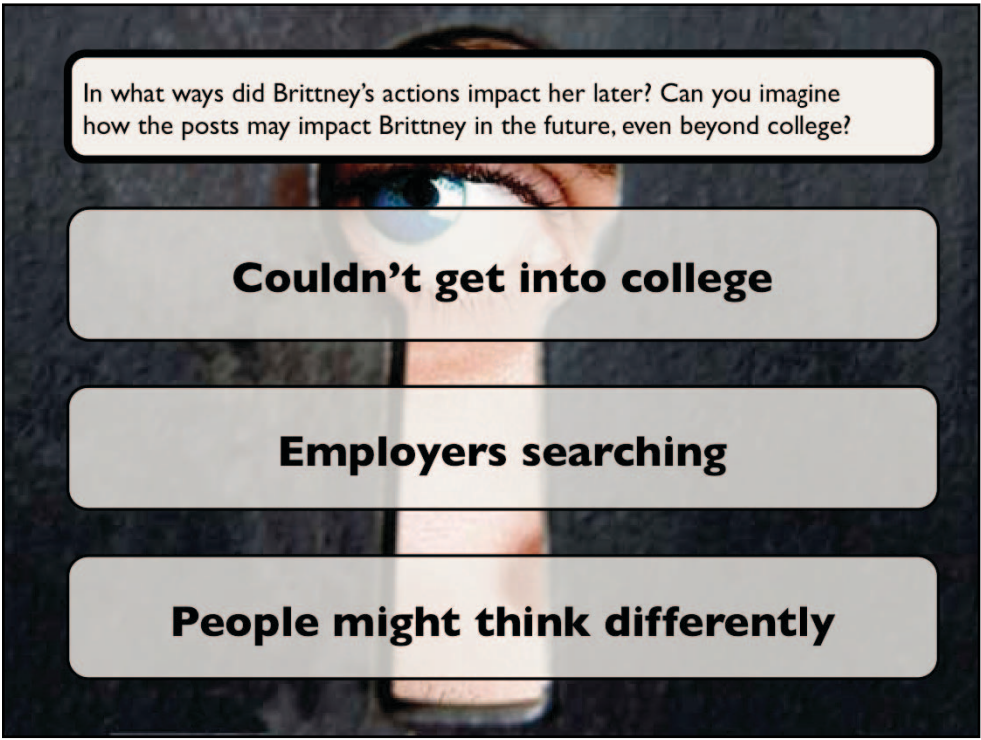


Why do you think Brittney and her friends wanted to broadcast themselves in the first place? Do you think they even thought about their privacy or the scale this video would reach?

**Peer pressure**

**Thought people would think it was cool**

**Didn't realize it would go viral**



In what ways did Brittney's actions impact her later? Can you imagine how the posts may impact Brittney in the future, even beyond college?

**Couldn't get into college**

**Employers searching**

**People might think differently**

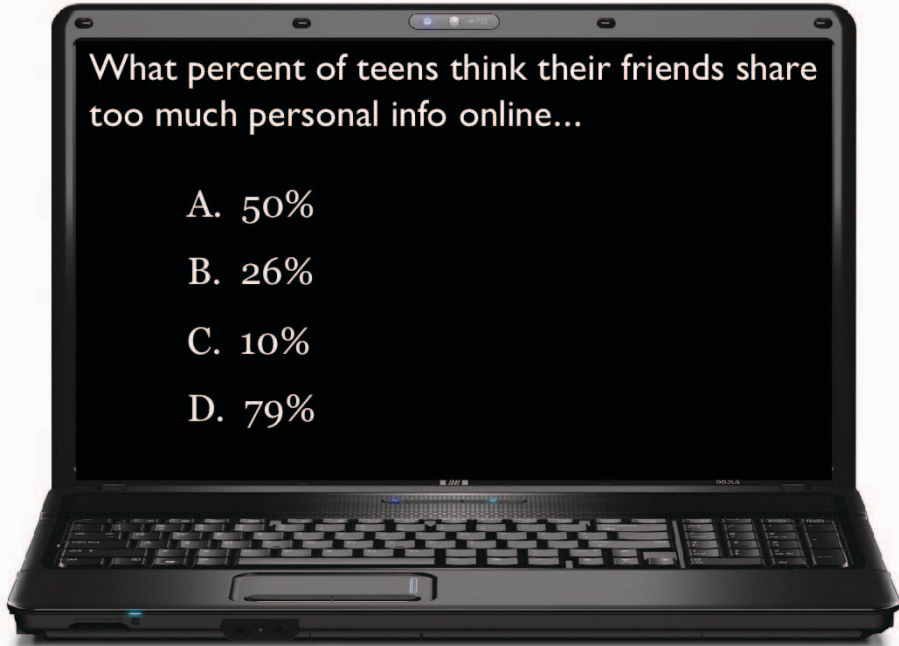


## Additional questions to consider

Besides poor judgment in making the video, what are ways Britney could have kept things more private?

Britney regrets posting the photos/videos, but are there situations when you think it would be okay, even helpful, to get comments from others online?





What percent of teens think their friends share too much personal info online...

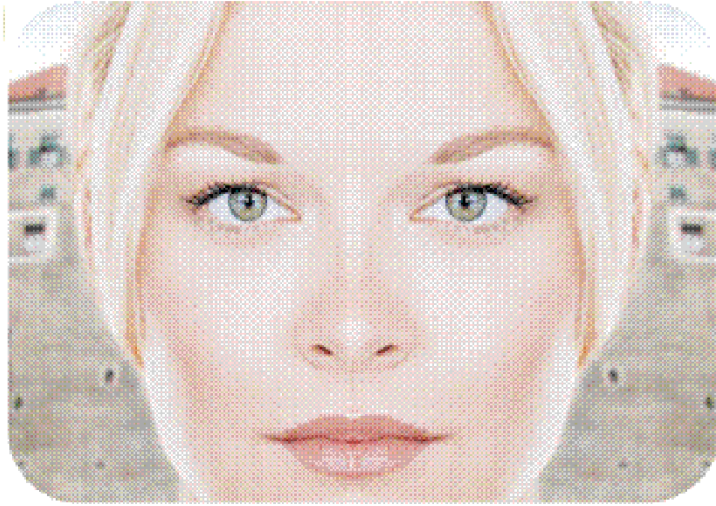
A. 50%

B. 26%

C. 10%

D. 79%

Source: Kaiser Family Foundation, 2010



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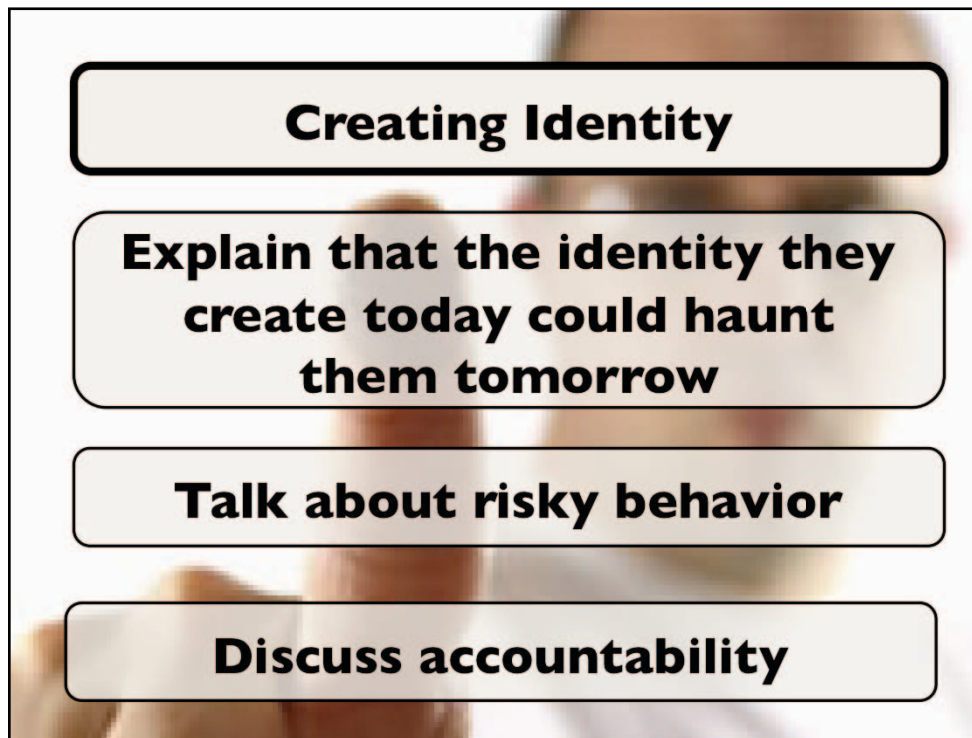
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Here are some tips to know and share with students regarding Identity

**Click One: Explain that the identity they create today could haunt them tomorrow.**

- So help kids self-reflect before they self-reveal.

- Remember, it's their job to explore their identities. But they need to be reminded that what they post today could haunt them tomorrow.

- Kids should think before they post. Talk about the importance of asking questions, such as:

  - What is my purpose for creating this?

  - Who is my audience?

  - Am I creating this for myself, to make an impression, and/or to get my peers' approval?

  - How much should I reveal?

  - Who might see this? What am I saying about myself? How will people interpret this?

  - What will they think about me?

- Use what your kids post as a jumping-off point for conversation and discussion – ask why they chose that particular screen name, why they posted a certain picture, etc.

- Ask your kids about their avatars and how much they identify with them. What do they think is like them, and what's different? Feel free to question the choices that kids have made. If your kids say their avatar means nothing, that's a valid response. They could just be playing around and like what they created. Either way, it will give you insight into who they are.

**Click Two: Talk About Risky Behavior**

- Establish some ground rules in case kids are fuzzy about what not to post: No nude or semi-nude photos or videos. No pictures of doing drugs, drinking, or having sex. Since kids don't know who will see that information or how it could get passed on, it's just too risky, even if they think they're being "cute."

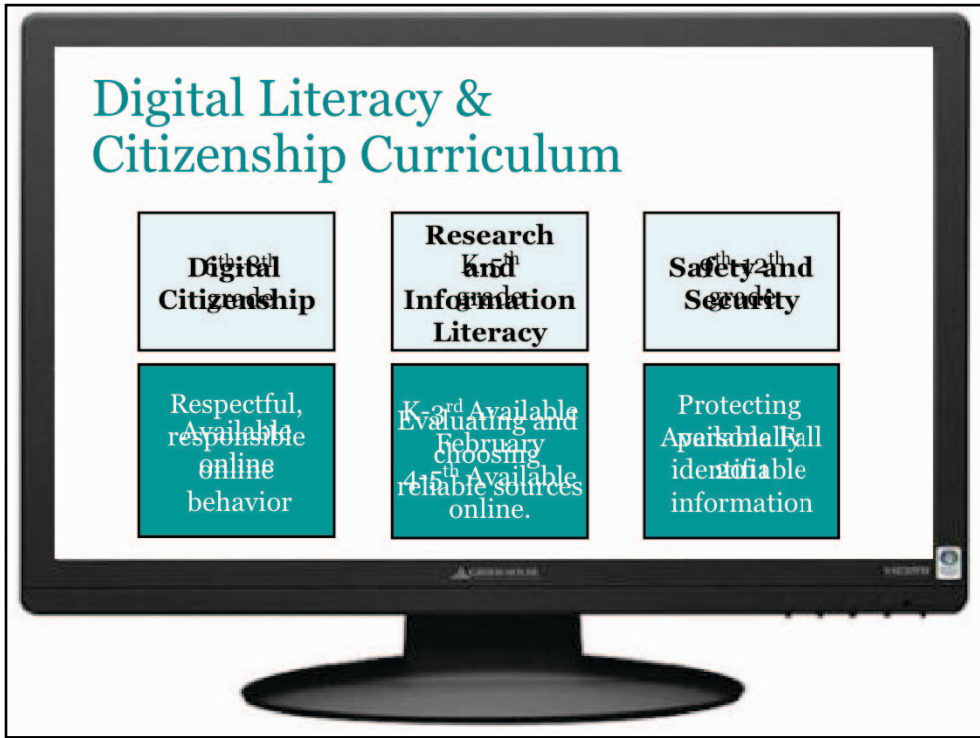
- Talk about other risky behavior too, like having sexually explicit conversations in chat rooms with people they don't know.

**Click Three: Discuss Accountability**

- Whatever kids post – whether they do it anonymously or not – they need to be accountable for it. Remind them that what goes around comes around. If they spread a rumor, send a photo someone sent them which was meant to be private, or talk trash about a teacher, it's likely that someone will find out that they posted it. And they could get in trouble with the school – or even law enforcement.

- If kids are creating avatars, make sure they aren't making stereotyped or racially charged decisions. Prejudice is as real in cyberspace as it is in the offline world. And even with avatars, kids need to know that just because they're disguised doesn't mean they can't be identified.

- The bottom line is that if kids wouldn't say something to someone's face, they shouldn't say or post it online.



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# Digital Citizenship units



Digital Life



Privacy and Digital Footprints



Connected Culture



Self-Expression and Identity



Respecting Creative Work



Dr. [Name] is a [Title] at [Institution] who has [Experience] in [Field]. She has [Number] years of experience and has [Number] publications. She is currently [Project] and [Project].

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**Digital Citizenship Curriculum**

- [Curriculum Overview](#)
- [Scope and sequence](#)
- [Digital Life unit](#)
- [Privacy and Digital Footprints unit](#)
- [Connected Culture unit](#)
- [Self-Expression and Identity unit](#)
- [Respecting Creative Work unit](#)


**Parent Program**

- [School workshops](#)
- [School communications](#)
- [School surveys](#)
- [School discussion guides](#)
- [Family media agreements](#)

**Common Sense Education Programs**


Today's kids connect, create, and collaborate through media. But who helps them reflect on the implications of their actions? Who empowers them to make responsible, respectful, and safe choices about how they use the powerful digital tools at their command? Our Common Sense Parent Media Education Program and our Digital Citizenship Curriculum give educators, administrators, and parents the tools and curricula they need to guide a generation in becoming responsible digital citizens.

**Parent Media Education Program**



**Media matters! Take control of your kids' media lives**

**Digital Citizenship Curriculum**



**Teaching Students to Be Responsible, Respectful, and Safe Digital Citizens**



[www.common sense.org/educators](http://www.common sense.org/educators)

## Pacing for full curriculum

### Annual pace

1 lesson every other week for 36 weeks

Or

1 lesson per week for 19 weeks

### Integrated pace

2 lessons per week for 10 weeks

### Intensive pace

3 lessons per week for 6 weeks



## Digital Citizenship Sampler

Digital Life: With Power Comes Responsibility

Privacy & Digital Footprints: Oops! I Broadcast It...

Connected Culture: Cyberbullying: Be Upstanding

Self-Exploration & Identity: You Online, You Offline

Respecting Creative Work: A Creator's Rights



## Curriculum integration

### Critical thinking, problem-solving, decision making

- Digital Life: My Media (math and tech application)
- Self-Expression & Identity: Which Me Should I Be?
- Respecting Creative Work: Rework, Reuse, Remix

### Participate ethically and productively as members of our democratic society

- Digital Life: With Power Comes Great Responsibility
- Connected Culture: Build Your Ideal Community

### Reading comprehension & writing

- Privacy & Digital Footprints: Secret Sharer (debate too)
- Connected Culture: What's Cyberbullying?
- Self-Expression & Identity: My Online Self

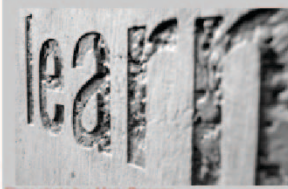


## Resources

<http://dcwebinar.pbworks.com>



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## Questions?

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