**Module 1- Promoting a Culture of Respect, Dialogue and Friendship**

**Introduction and Link to Ontario Catholic Graduate Expectations**

As members of a Catholic school community, we are called to be **self-directed, responsible, lifelong learners.** This means we can apply effective communication, decision-making, problem-solving, time and resource management skills.

**Instructions**

Teachers are encouraged to facilitate these discussions in a way that suits their classroom needs. Some possible strategies include:

* Students working in small groups to explore a case study and guiding questions, then share key points with the whole class
* Jigsaw groupings
* Whole class discussions of each case study and guiding questions

*See Resource List for additional tools and resources for furthering this discussion in your classroom.*

**Included in this Module**

Case Study #1 – Ethical Use of Web2.0 Technology

Case Study #2 – Students Post Video on YouTube

Case Study #3 – Online Discussion Blocker

**Case Study #1 – Ethical Use of Web2.0 Technology**

**The Scenario**
After getting in trouble several times for making inappropriate comments on his class blog and in class discussions, Mark made a poor decision.

Mark decided that to vent some of his frustration he would post what he believed to be a mocking and funny description of the school principal and vice principal on his own web site.

It did not take long for the principal to learn of Mark’s creative online work because several students and parents quickly sent the principal the web site address.

The principal soon discovered that Mark had posted digitally altered photos of the principal and vice principal on his site. He had taken the original photos from the school’s web site and digitally changed each photo. Using a photo-editing program, Mark changed the principal’s photos to include rude and disgusting images and vulgar captions with swear words.

The principal called Mark into his office to discuss the offensive posting, but Mark claimed that he was free to post whatever he wanted on his own web site. He refused to discuss the matter and stormed out of the office.

**The Issues**
Though Mark was free to post satiric material on his web site, he was likely not fully aware of all the consequences and overall impact the images and words he did post would have on the school community.

This in no way absolves Mark from personal responsibility for posting the controversial material on his site, though it does reflect the relative ease and speed with which potentially damaging material can be uploaded to the internet to a mass audience.

Within hours of posting the satiric images and words to his web site, Mark had quickly drawn the attention of several concerned parents, teachers and students in the school community.

In his haste to upload the altered images and graphic words to his site, Mark was also likely not aware that under the Canadian Criminal Code the material he posted could expose the administrators at his school to potential hatred, contempt or ridicule and thereby be interpreted as defamatory libel in a court of law.

What began as a seemingly harmless prank by a frustrated student could, if pursued by the school’s administration, result in suspension under the Safe Schools Act of Ontario, the laying of criminal charges and a possible criminal record for the perpetrator.

According to HPCDSB Policy 3B:5, “The school principal has the right to suspend any user’s access to the Board’s computer hardware, software, or connectivity for a period to be determined by the principal in the event of a breach of this policy. The failure by a student to comply with this policy statement shall be dealt with in accordance to the Code of Behaviour. Students and staff should also be aware that certain breaches of this policy statement may constitute an offence under the Canada’s *Criminal Code* and other applicable legislation. Where appropriate, offences of this nature shall be reported to the police and will be dealt with accordingly.”

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Rights and Responsibilities*

1. What possible outcomes did Mark neglect to consider before hastily posting digitally-altered images of his school administrators on his web site?

*Possible responses: there could potentially be legal consequences, violation of school code of conduct, conduct injurious to the moral tone of the school could lead to suspension, and the impact upon those people affected.*

1. How might Mark have responded more respectfully to the principal after first being invited to discuss his online posting?

*Possible responses: he might have offered to remove the posting, he might have apologized, he might have tried to feel empathy for the people who he had mocked, he might have listened to the principal more carefully and respectfully.*

1. What affect might his posting have on the school and local community?

*Possible responses: the news of this website would swiftly move through the school community via social media, it might inspire copy-cats, it might harm the tone of the school community, it might offend parents, teachers, administrators, and community members, etc.*

1. As a student, what do you think would be an appropriate consequence for Mark’s actions?

*Possible responses: suspension, in-school suspension, apology, letter of apology, public service in school community, have to remove the website, contact Police and involve legal issues*

1. How could Mark’s computer skills be put to a use that supports the community and the common good?

*Possible responses: he could help with the school website for a good purpose, he could be asked to help a local community group with their website to see how it can be used for positive purposes, he might be asked to support the local Catholic church or other denomination with their website.*

**Case Study #2 – Students Post Video on YouTube**

**The Scenario**

Students in Mrs. Smith’s Dramatic Arts class were busy rehearsing for their upcoming spring production. The stage is located in the cafeteria, where a group of senior students were working on homework.

Noticing the students performing a dance, one of the senior students took out his cell phone and videotaped the students without their knowledge or consent.

Later that evening, the students in Mrs. Smith’s Dramatic Arts class learned that the video had been posted to YouTube. Other students in the school were leaving mean comments about the students and their performance.

**The Issues**

Everyone needs to understand that anything posted to the web becomes public and could even go viral (note: when an online video goes “viral” it means that it is being seen through social media, usually youtube, by millions of people very rapidly. Example: [the Star Wars Kid](http://www.youtube.com/watch?v=HPPj6viIBmU) or [Kony 2012](http://youtu.be/Y4MnpzG5Sqc)).

Posting something online becomes part of a person’s digital footprint and may have serious and unintended consequences for his or her reputation or employability. As well, a video that was harmless at school in a shared community might become harmful when shared outside of the community.

If a video of someone is posted without their consent, they can file a privacy complaint to YouTube requesting that it be removed; however, this may take time and the damage to the individual’s digital reputation may already be done.

If the students who posted the video are identified, they could be disciplined in accordance with their school’s Acceptable Use Policy for technology. The student who posted the video did not treat his peers with respect when he did not ask for their consent before posting the video.

Some of the comments could be interpreted as cyberbullying, and Mrs. Gonzalez reminds the students that not only do they have a responsibility to treat others respectfully, but that their behaviour on line is subject to the school’s Acceptable Use Policy, Safe Schools policies, and the Criminal Code.

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Community and the Common Good, Rights and Responsibilities, Solidarity.*

1. How could posting the video affect Mrs. Smith’s Dramatic Arts students?

*Possible responses: they could be cyber-bullied by anonymous people in the comments section below where it is posted on youtube, they might be embarrassed or ashamed or angry or frustrated because this was not with their consent and it would be hard to remove from youtube, they could be mocked and bullied at school. The students may be reluctant to try other dramatic activities our of fear that someone will post this to youtube.*

1. How could posting the video affect the school community?

*Possible responses: the morale of the school could be harmed, bullying may result because of this, other students may not feel safe fearing that this may happen to them, students could become angry and frustrated and take matters into their own hands. The administrators and teachers would necessarily be involved in aspects of getting the video taken down from youtube, talking to students to reassure them, and possibly implementing a ban on cameras and phones in school time. This one student’s actions may mean that every student loses this privilege of having their phone with them in school.*

1. What are the responsibilities of the senior student around the use of his cell phone, specifically the camera, while in school?

*Possible responses: the student in question, like all students, is responsible for using his phone and built-in camera at appropriate times and for appropriate purposes. If the student wishes to post images or video of his peers at school, he must inform the students he is filming and obtain written consent. The students should remind themselves and be reminded of the Golden Rule: do unto others as you would have done to you.*

1. What are the responsibilities of the other senior students who were watching him take the video?

*Possible responses: Other senior students should remind this student of the Golden Rule: do unto others as you would have done to you. They may also point out that it is inappropriate and creepy to film your peers without their consent or knowledge. Perhaps it even borders on voyeurism. Additionally, by not taking any action, the other senior student are acting as bystanders. We know from traditionally bullying that when a bystander does nothing, the bullying continues, but according to Barbara Colorosa, when bystanders speak up, the bullying or behaviour stops.*

1. What can Mrs. Smith’s Dramatic Arts students do to have the video removed?

*Possible responses: Students may also want to have the teacher and principal address the behaviour of the student who posted the video. On Youtube, only the person who posts the video can remove it so asking this person to remove the video is a quick first step. If they refuse, then they can contact Youtube directly at the Youtube Safety Centre and begin the process of identifying the harassing video:* How to remove or report video on Youtube: <http://support.google.com/youtube/bin/request.py?&contact_type=abuse>.

**Case Study #3 – Online Discussion Blocker**

**The Scenario**

Mr. McCallum’s English class is having a class discussion in their online classroom. They have been asked to write a “chain story” where one student writes the beginning, another writes the middle, and a third student writes the end of the story.

Dylan, who spends a lot of his spare time talking to friends in an online chat forum, responds to several students in the class by posting “I like cheese” or other random comments that end any meaningful or intelligent conversation in the online chain story.

Once this has been posted, other students don’t finish those stories. Many students are frustrated by these comments but they don’t know what to do.

Mr. McCallum is also frustrated with Dylan who is intentionally posting these random comments so that the story does not continue. Mr. McCallum looked up the words “I like cheese” online and discovered that these words are used by students who are trying to side-track or highjack an online discussion forum.

Mr. McCallum learned that some students, like Dylan, throw out comments in a blatant and obvious attempt to disrupt the discussion in some way. These comments do not promote a culture of sharing and respect. Students who are positively contributing to the discussion have a difficult time responding to these posts.

**The Issues**

Online participation can take many forms, just as it does in a traditional classroom. Some students feel more comfortable reading what others are saying but do not add anything to the discussion themselves. These “lurkers” do not necessarily harm the discussion, but when only a few people are participating in the discussion it lacks the variety of opinions and interests that come from many people being involved.

Some students throw out comments in a blatant and obvious attempt to disrupt the discussion in some way. These comments do not promote a culture of sharing and respect. Students who are positively contributing to the discussion have a difficult time responding to these posts.

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Rights and Responsibilities.*

1. How do these random postings, such as “I like cheese”, affect the other students in the class?

*Possible responses: students may feel frustrated that their story contribution or discussion contribution is negated by these blatant attempts to disrupt the story or discussion. Students may stop contributing to any discussion. This could even have an effect on marks of some students as they give up on the small project. It also makes other students uncomfortable.*

2. How can Dylan contribute to the activity in a positive way?

*Possible responses: He could do what he is supposed to do in the activity. He can ask for help from a classmate or the teacher. He could ask for an idea to write about from a classmate or a teacher. He should remain mindful that these kind of comments may be okay in a casual chat room with friends, but not in an academic setting.*

3. What are the responsibilities of a student when contributing to a class discussion?

*Possible responses: Students should contribute to the best of their ability in a thoughtful and meaningful manner. Students should be respectful of others in both the face-to-face and the online classroom.*

4. Is contributing to a class discussion the same or different when it is an *online* discussion?

*Possible responses:*  *answers may vary depending upon student experience.*

**Module 1 Resources**

*Cast Your Net* lessons and modules are based on the Catholic Curriculum Corporation’s two documents below:

*Ethical and Responsible Use Of Information and Communication Technology: A Guideline for all Stakeholders in Catholic Education. November, 2009*.

*Ethical and Responsible Use of Information and Communication Technology Part II: K-6*

[*Rules ‘N Tools Checklist: for Parents, Educators, and Other Caring Adults.*](http://www.internetsafety101.org/upload/file/Rules%20%27N%20Tools%20Checklist.pdf)  Implement both safety rules and software tools to protect children online. Focus on the positives of Internet use while teaching children about the dangers and how to make wise choices online.

[Internet Safety 101](http://www.internetsafety101.org/) is a very detailed resource dedicated to making the internet safer for children. There are videos, quizzes, and resources for parents, teachers, & students.

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| **Media Awareness Network**Understanding Cyberbullying and the Law*A great follow-up lesson on cyber bullying*<http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyberbullying/upload/cyberbullying_law_9-12.pdf> |
| **Bullying.org***Supports individuals and organizations to take positive actions against bullying through the sharing of resources, and to guide and champion them in creating non-violent solutions to the challenges and problems associated with bullying.*<http://www.bullying.org/> |
| **How to remove or report video on youtube:**<http://support.google.com/youtube/bin/request.py?&contact_type=abuse>**YouTube Copyright Policy**: Consequences of uploading copyrighted material<http://www.google.com/support/youtube/bin/answer.py?answer=83756&hl=en-US> |
| **Ontario Ministry of Education** – Safe Schools – Get Connected, Get in the Know –Online Respect and Responsibility May 2007 <http://www.edu.gov.on.ca/eng/safeschools/pdfs/OnLineRespect.pdf> |
| **Guidelines for contributing to online discussions**<http://www.openschool.bc.ca/courses/discussion_guidelines.html> |