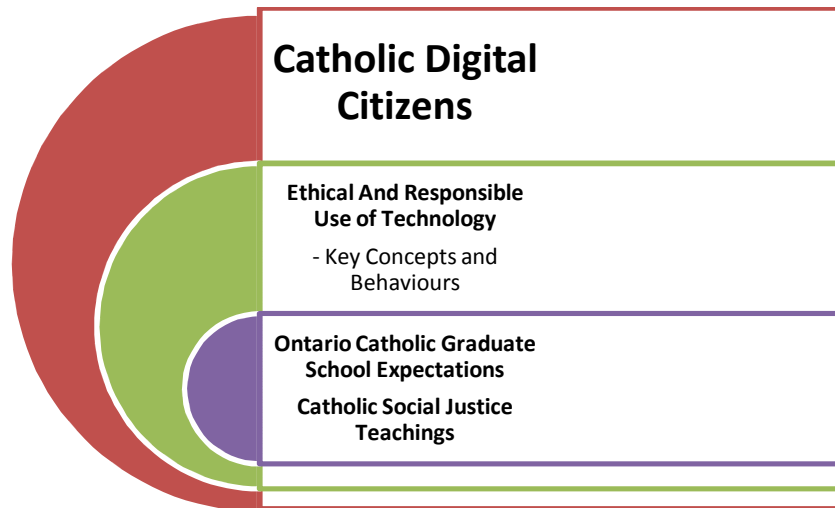




*Catholic Curriculum Corporation – Central and Western Region*

## **Ethical and Responsible Use of Information and Communication Technology Part II – K – 6**



*When people exchange information, they are already sharing themselves, their view of the world, their hopes, their ideals. It follows that there exists a Christian way of being present in the digital world: this takes the form of a communication which is honest and open, responsible and respectful of others. To proclaim the Gospel through the new media means not only to insert expressly religious content into different media platforms, but also to witness consistently, in one's own digital profile and in the way one communicates choices, preferences and judgments that are fully consistent with the Gospel, even when it is not spoken of specifically.*

*Furthermore, it is also true in the digital world that a message cannot be proclaimed without a consistent witness on the part of the one who proclaims it. In these new circumstances and with these new forms of expression, Christians are once again called to offer a response to anyone who asks for a reason for the hope that is within them (cf. 1 Pet 3:15). –*

Pope Benedict XVI message - 45 World Day of Communications, June 5, 2011

**October 2011**



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Catholic Curriculum Corporation – Central and Western Region**

### **Our Purpose**

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

### **Our Mission**

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

### **Our Vision**

*Faith through Learning – A Distinctive Catholic Curriculum*

### **Message from the Executive Director**

On behalf of the Catholic Curriculum Corporation, I would like to thank Regan Dore-Anderson, project lead and the writers from Halton Catholic District School Board, as well as reviewers from the CCC Information and Communication Technology Council. This outstanding resource, Ethical and Responsible Use of Information and Communication Technology – Part II K- 6, will provide primary and junior teachers with lessons to deal with this very current and critical topic. The Part II resource compliments the Grade 7-12 Ethical and Responsible Use of ICT for intermediate and secondary students written in 2009.

Technology is a powerful tool and this new resource will provide a uniquely Catholic, faith-based perspective which will help teachers assist their young students in making sense of digital technologies. The resource is divided into three main sections: Teaching about Digital Citizenship, Copyright and Intellectual Property and Our Global Village. With an introduction, teachers will find foundational skills viewed through the Catholic social teachings and the Catholic Graduate Expectations which are embedded in case studies, sample learning goals and success criteria, activities, resources and BLMs. Primary and junior Catholic teachers have a rich teaching resource at their fingertips!

Again sincere thanks to those who have tackled this ever evolving topic and provided a resource for Catholic teachers to address some of the ethical and responsible uses of technology in the classroom. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

**Michael Bator,  
Executive Director**

*Faith through Learning: A Distinctive Catholic Curriculum*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

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*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## Table of Contents

<b>Introduction</b>	p. 6
Defining Digital Citizenship in a Catholic Context	p. 7
Overview of the Document	p. 8
• Sections	p. 8
• Case Studies	p. 8
• Activities	p. 9
Other Considerations	p. 10
• Learning Skills and Work Habits	p. 10
• Differentiated Instruction	p. 10
• Student Privacy and Safety	p. 10
• Acceptable Use Policies	p. 10
Resources	p. 11
<b>Section One – Teaching About Digital Citizenship – Promoting a Culture of Human Dignity, Dialogue, and Friendship</b>	p. 12
• Case Study 1 – Digital Literacy	p. 13
○ Activity 1 – Information and Communication Technology Basics (P)	p. 16
○ Activity 2 – Assessing Websites (P)	p. 19
• Case Study 2 – Healthy Balance	p. 22
○ Activity 1 – Communicating With Real People Online (P)	p. 26
○ Activity 2 – Personal Technology Survey (J)	p. 29
• Case Study 3 – Teaching About Digital Citizenship	p. 31
○ Activity 1 – Building a Wiki (P)	p. 35
○ Activity 2 – Wiki Buddy Collaboration (J)	p. 37
<b>Section Two – Copyright and Intellectual Property – Fostering a Culture of Respect and Sharing</b>	p. 39
• Case Study 1 – Respecting Students’ Creativity and Intellectual Property	p. 40
○ Activity 1 – Introduction to the Concept of Intellectual Property (P)	p. 43
○ Activity 2 – Using Photographs (P)	p. 45
• Case Study 2 – Helping Students Respect Creativity and Intellectual Property	p. 48
○ Activity 1 – Guerilla Advertisement (J)	p. 52
○ Activity 2 – Political Campaign Trail (J)	p. 55
• Case Study 3 – Modeling Respect for Creativity and Intellectual Property	p. 58
○ Activity 1 – Ethical Digital Classroom (J)	p. 61
○ Activity 2 – Digital Documentary (J)	p. 65



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## Table of Contents

<b>Section 3 – Our Global Village – Using Technology to Work for the Common Good</b>	p. 69
• Case Study 1 – Sharing Our Message	p. 70
○ Activity 1 – Comparing Communication Tools (P)	p. 73
○ Activity 2 – Using Games to Teach Social Justice (J)	p. 75
• Case Study 2 – Digital Divide in School	p. 78
○ Activity 1 – Sharing the Wealth: iPod Exchange (P)	p. 82
○ Activity 2 – Tech Buddies (J)	p. 84
• Case Study 3 – Digital Divide in the World	p. 86
○ Activity 1 – Digital Pen Pals (P)	p. 89
○ Activity 2 – Stations of the Cross Project (J)	p. 92
<b>Appendices</b>	p. 94
Appendix A – Ontario Catholic School Graduate Expectations	p. 94
Appendix B – The Adapted Ontario Catholic School Graduate Expectations – Elementary Language	p. 97
Appendix C – Overview Chart – Unifying Catholic Themes and Essential Questions from CCC Catholic Curriculum Map Project	p. 99
<b>References</b>	p. 101
<b>Glossary</b>	p. 103
<b>Creative Commons License</b>	p. 107



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Introduction**

Technology has the potential to support students in connecting to others and to the world around them. However, it can also alienate and isolate them from one another. Students need to learn about their online environment and how they can interact positively with information and with people. They also need to understand that their Catholic values and worldview do not end in the physical world but should be incorporated into their use of technology.

As students are becoming proficient with tools and online applications at increasingly younger ages, Catholic schools need to support them in developing their critical and moral faculties to help them become safe, responsible citizens in the global online community. Members of Catholic school communities need to work together to support their youngest students in behaving as ethically and responsibly online as they do in the physical world. This document is one resource that Catholic school communities can use to guide their conversations about policy development, problem-solving, and teaching and learning about being responsible users of information and communications technology.

This resource is a companion document to the first *Ethical and Responsible Use of Information and Communication Technology – A Guideline for all Stakeholders in Catholic Education (2009)* document and a continuation of its themes and aims. Both resources are “intended to serve as...foundational, cross-curricular guideline[s] for all stakeholders involved in Catholic education, specifically in regards to the ethical and responsible use of the new information and communication technologies”. Those familiar with the first document will find the organization and layout of this document to be similar. Both documents are organized into three sections containing case studies about situations arising from the use of new technologies, framed by guiding questions based on the Catholic Social Justice Teachings, and related activities and resources for classroom use.

However, the case studies and activities in the first document were intended to help Catholic stakeholders critically examine the issues about the ethical use of technology in school communities for students in Grades 7-12. This document focuses on the issues as they affect students in K-Grade 6 and so some changes have been made to reflect their different learning needs. The biggest change in this document is that the concept of *ethical and responsible use of information technology* has been reframed and addressed as *digital citizenship* to help students understand the concept and its attendant complex issues more readily. There are fewer case studies but more activities than in the previous document to provide educators with more ideas and practical ways of teaching students about digital citizenship and technology applications in the classroom. The activities have been streamlined to make them more classroom-ready and they include sample learning goals and success criteria to help educators incorporate assessment practices consistent with *Growing Success* when guiding their students to learn with and about technology and digital citizenship. Where possible, these have been expressed in student-friendly language as have the Ontario Catholic Graduate Expectations to help students understand the ideas and concepts of digital citizenship.



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## Defining Digital Citizenship in a Catholic Context



The phrase “digital citizenship” generally refers to the key concepts and understandings necessary for people to use digital technologies effectively and appropriately (Ribble, 2007). It encompasses a set of behavioural norms that are constantly evolving as new technologies are created and adopted. Some of these key concepts and behaviours are: literacy, privacy and security, copyright and intellectual property, health and wellness, and rights and responsibilities. Digital citizenship also refers to one’s ability to “understand human, cultural, and societal issues related to technology and practice legal and ethical behavior” (ISTE NETS-S, 2007). The case studies and activities in this document are directly connected to these aspects of digital citizenship.

However, students in Catholic schools understand the concept of digital citizenship in a richer way when these ideas and behaviours are integrated with and centred in the Ontario Catholic Graduate School Expectations and Catholic Social Justice Teachings. Just as the curriculum expectations are understood and acted upon in the light of Gospel values, so too is the concept of digital citizenship. In teaching about digital citizenship, Catholic educators need to focus on helping students understand that they are responsible for living out and witnessing Christ’s message through their interactions with others online as well as in the physical world.

It is through the foundation of the concept of digital citizenship in the Ontario Catholic Graduate School Expectations and Catholic Social Justice Teachings that students develop the deep understandings that guide their actions and beliefs as they become Catholic digital citizens.

*Do not be afraid of new technologies! These rank “among the marvelous things” – inter mirifica – which God has placed at our disposal to discover, to use and to make known the truth, also the truth about our dignity and about our destiny as his children, heirs of his eternal Kingdom.*

*The Rapid Development: To Those Responsible for Social Communications – John Paul II (2005)*



## *Catholic Curriculum Corporation – Central and Western Region*

### *Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6*

## **Overview of the Document**

### **Sections**

The case studies and activities in the *Ethical and Responsible Use of Information and Communication Technology – Part II* document are organized into three sections:

#### **Section One: Teaching About Digital Citizenship – Promoting a Culture of Human Dignity, Dialogue, and Friendship**

The case studies and activities in Section One focus on helping students to understand the core concepts and behaviours necessary for being a Catholic digital citizen. They can be used to help students to develop an understanding of digital citizenship as a set of foundational principles that guide us online and when we are using technology. Students need to understand that digital citizenship encompasses how they treat themselves and others online in accordance with Gospel values. They need to remember that maintaining and promoting the dignity of the human person online, in accordance with Catholic Social Justice Teachings, at all times, are essential for digital citizenship. The activities in this section also include developing some rules and guidelines to help keep students safe as they learn to use digital tools.

#### **Section Two: Copyright and Intellectual Property – Fostering a Culture of Respect and Sharing**

Section Two focuses on helping students to understand that one of the key features of being a digital citizen is respecting others' ideas and intellectual property. As society's collective understanding of concepts such as privacy and intellectual property shift because of new technologies and their applications, educators and students struggle to respect the rights of others while taking advantage of new ways to work together and to create new material. Using these tools to collaborate with one another within their classroom or school can help students to foster a culture of respect and concern for others and for the common good.

#### **Section Three: Our Global Village – Using Technology to Work for the Common Good**

In Section Three the case studies and activities illustrate some ways that students can learn to use their knowledge of technology to act on the Catholic Social Justice Teachings and work for the good of others in the world. They can use technology to connect themselves to others and to gain a more authentic understanding of the challenges and injustices they face. Under the guidance of their teachers, students can use technology to demonstrate solidarity with others and to work to for peace and justice. Teachers and students may also find that there are inequities in access to tools and technology within their own schools and communities and can work together to find ways to address these issues.

### **Case Studies**

The case studies in each section represent typical situations that teachers and students might encounter in their classrooms and schools when they are learning to use new technologies. The issues in each of these case studies are examined through the lens of the Catholic Social Justice Teachings and some possible next steps based on these reflections are offered to help Catholic school communities reflect on how they can respond to these issues in light of the Gospel values. The case studies may also help to identify 'teachable moments' for growth when using new technologies and applications in Catholic schools.





## Catholic Curriculum Corporation – Central and Western Region

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

Guiding questions used to examine issues through the most applicable Catholic Social Justice Teaching(s).

Resources and related articles for further reading and reflection.

Case Study -						
The Scenario						
The Issues						
<b>Guiding Questions</b> How do these issues look when viewed through the lens of Catholic Social Justice Teachings? What examples might help us shape our responses to these issues? What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?						
Catholic Social Justice Teaching	Catholic Stakeholders					
	Student(s)	Teachers	Administrators	Parents	Trustees	Community
Dignity of the person						
Community and the Common Good						
Preferential Option for the Poor and Vulnerable						
Rights and Responsibilities						
Solidarity						
<b>Next Steps</b> <div> <div></div> <div>Resources</div> </div>						

## Activities

The activities provide teachers with ideas, resources, and suggested teaching and assessment strategies to explore the topic of digital citizenship and the issues contained in the case studies. The activities are connected to curriculum expectations but are meant to be adapted by the teacher to suit their classes' needs, interests, level of comfort with and access to technology as well as their grade level. While a divisional focus is suggested (either Primary or Junior) for each activity, teachers should find in them ideas and suggestions relevant for any grade.

Rationale describes activity and connects it to digital citizenship.

Sample learning goals and success criteria written in student-friendly language.

<b>Activity Title</b> (Case Study)
<b>Rationale and Description of the Activity</b>
Brief overview in complete sentences
Include brief mention of younger vs. older students (e.g. tools, grouping, DI)
<b>Catholicity Connections</b>
Catholic Social Justice Teaching identified in case study
Ontario Catholic Graduate Expectations (Elementary Language)
<b>Curriculum Connections</b>
Subject, strand, overall expectations (where applicable, and across more than one grade level)
<b>Sample Learning Goals</b>
•
<b>Sample Success Criteria</b>
•
<b>Activity</b>
<b>Minds On (Elicit and Engage)</b> Approx. Time/# lessons
•
<b>Action (Explore and Explain)</b> Approx. Time/# lessons
•
<b>Consolidation (Elaborate, Evaluate, Extend)</b> Approx. Time/# lessons
•
<b>Materials and Resources</b>
Websites, software, applications
Organized by parts of the Activity (Minds On, Action, Consolidation)
All available to everyone (e.g. OSAPAC licensed, web-based)
Terms of Service appropriate for primary and junior students

Activities organized using three-part lesson format. Includes suggested times for each part of the activity



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Other Considerations**

### **Learning Skills and Work Habits**

Many activities involving technology provide students with opportunities to demonstrate the six learning skills and work habits outlined in the *Growing Success* policy document. Teachers may find opportunities to help their students to make connections between the learning skills and work habits in the physical world and their behaviours as digital citizens online.

### **Differentiated Instruction**

The activities in this document are meant to be modified by teachers to meet the needs of their individual students and their levels of interest, readiness, and learning preferences. The online tools and resources that students explore when using technology not only provide them with choices about how to share their knowledge and understanding but can help them to better understand their own learning needs and strengths.

### **Student Privacy and Safety**

Student privacy and safety should be teachers' foremost consideration when working with new technologies and applications. Particularly when working with younger children teachers should be conscious of protecting students online. Teachers may wish to consider using first names only or pseudonyms online to protect students' identity. They should also show students how to protect themselves by not sharing personal information such as their addresses or birthdates online and by keeping their passwords private. As well, teachers should communicate the classes' activities with parents so that they understand their children's online presence and its benefits as well as potential risks. In many cases it is recommended that teachers inform parents and get explicit permission before sharing information online.

### **Acceptable Use Policies**

Before using any of these activities or resources in the classroom, it is strongly recommended that teachers review their school board's acceptable use policies and guidelines to ensure that they are in keeping with their board's policy and vision. Teachers should also review the acceptable use policies of any new application they use so that they know about the application's privacy policy, age limit, method of reporting misuse, etc. Teachers should always exercise their professional judgment by previewing all websites, videos, etc. before students access them to ensure that they are appropriate for the students' age, maturity, and Catholic School setting.

The Ontario College of Teachers' Professional Advisory - Use of Electronic Communication and Social Media reminds teachers that *"...maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students. Members must be aware of the numerous challenges and ramifications associated with the use of electronic communication and social media."* (p. 3).



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Resources**

Software or Web 2.0 applications referenced in this document are available through the Ontario Software Advisory and Acquisition (OSAPAC) website – which means they are available free to all schools in Ontario – or are available for free online. Where a specific piece of hardware is mentioned (e.g. iPod), alternative technologies are also included to make the activities accessible for as many classes as possible. The activities can be adapted to suit available hardware (e.g. computer lab, 1:1 laptop or iPad, classroom computers, etc.) as well as student needs and interests.

Software and applications are current and available as of the release of this document. All links are current as of the release of this document, but it is strongly recommended that educators review these links carefully before sharing them with students as they may have been discontinued or changed by the original site owner without notice.

For more information about software available through OSAPAC, see the website at <http://www.osapac.org/cms/> or contact your board's Ontario Educational Software Service (OESS) representative <http://esubmitit.sjpg.com/OESS/home.cfm>

Resources specific to each case study and activity are listed in the appropriate section. References to more general resources can be found in the References at the end of the document.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6



**Section 1**  
Teaching About Digital Citizenship –  
Promoting a Culture of Human Dignity,  
Dialogue, and Friendship

- The case studies and activities in Section One focus on helping students to understand the core concepts and behaviours necessary for being a Catholic digital citizen. They can be used to help students to develop an understanding of digital citizenship as a set of foundational principles that guide us online and when we are using technology. Students need to understand that digital citizenship encompasses how they treat themselves and others online in accordance with Gospel values. They need to remember that maintaining and promoting the dignity of the human person online in accordance with Catholic Social Justice Teachings at all times is essential for digital citizenship. The activities in this section also include developing some rules and guidelines to help keep students safe as they learn to use digital tools.

<b>Section One – Teaching About Digital Citizenship – Promoting a Culture of Human Dignity, Dialogue, and Friendship</b>	p. 12
• Case Study 1 – Digital Literacy	p. 13
○ Activity 1 – Information and Communication Technology Basics (P)	p. 16
○ Activity 2 – Assessing Websites (P)	p. 19
• Case Study 2 – Healthy Balance	p. 21
○ Activity 1 – Communicating With Real People Online (P)	p. 26
○ Activity 2 – Personal Technology Survey (J)	p. 29
• Case Study 3 – Teaching About Digital Citizenship	p. 31
○ Activity 1 – Building a Wiki (P)	p. 35
○ Activity 2 – Wiki Buddy Collaboration (J)	p. 37



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

#### **Section 1: Case Study 1 – Digital Literacy**

##### **The Scenario**

Mr. Mar was a digital native; his comfort with digital technology was evident in the fact that he maintained a class website in addition to the school website, instant messaging and social networks were his preferred methods of communication, and he was the school's "go-to" person whenever technology problems arose. He was also the teacher responsible for the school's Primary / Junior computer club.

In his grade 6 classroom Mr. Mar noticed that while some of his students could also be considered digital natives, this was not the case for all. Since the computer club students were younger and had been exposed to technology all of their short lives, he presumed that they would be digitally literate. He was surprised that the "digital gap" that was evident in his classroom was also evident in the computer club. What surprised him most was that while they could successfully navigate some software applications, many students did not understand information technology or how to use it effectively. His informal survey of staff members confirmed his theory that the majority of students in the school were not digitally literate.

##### **The Issue**

The use of computer and telecommunication technologies have become such an integral part of our lives that digital literacy is quickly becoming an essential life skill for our Catholic graduates. While most students will not need to know how the computers in cars, kitchen appliances or entertainment devices actually work, it is becoming increasingly important that they understand how to use digital technologies effectively. They will need to know how to use a bank machine to access their savings, complete an online form, and reset a digital clock. While each of these skills could be taught and mastered separately, it is more important that Catholic educators help students master a basic understanding of digital technologies (input devices, output devices, hardware, software, information storage systems, etc.) that they can apply to any technology they encounter.

##### **Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Dignity of the person</i>	How can students use information and communication technology to respect one another's dignity?	What strategies can teachers use to ensure students respect one another's dignity when technology is introduced?	How can the administrator support students and teachers in their use of ICT in ways that respect the dignity of the person?	How can parents support their children in the acquisition of digital literacy skills?	How are the trustees ensuring the acquisition of digital literacy in Catholic schools?	How can the students share their understanding of the importance of digital literacy with the broader community?



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<i>Community and the Common Good</i>	How is the mastery of digital literacy skills contributing to the common good? How could students be sharing their skills and understanding to support others?	How are teachers modeling the Catholic use of digital literacy skills?	How are administrators encouraging the use of ICT for the betterment of community and the common good? How are they using new technologies to connect parents and the public to the school community?	How are parents modeling digital literacy? How are they connecting the use of ICT to the needs of the family? How are they participating in the school community online?	How are trustees using ICT to encourage community and the common good? How are they using new technologies to connect parents and the public to the school board community?	How is the community using ICT to connect the school community?
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**Next Steps**

Mr. Mar shared his concerns with his administrator and co-workers and together they developed a plan to explicitly teach digital literacy and improve the digital literacy skills of the school community. They started by co-creating success criteria that reflected a common understanding of digital literacy and then used their time in Professional Learning Communities to develop sample learning activities that could be adapted to the needs of individual students and teachers. Since many staff members considered themselves digitally challenged, the decision was made to develop activities for novice, fair, intermediary and advanced learners and for staff to self-select a PLC based on self-assessed digital skill and literacy needs. The primary focus of each team was to develop activities that, while meeting the needs of the targeted groups, helped to build basic computer concepts and skills that the learner could then apply to everyday life.

**Activities:**

*(P) Information and Communication Technology Basics*

*(P) Assessing Websites*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

The Beginner's Guide to 21 Century Teaching and Learning

<http://blog.learningtoday.com/blog/bid/32085/The-Beginner-s-Guide-to-21st-Century-Teaching-and-Learning>

*Building Digitally Inclusive Communities: A Brief Guide to the Proposed Framework for Digitally Inclusive Communities* –  
Institute of Museum and Library Services, May 2011

<http://www.imls.gov/pdf/DIC-FrameworkBrief.pdf>

Full Report

[www.imls.gov/pdf/DIC-FrameworkReport.pdf](http://www.imls.gov/pdf/DIC-FrameworkReport.pdf)

Common Craft Videos on Technology

<http://www.commoncraft.com/videos#technology>

*The Digital Divide in Canada* – George Sciadass, Statistics Canada

<http://dsp-psd.pwgsc.gc.ca/Collection/Statcan/56F0009X/56F0009XIE2002001.pdf>

Digital Literacy / Net Literacy Best Practices

<http://www.netliteracy.org/digital-literacy/>

The Digital Literacy Portal

<http://www.ictliteracy.info/>

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* – Ontario  
Ministry of Education, 2009

<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

ICT Advice - Enterprise Ireland

[http://www.enterprise-ireland.com/ebusiness/guides/basics\\_bht/basics\\_p1.asp](http://www.enterprise-ireland.com/ebusiness/guides/basics_bht/basics_p1.asp)

Northwest Territories Literacy Council

[http://www.nwt.literacy.ca/digital\\_literacy.htm](http://www.nwt.literacy.ca/digital_literacy.htm)

Technology Basics

<http://www.technologybasics.co.uk/>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<b>Information and Communication Technology Basics</b> <b>(Section 1: Case Study 1 – Digital Literacy: Activity 1)</b>
<b>Rationale and Description of the Activity</b>	
<p>Catholic students are using electronic devices to transmit information, whether it is via voice, data, or video, at increasingly earlier ages. While many appear fearless when it comes to the use of technology, it cannot be assumed that they understand how to effectively use technology (hardware and software) to manage information. Providing students with a basic knowledge of computers is the prerequisite to their learning how to use computers as well as other devices. Understanding that computers are a tool used to manage data helps students to become discerning users of the technology and information. Developing students' digital literacy skills is essential if they are to become model digital citizens.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>4. I am a learner for life!</li> <li>6. I care!</li> </ol>	
<b>Curriculum Connections</b>	
Language – All strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"> <li>• We are learning to use correct terms and phrasing when talking about technology.</li> <li>• We are learning how technology can help us to learn in the classroom and at home.</li> <li>• We are learning about digital citizenship and what it means to be a Catholic digital citizen.</li> <li>• We are learning digital literacy skills so that we can use information technology more effectively.</li> </ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"> <li>• I use the correct terms when talking about computers and other technological devices.</li> <li>• I know how to use input devices (e.g. mouse, keyboard, touch screen, stylus) to tell a computer what I want it to do.</li> <li>• I know how to use output devices (e.g. printer, monitor, scanner) to get information from the computer.</li> <li>• I can identify similarities and differences in the operating systems of different devices.</li> <li>• I can access files and software applications.</li> <li>• I can store electronic information for use at a later time.</li> <li>• I use menus and/or toolbars to navigate and access features.</li> <li>• I use computer technology in my everyday life.</li> </ul>	





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Activity**

*Information and Communication Technology Basics*

**Minds On (Elicit and Engage)**

**1 lesson**

- Teacher assesses students' basic knowledge of computers by:
  - Recording what students know about computers on a KWL (Know, Want to Know, and Want to Learn) chart.
  - Having students work in groups to complete a graffiti activity using such headings as:
    - Computer Parts
    - How computers help us at home
    - How computers help us at work and at school
    - How computers help us in the real world
    - What I Like about Computers
    - What I Don't Like About Computers
    - What I Know about Computers
    - What I Want to Know about Computers.
  - Brainstorming /creating webs on Computer Parts, Computer Uses, What I Know about Computers, What I Want to Know about Computers

**Action (Explore and Explain)**

**2 – 5 lessons initially; revisited periodically throughout the year**

- Teacher reads children's fiction and non-fiction books about computers
- During or after the reading, the class revisits the KWL chart to update the columns, address any misconceptions that may have been clarified during the reading and to add to the What I Want to Learn column if necessary
- The class will also revisit the word wall to add new words, definitions and explanation
- Teacher provides a list of possible video and print resources, for use at home and in school, that will help students master basic computer skills
- To familiarize students with computer specific terminology:
  - Create a classroom Computer Word Wall, with students providing the definitions
  - Use pictures of computer hardware as flashcards. Initially students may only be required to supply the correct terminology for the device/part, but as their use of correct terminology becomes automatic, encourage them to explain it in terms of input, output, information processing, information storage, information sharing, information transmitting, hardware, software, application
  - Students create personal flashcards using pictures from the internet and/or taken with a class camera
  - Students create their own computer 'word clouds' using Wordle and Tagxedo
- Teacher demonstrates, models and provides guided practice for skills students are to master



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>2-5 lessons</b> <i>Information and Communication Technology Basics</i>
<ul style="list-style-type: none"><li>Students create a media presentation to demonstrate their understanding of digital literacy. The presentation could be as uncomplicated as a collection of ICT photos accompanied by an oral description of the role and importance of the device or as complex as a podcast or video explaining the role of ICT in a student's life</li><li>This consolidation activity can be an individual task, or completed collaboratively by groups of students</li></ul>
<b>Materials and Resources</b>
Minds On: How Stuff Works - PCs <a href="http://www.howstuffworks.com/pc.htm">http://www.howstuffworks.com/pc.htm</a> Basic Computer Concepts <a href="http://www.bedford.lib.nh.us/Basics.htm">http://www.bedford.lib.nh.us/Basics.htm</a> Action: Computer Basics <a href="http://www.gcflearnfree.org/computerbasics">http://www.gcflearnfree.org/computerbasics</a> Computer Basics/Computer Literacy <a href="http://www.jegsworks.com/Lessons/lessonintro.htm">http://www.jegsworks.com/Lessons/lessonintro.htm</a> **Teachers must request permission to use this site with their classes Computer Basics and Beyond – Learning Computer Basics <a href="http://www.computerbasicsandbeyond.com/resources/learning_computer_basics.html">http://www.computerbasicsandbeyond.com/resources/learning_computer_basics.html</a> Wordle - <a href="http://www.wordle.net/">http://www.wordle.net/</a> Tagxedo - <a href="http://www.tagxedo.com/">http://www.tagxedo.com/</a>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2>Assessing Websites</h2> <p>(Section 1: Case Study 1 – Digital Literacy: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>Digital citizens need digital literacy skills because they need to know how and when to use digital technologies. When searching the Internet for specific information they also need critical evaluation skills to assess the suitability of websites and the reliability and accuracy of the information presented. Students at an early age can begin to develop these skills and become discerning World Wide Web users.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <p>3. I have ideas!</p> <p>4. I am a learner for life!</p>	
<b>Curriculum Connections</b>	
Language – Media	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning how to search for information on the Internet.</li><li>• We are learning about how to judge the quality of a website.</li><li>• We are learning about digital citizenship and how we can use technology to meet our needs.</li><li>• We are learning about how being Catholic digital citizens helps us to contribute to the common good.</li></ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"><li>• I use guiding questions to judge the information on a website.</li><li>• I look at the web site URL to help determine the author(s) of a website.</li><li>• I give reasons that explain whether or not the information on a website is too difficult for me to understand.</li><li>• I use the pictures to help me to understand the content.</li><li>• I explain my thinking about the author’s purpose and why s/he wants me to use the information.</li><li>• I plan what information I am looking for and whether or not the information provided suits my purpose.</li><li>• I think about when the information was posted and if it is still important.</li><li>• I explain why a website is appropriate for my use.</li><li>• I explain why a website may be inappropriate for my use.</li><li>• I explain how picking good websites and thinking about the information I find on the Internet will make me a responsible Catholic digital citizen.</li><li>• I explain how thinking about the information I find on the Internet helps me to contribute to the common good.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Assessing Websites</i>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Teacher leads students in a brainstorming session to list criteria they can use when selecting appropriate resources for sample topics such as: books for independent reading, stories for read alouds, movies for watching with friends, and resources to learn more about frogs.</li><li>• They categorize the generated criteria using the 5 W's and H – Who, What, Where, When, Why and How</li><li>• Students use the criteria to generate guiding questions that they can use to assess most resources. Some sample questions might be:<ul style="list-style-type: none"><li>○ Who is the author?</li><li>○ How does knowing who the author is help me decide on whether or not this is a good resource?</li><li>○ Who is the intended audience?</li><li>○ Who is most likely to use this information?</li><li>○ What is the author's purpose?</li><li>○ What will I learn from this information?</li><li>○ When was the information written? Is it out-dated?</li><li>○ Why should I use this information?</li><li>○ How will I use this information?</li><li>○ How do I know that the information is accurate?</li></ul></li></ul>
<b>Action (Explore and Explain)</b> <b>2 – 5 lessons; revisited periodically throughout the year</b>
<ul style="list-style-type: none"><li>• Students assess a variety of print resources using the guiding questions developed in the previous lessons</li><li>• The teacher will provide a variety of scenarios to help students recognize that the suitability of a resource is often dependent on the situation</li><li>• Revisit the first brainstormed chart to see if any of the original criteria have been missed and should be included in the List of Criteria</li><li>• If necessary, revise the guiding questions students use to determine suitability</li><li>• Once students are comfortable with assessing the suitability of print resources, extend the activity to websites</li><li>• Provide sample websites and learning scenarios for students to evaluate</li><li>• Have students articulate their evaluations of the site(s) orally or in writing</li></ul>
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>1-2 lessons; revisited periodically throughout the year</b>
<ul style="list-style-type: none"><li>• Provide students with real-life opportunities to search for information on the Internet (E.g. to find out about the weather for an upcoming field trip, to research a specific Social Studies or Science topic, to answer a question that comes up in class, etc.)</li><li>• Before the information is presented, the student must explain why s/he believes it to be accurate</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Materials and Resources**

*Assessing Websites*

Minds On:

Infosearcher: Resources – Teaching Students to Evaluate Web Sites

<http://infosearcher.typepad.com/infosearcher/resources/webevaluation.html>

Rubrics for Evaluating Websites

<http://www.tammypayton.net/courses/search/handouts/assess.pdf>

Evaluating Web Sites: Criteria and Tools

<http://olinuris.library.cornell.edu/ref/research/webeval.html>

Kathy Schrock's Guide for Educators – Critical Evaluation of a Web Site – Elementary School Level

<http://school.discoveryeducation.com/schrockguide/evalelem.html>

Classzone – Web Research Guide – Evaluating Web Sites

[http://www.classzone.com/books/research\\_guide/page\\_build.cfm?content=web\\_eval&state=none](http://www.classzone.com/books/research_guide/page_build.cfm?content=web_eval&state=none)

Evaluating Websites

<http://www.multcolib.org/homework/webeval.html>

Evaluating Web Sites – Criteria for the Classroom

[http://www.lesley.edu/library/guides/research/evaluating\\_web.html](http://www.lesley.edu/library/guides/research/evaluating_web.html)

Media Awareness Network: Authenticating Online Information

[http://www.media-awareness.ca/english/teachers/wa\\_teachers/fact\\_or\\_folly\\_teachers/index.cfm](http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm)



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Section 1: Case Study 2 – Healthy Balance**

### **The Scenario**

At the monthly staff meeting several teachers report that they are concerned about the amount of time their students are spending online. Some teachers have had students fall asleep in class because they have been staying up late IM'ing, texting, or playing the latest game. Others report that parents have asked them for advice because they can't seem to get their kids interested in anything else. The parents are concerned because they are noticing that their children seem to be withdrawing from family time. One teacher mentions the connection between childhood obesity and screen time in young children. Another teacher reminds everyone of how important learning about and using technology is to help students learn and to prepare for participating in society. Teachers begin to discuss their own screen time and the rules they have in their own homes. Everyone seems to have a different way of viewing the issue.

### **The Issues**

While teachers and parents often think about and discuss online safety (e.g. not sharing personal information, staying away from inappropriate websites, telling an adult if they encounter something that makes them uncomfortable) as part of digital citizenship, they may not include the amount of time spent online as a factor of this concept. Being an informed, responsible digital citizen means balancing screen time with other activities. In the excitement of playing games and chatting with friends students can lose sight of the importance of nurturing face-to-face relationships. Even though they may be behaving safely online, students may not be aware of the amount of time they are spending in front of a screen and should be encouraged to reflect on how this may be affecting their lives. In extreme cases, students may develop an addiction to their online relationships that could lead to behaviours that would be detrimental to their health and well-being. In helping students become lifelong learners as Ontario Catholic Graduates, teachers can encourage students to practice self-regulation online and in front of a screen as well as in the physical world.

*Schools and other educational institutions and programs for children and adults should provide training in discerning use of the Internet as part of a comprehensive media education including not just training in technical skills—'computer literacy' and the like—but a capacity for informed, discerning evaluation of content.*  
Ethics in Internet – Pontifical Council for Social Communications, 22 February 2002



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Community and the Common Good</i>	How is time spent online/in front of a screen contributing to the common good? How is time spent online/in front of a screen contributing to the school community? The family? How else could students be spending their time to support others? Are they nurturing their face-to-face relationships as well as their online ones?	How are teachers modeling a healthy balance between time spent online/in front of a screen? How are teachers connecting the needs of the community and of the person to face-to-face as well as online relationships?	How are administrators encouraging community and the common good both online and face-to-face? How are administrators using new technologies to connect parents and the public to the school community?	How are parents modeling a healthy balance between time spent online/in front of a screen? How are parents connecting the needs of the family and of the person to face-to-face as well as online relationships? How are they participating in the school community online?	How are trustees encouraging community and the common good both online and face-to-face? How are trustees using new technologies to connect parents and the public to the school board community? Are these technologies also encouraging opportunities for face-to-face interactions?	How is the community using new technologies to connect the school community? Are these technologies also encouraging opportunities for face-to-face interactions in the community?



## *Catholic Curriculum Corporation – Central and Western Region*

### **Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6**

#### **Next Steps**

The staff decides that it wants to focus on the issue of screen time in the school. Each class collects information to share. Some classes create online surveys while others research the issues and then podcast themselves debating the pros and cons of limiting screen time. They hold a parent information night that includes the student work and post results and reflections on the school website. A few months later the staff has another discussion at the staff meeting to review their progress on the issue. While they agree that they have raised awareness about the issue within the school community, they know that they need to continue to model good behaviour and promote balanced use of media at home and at school. One teacher approaches the administrator after the meeting to discuss a student about whom she is particularly concerned. Together they agree to approach the parents and student for a meeting to discuss how his online behaviour is affecting his school life and how they can work together to support him in making some healthy choices.

#### **Activities:**

*(P) Communicating with Real People*

*(J) Personal Technology Survey*





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

Active Healthy Kids Canada – 2011 Report Card – Sedentary Behaviours Section:

<http://www.activehealthykids.ca/ReportCard/SedentaryBehaviours.aspx>

Full Report Card:

[http://www.activehealthykids.ca/ecms.ashx/ReportCard2011/AHKC2011\\_ShortForm\\_ENG\\_FINAL.pdf](http://www.activehealthykids.ca/ecms.ashx/ReportCard2011/AHKC2011_ShortForm_ENG_FINAL.pdf)

The Center for Internet Addiction – Self-Test Internet Addiction Quiz

[http://www.netaddiction.com/index.php?option=com\\_bfquiz&view=onepage&catid=48&Itemid=109](http://www.netaddiction.com/index.php?option=com_bfquiz&view=onepage&catid=48&Itemid=109)

*Despite best efforts, kids are still TV junkies* – Dave McGinn, *Globe and Mail* Blog, Posted on 8 July 2011

<http://www.theglobeandmail.com/life/the-hot-button/despite-best-efforts-kids-are-still-tv-junkies/article2091343/>

Digital Citizenship – Using Technology Appropriately (Website – Author Mike Ribble)

[http://www.digitalcitizenship.net/Nine\\_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html)

*Ethics in Internet* – Pontifical Council for Social Communications, 22 February 2002

[http://www.vatican.va/roman\\_curia/pontifical\\_councils/pccs/documents/rc\\_pc\\_pccs\\_doc\\_20020228\\_ethics-internet\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_ethics-internet_en.html)

*Network Media Pulse: Measuring the Media Kids' Lives – Overview*

[http://www.media-awareness.ca/english/special\\_initiatives/media\\_pulse/index.cfm](http://www.media-awareness.ca/english/special_initiatives/media_pulse/index.cfm)

*Parenting the Net Generation*

[http://www.media-awareness.ca/english/parents/internet/parenting\\_net\\_generation.cfm](http://www.media-awareness.ca/english/parents/internet/parenting_net_generation.cfm)

*Study: Too much TV, games for kids = shorter attention span* – Sheryl Ubelacker, *Globe and Mail*, 6 July 2010

<http://www.theglobeandmail.com/life/family-and-relationships/study-too-much-tv-games-for-kids-shorter-attention-span/article1629743/>

*Teaching and Learning in A Digital World – What We Heard* – Ontario Ministry of Education – June 2010

<http://www.edu.gov.on.ca/eng/policyfunding/memos/december2010/WhatWeHeardDigital.pdf>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2>Communicating With Real People Online</h2> <p>(Section 1: Case Study 2 – Healthy Balance: Activity 1)</p>
<b>Rationale and Description of the Activity</b>	
<p>To be good Catholic digital citizens students need to understand that everyone they encounter online is created in God’s image and so possesses human dignity. Teachers can help students to develop this understanding by modeling and demonstrating the use of online communication applications like email and Twitter to communicate with a variety of real people within the school community (e.g. other teachers, older students, administrators, parish priest, parents, experts, etc.) during the course of the school day.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ul style="list-style-type: none"><li>2. I have a voice!</li><li>4. I am a learner for life!</li><li>5. I am a team player!</li><li>6. I care!</li></ul>	
<b>Curriculum Connections</b>	
Language – Writing, Media Literacy Strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning how to communicate with real people online.</li><li>• We are learning about the ways that communicating online is the same as and different from communicating with people face-to-face.</li><li>• We are learning about Catholic digital citizenship and how important it is to treat others with dignity online because everyone is created in God’s image.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Sample Success Criteria</b> <i>Communicating with Real People Online</i>
<ul style="list-style-type: none"><li>• I explain how to send and receive a message using this form of online communication.</li><li>• I explain how to treat people respectfully when communicating online (e.g. using complete sentences, being polite, asking people about themselves, treating it like a letter or a conversation).</li><li>• I explain how to send the same message to more than one person at the same time.</li><li>• I explain how to deal with an online communication from someone I don't know (e.g. ask a trusted adult, delete it, block the sender, etc.).</li><li>• I explain how to respond to an unwelcome message from someone I know (e.g. be polite, wait a while before sending, ask someone I trust to read the response before sending it, have a face-to-face conversation with the person, etc.).</li></ul>
<b>Activity</b>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Teacher asks students to brainstorm all of the ways they can think of to communicate with other people</li><li>• Teacher could also present students with examples of messages and ask them what they would use to communicate the message (e.g. birthday – send a card; parent question about homework – note in planner or phone call to teacher etc.)</li><li>• If students don't mention the Internet as a means of communication, teacher prompts them</li><li>• Students discuss what is the same and what is different about communicating with people online and in person (e.g. both real people, both writing, can't see the person's face online, etc.) and make a class chart</li><li>• Teacher tells class that they are going to practice communicating with real people that they know online. Teacher asks class for ideas of real people they know in the community who might be interested in communicating with them online</li></ul>
<b>Action (Explore and Explain)</b> <b>Short modeled and guided activities over several weeks</b>
<ul style="list-style-type: none"><li>• Teacher models receiving an online communication (e.g. email, Tweet, Skype, posting to school webpage or blog) from someone the students know</li><li>• Class works together to compose a response</li><li>• Teacher continues to exchange communications using one method with one person for a few messages and then switches to model another form of online communication</li><li>• Teacher could also demonstrate how to send the same message to more than one person at the same time</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>Short consolidation after each communication activity</b> <i>Communicating with Real People Online</i>
<ul style="list-style-type: none"><li>• Class continues to add to class chart about communicating online after each finishing series of exchanges</li><li>• Class continues to add to list of people they know that they can communicate with online</li><li>• As an extension, class may examine some samples of spam and discuss how they tell these communications from ones sent by real people</li><li>• As an extension, class may examine the ‘reply all’, cc, (carbon copy) and bcc (blind carbon copy) features of an email message</li></ul>
<b>Materials and Resources</b>
<p>Source: This lesson is adapted from one found on the Common Sense Media Website at the following link: <a href="http://www.common sense media.org/educators/lesson/sending-email-k-1">http://www.common sense media.org/educators/lesson/sending-email-k-1</a></p> <p>Minds On and Consolidation: SMART Ideas Action: Email account (board or personal) Social Network accounts (e.g. Facebook - <a href="http://www.facebook.com">www.facebook.com</a> , Twitter <a href="http://twitter.com">http://twitter.com</a> Skype – <a href="http://www.skype.com">www.skype.com</a> Jing - <a href="http://www.techsmith.com/jing/">http://www.techsmith.com/jing/</a></p>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2>Personal Technology Survey</h2> <p>(Section 1: Case Study 2 – Healthy Balance: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>Digital citizens need to reflect on how to create a healthy balance of time spent online and time spent building relationships in the physical world. Students will track and record their personal technology use for one week. They will spend a second week without technology and track and record what activities they engaged in instead. They will post their results to and share their reflections with their classmates and parents. Together the class will develop guidelines for healthy technology use.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ul style="list-style-type: none"><li>4. I am a learner for life!</li><li>5. I am a team player!</li><li>6. I care!</li></ul>	
<b>Curriculum Connections</b>	
<p>Health and Physical Education – Living Skills (Interpersonal Skills); Healthy Living</p> <p>Language – Reading, Writing Strands</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning how to balance our time online or in front of a screen with time spent with others face-to-face.</li><li>• We are learning about how to make healthy choices about how we spend our time.</li><li>• We are learning about Catholic digital citizenship and how we can use technology responsibly and safely.</li><li>• We are learning about how being Catholic digital citizens helps us to contribute to the common good.</li></ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"><li>• I identify how much time I spend online or in front of a screen each day.</li><li>• I identify some activities I could do instead of using technology.</li><li>• I compare my results to others in my group. I identify similarities and differences.</li><li>• I organize my thinking and share my ideas about technology use and healthy choices in an interesting and organized way.</li><li>• I identify and explain some positive and negative effects of using technology on my relationships.</li><li>• I explain how making healthy choices about using the Internet will make me a good digital citizen.</li><li>• I explain how good online and face-to-face relationships help me to contribute to the common good.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b>
<i>Personal Technology Survey</i>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Teacher quickly surveys the class about their daily tech use and groups them according to what they identify as their daily or weekly average</li><li>• Groups share what they do during that time and record the information</li><li>• Groups brainstorm what else they might do if they didn't have access to that technology</li><li>• Teacher explains the project and works with students to establish the kinds of information they will need to gather to complete their task</li></ul>
<b>Action (Explore and Explain)</b> <b>2 weeks</b>
<ul style="list-style-type: none"><li>• Students track their technology use and enter it into the chosen application daily for one week</li><li>• Students examine the results with partners or in small groups and record some observations</li><li>• Students track their activities over the same amount of time for another week when they aren't using technology</li></ul>
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>2 lessons</b>
<ul style="list-style-type: none"><li>• Students compare their results from the two weeks</li><li>• Students record personal reflections about their use of time to support their relationships in the physical and online worlds and the positive and negative impacts that they have on them</li><li>• Class works together to develop and share their reflections in a podcast or presentation</li><li>• Class works together to co-create some guidelines for online time and balance</li></ul>
<b>Materials and Resources</b>
Minds On: Wallwisher <a href="http://www.wallwisher.com/">http://www.wallwisher.com/</a> SMART Ideas Action: Google Forms (teacher would create and use the account; students would enter their information without needing an account) <a href="http://docs.google.com/support/bin/answer.py?hl=en&amp;answer=151187">http://docs.google.com/support/bin/answer.py?hl=en&amp;answer=151187</a> Spreadsheet Software (e.g. Microsoft Excel, Corel Quattro Pro, Appleworks) (Alternative hardware) Livescribe pen, booklet and pencast to record and post observations - <a href="http://www.livescribe.com/en-ca/">http://www.livescribe.com/en-ca/</a> Consolidation: Audacity Open Source Recording and Editing Software - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a> Audacity Tutorial: <a href="http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity">http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity</a> Ed.VoiceThread - <a href="http://voicethread.com/products/k12/">http://voicethread.com/products/k12/</a> Headset and microphone



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Section 1: Case Study 3 – Teaching About Digital Citizenship**

### **The Scenario**

In an effort to increase student engagement and build community in her junior classroom this school year, Ms. Giordano decides, as some of her colleagues have done, to incorporate a wiki into her teaching practice. She opens a classroom account and adds her students as users to the workspace, creating usernames and passwords for each of them in order to avoid the requirement of individual email addresses. As the wiki administrator, she sets user permission levels for all her students as “reader”, thereby allowing them to view content, download uploaded files and write comments on individual pages. Ms. Giordano feels this permission level provides a good starting point as it will enable students to share their work and stimulate dialogue between peers about their finished products.

Before premiering the wiki in her classroom, Ms. Giordano prepares and sends home with each student a wiki parent/guardian letter and class wiki agreement form to be signed by the teacher, student and parent/guardian.

Several weeks after the wiki has been established in the classroom and embraced by all contributors, Clare, one of Ms. Giordano’s students, approaches her in tears. Apparently Juhee, a fellow classmate, posted a comment laced with sarcasm in response to a poem Clare wrote and uploaded yesterday afternoon. Noting that she and Juhee had gotten into an argument the previous morning, Clare recognizes the comment was likely written impulsively out of revenge, but is both embarrassed and hurt nevertheless. Juhee is conspicuously absent and Clare expresses her wish to contact her father to see if he can take her home.

The following morning, Clare presents Ms. Giordano with a note from her parents, requesting that she contact them to provide further explanation around the wiki posting that upset their daughter.

### **The Issues**

An online workspace such as a wiki can effectively engage students and parents within and outside of the classroom, proving to be a potentially valuable and powerful collaborative tool. As can be the case with almost any resource, however, a wiki can be misused. Whenever new technology is introduced in the classroom setting, it’s important for teachers to set clear guidelines with students in advance regarding its intended use and purpose. Because of the nature of online communication, it can be all too easy to compose and post a comment before consequences are fully taken into consideration especially because students feel that they can use technology to avoid a face-to-face confrontation. Online etiquette subsequently needs to be specifically established and reviewed before it can be successfully carried out, thus helping ensure a more positive transition to new forms of communication and collaboration. Parents likewise need assurance that newly introduced classroom technologies will have a positive impact on their child’s education and overall experience at school.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Dignity of the person</i>	How can students better communicate online to respect one another's dignity?	What strategies can Ms. Giordano use to ensure her students respect one another's dignity when new technology is introduced?	How can the administrator help the students in Ms. Giordano's class respect one another's dignity?	How can Clare's parents help support her and the others involved in this issue?	Does Ms. Giordano's class wiki promote the dignity of her students to the Catholic school board?	Does Ms. Giordano's class wiki promote the dignity of her students to the broader community?
<i>Community and the Common Good</i>	What effect does Juhee's wiki comment have on Clare, the classroom community and the future of the wiki?	How can Ms. Giordano ensure the classroom wiki promotes a collaborative community for the common good of all participants?	What effect does Ms. Giordano's classroom wiki have on the school community?	Would Clare's parents agree or disagree that the classroom wiki promotes a sense of community and the common good?	How do collaborative technologies affect the Catholic education community?	How does inviting collaboration within and outside of the classroom through a wiki affect the perception of the Catholic education community?





## *Catholic Curriculum Corporation – Central and Western Region*

### **Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6**

#### **Next Steps**

With the wiki being accessible to Ms. Giordano’s classroom community, including students and their parents, it’s very possible that others either read or at least heard about Juhee’s response to Clare’s work. Ms. Giordano has the option of removing the ability of “reader” users to post comments, and while that might prevent future negative posts being made, it removes part of the collaborative function of the wiki and inhibits responsible users from supporting one another.

Juhee must certainly be held accountable for her inappropriate comment, but of perhaps greater importance is the need for Ms. Giordano and her students to develop a wiki etiquette that promotes responsible and ethical use of the online tool. The resulting guidelines could be posted on the school’s web site and within the wiki for all users and visitors to review, and even comment on, as desired.

A meeting between Juhee and Clare, with the teacher as moderator, could help the girls recognize one another’s role in the situation and ultimately lead to reconciliation. This in itself may be a satisfactory response to the concerns of Clare’s parents, along with a follow-up phone call from Ms. Giordano outlining the newly formed wiki guidelines and her observations of the girls since their one-one-one session.

#### **Activities:**

*(P) Building a Wiki*

*(J) Wiki Buddy Collaboration*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

50 Ways to Use Wikis for a More Collaborative and Interactive Classroom

<http://www.smartteaching.org/blog/2008/08/50-ways-to-use-wikis-for-a-more-collaborative-and-interactive-classroom/>

The Classroom Wiki

<http://www.editme.com/Classroom-Wiki>

Dealing with Sarcasm in an Online Classroom

[http://www.ehow.com/how\\_8581454\\_deal-sarcastic-tone-online-classroom.html](http://www.ehow.com/how_8581454_deal-sarcastic-tone-online-classroom.html)

Great First Steps to get Students Involved

<https://educators.pbworks.com/w/page/21651102/Student-Involvement>

Ways to Help Your Wiki Stand Out from the Rest

<http://gettingtrickywithwikis.wikispaces.com/home>

Wiki Best Practices

<https://educators.pbworks.com/w/page/21642825/Best-Practices>

Wikis in Plain English

<http://www.commoncraft.com/video-wikis-plain-english>

Wiki Tips – Wikis in Education

<http://wikisineducation.wetpaint.com/page/Wiki+Tips>

Wiki Warranty

<http://teachersfirst.wikispaces.com/Wiki+Warranty>

Wonderful World of Wikis by Steve Katz, Technology Integration Specialist

<http://www.slideshare.net/stevekatz/the-wonderful-world-of-wikis-2051138>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2 style="text-align: center;">Building a Wiki</h2> <p style="text-align: center;">(Section 1: Case Study 2 – Teaching About Digital Citizenship: Activity 1)</p>
<b>Rationale and Description of the Activity</b>	
<p>A wiki offers great potential as a collaborative classroom tool. Users can work together to communicate classroom activities, facilitate a peer-to-peer feedback sharing loop on student work, highlight student work and celebrate successes. In order to establish the wiki as a means of stimulating a sense of community supporting the common good, students work as a group with the teacher to design its front or main page as wiki community members.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"><li>2. I have a voice!</li><li>3. I have ideas!</li><li>5. I am a team player!</li><li>6. I care!</li></ol>	
<b>Curriculum Connections</b>	
Language – All strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning about a new technology tool that encourages classroom community.</li><li>• We are learning about how a wiki can communicate information about ourselves as a collaborative community.</li><li>• We are learning about how to communicate and collaborate with one another on a wiki.</li><li>• We are learning about how we can use new technology responsibly as Catholic digital citizens.</li></ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"><li>• I understand and can explain how a wiki helps support collaboration in the classroom</li><li>• I identify some of the special features of a classroom wiki (e.g. many people can work together, we can save and return to older versions, we can leave messages for one another, etc.).</li><li>• I identify what features can make the front page of the classroom wiki appealing (e.g. images, colour, balanced layout, etc.).</li><li>• I identify information about my class that is appropriate for sharing on the front page of our wiki.</li><li>• I can share my work and communicate with people on a wiki as part of the wiki community.</li><li>• I can read and share my positive comments on the writing of my fellow classmates.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Building a Wiki</i>	
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Teacher asks students to identify some of the ways they collaborate together at school</li> <li>Teacher asks class to identify ways they communicate and collaborate using technology, both within and outside of school</li> <li>Teacher introduces concept of wiki as a collaborative tool by showing a Common Craft video, examples of quality wikis, the skeleton class wiki that has been created in advance, etc.</li> <li>Teacher invites students to suggest ways to make the main page of their wiki interesting and inviting, being mindful of considerations such as who the wiki's community members will be, wiki features (recall from the Common Craft video), as well as security and privacy</li> </ul>	
<b>Action (Explore and Explain)</b> <b>1 – 2 lessons</b>	
<ul style="list-style-type: none"> <li>Students work together in small groups to brainstorm possible information pieces and images for the wiki front page</li> <li>Groups offer suggestions to the teacher regarding the class wiki main page</li> <li>Teacher models wiki use by applying some of their suggestions directly onto the wiki as students watch</li> <li>Teacher explains how the wiki front page can grow and change according to what happens in their class throughout the school year</li> </ul>	
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Teacher asks students to consider how and what the wiki front page communicates about their classroom</li> <li>Teacher asks students to comment on how creating the wiki front page served to support classroom community and the common good, posting their comments on a separate wiki page</li> <li>Teacher asks students to take home a) a letter to inform their parents/guardians of the class wiki project and b) the class wiki student guidelines form.</li> <li>Teacher asks that after reading the letter and class wiki agreement form, the students and their parent/guardian co-sign the class wiki student agreement form and return it to the teacher</li> </ul>	
<b>Materials and Resources</b> <i>Building a Wiki</i>	
<p>The Classroom Wiki <a href="http://www.editme.com/Classroom-Wiki">http://www.editme.com/Classroom-Wiki</a>            Great First Steps to get Students Involved  <a href="https://educators.pbworks.com/w/page/21651102/Student-Involvement">https://educators.pbworks.com/w/page/21651102/Student-Involvement</a>            50 Ways to Use Wikis for a More Collaborative and Interactive Classroom  <a href="http://www.smartteaching.org/blog/2008/08/50-ways-to-use-wikis-for-a-more-collaborative-and-interactive-classroom/">http://www.smartteaching.org/blog/2008/08/50-ways-to-use-wikis-for-a-more-collaborative-and-interactive-classroom/</a>            Wiki Etiquette for Students <a href="https://educators.pbworks.com/w/page/18697893/Wiki-Etiquette-for-Students">https://educators.pbworks.com/w/page/18697893/Wiki-Etiquette-for-Students</a>            Wiki Warranty <a href="http://teachersfirst.wikispaces.com/Wiki+Warranty">http://teachersfirst.wikispaces.com/Wiki+Warranty</a>            Consolidation:            Classroom Portals <a href="http://www.classroomwindows.com/">http://www.classroomwindows.com/</a></p>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2 style="text-align: center;">Wiki Buddy Collaboration</h2> <p style="text-align: center;">(Section 1: Case Study 2 – Teaching About Digital Citizenship: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>Because of its portable, online features, a wiki can be an ideal tool for collaboration between different classroom communities. With the understanding that the human person is not only created sacred but also social, students can use a wiki as an instrument for learning and for teaching. In this community-building activity, older reading buddies will take their younger peers on a virtual tour of their class wiki and then guide them through the creation of a personal avatar using <i>Bitstrips for Schools</i>. Each reading buddy pair will then feature their avatars in a comic strip to introduce themselves to their wiki community for embedding in their collaborative wiki.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>4. I am a learner for life!</li> <li>5. I am a team player!</li> </ol>	
<b>Curriculum Connections</b>	
Language – All strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"> <li>• We are learning about a new technology tool that we can use to build our school community.</li> <li>• We are learning about how a wiki can communicate information about ourselves safely in a collaborative community.</li> <li>• We are learning about how to use a wiki to communicate and collaborate.</li> <li>• We are learning how we can use new technology responsibly for the common good as Catholic digital citizens.</li> </ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"> <li>• I understand and can explain how a wiki helps support collaboration within the school community.</li> <li>• I communicate personal information about myself that recognizes and protects my human dignity in the online community.</li> <li>• I collaborate with a peer to create a personal avatar for a comic about myself and my reading buddy.</li> <li>• I share my work and communicate with people on a wiki as part of the wiki community.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

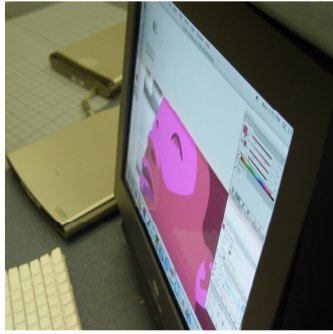
Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b>	
<i>Wiki Buddy Collaboration</i>	
<b>Minds On (Elicit and Engage)</b>	
<b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Teacher of older (e.g. junior grade) students asks students to plan a virtual tour of their class wiki for their reading buddies (e.g. primary grade)</li> <li>Teacher informs students that following the virtual tour, they will introduce their buddy to <i>Bitstrips for Schools</i> by sharing their personal avatars, helping their buddies create their own avatars, and then pairing the avatars together in a comic to introduce themselves to the wiki community</li> <li>Teacher asks students to brainstorm the type of personal information appropriate for inclusion in the collaborative comic that will be posted on the class wiki (e.g., interests, favourite school subject)</li> </ul>	
<b>Action (Explore and Explain)</b>	
<b>2 lessons</b>	
<ul style="list-style-type: none"> <li>Under teacher supervision, older students pair with younger reading buddies during scheduled computer lab period to introduce them to their class wiki and lead them on a virtual tour</li> <li>Under continued teacher supervision, older peers model for buddies the creation of an avatar on <i>Bitstrips for Schools</i> and assist them with the creation of their own avatar</li> <li>Students create a comic featuring their avatars that will give information about themselves to the wiki community</li> <li>Older buddies or teachers embed comics onto wiki page</li> </ul>	
<b>Consolidation (Elaborate, Evaluate, Extend)</b>	
<b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Reading buddies celebrate their collaboration by viewing the different <i>Bitstrips</i> and posting supportive comments</li> <li>Teachers ask students to comment on their collaborative experience</li> <li>As an extension, teachers and students may share their creative work on their class wiki as the ‘site of the week’ on the school’s web site</li> </ul>	
<b>Materials and Resources</b>	
<p>Minds On:</p> <p>Brainstorming</p> <p>Tagxedo <a href="http://www.tagxedo.com/">http://www.tagxedo.com/</a></p> <p>Wallwisher <a href="http://www.wallwisher.com/">http://www.wallwisher.com/</a>, Wordle <a href="http://www.wordle.net/">http://www.wordle.net/</a></p> <p>Wikipedia <a href="http://www.wikipedia.org/">http://www.wikipedia.org/</a></p> <p>Wikis in Plain English <a href="http://www.commoncraft.com/video-wikis-plain-english">http://www.commoncraft.com/video-wikis-plain-english</a></p> <p>The Wonderful World of Wikis <a href="http://www.slideshare.net/stevekatz/the-wonderful-world-of-wikis-2051138">http://www.slideshare.net/stevekatz/the-wonderful-world-of-wikis-2051138</a></p> <p>PBworks <a href="http://pbworks.com/">http://pbworks.com/</a>, Wikispaces <a href="http://www.wikispaces.com/">http://www.wikispaces.com/</a>,</p> <p>Action:</p> <p>Bitstrips for Schools <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a></p> <p>Thinking about Thinking with Bitstrips (Brenda Sherry’s blog) - <a href="http://bsherry.wordpress.com/?s=bitstrips">http://bsherry.wordpress.com/?s=bitstrips</a></p> <p>Wiki Etiquette for Students <a href="https://educators.pbworks.com/w/page/18697893/Wiki-Etiquette-for-Students">https://educators.pbworks.com/w/page/18697893/Wiki-Etiquette-for-Students</a></p> <p>Consolidation:</p> <p>Classroom wiki</p>	



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6



#### **Section 2** Copyright and Intellectual Property – Fostering a Culture of Respect and Sharing

- Section Two focuses on helping students to understand that one of the key features of being a digital citizen is respecting others' ideas and intellectual property. As society's collective understanding of concepts such as privacy and intellectual property shift because of new technologies and their applications, educators and students struggle to respect the rights of others while taking advantage of new ways to work together and to create new material. Using these tools to collaborate with one another within their classroom or school can help students to foster a culture of respect and concern for others and for the common good.

<b>Section Two – Copyright and Intellectual Property – Fostering a Culture of Respect and Sharing</b>		p. 39
• Case Study 1 – Respecting Students' Creativity and Intellectual Property		p. 40
○ Activity 1 – Introduction to the Concept of Intellectual Property (P)		p. 43
○ Activity 2 – Using Photographs (P)		p. 45
• Case Study 2 – Helping Students Respect Creativity and Intellectual Property		p. 48
○ Activity 1 – Guerilla Advertisement (J)		p. 52
○ Activity 2 – Political Campaign Trail (J)		p. 55
• Case Study 3 – Modeling Respect for Creativity and Intellectual Property		p. 58
○ Activity 1 – Ethical Digital Classroom (J)		p. 61
○ Activity 2 – Digital Documentary (J)		p. 65



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Section 2: Case Study 1 – Respecting Students’ Creativity and Intellectual Property**

**The Scenario**

Lucy Lindmore, a Grade 2 student, loved to sing and would spend hours singing cover songs of her favourite artists. On occasion she would allow her older sister to video tape her performances, with explicit instructions that the videos were for her family’s eyes only and were not to be shown to anyone else.

One day at recess, a number of older students complimented Lucy on her cute video. The number of compliments and followers grew with each recess and by the end of the day Lucy had more than one student ask if she planned on being a star like Maria. Someone asked when she was going on stage with Lady Gaga. Even the principal commented on her singing ability and wished her luck with her video debut. Lucy, confused and embarrassed, burst into tears. Upon investigation, it was discovered that Lucy’s older sister had posted some of Lucy’s performance videos on YouTube. She had seen Maria Aragon’s Born This Way (Cover) by Lady Gaga (<http://www.youtube.com/watch?v=xG0wi1m-89o>) and knew that the video had helped make Maria’s videographer sister popular. When asked why she would disregard Lucy’s wishes concerning viewing rights, the sister had argued that she had done an excellent job recording the videos and she wanted the world to see her skills as a videographer. Her sister had the “cute factor” that could draw an audience, but her videographer skills would keep them watching until the end. Also, she added, she had used her own recording equipment and money to create the video, so the resulting piece of art was hers to do with as she pleased.

**The Issues**

Intellectual property rights have been created to protect the creations of people’s minds and talents. Copyright protects an individual’s or organization’s intellectual work, performances or recordings. Copyright laws prevent others from profiting from someone else’s creative works. While Lucy’s sister did create the video recording and does own the rights to the video, she did not have Lucy’s permission to show Lucy’s creative work; nor did she give credit to Lucy for her part in the video. The laws around intellectual property and the Internet are constantly being stretched and subsequently tested in courts of law.

**Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

Catholic Social Justice Teaching	Catholic Stakeholders					
	Student(s)	Teachers	Administrators	Parents	Trustees	Community
<i>Dignity of the person</i>	How could Maria have acted to demonstrate greater respect for Lucy’s dignity?	What can teachers do to help students learn to respect the dignity of the person?	How do administrators provide support to teachers and students to develop a deeper awareness of human dignity?	What can the girls’ parents do to ensure that each of the girls’ dignity is respected?		





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<i>Rights and Responsibilities</i>	What personal responsibilities should Maria have considered before uploading the video? What rights did each of the girls have?	What responsibilities do the teachers have in this situation?	What responsibilities does the administration have in this situation?	What are the parents' responsibilities?		
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**Next Steps**

While the recording and posting of Lucy's performance were not done using school property or during school hours and therefore not an issue requiring school disciplinary action, the situation provided the administrator and teachers with an opportunity to recognize the importance of educating their students about the use of the intellectual property in relation to Catholic Social Justice Teachings. They knew that similar incidents could be prevented if students were made aware of their responsibilities as Catholic digital citizens to ensure the dignity of each person and to treat all others with respect.

**Activities:**

*(P) Introduction to the Concept of Intellectual Property*

*(P) Using Photographs*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

Canadian Intellectual Property Office

<http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home>

Copyright Matters

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf>

Creative Commons

<http://creativecommons.org/>

Educational origami wikispace – The Digital Citizen

<http://edtechvision.org/?p=886>

Edtech VISION – Honoring intellectual property

<http://edtechvision.org/?p=886>

United States Patent and Trademark Office

<http://www.uspto.gov/web/offices/ac/ahrpa/opa/museum/1intell.htm>

Zvulony & Co – Intellectual Property Law

<http://zvulony.ca/2010/articles/intellectual-property-law/intellectual-property-law-in-canada/>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2 style="text-align: center;">Introduction to the Concept of Intellectual Property</h2> <p style="text-align: center;">(Section 2: Case Study 1 – Respecting Students’ Creativity and Intellectual Property: Activity 1)</p>
<h3 style="text-align: center;">Rationale and Description of the Activity</h3>	
<p>An essential part of digital citizenship is the ethical and responsible use of intellectual property. It is never too early to teach children the differences between copying and creating and when to give credit where credit is due. While early elementary-aged children may find it difficult to ascertain copyright permissions, they are capable of understanding their responsibility to acknowledge the work of others. Using respect and human dignity as a compass when using the work of others is the first step for students learning how to use intellectual property responsibly.</p>	
<h3 style="text-align: center;">Catholicity Connections</h3>	
<p>Catholic Social Justice Teaching: Human Dignity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>4. I am a learner for life!</li> </ol>	
<h3 style="text-align: center;">Curriculum Connections</h3>	
<p>Language – Writing, Oral Communication, Media Literacy Strands</p>	
<h3 style="text-align: center;">Sample Learning Goals</h3>	
<ul style="list-style-type: none"> <li>• We are learning about intellectual property.</li> <li>• We are learning about acceptable and fair use policies when using computer programs.</li> <li>• We are learning about rights and responsibilities when creating computer projects.</li> <li>• We are learning how to become good Catholic digital citizens.</li> <li>• We are learning about human dignity and respecting others.</li> </ul>	
<h3 style="text-align: center;">Sample Success Criteria</h3>	
<ul style="list-style-type: none"> <li>• I check for permission before I use other people’s work in my project.</li> <li>• I do not use other people’s words or pictures in my work without permission.</li> <li>• I explain why it is my responsibility to only use materials that I have permission to use.</li> <li>• I share my ideas about being respectful when using the work of others.</li> <li>• I explain how it might make others feel if I use their work.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Introduction to the Concept of Intellectual Property</i>
<b>Minds On (Elicit and Engage)</b> <b>2 -3 lessons</b>
<ul style="list-style-type: none"><li>• Teacher reads <i>Piano and Laylee Help a Copycat Become a Creative Cat</i> (ISBN – 10: 1564842959, ISBN-13: 978-1564842954) or other children’s story on the misuse of intellectual property</li><li>• Students discuss why it was wrong for Coco, the Copycat, to use someone else’s picture</li><li>• Teacher reads aloud a suitable book(s) on sharing and discusses how it feels to share something you own</li><li>• Teacher helps students make the connection between the feelings they get when they share and the reason people share their intellectual property</li></ul>
<b>Action (Explore and Explain)</b> <b>2-5 lessons</b>
<ul style="list-style-type: none"><li>• Teacher re-reads the story of Piano, Laylee and Coco</li><li>• Asks children how they would feel if someone used their picture without asking</li><li>• Together teacher and students create a list of possible ways that they can be creative, rather than a copy, cats</li><li>• Following other read alouds, discuss:<ul style="list-style-type: none"><li>○ Who “owns” the story and the illustrations?</li><li>○ How people who use other people’s words and pictures, without their permission, are being disrespectful (human dignity)</li><li>○ How it would be deceitful if they used an author or illustrator’s work and let others believe it was their work</li></ul></li></ul>
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>Writing Centre Activity – 1 month</b>
<ul style="list-style-type: none"><li>• Students use EasyBook Deluxe or Clicker 5 (both OSAPAC licensed) to create pages for a class book entitled “Intellectual Property - Do’s and Don’ts When Using Someone’s Work”</li><li>• Students use the information from their class list on How to be Creative and/or their class discussions on using intellectual property to write and illustrate a “Do” or “Don’t” page for the reference book</li><li>• The completed book could be stored in the classroom or school library or posted on the school webpage</li></ul>
<b>Materials and Resources</b>
Minds On ISTE Website - <i>Piano and Laylee Help a Copycat Become a Creative Cat</i> <a href="http://www.iste.org/store/product.aspx?ID=1702">http://www.iste.org/store/product.aspx?ID=1702</a> Consolidation: Clicker 5 Support Site <a href="http://www.cricksoft.com/uk/products/tools/clicker/home.aspx">http://www.cricksoft.com/uk/products/tools/clicker/home.aspx</a>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2 style="text-align: center;">Using Photographs</h2> <p style="text-align: center;"><b>(Section 2: Case Study 1 – Respecting Students’ Creativity and Intellectual Property: Activity 2)</b></p>
<h3 style="text-align: center;">Rationale and Description of the Activity</h3>	
<p>Whether it is because a picture is worth a thousand words or because many people read only the graphics, graphics and illustrations are an indispensable component of digital communications. Responsible digital citizenship encompasses the ethical use of intellectual property including photographs and graphics. When students use personal photographs in digital projects or contribute photographs to a class data bank they gain first-hand experience in the use of intellectual property. When taught to consider the human dignity of others and to value personal creativity, students learn to respect intellectual property on the Internet.</p>	
<h3 style="text-align: center;">Catholicity Connections</h3>	
<p>Catholic Social Justice Teaching: Human Dignity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>4. I am a learner for life!</li> </ol>	
<h3 style="text-align: center;">Curriculum Connections</h3>	
<p>Arts – Visual Arts; Fundamental Concepts, Creating and Presenting, Reflecting, Responding and Analyzing</p> <p>Social Studies – Canada and World Connections: The Local Community (Gr. 1); Urban and Rural Communities (Gr. 3)</p> <p>Social Studies – Heritage and Citizenship: Relationships, Rules and Responsibilities (Gr. 1)</p> <p>Science and Technology – Understanding Structures and Mechanisms, Materials, Objects and Everyday Structures (Gr.1)</p>	
<h3 style="text-align: center;">Sample Learning Goals</h3>	
<ul style="list-style-type: none"> <li>• We are learning about intellectual property.</li> <li>• We are learning about acceptable and fair use when using intellectual property.</li> <li>• We are learning about rights and responsibilities when using photographs.</li> <li>• We are learning how to become good Catholic digital citizens.</li> <li>• We are learning about human dignity and respecting others online and in person.</li> </ul>	
<h3 style="text-align: center;">Sample Success Criteria</h3>	
<ul style="list-style-type: none"> <li>• I check for permission before I use other people’s pictures in my project.</li> <li>• I do not use other people’s words or pictures in my work without permission.</li> <li>• I explain why it is my responsibility to use only materials that I have permission to use.</li> <li>• I share my ideas about being respectful when using the work of others.</li> <li>• I explain how it might make others feel if I use their work.</li> <li>• I share my work with others for the good of the community.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Using Photographs</i>	
<b>Minds On (Elicit and Engage)</b> <b>1 month</b>	
<ul style="list-style-type: none"><li>• One month prior to the introductory lesson, the teacher creates a classroom photography centre by asking students to bring in 1 or 2 photographs that they are willing to share with everyone in the classroom</li><li>• Teacher makes these and a collection of other resources (books, magazines, video clips) available in the centre</li><li>• Teacher provides a digital camera for students to use in and around the classroom and makes these pictures available for viewing in the centre</li><li>• Teacher introduces the concept of intellectual property by asking one or more guiding questions:<ul style="list-style-type: none"><li>○ Who owns the pictures in our collection?</li><li>○ Could I copy these pictures and sell them to other people?</li><li>○ How would you feel if I copied your picture and sold it? Why?</li><li>○ What if I copied some of the pictures and just gave them away for free?</li><li>○ Are any of these pictures mine to do with what I want? Why?</li><li>○ What if I showed this picture (pick a student's picture) to the principal, and let her think that I took the picture? How would you feel if it were your picture?</li><li>○ Would it be different if I had the photographer's permission to use the picture? Why?</li><li>○ Would you like to be able to have some say in how your pictures are used by other people? Why?</li></ul></li></ul>	
<b>Action (Explore and Explain)</b> <b>1 month</b>	
<ul style="list-style-type: none"><li>• Teacher uses a graphic organizer tool like SMART Ideas and the 5 W's and H (who, what, when, where, why and how) to record what students collectively know and have learned about photographs</li><li>• Teacher introduces the culminating activity by explaining that students will be taking pictures for use in a digital book (or other product) that demonstrate their understanding of a particular curriculum concept (e.g. community, structures, visual arts, etc.)</li><li>• Teacher explains that students are going to start collecting pictures for their project and making some important decisions as digital citizens.</li><li>• Teacher and students co-create a list of questions they will need to ask themselves as they collect their photographs. Sample questions might be:<ul style="list-style-type: none"><li>○ What is the subject of this picture?</li><li>○ Why should I include this subject/picture? How will it demonstrate my understanding of community (or other curriculum concept)?</li><li>○ Will this picture make anyone feel uncomfortable? Angry? Embarrassed?</li><li>○ Is this picture disrespectful to anyone?</li><li>○ Does this picture respect human dignity?</li><li>○ Who took this picture? Do I have the right to use this picture in my project? How do I know I have the right to use it?</li></ul></li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

- If I took this picture:
  - Will I let other students use it for their projects?
  - Do I want them to give me credit for taking the picture?
  - How will I make sure no one uses the picture without my permission?
- Using pictures from the classroom photography centre, teacher models how to use the guiding questions to pick pictures for the final project
- Students work in groups to continue sorting pictures from the classroom photography centre into three categories: Can be Included, Cannot be Included, Not Sure
- Teacher provides feedback throughout the sorting process based on students' reasoning and explanations and provides time for students to collect pictures for their projects
- Teacher creates two separate files for pictures that all students can use in their projects: one file for pictures requiring acknowledgement of use, and one file for pictures with unrestricted use.
- Teachers and students co-create a list of criteria for final project pictures
- Teacher and/or students models an explanation of how a picture demonstrates understanding of the curriculum concept. (E.g. a picture of the school should be included in a project about community because it is an important part of the student's community. A picture of Niagara Falls, although interesting, is not part of their community and therefore should not be in the collection.)
- Teacher ensures that legal and ethical use of intellectual property criteria is included in the anchor chart and an essential part of the decision making process

**Consolidation (Elaborate, Evaluate, Extend)**

**1 – 3 lessons**

*Using Photographs*

- Students use a pre-taught software application (see links below) to create a digital presentation that demonstrates concept understanding

**Materials and Resources**

Minds On:

13 Lessons to Teach Your Child about Digital Photography

<http://www.digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography>

Give a Child the Gift of Digital Photography and You Give a Child a Key that Can Open New Doors to..."

<http://www.digitalphotography4kids.com/>

Action:

SMART Ideas 5.0

Consolidation:

Clicker and Clicker Paint, Pixie 2, Frames 4, EasyBook Deluxe, Comic Life Deluxe (all OSAPAC licensed -

<http://www.osapac.org/cms/index>)

Creative Commons

<http://creativecommons.org/>



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Section 2: Case Study 2 – Helping Students Respect Creativity and Intellectual Property**

### **The Scenario**

Holy Name Elementary school was excited to be promoting the creation of its first yearbook that would be available for the school community to purchase as a special memento of the school year. To stimulate student interest and participation in the development of the yearbook, school council, in conjunction with student council, decided to host a yearbook cover competition. Students were invited to submit an 8 ½ x 11 inch prototype featuring an original design that could potentially serve as that school year's yearbook cover. All submissions would be posted for the school community to view and ultimately vote on for their favourite design.

A talented artist in Grade 5, Sara was uncertain about submitting an entry even though she had been encouraged to do so by several of her friends. The competition deadline was two days away and she was dissatisfied with all of her ideas thus far. Sara knew that expectations around her work would be high since her peers and school staff often sought her assistance with school-based art needs ranging from posters for the foyer to stage set props. Recognizing time was not on her side, Sara turned to the Internet for ideas. Several pages into her Google search, she came across a striking yearbook cover from a school in the U.S. with a stained-glass-look design that she found particularly appealing. Feeling that she could replicate the work quite closely by hand, she completed a mock-up for submission into the contest. A week later, Sara was surprised to be asked by her teacher to remain behind in class for a couple of minutes before heading out for recess. Just as the class emptied, Ms Wiley, the teacher representative on student council, entered the room. Sara's immediate reaction was to anticipate receiving congratulations on her work being selected for the yearbook cover, but instead Ms Wiley handed her two nearly identical works featuring stained-glass art: her yearbook cover entry and a print-out of the yearbook cover that had caught her eye last week.

### **The Issues**

Students today are surrounded by a range of both internal and external pressures. They often have several deadlines to manage and demanding schedules to maintain. The expectations they have of themselves must be balanced with those placed upon them by family members, their friends and their teachers. In their pursuit of success, and with a seemingly never-ending supply of technological tools and databases readily available, they sometimes seek inappropriate shortcuts and subsequently make poor decisions. Faced with a choice between completing work in a dishonest manner and not completing the work at all or else not to their satisfaction, students may opt to borrow or copy an idea or other piece of intellectual property and pass it off as their own.





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Dignity of the person</i>	How could Sara have responded to the contest so as to demonstrate greater respect for the dignity of everyone involved?	How can Sara's classroom teacher and Ms Wiley help to resolve the issue in a way that helps Sara understand her actions?	How can school administration provide support to the students and staff involved in situations relating to intellectual property to ensure the dignity of all is preserved?	How can Sara's parents help her to respect the dignity of those around her and those she may have never met?	What can be done at the board level to promote the dignity of the human person through the preservation of intellectual property?	How can the community learn about and promote the dignity of the human person by respecting creativity and intellectual property?
<i>Rights and Responsibilities</i>	What personal responsibilities should Sara have considered before copying someone else's idea?	What responsibilities do the two teachers have in this situation? How can Sara's teachers model responsible behaviour in this situation?	What responsibilities does the administration have in this situation?	What are Sara's parents' responsibilities? How can Sara's parents model responsible behaviour in this situation?		

**Next Steps**

When Ms Wiley first shared her discovery around Sara's yearbook submission with Sara's teacher, they discussed who else the information should be revealed to at the school level. Sara was generally known as a pleasant, hardworking student who placed high demands on herself. Aware that Sara suffered from low self-esteem and feeling this was an isolated incident in her case, her teacher suggested to Ms Wiley that they speak with Sara regarding the yearbook cover submission together, without the involvement of administration at this point.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

If, as the teachers suspected, Sara would admit to her dishonesty, they would seek her input on next steps and ideally proceed with actions that were acceptable, as much as possible, to all involved. In fact, Sara’s teacher suspected that Sara would be harder on herself than the staff would. In preparation for their meeting with Sara, both teachers recorded a list of suggested actions to draw from, including exclusion of Sara’s entry into the competition, community or school service hours, a meeting with her parents, a meeting with school administration, and assigning Sara a research project on the topic of intellectual property. As a follow-up to a research project, Sara might then instruct her peers at school (without them being informed of the particulars that led to the assignment, before, during or after school hours as an extracurricular activity) about the necessity and value of respecting intellectual property.

**Activities:**

*(J) Guerilla Advertisement*

*(J) Political Campaign Trail*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

Access Copyright

<http://www.accesscopyright.ca/Default.aspx?id=101>

Canadian Copyright Act Overview

[http://www.media-awareness.ca/english/resources/legislation/canadian\\_law/federal/copyright\\_act/cdn\\_copyright\\_ov.cfm](http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/cdn_copyright_ov.cfm)

Canadian Intellectual Copyright Office

[http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h\\_wr00003.html?OpenDocument](http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00003.html?OpenDocument)

Copyright Matters! Some Key Questions and Answers for Teachers

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf>

Creative Commons

A non-profit corporation that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.

<http://creativecommons.org/>

Digital Citizenship and Creative Content – A Teacher's Guide

The Digital Citizenship and Creative Content program is a free, turnkey instructional program. The goal is to create an awareness of the rights connected with creative content.

<http://digitalcitizenshiped.com/>

Friends of Active Copyright Education

<http://www.copyrightkids.org/>

How to Cite Sources (based on MLA Style)

<http://www.openc.k12.or.us/citeintro/elementary/>

Plagiarism Information

<http://www.plagiarism.org/index.html>

Plagiarism Quiz

<https://www.indiana.edu/~tedfrick/plagiarism/index2.html>

Respecting Creative Work

<http://www.commonsemmedia.org/sites/default/files/digital-citizenship/K-5-RespectingWork-UnitOverview.pdf>

Student Guide to Avoiding Plagiarism

[http://www.educationworld.com/a\\_curr/TM/curr390\\_guide.shtml](http://www.educationworld.com/a_curr/TM/curr390_guide.shtml)

Tips for Preventing Plagiarism in the Classroom

[http://www.educationworld.com/a\\_curr/curr390.shtml](http://www.educationworld.com/a_curr/curr390.shtml)



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2 style="text-align: center;">Guerilla Advertisement</h2> <p style="text-align: center;">(Section 2: Case Study 2 – Helping Students Respect Creativity and Intellectual Property: Activity 1)</p>
<h3 style="text-align: center;">Rationale and Description of the Activity</h3>	
<p>Catholic digital citizens need to develop their awareness of how they can use technology for their own purposes responsibly. Bombarded by visual images, many of them complex, manipulative and controversial, in advertising, students should understand how this media form is used. Visual media, for example, features prominently in an advertising strategy known as guerilla marketing where advertisers use low budget, unconventional methods to promote a service or product. Students will view teacher-selected examples of guerilla advertisements for their appropriateness of content and technique and discuss their effectiveness. They will then access online images from a list of teacher approved, royalty-free sites and select photos to edit with photo and video editing applications to create an original guerilla advertisement. Depending on the age of the students, the teacher may wish to create categorized folders (People, Places, Objects, etc.) into which select images have been placed for students to choose from for their advertisement, since some websites may contain some inappropriate images or advertisements for a junior level student.</p>	
<h3 style="text-align: center;">Catholicity Connections</h3>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"> <li>3. I have ideas!</li> <li>4. I am a learner for life!</li> <li>5. I am a team player!</li> </ol>	
<h3 style="text-align: center;">Curriculum Connections</h3>	
<p>Language – Media Literacy Strand</p>	
<h3 style="text-align: center;">Sample Learning Goals</h3>	
<ul style="list-style-type: none"> <li>• We are learning about advertisement techniques and how they are used to persuade people.</li> <li>• We are learning about what contributes to an effective advertisement.</li> <li>• We are learning about a specific type of advertisement called guerilla marketing.</li> <li>• We are learning about responsible ways to locate and use information we need on the Internet so we can develop digital citizenship.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Sample Success Criteria</b> <i>Guerilla Advertisement</i>
<ul style="list-style-type: none"><li>• I access and edit photos from appropriate websites.</li><li>• I locate royalty-free or creative commons photos for my guerilla advertisement to promote community and the common good.</li><li>• I edit the photos to create a guerilla advertisement for a product or service.</li><li>• I can explain how my guerilla advertisement uses the images I have chosen effectively and how I have edited the photos for impact on the audience.</li><li>• I use online material responsibly by citing resources I have used.</li><li>• I share my work with my peers.</li><li>• I comment on the work of my peers, speaking specifically to the features of a good guerilla advertisement.</li><li>• I explain how the photos I used for my work show I am a responsible Catholic digital citizen.</li></ul>
<b>Activity</b>
<b>Minds On (Elicit and Engage)</b> <b>30 minutes</b>
<ul style="list-style-type: none"><li>• Teacher invites students to brainstorm all the places where they see print advertisements (e.g. billboards, magazines, newspapers, public transportation, bus shelters)</li><li>• Teacher builds on responses and leads discussion on the strategies that makes advertisements effective (e.g. celebrity endorsements, optical illusions, humour, exaggeration, slogans)</li><li>• Discussion can continue in the large group or in small groups that report back to entire class, citing specific advertisements if possible</li><li>• Teacher introduces concept of guerilla advertising and shows several examples, inviting the students to comment on each ad's effectiveness</li><li>• Teacher explains the task, making explicit reference to the specific Internet sites from which students can obtain images for use with their own guerilla advertisement</li></ul>
<b>Action (Explore and Explain)</b> <b>2 – 3 lessons</b>
<ul style="list-style-type: none"><li>• Teacher models photo editing basics, encouraging students to view tutorials within the application as required for more advanced tools and detailed instruction</li><li>• Teacher models citation of online resources</li><li>• Students search the teacher-shared photo/image internet sites for photos to be used for their guerilla advertisements</li><li>• Students edit the images to create a guerilla advertisement for a product or service</li><li>• Early finishers may complete an additional ad or a series of advertisements to share with their peers using presentation and slide software</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<p style="text-align: center;"><b>Consolidation (Elaborate, Evaluate, Extend)</b>  <b>1 - 2 lessons</b>  <i>Guerilla Advertisement</i></p>
<ul style="list-style-type: none"> <li>• Students share their guerilla ads with their peers</li> <li>• Students offer commentary on the advertisements, discussing strategies used and their effectiveness in promoting a product or service</li> </ul>
<p style="text-align: center;"><b>Materials and Resources</b></p>
<p>Minds On:  Mindmapping/Brainstorming  Wallwisher <a href="http://www.wallwisher.com/">http://www.wallwisher.com/</a>, Tagxedo <a href="http://www.tagxedo.com">http://www.tagxedo.com</a>  Wordle <a href="http://www.wordle.net/">http://www.wordle.net/</a>  Guerilla Marketing (teacher selects specific examples in advance to use as examples for the students)  <a href="http://weburbanist.com/2008/07/01/what-is-guerrilla-marketing/">http://weburbanist.com/2008/07/01/what-is-guerrilla-marketing/</a>  <a href="http://www.funnymos.com/guerilla-ads.html">http://www.funnymos.com/guerilla-ads.html</a>  Action:  Royalty-free, Creative Commons images  Flickr <a href="http://www.flickr.com/creativecommons/">http://www.flickr.com/creativecommons/</a>  FlickrCC <a href="http://flickrcc.bluemountains.net/flickrCC/index.php">http://flickrcc.bluemountains.net/flickrCC/index.php</a>  Adbusters <a href="http://www.adbusters.org/">http://www.adbusters.org/</a>  Veezzle <a href="http://www.veezle.com/">http://www.veezle.com/</a>,  MorgueFile <a href="http://www.morguefile.com/">http://www.morguefile.com/</a>, Stockvault <a href="http://www.stockvault.net/">http://www.stockvault.net/</a>  Photo and Video Editing Applications  Adobe Photoshop Elements 8, Kid Pix Deluxe 4, Pixie 2  Pixlr <a href="http://pixlr.com/">http://pixlr.com/</a>, FotoFlexer <a href="http://fotoflexer.com/">http://fotoflexer.com/</a>, Picnik <a href="http://www.picnik.com/">http://www.picnik.com/</a>,  Picasa <a href="http://picasa.google.com/">http://picasa.google.com/</a>  Consolidation:  Adobe Photoshop Elements 8, Corel Presentations</p>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2>Political Campaign Trail</h2> <p>(Section 2: Case Study 2 – Helping Students Respect Creativity and Intellectual Property: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>As Catholic digital citizens, students can demonstrate respect for online intellectual property not only by citing sources and recognizing copyright and fair use policies, but also by protecting their own work in a responsible manner for the common good. Students will create a poster or flyer with an accompanying logo and slogan advertising a Canadian politician’s professional campaign using images from royalty-free and Creative Commons sites and then personalize and protect their work by using a custom background or watermark. Depending upon the age level or subject area of study addressed, teachers may give students the option of creating a campaign poster for a fairytale or other book character, a celebrity or a leader in a particular area such as the Church, science, sport, etc.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"><li>3. I have ideas!</li><li>4. I am a learner for life!</li><li>5. I am a team player!</li></ol>	
<b>Curriculum Connections</b>	
<p>Social Studies – Canada and World Connections</p> <p>Language – Media Literacy Strand</p> <p>The Arts – Drama and Dance</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning about how people communicate personal information about themselves to the public.</li><li>• We are learning about features of effective posters.</li><li>• We are learning about how political figures use posters to promote their leadership potential to a target audience.</li><li>• We are learning about digital citizenship and how to respect the creative and intellectual property of others.</li><li>• We are learning how to uphold community and the common good by protecting our own original work.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Sample Success Criteria</b> <i>Political Campaign Trail</i>
<ul style="list-style-type: none"> <li>• I conduct research on a Canadian political leader and create a file of useful information and images.</li> <li>• I demonstrate good digital citizenship by locating royalty-free or creative commons images for my poster.</li> <li>• I access images and edit them appropriately.</li> <li>• I use edited images to create a political poster with a logo and slogan.</li> <li>• I add a watermark to my poster images to protect my work in the digital community.</li> <li>• I use online material ethically by citing resources I have used.</li> <li>• I explain how a piece of visual media combines words and images to impact a target audience.</li> <li>• I explain how my poster promotes a Canadian political leader.</li> <li>• I respond to questions and comments about my campaign.</li> <li>• I ask questions about a political leader based on his or her campaign poster.</li> </ul>
<b>Activity</b>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm ways public figures (authors, political figures, actors) share information about themselves (e.g., social networking websites, meet-and-greets, talk show appearances, autobiographies) and has them record their ideas</li> <li>• Teacher asks students if political leaders choose any different methods than those mentioned, especially close to election periods</li> <li>• If students don't mention posters or flyers, teacher prompts accordingly</li> <li>• Students discuss features that make posters effective as an advertising tool (e.g. visual impact, informative, legible font) based on the target audience</li> <li>• Teacher informs students they will create a poster featuring a logo and slogan for a Canadian political figure they have researched to promote their electoral campaign, showing samples from sites such as Library and Archives Canada (<a href="http://www.collectionscanada.gc.ca/index-e.html">http://www.collectionscanada.gc.ca/index-e.html</a>)</li> </ul>
<b>Action (Explore and Explain)</b> <b>3 - 4 lessons</b>
<ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm the names of political figures they know and creates list of names given</li> <li>• Teacher shares royalty-free image sites with students and models photo editing basics, encouraging students to view tutorials within the application as required for more advanced tools and detailed instruction</li> <li>• Teacher models how students will apply a watermark to images to protect their work</li> <li>• Teacher models citation of online resources</li> <li>• Students conduct research on a political figure and create a file of collected information and images</li> <li>• Students edit and watermark images, combining them with their research to create a campaign poster</li> </ul>





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Consolidation (Elaborate, Evaluate, Extend)**

**1 – 2 lessons**

*Political Campaign Trail*

- Students present posters using a carousel model with half of them taking turns being in the role or persona of the political leader they have created a poster for and campaigning for themselves while their peers view posters and ask questions
- Students then switch roles so all have had an opportunity to “sell” themselves as their selected political leader and to be the questioning voter
- Class discusses effective features of the posters they viewed
- Students could share posters with the wider school community by posting them on the class and/or school websites and wikis

**Materials and Resources**

Minds On:

Bubbl.us <https://bubbl.us/>, Mind42 <http://mind42.com/>

The Art of the Poster in Canada

<http://www.collectionscanada.gc.ca/affiches-placards/026023-1010-e.html>

30 Best Web Sites to Download Free Stock Photos

<http://slodive.com/design/free-stock-photos/>

FlickrCC <http://flickrcc.bluemountains.net/flickrCC/index.php>

Action:

PBase <http://www.pbase.ca/>, Canadastockphotos <http://www.canadastockphotos.net/>,

Images Canada <http://www.imagescanada.ca/>

Canadian Heritage [http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm),

Corel WordPerfect Suite, SMART Ideas, Adobe Photoshop Elements 8, Kid Pix Deluxe 4, Pixie 2

Pixlr <http://pixlr.com/>, FotoFlexer <http://fotoflexer.com/>, Picnik <http://www.picnik.com/>,

Picasa <http://picasa.google.com/>

How to Cite Sources (based on MLA Style)

<http://www.openc.k12.or.us/citeintro/elementary/>

Consolidation:

Adobe Photoshop Elements 8



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Section 2: Case Study 3 – Modeling Respect for Creativity and Intellectual Property**

### **The Scenario**

Mr. Bertoia decided to incorporate the medium of film documentary into his media literacy instruction this school term. His intent is to assign a culminating task involving the creation of a mini-documentary on a topic of personal interest. Accordingly, he previews a variety of feature-length and mini documentaries to ensure the content is appropriate for his grade six students as he is anticipating showing several examples in class to help prepare them for the development of their own work. Having located several compelling examples easily accessible on YouTube and several online documentary sites, he incorporates documentary viewing time into his instructional periods and is pleased with how the films have captured the interest of his students.

After overhearing Mr. Bertoia's students talk animatedly about the documentaries during a book exchange session, the school's librarian stops by Mr. Bertoia's class to ask if he has confirmed the viewing rights of the documentaries he has been showing in class. Readily admitting he did not "read the fine print" regarding permitted viewings, he assured the librarian he was certain that using the films for educational purposes would undoubtedly be allowed, regardless of where or how they were obtained.

### **The Issues**

As the scope of technology integration increases, so do questions around its use in the classroom. Current Canadian legislation is conservative compared to other jurisdictions, but, like technology itself, it is forever in a state of flux as different bills continue to be introduced and subsequently tabled in various sessions of Canadian Parliament.

Copyright law exists to protect the creators of original works. Copyright holders, including writers, artists and musicians, are protected from copying, distribution, or performance of their work without permission. Use of a work, including that of students, without permission is copyright infringement, and acknowledging or crediting the source of copyrighted material does not substitute for obtaining permission. A "fair use" provision, however, states that, under certain conditions, such as for the use of education, a copyrighted work may be used without being granted prior permission.

### **Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<i>Dignity of the person</i>	What precautions can students take to avoid copyright infringement and respect the dignity and intellectual property of others?	How can Mr. Bertoia model respecting the dignity and rights of copyright holders while upholding best teaching practices?	What planning can administration lead to foster a code of best practices regarding the use of media at the school level that maintains the dignity of users and creators?	How can parents model for and support their children to help them to respect the dignity of intellectual property?	How can trustees support schools with their efforts to develop best practice models that reflect the dignity of the person?	In what ways can the members of the broader community act that respect the dignity of creators and users of media?
<i>Community and the Common Good</i>	How can students develop their understanding of copyright infringement and fair use policies? How can they understand these issues as members of a community of creators?	What steps can Mr. Bertoia take to deepen and broaden his understanding of community and the common good through his classroom use of the media?	In what ways might the school administrators help prevent unintended copyright breaches in the context of the school community?			How might the broader community be affected by the decisions of Mr. Bertoia and other classroom teachers?

**Next Steps**

Because of the discrepancy of interpretation, opinions and laws surrounding copyright and fair use, it is particularly crucial for discussions about performance rights to occur at the school level. With the awareness that educators are already limited by time and resources, a school-based committee or focus group consisting of teacher representatives, administration and the librarian could develop guidelines for common practices for the school that would meet the needs of the classroom while respecting copyright. Considerations for this type of committee include public versus personal use of material, public performance licensing, Creative Commons licensing and recognising the legitimate rights of users of common scholarly and educational materials.

**Activities:**

*(J) Ethical Digital Classroom*

*(J) Digital Documentary*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

Classroom Provisions of the Canadian Copyright Act

[http://www.media-awareness.ca/english/resources/legislation/canadian\\_law/federal/copyright\\_act/class\\_prov\\_copyright.cfm](http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/class_prov_copyright.cfm)

Copyright-Free Digital Media

<http://www.learnquebec.ca/en/content/student/studentcr.html>

Copyright Law in Canada

<http://www.mapleleafweb.com/features/copyright-law-canada-introduction-canadian-copyright-act>

Copyright Matters! Some Key Questions and Answers for Teachers

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf>

Creative Commons

A non-profit corporation that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.

<http://creativecommons.org/>

Creative Commons Videos on YouTube

A YouTube feature that allows one to share their work via a Creative Commons Attribution License.

<http://googlesystem.blogspot.com/2011/06/creative-commons-videos-on-youtube.html>

Creative Commons What Every Educator Needs to Know

<http://www.slideshare.net/thecleversheep/creative-commons-what-every-educator-needs-to-know>

Digital Citizenship and Creative Content – A Teacher's Guide

The Digital Citizenship and Creative Content program is a free, turnkey instructional program. The goal is to create an awareness of the rights connected with creative content.

<http://digitalcitizenshiped.com/>

Film Studies Association of Canada

[http://www.filmstudies.ca/FSAC\\_copyright.htm](http://www.filmstudies.ca/FSAC_copyright.htm)

Free Documentaries

An internet web site that streams full-length documentary films free of charge, with no registration needed.

<http://www.freedocumentaries.org/index.php>

Preparing to Use Technology: A Practical Guide to Curriculum Integration

<http://web.utk.edu/~bobannon/preparing/chapter7.shtml>

YouTube and Copyright: Understanding the Issues – Humber College Tutorial

A slide deck overview by Rodd Lucier that conveys the power of sharing one's work via Creative Commons.

<http://library.humber.ca/tutorials/youtube.html>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2 style="text-align: center;">Ethical Digital Classroom</h2> <p style="text-align: center;">(Section 2: Case Study 3 – Modeling Respect for Creativity and Intellectual Property: Activity 1)</p>
<b>Rationale and Description of the Activity</b>	
<p>The accessibility of the Internet makes it easy to locate, view, and download digital content. Catholic digital citizens need to understand that online content, including digital and audio material, is intellectual property and therefore subject to copyright regulations. Students will discuss both their rights and responsibilities as users of online content and develop a posting recommended for use on the school website regarding fair use guidelines.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Rights and Responsibilities</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <p>2. I have a voice!</p> <p>5. I am a team player!</p> <p>7. I have responsibilities!</p>	
<b>Curriculum Connections</b>	
<p>Language – Media Literacy Strand</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"> <li>• We are learning how to balance our rights with our responsibilities as users of digital content.</li> <li>• We are learning about copyright, intellectual property and fair use policies.</li> <li>• We are learning about where to obtain online resources designated for public use.</li> <li>• We are learning about Catholic digital citizenship and how we can use technology responsibly and safely.</li> </ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"> <li>• I understand and can explain that I have both rights and responsibilities as a user of online content.</li> <li>• I identify and explain some regulations relating to copyright and intellectual property.</li> <li>• I understand problems related to copyright abuse of online material and offer solutions to these problems.</li> <li>• I explain how making responsible choices when using the Internet will make me an ethical digital citizen.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Ethical Digital Classroom</i>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Teacher quickly surveys the class about their typical use of the Internet and asks them to identify some of the websites they visit on a regular basis, why they visit those sites and what they do with some of the material gathered from or viewed on the sites</li><li>• Teacher asks class if print resources are subject to different copyright laws than online content</li><li>• Before reaching a definitive response, teacher asks students to complete a brief copyright quiz, either orally as a class or individually</li><li>• Based on the results of the quiz, teacher further illustrates the concept of copyright as required with information from <i>Copyright Matters! 2<sup>nd</sup> Edition</i>, 2005</li><li>• Students form into small groups and teacher assigns each group an area within the topic of copyright to gain more information about intellectual property that can be used to create a Digital Rights and Responsibilities Charter for the school's website (e.g. fair use policies, creative commons, public domain, Access Copyright)</li></ul>
<b>Action (Explore and Explain)</b> <b>1 – 2 lessons</b>
<ul style="list-style-type: none"><li>• Students work with group members to research assigned copyright topic</li><li>• One member from each group briefly summarizes for the remainder of the class the information they gathered during their research</li><li>• Teacher leads class on a discussion of the problems that occur when users of online resources are not familiar with their rights and responsibilities</li></ul>
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Students use the information to develop a set of guidelines for the school that promote ethical and responsible use of online material, as well as print material, depending on school needs</li><li>• Students record personal reflections about the knowledge gained through this process, including the information that was of greatest surprise to them</li><li>• Teacher invites a guest speaker or panel of local artists (e.g. writer, visual artist, musician) to address the class (in person or via video link – e.g. Adobe Connect, Skype) to share their views on intellectual property and copyright</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Materials and Resources</b> <i>Ethical Digital Classroom</i>
<p>Minds On:  Brainstorming  Wallwisher <a href="http://www.wallwisher.com/">http://www.wallwisher.com/</a>, Wordle <a href="http://www.wordle.net/">http://www.wordle.net/</a>  Action:  Canadian Copyright Information  Media Awareness Network Resources  <a href="http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/cdn_copyright_ov.cfm">http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/cdn_copyright_ov.cfm</a>  Canadian Intellectual Property Office  <a href="http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00003.html?OpenDocument">http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00003.html?OpenDocument</a>  Access Copyright <a href="http://www.accesscopyright.ca/Default.aspx?id=101">http://www.accesscopyright.ca/Default.aspx?id=101</a>  Copyright Matters! Some Key Questions and Answers for Teachers  <a href="http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf">http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf</a>  Friends of Active Copyright Education <a href="http://www.copyrightkids.org/">http://www.copyrightkids.org/</a>  Creative Commons <a href="http://creativecommons.org/">http://creativecommons.org/</a>  Mindmapping  Bubbl.us <a href="https://bubbl.us/">https://bubbl.us/</a>, Mind42 <a href="http://mind42.com/">http://mind42.com/</a>  Consolidation:  Classroom Portals <a href="http://www.classroomwindows.com/">http://www.classroomwindows.com/</a>  Adobe Connect (Board licenses available through OSAPAC),  Skype <a href="http://education.skype.com/">http://education.skype.com/</a></p>
<b>Supplemental Material</b>
BLM A – Know What’s Right! Copyright Quiz



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Section 2: Case Study 3 – Modeling Respect for Creativity and Intellectual Property**

**Activity 1 – Ethical Digital Classroom – BLM A**

**Know What's Right! Copyright Quiz**

Decide if each statement is TRUE (T) or FALSE (F). Be prepared to explain your reasoning.

1. \_\_\_\_ Copyright is granted mostly to popular authors, artists and filmmakers.
2. \_\_\_\_ Material on the internet is not usually protected by copyright because it's so widely available.
3. \_\_\_\_ Some material on the Internet is designated for public use in different ways.
4. \_\_\_\_ Music can be performed in school without the copyright owner's permission.
5. \_\_\_\_ I changed the words in the information I used from the National Film Board's website, so I don't need to cite the original source.
6. \_\_\_\_ I can show a video clip from YouTube as long as the content is appropriate for showing at school.
7. \_\_\_\_ The audio recording I created at school is copyright protected.

Answers: F, F, T, T, F, F, T





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2>Digital Documentary</h2> <p>(Section 2: Case Study 3 – Modeling Respect for Creativity and Intellectual Property: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>Catholic digital citizens have both rights and responsibilities when using digital technologies. Just as students require access to and benefit from using technology to complete certain tasks, teachers can likewise incorporate digital resources and tools for more effective teaching practice. Teachers can thereby model responsible use of technology such as online videos and related websites when instructing students on the creation of their own mini documentaries. After viewing various short-length documentaries and learning about the documentary as a film medium, students will plan, create and share with their peers an original documentary on an area of personal interest spanning approximately 2 – 5 minutes in length.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"><li>3. I have ideas!</li><li>4. I am a learner for life!</li><li>5. I am a team player!</li></ol>	
<b>Curriculum Connections</b>	
Language – Writing, Oral Communication, Media Literacy Strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning about features of film documentaries.</li><li>• We are learning about acceptable and fair use policies regarding the viewing and displaying of online video.</li><li>• We are learning about responsible ways to locate and use information we need on the Internet so we can develop digital citizenship.</li><li>• We are learning about the steps involved in creating an original documentary.</li><li>• We are learning about rights and responsibilities in a digital society by creating a documentary using legally accessed digital resources and original material.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Sample Success Criteria</b> <i>Digital Documentary</i>	
<ul style="list-style-type: none"> <li>• I can access and edit photos.</li> <li>• I conduct research for my documentary.</li> <li>• I collaborate with my group to choose a topic, write a script and create a shot list for my documentary.</li> <li>• I locate royalty-free or creative commons photos and sound clips for my documentary. I can explain why this is important for the community and the common good.</li> <li>• I use online material ethically by citing resources I have used.</li> <li>• I edit my work based on feedback from my peers and my teacher. I can explain why my changes make my work better.</li> <li>• I comment on the work of my peers using the criteria we developed in class.</li> </ul>	
<b>Activity</b>	
<b>Minds On (Elicit and Engage)</b> <b>1- 2 lessons</b>	
<ul style="list-style-type: none"> <li>• Teacher asks students to share their thoughts and impressions, positive and negative, of documentaries based on their current knowledge (e.g., typical length, topic, interest level, tone)</li> <li>• Teacher introduces the documentary format by inviting students to view an itemized list of previously viewed and selected mini documentaries, spanning over two days, if possible</li> <li>• Teacher invites students to comment orally on the documentaries they watched, soliciting responses about the subject matter, style, target audience, narration, sound effects</li> <li>• Students visit National Film Board interactive website, Documentary Lens Behind the Camera for additional information and instruction on documentaries (see below for site listings)</li> <li>• Teacher explains the task, informing students they will work in a group of two or three to first decide on a subject for their documentary, conduct research on that topic, write a film script, create a shot list, obtain images, if required, from a list of given websites, take their own images and footage using digital cameras, and put all these pieces together to create a 2 – 5 minute long mini-documentary</li> </ul>	
<b>Action (Explore and Explain)</b> <b>3 – 10 lessons</b>	
<ul style="list-style-type: none"> <li>• Teacher outlines and models script writing and shot list recording for documentary</li> <li>• Teacher models photo editing basics, encouraging students to view tutorials within the application as required for more advanced tools and detailed instruction</li> <li>• Teacher models citation of online resources</li> <li>• Students work with peer group as required to decide upon a topic, conduct research, write script, create shot list, gather digital images and sound clips and take footage</li> <li>• Students upload and edit the material</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<p align="center"><b>Consolidation (Elaborate, Evaluate, Extend)</b>  <b>1 - 2 lessons</b>  <i>Digital Documentary</i></p>
<ul style="list-style-type: none"> <li>• Students attend classroom documentary “premieres” of their work with a “red carpet” or other similar event</li> <li>• Students offer commentary on the documentaries</li> <li>• Students share and celebrate their work with the wider school community by posting their work on class and school web sites/wikis</li> </ul>
<p align="center"><b>Materials and Resources</b></p>
<p>Minds On:  Mindmapping/Brainstorming  Wallwisher <a href="http://www.wallwisher.com/">http://www.wallwisher.com/</a>, Wordle <a href="http://www.wordle.net/">http://www.wordle.net/</a>  Film documentaries (teacher selects specific examples in advance to use as examples for the students)  National Film Board <a href="http://www.nfb.ca/">http://www.nfb.ca/</a>, Hot Docs Doc Library <a href="http://www.hotdocslibrary.ca/dsr/#">http://www.hotdocslibrary.ca/dsr/#</a>,  Documentary Lens Behind the Camera interactive web site  <a href="http://www3.onf.ca/enclasse/doclens/btc.php?DLshown=true&amp;language=e">http://www3.onf.ca/enclasse/doclens/btc.php?DLshown=true&amp;language=e</a>  Free Documentaries <a href="http://www.freedocumentaries.org/aboutus.php">http://www.freedocumentaries.org/aboutus.php</a>  Action:  How to Create a Documentary  <a href="http://www.slideshare.net/acarvin/documentary-making-101">http://www.slideshare.net/acarvin/documentary-making-101</a>  Royalty-free, Creative Commons images and sound files  Flickr <a href="http://www.flickr.com/creativecommons/">http://www.flickr.com/creativecommons/</a>, Veezzle <a href="http://www.veezle.com/">http://www.veezle.com/</a>,  Creative Commons Videos on YouTube  <a href="http://googlesystem.blogspot.com/2011/06/creative-commons-videos-on-youtube.html">http://googlesystem.blogspot.com/2011/06/creative-commons-videos-on-youtube.html</a>  YouTube Video Editor <a href="http://www.youtube.com/editor">http://www.youtube.com/editor</a>  MorgueFile <a href="http://www.morguefile.com/">http://www.morguefile.com/</a>, Stockvault <a href="http://www.stockvault.net/">http://www.stockvault.net/</a>  PartnersInRhyme <a href="http://www.partnersinrhyme.com/">http://www.partnersinrhyme.com/</a>  <a href="http://larryferlazzo.edublogs.org/2008/12/08/the-best-places-to-get-royalty-free-music-sound-effects/">http://larryferlazzo.edublogs.org/2008/12/08/the-best-places-to-get-royalty-free-music-sound-effects/</a>  Photo and Video Editing Applications  Adobe Premier Elements 7, Adobe Photoshop Elements 8, Windows Movie Maker  Bitstripsforschools <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a>  Animoto <a href="http://animoto.com/">http://animoto.com/</a>, Frames 4 <a href="http://www.tech4learning.com/frames">http://www.tech4learning.com/frames</a>,  Pixlr <a href="http://pixlr.com/">http://pixlr.com/</a>, FotoFlexer <a href="http://fotoflexer.com/">http://fotoflexer.com/</a>, Picnik <a href="http://www.picnik.com/">http://www.picnik.com/</a>,  Picasa <a href="http://picasa.google.com/">http://picasa.google.com/</a>  Digital cameras or camcorders  How to Cite Sources (based on MLA Style) <a href="http://www.openc.k12.or.us/citeintro/elementary/">http://www.openc.k12.or.us/citeintro/elementary/</a>  Bibme <a href="http://www.bibme.org/">http://www.bibme.org/</a>  Consolidation:  Adobe Photoshop Elements 8, Corel Presentations</p>
<p align="center"><b>Supplemental Material</b></p>
<p>BLM B – Documentary Shot List  Students could also create a shot list or storyboard using Bitstripsforschools - <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a></p>




*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Section 2: Case Study 3 – Modeling Respect for Creativity and Intellectual Property**

**Activity 2 – Digital Documentary – BLM B**

**Documentary Shot List**

Sketch	Action	Narration/Sound	Shot Length	Total Shot Length
	Cell phone vibrating and ringing	Phone ringtone	0:03	0:03



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6



**Section 3**

**Our Global Village – Using Technology to Work for the Common Good**

- In Section Three the case studies and activities illustrate some ways that students can learn to use their knowledge of technology to act on the Catholic Social Justice Teachings and work for the good of others in the world. They can use technology to connect themselves to others and to gain a more authentic understanding of the challenges and injustices they face. Under the guidance of their teachers, students can use technology to demonstrate solidarity with others and to work to for peace and justice. Teachers and students may also find that there are inequities in access to tools and technology within their own schools and communities and can work together to find ways to address these issues.

<b>Section 3 – Our Global Village – Using Technology to Work for the Common Good</b>	p. 69
• Case Study 1 – Sharing Our Message	p. 70
○ Activity 1 – Comparing Communication Tools (P)	p. 73
○ Activity 2 – Using Games to Teach Social Justice (J)	p. 75
• Case Study 2 – Digital Divide in School	p. 78
○ Activity 1 – Sharing the Wealth: iPod Exchange (P)	p. 82
○ Activity 2 – Tech Buddies (J)	p. 84
• Case Study 3 – Digital Divide in the World	p. 86
○ Activity 1 – Digital Pen Pals (P)	p. 89
○ Activity 2 – Stations of the Cross Project (J)	p. 92



## *Catholic Curriculum Corporation – Central and Western Region*

### **Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6**

## **Section 3: Case Study 1 – Sharing Our Message**

### **The Scenario**

The teachers at Holy District School Board were discussing the recently announced theme for Catholic Education Week: “Sharing our Message”. While some teachers felt that they should use posters students would create specifically to promote the values of Catholic education, others were of the opinion that showcasing student work was enough to convey the message that students were receiving an excellent education. Teachers whose students regularly used technology in the classroom and wanted to highlight how using technology enhanced student learning were opposed by teachers who wanted to remind parents that pen and paper still have their place in education. A suggestion was made that somehow they should communicate the message that differentiation in both instruction and assessment was the norm. Someone else added “We teach children, not just curriculum!” Due to the intensity and length of the discussion, a final decision on a common school message was tabled until the next staff meeting.

### **The Issues**

With readily available digital technologies such as email, Instant Messaging, cell phones, word processing, Internet, voice over Internet protocol (VOIP) and video conferencing, communication with others, even those on the other side of the world, has never been easier. People are constantly bombarded with information from sources such as pop-ups during Internet searches to flashy billboards as they wait at the drive-through. Teaching students how to be effective communicators of Gospel values in an ever-changing world of information overload is a challenge faced by most Catholic parents and educators. How can educators and parents ensure that the Catholic message is not lost in the sea of information?

### **Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Dignity of the person</i>	What should students do to ensure that they respect the dignity of the person when communicating with digital technologies?	How can teachers model respecting the dignity of the person in digital communications?	How can the administrator support students and teachers in their use of ICT in ways that respect the dignity of the person?	How can parents support their children in the acquisition of digital communication skills?	How are the trustees ensuring the acquisition of digital communication skills in Catholic schools?	How can the students share their understanding of the importance of digital communications with the broader community?



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<i>Community and the Common Good</i>	How can students use what they know about technology to communicate effectively with others?	How can teachers help their students become effective users of digital communication technology?	How can schools support teachers and students in their need to become effective communicators?	How can parents support their children in becoming effective communicators?		
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**Next Steps**

When preparing for the meeting the principal asked himself, “What is it that parents want to hear and can I deliver that message? What is it that I want them to hear and will they be willing to listen to what I have to say?” He knew what he had to say (content), why he had to say it (purpose) and who needed to hear it (audience). Reflecting on these questions helped him to focus on what was most important about the Catholic Education Week theme and its implications. At the next staff meeting, the principal began by reading the list of suggested messages from the previous meeting (the benefits of Catholic education, excellent student achievement, integrated use of technology, implementation of proven teaching and learning strategies and Catholic curriculum seamlessly woven throughout the mandated provincial curriculum). Then, he looked around the room and said, “Ladies and Gentlemen, it sounds to me like the message you want to convey to parents and stakeholders is that we are helping children become successful learners in a Catholic environment.” By showing student work as support for his message he was choosing the most appropriate delivery tool for the task at hand. The principal was an effective communicator. His message about Catholic education would be heard.

**Activities:**

*(P) Comparing Communication Tools*

*(J) Using Games to Teach Social Justice*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

Resources
The Beginner's Guide to 21 <sup>st</sup> Century Teaching and Learning <a href="http://blog.learningtoday.com/blog/bid/32085/The-Beginner-s-Guide-to-21st-Century-Teaching-and-Learning">http://blog.learningtoday.com/blog/bid/32085/The-Beginner-s-Guide-to-21st-Century-Teaching-and-Learning</a>
<i>The Church and Internet</i> - Pontifical Council for Social Communications (2002) <a href="http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_church-internet_en.html">http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_church-internet_en.html</a>
Digital Citizenship Using Technology Appropriately <a href="http://www.digitalcitizenship.net/Resources.html">http://www.digitalcitizenship.net/Resources.html</a>
The Vatican YouTube Channel <a href="http://www.youtube.com/user/vatican?blend=1&amp;ob=4">http://www.youtube.com/user/vatican?blend=1&amp;ob=4</a>
The Vatican Today <a href="http://www.news.va/en">http://www.news.va/en</a>





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<b>Comparing Communication Tools</b> (Section 3: Case Study 1 – Sharing Our Message: Activity 1)
<b>Rationale and Description of the Activity</b>	
Digital citizens are effective communicators. They create, collaborate and share messages with people in their immediate community as well as members of the global community. It is imperative that students realize that to become effective communicators in a digital world, they must consider purpose, content and audience in choosing the tool for the task at hand.	
<b>Catholicity Connections</b>	
Catholic Social Justice Teaching: Human Dignity, Community and the Common Good  Ontario Catholic Graduate Expectations (Elementary Language): 2. I have a voice! 3. I have ideas! 4. I am a learner for life! 5. I am a team player!	
<b>Curriculum Connections</b>	
Language – Writing, Oral Communication, Media Literacy Strands	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning to use digital technology as a communication tool.</li><li>• We are learning to select the communication tool best suited to a purpose.</li><li>• We are learning how to become responsible Catholic digital citizens.</li><li>• We are learning about human dignity.</li><li>• We are learning about community and the common good.</li></ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"><li>• I know how to use more than one digital communication tool.</li><li>• I consider my purpose and audience when picking a communication tool.</li><li>• I respect the dignity of others when I use technology.</li><li>• I make sure my message is clear and to the point.</li><li>• I explain how my use of digital technology might make others feel.</li><li>• I contribute to the common good by sharing my message with others.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Comparing Communication Tools</i>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson</b>
<ul style="list-style-type: none"><li>• Teacher conducts a quick survey on students’ preferred method of communication with parents, teachers, best friends, relatives, acquaintances etc.</li><li>• Through a discussion of the results, teacher leads students to the conclusion that choosing the most effective communication tool is dependent on the message being conveyed and the audience being addressed</li></ul>
<b>Action (Explore and Explain)</b> <b>5 – 7 lessons</b>
<ul style="list-style-type: none"><li>• Teacher reviews grade level Catholic Theme and/or other Social Justice issues relevant to the class</li><li>• Teachers and students co-create a list of the main ideas and key messages about the topic that students think others should know</li><li>• Teacher explains that each student is going to pick a tool from your list of ICT tools (e.g. word processing, desktop publishing, wiki, blog, instant messaging, podcast and vodcasts (video podcasts), video and photographs) that they want to learn more about using as a communication tool</li><li>• Students spend time learning how to use the tool while teacher and peers provide support and instruction as required</li><li>• Students use the tool to communicate the main ideas and key messages to members of the Catholic school community</li></ul>
<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>1 – 2 lessons</b>
<ul style="list-style-type: none"><li>• When all projects are finished, students compare the overall effectiveness of each communication tool</li><li>• Through their comparisons, students conclude purpose and audience should be considered when selecting a digital communication tool</li><li>• Teacher consolidates student learning by collaboratively creating a list of tools and their most suitable purposes as used in this activity</li><li>• If applicable, students share and celebrate the finished products with other classes and the wider community via the school web site</li></ul>
<b>Materials and Resources</b>
Action: Smart Ideas, Clicker Paint, Clicker 5, Pixie 2, Frames 4, EasyBook Deluxe; Bitstrips for Schools - <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a> WordPerfect Office 12 (all OSAPAC licensed applications)



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<b>Using Games to Teach Social Justice</b> (Section 3: Case Study 1 – Communicating Our Message: Activity 2)
<b>Rationale and Description of the Activity</b>	
<p>Many people, including digital citizens, learn by doing. When students use games to practice and consolidate curriculum concepts they are actively engaged in their learning. Creating something from scratch involves critical thinking, logic and problem solving-skills Catholic educators want to develop in their students. When students create educational games for others, they develop those essential skills and a deeper understanding of the concepts they address through their game. Developing games to teach social justice is a meaningful and provocative way to engage students while teaching social justice themes.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teaching: Human Dignity, Community and the Common Good</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"><li>1. I am a believer!</li><li>2. I have a voice!</li><li>3. I have ideas!</li><li>4. I am a learner for life!</li><li>5. I am a team player!</li><li>7. I have responsibilities!</li></ol>	
<b>Curriculum Connections</b>	
<p>Religion Language – Writing, Reading Strands</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning how to use digital games to help us learn.</li><li>• We are learning to use digital technology to teach social justice.</li><li>• We are learning that social justice is important for everyone.</li><li>• We are learning how to share our resources with others so that they might learn more about social justice.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Sample Success Criteria</b> <i>Using Games to Teach Social Justice</i>
<ul style="list-style-type: none"><li>• I set learning goals for myself when playing educational games.</li><li>• I know that making mistakes is an important part of game playing. If I didn't make mistakes, I would not be learning.</li><li>• I can explain features of games I enjoy (e.g. have one or two main ideas, have the right amount of challenge to avoid frustration, etc.) and apply them to my own game that I am creating.</li><li>• I work collaboratively with others.</li><li>• I use feedback from my peers to improve my work. I can explain how the changes they suggested make my work better.</li><li>• I provide positive descriptive feedback to my peers.</li></ul>
<b>Activity</b>
<b>Minds On (Elicit and Engage)</b> <b>1 lesson + time to use games prior to lesson</b>
<ul style="list-style-type: none"><li>• Teacher provides students with multiple opportunities to practice and learn curriculum concepts using interactive learning objects and games (see resources for cross-curricular games/ learning activities listed below)</li><li>• Teacher quickly surveys students as to the quality of their learning experience when using games to practice and master concepts</li><li>• Using student input, teacher creates a list of factors that contributed to their positive learning experience (i.e. What was it about playing games that helped them learn?)</li><li>• Teacher creates a second list of factors that students think would improve the learning, if present.</li><li>• Class references these lists when co-creating success criteria for the games students will create as part of the consolidation activity</li></ul>
<b>Action (Explore and Explain)</b> <b>1-2 lessons</b>
<ul style="list-style-type: none"><li>• Teacher reviews grade level Catholic Theme and/or other Social Justice issues relevant to the class</li><li>• Students work in collaborative groupings to brainstorm ways that games could be used to teach social justice</li><li>• Teacher provides feedback and asks guiding questions to ensure students are thinking about both the learning goal (specific concept they are targeting) and the type of game best suited to the learning goal</li><li>• As groups share their ideas with the class, teacher (or student) records the key social justice concepts being addressed and the types of games being suggested</li><li>• Throughout the recording process, teacher asks students to explain their reasoning, thereby making the thinking clearer and allowing the opportunity for misconceptions to be clarified and understandings solidified</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Consolidation (Elaborate, Evaluate, Extend)**

**5-10 lessons**

*Using Games to Teach Social Justice*

- Class uses the student-generated list of gaming features that worked for them as learners created in the first lesson to co-create a list of success criteria teaching games
- Students use the class-generated list to select one or two key social justice concepts that they will develop a game to teach.
- Students use game templates (see resources for consolidation listed below) to create games to teach social justice
- Incorporating peer feedback as a project requisite will provide opportunities for collaboration and critical analysis
- Students share completed games electronically with similar grades in the school or district

**Materials and Resources**

Minds On:

How to Teach Using Game-Based Learning

<http://serc.carleton.edu/introgeo/games/howtogbl.html>

Why Use Games to Teach?

<http://serc.carleton.edu/introgeo/games/whygames.html>

Games that Teach (list of sample games)

[http://www.hardin.k12.ky.us/res\\_techn/gameshatteach.htm](http://www.hardin.k12.ky.us/res_techn/gameshatteach.htm)

Using Games to Teach Tips (slideshow)

<http://www.slideshare.net/1corrie2/using-games-to-teach-tips>

*The effects of computer games on primary school students' achievement and motivation in geography learning* (research paper)

[http://simge.metu.edu.tr/journal/CE\\_motivation.pdf](http://simge.metu.edu.tr/journal/CE_motivation.pdf)

Ontario Educational Resource Bank (OERB)

<http://resources.elearningontario.ca/> (ELO1089200, ELO1088520, ELO1032860)

Interactive White Board Games and Activities

<http://www.topmarks.co.uk/EducationalGames.aspx>

Action:

Catholic Social Justice Teachings

<http://www.osjspm.org/files/officeforsocialjustice/files/2%20page%20Catholic%20Social%20Teachings1.PDF>

Consolidation:

Kodu (downloadable gaming-creation application)

<http://kodu.en.softonic.com/>

John and Sarah's TEFL Pitstop (sample game and ideas)

<http://www.lingolex.com/jeopardy.htm>

Free Jeopardy Template

<http://www.superteachertools.com/jeopardy/editgame.php>

Simple (downloadable gaming-creation application)

<http://www.simplecodeworks.com/website.html> (recommended for ages 10+)

Tools for Educators – Sample Worksheets, Tools, and Other Resources

<http://www.toolsforeducators.com>



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Section 3: Case Study 2 – Digital Divide in School**

### **The Scenario**

Mrs. Patel is very excited about beginning a new school year. She attended a technology conference and camp over the summer and has many new ideas that she wants to try with her students. She thinks that by using new technologies they will not only be more engaged with what they are learning but will learn new skills that will help them in their lives outside of school.

Mrs. Patel is less excited after the first few weeks of the school year have passed. In addition to the typical challenges she was expecting to encounter when trying new technological applications, Mrs. Patel notices that her students don't seem as enthusiastic about using the technology as she thought they might be. Very few of them are accessing her class website or the links she has posted there for homework and practice activities. The only postings she sees on the class reading list blog are ones she has asked the students to complete during their mandatory lab periods. Mrs. Patel had been hoping that the students would be so interested in what they were doing that they would add more postings on their own time, but that hasn't been happening. Even the cartooning website doesn't seem to be inspiring her students to work with technology at home.

### **The Issues**

Many students are interested in technology and could be avid users of different applications that would enhance their learning but don't have access to high-speed Internet or computers at home. Encouraging students to participate as digital citizens begins with ensuring that they have access to the tools and applications to which teachers introduce them. The "digital divide" is present among students in classrooms as well as within and between schools and boards. Gender, race, and age all contribute to differences in how students use and access technology. Teachers should reflect on how to encourage students to use technology while acknowledging the challenges that many of them face in accessing and using technology.

*Dictated by our common created origin and glorious destiny in Christ, and guided by our rational nature, human solidarity is best expressed in terms of friendship and sharing community. Solidarity can help bring about the fair distribution of material goods and services, fair remuneration for work, a more just social order, and civil relationship between nations and peoples.*

Catholic Curriculum Maps – Solidarity: How are we Church in the World? – Durham Catholic District School Board



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Guiding Questions**

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

<b>Catholic Social Justice Teaching</b>	<b>Catholic Stakeholders</b>					
	<i>Student(s)</i>	<i>Teachers</i>	<i>Administrators</i>	<i>Parents</i>	<i>Trustees</i>	<i>Community</i>
<i>Preferential Option for the Poor and Vulnerable</i>	How can students use what they know about technology to reach others in need?	How is Mrs. Patel supporting the students with technology access at home?	How can the administrator support those members of his or her school community in need of technological access at home? How can he or she increase digital access in the school community?	How can parents support people in need by using technology?	How can trustees work to close the digital divide within their schools and communities? What policies or practices can be put in place to support technological equity?	How can people work to close the digital divide within their schools and communities?
<i>Solidarity</i>	How are the students supporting their friends without technology access at home? How can they use technology to show solidarity with other people?	How can Mrs. Patel show solidarity with her students who don't have technology access at home?	How does the school's use of technology support solidarity with others?	How can parents show solidarity with families in the community who don't have technology access at home?	How can trustees show solidarity with those in need in their communities?	How can people show solidarity with those in need in their communities?



## *Catholic Curriculum Corporation – Central and Western Region*

### **Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6**

#### **Next Steps**

Mrs. Patel decides to conduct a survey of her students to try to discover why they are not using the technological tools as she had envisioned. To her surprise, many of her students indicate that they can't access the Internet at home. They feel embarrassed because they can't practice the skills and activities she assigned. Mrs. Patel decides to change some of her activities so that they don't require students to do the work at home. She also arranges with another teacher to open the lab during two lunch hours and one period after school per week so that students can work on their own time if they wish. She coaches some of the students who do come to these voluntary periods to help them work on their skills to support their completion of class assignments.

Mrs. Patel also brings the situation forward at a staff meeting. Other teachers report the same challenge of students with limited access to technology at home. The staff members discuss the situation and the administrator organizes a meeting with the school tech team, a board representative, and the school council chair to discuss some strategies for helping families in the community improve their access to technology.

#### **Activities:**

*(P) Sharing the Wealth: iPod Exchange*

*(J) Tech Buddies*





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

*Building Digitally Inclusive Communities: A Brief Guide to the Proposed Framework for Digitally Inclusive Communities –*

Institute of Museum and Library Services, May 2011

<http://www.imls.gov/pdf/DIC-FrameworkBrief.pdf>

Full Report

[www.imls.gov/pdf/DIC-FrameworkReport.pdf](http://www.imls.gov/pdf/DIC-FrameworkReport.pdf)

*Computer Equity Efforts in Chicago –* Charlotte Williams, Learning First Alliance website, posted 3 June 2011

<http://www.learningfirst.org/computer-equity-efforts-chicago>

*The Digital Divide in Canada –* George Sciadras, Statistics Canada

<http://dsp-psd.pwgsc.gc.ca/Collection/Statcan/56F0009X/56F0009XIE2002001.pdf>

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation –* Ontario

Ministry of Education, 2009

<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

*Is Internet Connectivity a Human Right? –* Michael Geist, *The Toronto Star*, 20 June 2011

<http://www.thestar.com/business/article/1012125--is-internet-connectivity-a-human-right>

*Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression –*

Frank La Rue, United Nations, 16 May 2011

[http://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A.HRC.17.27\\_en.pdf](http://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A.HRC.17.27_en.pdf)

*What Do Kids Say Is The Biggest Obstacle To Technology At School?*

[http://www.readwriteweb.com/archives/what\\_do\\_kids\\_say\\_is\\_the\\_biggest\\_obstacle\\_to techno.php](http://www.readwriteweb.com/archives/what_do_kids_say_is_the_biggest_obstacle_to techno.php)



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2 style="text-align: center;">Sharing the Wealth: iPod Exchange</h2> <p style="text-align: center;">(Section 3: Case Study 2 – Digital Divide in School: Activity 1)</p>
<b>Rationale and Description of the Activity</b>	
<p>Students need access to and practice with digital tools to be able to use them fluently and responsibly. In this activity, the teacher uses a class iPod (or another MP3 device) to record students reading stories, poems, and works of non-fiction, and singing songs that students can take home on rotation and share with their families. This activity supports their oral language and reading development and provides students with authentic audiences for their performances. This activity could also be completed using other types of media such as a tape recorder.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teachings: Preferential Option for the Poor and Vulnerable, Solidarity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ul style="list-style-type: none"> <li>2. I have a voice!</li> <li>4. I am a learner for life!</li> <li>5. I am a team player!</li> </ul>	
<b>Curriculum Connections</b>	
<p>Language: Oral Communication, Reading, Media Literacy Strands</p> <p>The Arts: Drama</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"> <li>• We are learning how to create a classroom library using technology.</li> <li>• We are learning how to share our stories and songs with our classmates and our families using technology.</li> <li>• We are learning how to read with expression and clarity to make the story interesting for our audience.</li> </ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"> <li>• I explain how my chosen (story, song, poem, non-fiction piece) will be a good contribution to the digital library (e.g. interesting, dramatic).</li> <li>• I choose a piece that is “just right” for me to read. If I don’t understand how to read a word, I use my strategies to help me decode it and then ask my teacher for help.</li> <li>• I give my partner good feedback. It matches our anchor chart and respects his or her feelings.</li> <li>• I use the feedback from my partner and my teacher to improve my recording. I explain how the changes make my recording better.</li> <li>• I organized my ideas so that they make sense to my listeners.</li> <li>• I practiced saying them clearly and with expression.</li> <li>• I shared my reflections on our digital library.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b>	
<i>Sharing the Wealth: iPod Exchange</i>	
<b>Minds On (Elicit and Engage)</b>	
<b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Teacher and students listen to stories read aloud (could be online, with teacher-librarian or other guest storytellers from the community) and discuss what makes a good read-aloud to co-create some criteria and create an anchor chart</li> <li>Teacher introduces project of creating the digital class library to the students</li> <li>Students practice reading aloud</li> </ul>	
<b>Action (Explore and Explain)</b>	
<b>Short practice sessions over several weeks</b>	
<ul style="list-style-type: none"> <li>Students choose stories, non-fiction pieces, poems, or songs that they will share with the class through the digital library</li> <li>Students practice with partners and provide each other with feedback before making first recording</li> <li>Students listen to their recordings with the teacher</li> <li>They discuss recordings together, share feedback, and continue to practice before students upload final versions into the digital library</li> </ul>	
<b>Consolidation (Elaborate, Evaluate, Extend)</b>	
<b>1 lesson</b>	
<ul style="list-style-type: none"> <li>Class celebrates the launch of the digital library by listening to some of the selections (could invite other classes, librarian, administrators, parents to join the celebration)</li> <li>First student takes iPod home for pre-established time period</li> <li>When iPod returns, student records reflections from having had it at home (could be reviews, comments about where s/he listened to the stories)</li> <li>Student begins preparing next selection to add to the library</li> </ul>	
<b>Materials and Resources</b>	
<p>Minds On:</p> <p>Tumblebooks <a href="http://www.tumblebooks.com/library">http://www.tumblebooks.com/library</a> and Naxos Music Library <a href="http://www.naxosmusiclibrary.com/">http://www.naxosmusiclibrary.com/</a> (for samples of stories read with expression)</p> <p>iPod or other MP3 player</p> <p>iTunes account</p> <p>Adobe Connect (OSAPAC licensed), Skype - <a href="http://education.skype.com/">http://education.skype.com/</a> or other virtual conferencing application</p> <p>Camera (digital, video, still)</p> <p>Action:</p> <p>Audacity Open Source Recording and Editing Software - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a></p> <p>Audacity Tutorial - <a href="http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity">http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity</a></p> <p>Ed.VoiceThread - <a href="http://voicethread.com/products/k12/">http://voicethread.com/products/k12/</a> (projects can be downloaded onto an MP3 player for a cost)</p> <p>(Alternative hardware) Livescribe pen, booklet and pencast - <a href="http://www.livescribe.com/en-ca/">http://www.livescribe.com/en-ca/</a></p> <p>Headset and microphone</p> <p>Consolidation:</p> <p>iPod and instructions for parents, speakers</p>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2 style="text-align: center;">Tech Buddies</h2> <p style="text-align: center;">(Section 3: Case Study 2 – Digital Divide in School: Activity 2)</p>
<b>Rationale and Description of the Activity</b>	
<p>Students need access to and practice with digital tools to be able to use them fluently and responsibly. Pairing older students with younger students can give them the opportunity to work together to practice their skills and solve problems. Older students can also model Catholic digital citizenship for younger students. In this activity, younger students work with their “tech buddies” to create Public Service Announcements (PSAs) about their school’s upcoming social justice project.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teachings: Preferential Option for the Poor and Vulnerable, Solidarity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ol style="list-style-type: none"><li>1. I am a believer!</li><li>2. I have a voice!</li><li>3. I have ideas!</li><li>5. I am a team player!</li></ol>	
<b>Curriculum Connections</b>	
<p>Language: Media Literacy Strand The Arts: Visual Arts</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"><li>• We are learning to create effective PSAs that capture our audience’s interest and communicate our messages.</li><li>• We are learning to model and practice Catholic digital citizenship for other students in different grades.</li></ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"><li>• I identified important information about our social justice project.</li><li>• I shared my ideas about our PSA. I listened to others’ opinions and offered detailed feedback.</li><li>• I identified techniques that will help us make our PSA effective (e.g. bold images, catch phrases, etc.)</li><li>• I explained how the changes other people suggested helped us to make our PSA better.</li><li>• I shared my ideas about how to share our PSAs with the school and community.</li><li>• I explained how we could protect our privacy while sharing our work.</li></ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

Activity <i>Tech Buddies</i>	
Minds On (Elicit and Engage) 1 lesson	
<ul style="list-style-type: none"> <li>Teachers and students view examples of PSAs</li> <li>Students work in small groups to co-create some criteria about effective PSAs</li> <li>Students work in small groups to brainstorm important information about the school's social justice project</li> <li>With teacher guidance, students choose a format and a technology tool to create their PSAs</li> <li>Older students work together to identify skills and concepts they may have to explain and demonstrate to the younger students</li> </ul>	
Action (Explore and Explain) 5-10 lessons	
<ul style="list-style-type: none"> <li>Students work together to plan PSA (they may create sketches, storyboards, scripts, etc. depending on the format of their PSA and the technology they are using)</li> <li>Students create a first version of their PSAs</li> <li>Groups offer one another feedback based on the criteria established during the <i>Minds On</i> session</li> <li>Older students act as guides, resources, and trouble shooters of the technology</li> <li>Older students meet at the end of classes to share observations and suggestions for improvement</li> </ul>	
Consolidation (Elaborate, Evaluate, Extend) 2 lessons	
<ul style="list-style-type: none"> <li>Students present completed PSAs to classes</li> <li>Students decide on a strategy for sharing the PSAs with the school (e.g. order, location) and broader community (e.g. class and school website, board website)</li> </ul>	
Materials and Resources	
<p>Minds On:</p> <p>The Museum of Broadcast Communications – Public Service Announcements  <a href="http://www.museum.tv/eotvsection.php?entrycode=publicservic">http://www.museum.tv/eotvsection.php?entrycode=publicservic</a></p> <p>Kathy Schrock's <i>We Interrupt this Broadcast – Using Public Service Announcements in Schools</i> -  <a href="http://kathyschrock.net/psa/index.htm">http://kathyschrock.net/psa/index.htm</a></p> <p>SMART Ideas</p> <p>Action:</p> <p>Camera (digital, video, still), microphone</p> <p>Audacity - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a></p> <p>Photo and Video Editing Applications:</p> <p>Adobe Photoshop Elements 8, Adobe Premiere Elements 7, MovieMaker, Frames4, Pixie 2 (all OSAPAC licensed software)</p> <p>Picasa - <a href="http://picasa.google.com/">http://picasa.google.com/</a>, Paint, FotoFlexer - <a href="http://fotoflexer.com/">http://fotoflexer.com/</a>, Pixlr - <a href="http://pixlr.com/">http://pixlr.com/</a></p> <p>Cartooning and Comic Applications:</p> <p>Bitstrips for Schools - <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a>, Comic Life (both OSAPAC licensed software)</p> <p>Glogster - <a href="http://edu.glogster.com/what-is-glogster-edu/">http://edu.glogster.com/what-is-glogster-edu/</a></p>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

### Section 3: Case Study 3 – Digital Divide in the World

#### The Scenario

Mr. Martino’s class at St. Francis School has been working on a project to help students in need in a developing country. They have completed research about the community and its needs, invited guest speakers into their school, and started to plan how they will help the students, but Mr. Martino feels that his students still need to make more connections with the students in the developing country to understand them better. He wants his students to see the complexity of others’ lives and to begin to understand them not just as recipients of charity but as people possessing worth and dignity. He wonders if there is some way that he can use technology to connect the two groups of students more authentically.

#### The Issues

The digital divide exists among countries and is increasingly affecting those nations without the technological infrastructure to support their people in using these tools for communication. However, many peoples around the world are using technology to protest undemocratic practices and to organize for change. Students in our classrooms can use technology to connect with people from other countries and cultures in meaningful and authentic ways. They can recognize the essential human dignity of these people that they encounter online and they can work to demonstrate solidarity with them. Students can also use technology to work for changes in others’ living conditions respectfully and collaboratively. Recognizing and acting on the preferential option for the poor and vulnerable in the people that they meet online helps students to engage with others beyond their immediate communities in meaningful ways.

#### Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?*

*What examples might help us shape our responses to these issues?*

*What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?*

Catholic Social Justice Teaching	Catholic Stakeholders					
	Student(s)	Teachers	Administrators	Parents	Trustees	Community
<i>Preferential Option for the Poor and Vulnerable</i>	How can students use what they know about technology to reach others in need?	How can teachers help their students use what they know about technology to reach others in need?	How can schools support people in need by using technology?	How can parents support people in need by using technology?		



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<i>Solidarity</i>	How can they use technology to show solidarity with other people?	How can teachers use technology to connect their students to people in other countries in authentic ways? How can they use technology to help their students show solidarity with other people?	How does the school's use of technology support solidarity with others?	How can people show solidarity with those in need?	How can trustees show solidarity with those in need?	How can people show solidarity with those in need?
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**Next Steps**

Mr. Martino does some research about technology conditions in the community his class is studying. He contacts his school board's ICT consultant and technology department to review some of the tools and applications that he could use with his class. Mr. Martino decides that he will use the technology to connect to some students in the community they are studying. The students communicate with one another using text messages and pictures through the teachers' cell phones. He also expands his class project to include collecting old cell phones. He works with a local company that specializes in removing personal data and refurbishing the phones so that they can be used in the community in the developing country. Other classes begin to participate in this part of the project and members of the community begin to donate their cell phones too. The school hosts an open house with a guest speaker from the community in the developing country and makes a formal presentation of the cell phones on the community's behalf.

**Activities:**

*(P) Digital Pen Pals*

*(J) Stations of the Cross Project*



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Resources**

Catholic Development and Peace – Youth Website

<http://youth.devp.org/>

*e-learning foundation – overcoming the digital divide website*

<http://www.e-learningfoundation.com/about-us1>

*The International Digital Divide – Science Daily website – 8 Feb 2011*

<http://www.sciencedaily.com/releases/2011/02/110208121345.htm>

*Is Internet Connectivity a Human Right? – Michael Geist, The Toronto Star, 20 June 2011*

<http://www.thestar.com/business/article/1012125--is-internet-connectivity-a-human-right>

*Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression –*

Frank La Rue, United Nations, 16 May 2011

[http://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A.HRC.17.27\\_en.pdf](http://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A.HRC.17.27_en.pdf)

*UNESCO – Information for All Programme – Information Society Observatory*

<http://ifap-is-observatory.ittk.hu/>

*- Declaration of Principles – Building the Information Society: a global challenge in the new Millennium, World Summit on the Information Society, Geneva, 12 December 2003*

<http://www.itu.int/wsis/docs/geneva/official/dop.html>





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>P</b>	<h2 style="text-align: center;">Digital Pen Pals</h2> <p style="text-align: center;">(Section 3: Case Study 3 – Digital Divide in the World: Activity 1)</p>
<b>Rationale and Description of the Activity</b>	
<p>Students can use their skills as digital citizens to use technology to connect with people in other communities and countries. Using a mutually accessible technology or application and with teacher guidance, students will communicate with one another to gain a better, more authentic understanding of life in different communities and countries.</p>	
<b>Catholicity Connections</b>	
<p>Catholic Social Justice Teachings: Preferential Option for the Poor and Vulnerable; Solidarity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ul style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>5. I am a team player!</li> <li>6. I care!</li> <li>7. I have responsibilities!</li> </ul>	
<b>Curriculum Connections</b>	
<p>Language: Oral Communication, Writing, Media Literacy Strands</p> <p>Social Studies: Heritage and Citizenship, Canada and World Connections</p>	
<b>Sample Learning Goals</b>	
<ul style="list-style-type: none"> <li>• We are learning about how our community is the same as and different from a community in another country.</li> <li>• We are learning to communicate with people in another country using technology.</li> <li>• We are learning how being Catholic digital citizens can help to connect us to people around the world.</li> <li>• We are learning about what other people need and how we can help them.</li> </ul>	
<b>Sample Success Criteria</b>	
<ul style="list-style-type: none"> <li>• I brainstormed good questions to ask our digital friends (e.g. no “yes” or “no” answers, answers will add new information and not repeat something we know, etc.)</li> <li>• I recorded my questions in a way that would be easy to understand (e.g. printed neatly, typed or wrote without spelling mistakes, spoke slowly, clearly, and with expression, etc.)</li> <li>• I organized my questions so that they would make sense to my audience.</li> <li>• I recorded the information from the (text, video, email, post) in our Venn diagram to help us know what is the same as and different from the other community.</li> <li>• I explained my thinking about what is the same and what is different.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b> <i>Digital Pen Pals</i>
<b>Minds On (Elicit and Engage)</b> <b>3 lessons</b>
<p>Before introducing project to class:</p> <ul style="list-style-type: none"><li>• In consultation with the teacher in the other classroom, students and teachers choose a means of digital communication that matches both class' digital access, skill, and comfort level (e.g. text, voice, or photos shared over a cell phone, synchronous web cam face-to-face, Twitter, blog posts, audio casts)</li><li>• Teachers may also discuss some practical need or goal that classrooms can work on to support one another (e.g. one classroom may need art supplies, one classroom may need songs for their class recording library)</li><li>• Teachers establish frequency of communication</li><li>• Teacher communicates with parents and administrators to ensure that everyone is informed about the project</li><li>• Teacher introduces class to project by sharing examples of stories or music from the community, finding it on Google Earth, using a mapping application to determine the distance between communities, etc.</li><li>• Teacher introduces class to tools they will be using to communicate</li><li>• Class brainstorms some guidelines about using the tool (e.g. always with teacher approval, first names only, photos of physical objects only) in keeping with the board's Acceptable Use Policy and the communities' comfort level</li><li>• Class discusses some criteria for good communication using the tool (e.g. ask good questions, include interesting facts about themselves)</li><li>• Both sets of guidelines/criteria may be shared and agreed upon between the two classes</li></ul>
<b>Action (Explore and Explain)</b> <b>Short sessions over several weeks (as agreed upon between the two classes)</b>
<ul style="list-style-type: none"><li>• Students brainstorm questions to ask the other class, facts and images to share, etc.</li><li>• With teacher guidance, students create the text, post, or Tweet</li><li>• Class keeps a record of messages</li><li>• Students record information from incoming messages and share them on a graphic organizer such as a Venn diagram</li><li>• If class is collecting or creating something to share (e.g. art supplies, songs, etc.) they work on publicizing the need and collecting the items</li><li>• Teachers of the two classes may be in touch separately to guide the discussion or share information</li><li>• As an extension, students could use Google Earth to pin-point, map, document and annotate specific locations they learn about as they conduct their own research and correspondence with pen pals</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Consolidation (Elaborate, Evaluate, Extend)</b> <b>2 lessons</b> <i>Digital Pen Pals</i>
<ul style="list-style-type: none"><li>• Classes may conclude the activity with a shared celebration (either in real time through technology links or by sharing images and messages of the celebrations)</li><li>• Teachers arrange to post or ship any materials the classes are sharing</li><li>• Students may use the material gathered about the other community to share information about them on the class or school webpage in a variety of formats (e.g. podcast, slideshow, report, etc.)</li></ul>
<b>Materials and Resources</b>
Minds On: ePals Global Community <a href="http://www.epals.com/">http://www.epals.com/</a> Students of the World <a href="http://www.studentsoftheworld.info/menu_pres.html">http://www.studentsoftheworld.info/menu_pres.html</a> Google Earth Classroom Resources: <a href="http://sitescontent.google.com/google-earth-for-educators/classroom-resources/projects-for-my-subject">http://sitescontent.google.com/google-earth-for-educators/classroom-resources/projects-for-my-subject</a> Google Earth Tutorials & Tips: <a href="http://sitescontent.google.com/google-earth-for-educators/tutorials-and-tips">http://sitescontent.google.com/google-earth-for-educators/tutorials-and-tips</a> Action and Consolidation: Email account (board or personal) Social Network accounts (e.g. Facebook - <a href="http://www.facebook.com">www.facebook.com</a> , Twitter <a href="http://twitter.com">http://twitter.com</a> ) Skype – <a href="http://www.skype.com">www.skype.com</a> Camera (digital, video, still) Headset and microphone Adobe Connect Audacity Open Source Recording and Editing Software - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a> Audacity Tutorial: <a href="http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity">http://wiki.audacityteam.org/wiki/Creating_a_simple_voice_and_music_Podcast_with_Audacity</a> Ed.VoiceThread - <a href="http://voicethread.com/products/k12/">http://voicethread.com/products/k12/</a> SMART Ideas for graphic organizers



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>J</b>	<h2 style="text-align: center;">Stations of the Cross Project</h2> <p style="text-align: center;">(Section 3: Case Study 3 – Digital Divide in the World: Activity 2)</p>
<h3 style="text-align: center;">Rationale and Description of the Activity</h3>	
<p>Students can use their skills as digital citizens to use technology to express their thinking about power and justice. Students will use technology applications to create Stations of the Cross that reflect the Catholic Social Justice Themes in cross-cultural settings.</p>	
<h3 style="text-align: center;">Catholicity Connections</h3>	
<p>Catholic Social Justice Teachings: Preferential Option for the Poor and Vulnerable; Solidarity</p> <p>Ontario Catholic Graduate Expectations (Elementary Language):</p> <ul style="list-style-type: none"> <li>2. I have a voice!</li> <li>3. I have ideas!</li> <li>5. I am a team player!</li> <li>6. I care!</li> <li>7. I have responsibilities!</li> </ul>	
<h3 style="text-align: center;">Curriculum Connections</h3>	
<p>Language: Media Literacy Strand The Arts: Visual Arts Social Studies: Heritage and Citizenship</p>	
<h3 style="text-align: center;">Sample Learning Goals</h3>	
<ul style="list-style-type: none"> <li>• We are learning how to use technology to express our thoughts and feelings about power, justice, and human dignity.</li> <li>• We are learning how the Stations of the Cross can help us to understand issues of justice in the world today.</li> <li>• We are learning how being Catholic digital citizens can help to connect us to people around the world.</li> </ul>	
<h3 style="text-align: center;">Sample Success Criteria</h3>	
<ul style="list-style-type: none"> <li>• I identify power relationships in our social studies topics and in the world around me.</li> <li>• I identify power relationships in the Stations of the Cross.</li> <li>• I choose images that reflect power relationships in my group’s Station. I explain the reasons for our choices.</li> <li>• I choose images that will capture my audience’s attention. I explain the reasons for my choices.</li> <li>• I arrange my images to tell our story. I use principles of design to help me make my decisions. I explain how they will help our audience understand our meaning.</li> <li>• I use features of the technology tool (e.g. bold, underline, font style and size, animations, etc.) to help make my message clear. I explain the reasons for my choices.</li> </ul>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

<b>Activity</b>	
<i>Stations of the Cross Project</i>	
<b>Minds On (Elicit and Engage)</b>	
<b>3 lessons</b>	
<ul style="list-style-type: none"> <li>Teacher introduces class to project by beginning discussion about power and justice. He or she may choose to connect it to the societies the class is studying in social studies (e.g. early civilizations, medieval times, First Nations peoples and explorers) or to a contemporary story or film clip</li> <li>Class brainstorms examples of power relationships and creates an anchor chart</li> <li>Class uses chart to identify power relationships in the Stations of the Cross</li> <li>Teachers may choose to use the online Stations of the Cross listed below to help students think about images</li> <li>Students think about and share how they could show the power relationships in the Stations of the Cross using different images (e.g. modern times – Roman soldiers dressed as police officers; followers of Jesus dressed as First Nations peoples, etc.)</li> <li>Teacher explains that they will be working in groups to illustrate the Stations of the Cross to help people see the power and justice issues in new ways</li> </ul>	
<b>Action (Explore and Explain)</b>	
<b>8 – 12 lessons</b>	
<ul style="list-style-type: none"> <li>Students work in groups to create their images for their Station of the Cross</li> <li>Student groups give one another feedback on the work in progress and incorporate suggestions into their work</li> <li>Students combine images to create the finished work</li> </ul>	
<b>Consolidation (Elaborate, Evaluate, Extend)</b>	
<b>2 lessons</b>	
<ul style="list-style-type: none"> <li>Students include a short explanation about their choice of images with each Station</li> <li>Class shares the completed presentation with the larger school community (e.g. on website, as part of Holy Week services)</li> </ul>	
<b>Materials and Resources</b>	
<p>Minds On:</p> <p>Stations of the Cross – Children and their Families Walk with Jesus  <a href="http://www.cptryon.org/prayer/child/stations/index.html">http://www.cptryon.org/prayer/child/stations/index.html</a></p> <p>Stations of the Cross  <a href="http://www.catholic.org/clife/prayers/station.php">http://www.catholic.org/clife/prayers/station.php</a></p> <p>Stations of the Cross (illustrated with pictures of the poor and suffering)  <a href="http://www.foodforthe poor.org/prayer/stations/">http://www.foodforthe poor.org/prayer/stations/</a></p> <p>Action:</p> <p>Glogster - <a href="http://edu.glogster.com/">http://edu.glogster.com/</a></p> <p>Corel Presentations</p> <p>Adobe Photoshop 8</p> <p>FlickrCC - <a href="http://flickrcc.bluemountains.net/flickrCC/index.php">http://flickrcc.bluemountains.net/flickrCC/index.php</a></p> <p>Hyperstudio</p> <p>Comic Life</p> <p>Bitstripsforschools - <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a></p>	



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## **Appendices**

### **Appendix A – Ontario Catholic School Graduate Expectations**

#### **A Discerning Believer Formed in the Catholic Faith Community**

- CGE1a Illustrates a basic understanding of the saving story of our Christian faith.
- CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- CGE1c Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.
- CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE1e Speaks the language of life... “Recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- CGE1g Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.
- CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.
- CGE1i Integrates faith with life.
- CGE1j Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

#### **An Effective Communicator**

- CGE2a Listens actively and critically to understand and learn in light of gospel values.
- CGE2b Reads, understands and uses written materials effectively.
- CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE2d Writes and speaks fluently one or both of Canada’s official languages.
- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

#### **A Reflective and Creative Thinker**

- CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- CGE3b Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3d Makes decisions in light of gospel values with an informed moral conscience.
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**A Self-Directed, Responsible, Life-Long Learner**

- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b Demonstrates flexibility and adaptability.
- CGE4c Takes initiative and demonstrates Christian leadership.
- CGE4d Responds to, manages and constructively influences change in a discerning manner.
- CGE4e Sets appropriate goals and priorities in school, work and personal life.
- CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor**

- CGE5a Works effectively as an interdependent team member.
- CGE5b Thinks critically about the meaning and purpose of work.
- CGE5c Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- CGE5e Respects the rights, responsibilities and contributions of self and others.
- CGE5f Exercises Christian leadership in the achievement of individual and group goals.
- CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member**

- CGE6a Relates to family members in a loving, compassionate and respectful manner.
- CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
- CGE6c Values and honors the important role of the family in society.
- CGE6d Values and nurtures opportunities for family prayer.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**A Responsible Citizen**

- CGE7a Acts morally and legally as a person formed in Catholic traditions.
- CGE7b Accepts accountability for one's own actions.
- CGE7c Seeks and grants forgiveness.
- CGE7d Promotes the sacredness of life.
- CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7h Exercises the rights and responsibilities of Canadian citizenship.
- CGE7i Respects the environment and uses resources wisely.
- CGE7j Contributes to the common good.





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Appendix B – The Adapted Ontario Catholic School Graduate Expectations – Elementary Language**

**Developed and shared by Huron-Perth CDSB and St. Clair CDSB**

**I AM A BELIEVER!**

- I believe that God is an awesome God
- I believe and have faith in God
- I believe that God is with us always
- I believe that we can talk to God anytime and anywhere, through prayer
- I believe in the stories of the Bible
- I believe in the stories of Jesus' life, death and resurrection
- I believe in the Church community, celebrating Mass, and the seven Sacraments
- I believe in forgiveness

**Because I am a believer, I will live my life like Jesus.**

**I HAVE A VOICE!**

- I speak, write and listen as Jesus would want me to
- I care about others and speak up for them
- I am honest
- I think carefully before I react or speak
- I respect all people and their languages
- I listen to the Word of God

**Because I have a voice, I will use it lovingly, and I will live my life like Jesus.**

**I HAVE IDEAS!**

- I have thoughts and opinions that matter
- I make good choices
- I have hope for the future
- I solve problems with knowledge, understanding and prayer
- I know we are all equal and special

**Because I have ideas, I have a purpose, and I will live my life like Jesus.**

**I AM A LEARNER FOR LIFE!**

- I use my gifts and talents given to me by God
- I always do my best
- I build on my strengths and weaknesses
- I set goals
- I accept change
- I am proud of the good things I do
- I am thankful for the gifts of others

**Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.**



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**I AM A TEAM PLAYER!**

- I co-operate with others in all that I do
- I value everyone's work
- I respect and listen to others
- I think of others before myself
- I follow rules of fair play
- I work hard in school so that I can build my community and make it a better place

**Because I am a team player, I know that 'Together is Better', and we will live our lives like Jesus.**

**I CARE!**

- I love God, myself and my family
- I care about and respect my 'family' at school, at Church, in the community, and the world
- I care about and respect God's creation and everything in it

**Because I care, I pray for all my families, and I will live my life like Jesus.**

**I HAVE RESPONSIBILITIES!**

- I am a peace-maker
- I am fair
- I am forgiving
- I follow rules and do my share
- I help the poor and care for people in need
- I stand up for what is right
- I know that all life is precious
- I respect and protect the world and all that is in it

**Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.**



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Appendix C – Overview Chart – Unifying Catholic Themes and Essential Questions from CCC  
Catholic Curriculum Map Project**

Grade	Catholic Theme	Essential Question	Points for Consideration
K	Stewardship of Creation	Where is God?	<ul style="list-style-type: none"><li>• Our Catholic tradition teaches that we are charged with caring for all of God’s creation</li><li>• We come to know God through our experience and understanding of our selves, others, and the rest of the created world</li><li>• Students explore and experience elements of creation as a trace of God</li></ul>
1	Dignity of the Human Person	Who is God?	<ul style="list-style-type: none"><li>• The Catholic Church professes that all human life is sacred</li><li>• The inherent dignity of the human person is foundational to all other Catholic social teaching</li><li>• We develop a deeper awareness of our human dignity when we come to more fully understand God, our Creator</li><li>• Students use Scripture stories to develop an understanding of the attributes of God</li></ul>
2	Promotion of Peace	How are we members of God’s family?	<ul style="list-style-type: none"><li>• Peace is the work of justice and the result of love (EOCCC)</li><li>• Peace is not just the absence of war. It involves the mutual respect and confidence between peoples and nations. (Pope John Paul II)</li><li>• As members of God’s family, we are called to seek justice and peace for all of the members</li><li>• Students develop an understanding Eucharist as a sacrament of belonging</li></ul>
3	Community and the Common Good	Who is the Holy Spirit?	<ul style="list-style-type: none"><li>• The Catholic tradition teaches that all humans are called to live with, and for, others in community</li><li>• The Holy Spirit is God’s loving and guiding presence in the community</li><li>• Students recognize that the Holy Spirit gathers us to be a people of God and inspires us to share in the mission of Jesus</li></ul>
4	Preferential Option for the Poor and Vulnerable	What does Jesus ask of us?	<ul style="list-style-type: none"><li>• A distinctly Catholic perspective on the world maintains that we can measure the quality of any society by the way its most poor and vulnerable are treated (EOCCC)</li><li>• Jesus is the ultimate model of how we are called to care for those that society overlooks</li><li>• Students use Scripture to develop a deeper understanding Jesus, and what Jesus expects of his followers</li></ul>



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

Grade	Catholic Theme	Essential Question	Points for Consideration
5	Community and the Common Good	How do we live in community?	<ul style="list-style-type: none"> <li>The Catholic tradition proclaims that humans are not only sacred, but are also social</li> <li>We must be mindful of the human dignity and rights of all as we come together in community</li> <li>We are called to critique prevailing social structures to ensure that all are fairly represented</li> <li>Students investigate covenant stories in Scripture as well as stories of the early formation of the Church</li> </ul>
6	Human Rights and Responsibilities	How do we live in accordance with God's will?	<ul style="list-style-type: none"> <li>By virtue of our human dignity, our Catholic tradition teaches that all humans have the right to life, food, shelter, health care, education, and employment</li> <li>We, in turn, have the duty and responsibility to care for one another, our families, and those in society</li> <li>We come to a greater understanding of how we are to ensure the rights of all, and what our obligations are, by understanding God's will for humanity</li> <li>Students examine the Decalogue and the Beatitudes as guides for right action</li> </ul>
7	Dignity of the Human Person	What is our story?	<ul style="list-style-type: none"> <li>This foundational social teaching is revisited, allowing students to come to a deeper understanding of its implications appropriate to the developmental stage of an adolescent</li> <li>A greater appreciation of the sacred and social nature of the human emerges, this time, through an investigation of the Christian story</li> <li>Students develop an understanding of the Bible as our story to more fully understand what it means to be called into relationship with God through Jesus</li> </ul>
8	Solidarity	How are we Church in the world?	<ul style="list-style-type: none"> <li>The Catholic tradition proclaims that we are to love our neighbour regardless of national, racial, ethnic, economic, or ideological differences</li> <li>Solidarity means that "loving our neighbour" has global dimensions in an interdependent world (<a href="http://www.osjspm.org">www.osjspm.org</a>)</li> <li>Students are challenged, appropriate to their now more advanced developmental level, to extend their prior understanding of the Common Good to the broader global community</li> <li>Students identify how the Ten Commandments and Jesus' rule of love are related, and develop an understanding of the Catholic view of social justice and its need in the world</li> </ul>



## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

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*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

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## *Catholic Curriculum Corporation – Central and Western Region*

### Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

## Glossary

**Acceptable Use Policy (AUP):** An AUP is a set of rules that define the ways in which ICT facilities can and cannot be used in a business or educational institution, including a description of the possible sanctions that can be applied if a user breaks the rules. Two of the most important topics covered by an AUP are (i) **e-safety** and (ii) **awareness of and compliance with copyright**.

**Accessibility:** The fundamental issue regarding *accessibility* is that everyone should have access to the services provided by ICT, e.g. computer programs, Email and the World Wide Web, regardless of any visual, auditory, or other physical impairment they might have.

**Assistive Technology:** This term describes computer software or devices used by people with special needs to enable them to access the services provided by ICT, e.g. computer programs, Email and the World Wide Web.

**Asynchronous:** "Not at the same time". Often used to refer to communication by Email or via a Discussion List, where the recipients of the email or the participants in the discussion do not have to be present at the same time and can respond at their own convenience. A feature of asynchronous learning is that the teachers and learners do not have to be present at their computers at the same time.

**Avatar:** A graphical representation of a real person, such as used in a MUVE or MMORPG, a kind of "virtual world".

**Blended Learning:** This term normally refers to combining Internet-based *distance learning* with face-to-face tuition but it may also be used to describe combining offline ICT-based materials with more traditional materials, such as books, audiocassettes and videocassettes.

**Blog:** Contraction of the term Weblog. A blog is essentially a website that contains discrete pieces of information posted by different users. New items of information are usually entered by contributors via a simple form, following the introduction of each new theme by a person who initiates the blog, and then submitted to the site, where they may be filtered by an administrator before being posted. A blog can contain news items, short essays, annotated links, documents, graphics, and multimedia. These posts are usually in reverse chronological order and often take the form of a journal or diary. A blog is normally accessible to any Internet user, but closed blogs may also be created, e.g. to document the thoughts and experiences of a group of students or to provide a means of communication between teachers and students following a particular course.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Chat Room:** A synchronous, mainly text-based communication facility, offering a Web-based environment where people either drop into or arrange to meet and chat at specific times. You type in your text online, it is seen almost immediately by others online at the same time who respond online in real time. When used for language learning, chat rooms can put a great deal of pressure on students by requiring them to read fairly rapidly and to write, also fairly rapidly, with little time to reflect on the quality of the language used. A degree of caution is advised when joining a chat room. Some have been used for sinister purposes.

**Digital:** The essential meaning of this term is "based on numbers". The modern computer is a typical example of digital technology, so are Storage Media such as CD-ROMs, DVD-ROMs, audio CDs and video DVDs, on which numbers are coded as a string of tiny pits pressed into a plastic disc.

**Download:** To transfer a copy of data, a computer program, a text file, an image file, a sound file or video file from one computer to another computer. This is the main means of obtaining data and programs from the World Wide Web.

**E-learning:** (electronic learning) involves using a computer to access materials on the Web or to follow a distance-learning course using a Virtual Learning Environment (VLE). If someone is learning in a way that uses Information and Communications Technologies (ICTs), they are using e-learning.

**Facebook:** is a free-access social networking website that is operated and privately owned by Facebook, Inc.

**Flash Drive:** A portable Storage Device. Flash drives look like a small flat pen, around 5cm to 10cm long, and are easily carried in your pocket. Their storage capacity is impressive; 8GB is not unusual these days. They are used to store data that you wish to carry around, e.g. a PowerPoint presentation, and they can be plugged into any computer with a USB socket.

**Guerilla Advertising:** An advertising strategy where advertisers use low budget, unconventional methods to promote a service or product.

**ICT:** Abbreviation for Information and Communication Technology.

**iPod:** The name of a portable (mobile) Media Player designed and marketed by Apple. The iPod first appeared in 2001. As well as being capable of storing and playing back audio recordings, newer models can also record and play back video. The iPod has become popular for storing recordings, mainly music, downloaded from the Web or transferred from audio CD to a computer and then moved across to an iPod using a software package known as iTunes.

**IT:** Abbreviation for Information Technology, essentially technology relating to information processing, i.e. computer technology.





*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**MP3:** Abbreviation for MPEG Layer 3. MP3 is a file format for storing high-quality audio files that can be played back on computers and portable media players such as the iPod. MP3 has the advantage of taking up far less storage space than the WAV format without loss of quality.

**MP3 Player:** Is a portable device (e.g. iPod etc.) that plays MP3 files.

**Netbook:** A netbook is a small, lightweight computer, smaller than a Laptop Computer, with a long battery life and ideal for travelling. Netbook computers have built in Wifi and are optimized for browsing the Web and Email.

**Online Learning:** The use of the Internet to follow a course that usually results in the award of a diploma or certificate. Closely associated with the concept of E-learning, which often - but not necessarily - implies some form of online learning, i.e. using Email and the World Wide Web.

**Outtake:** A part of a work (often in film or musical recording) that is not included as part of the final edit.

**Podcast:** A podcast is a broadcast digital audio recording, usually in MP3 format, made available via the Web in a way that allows the recording to be downloaded automatically for listening at the user's convenience.

**Server:** A computer which provides services to other computers, which are known as clients. For example, when you click on a link in a Web page your Browser sends a request to a remote computer, known as a Web Server that serves the requested page to your browser, which then displays it on your computer screen.

**Sexting:** The act of sending sexually explicit messages or images electronically, usually between cell phones.

**Social Media:** Term used to describe a variety of Web 2.0 applications that enable people to share images, audio recordings and video recordings via the Web and to initiate discussions about them via blogs and wikis.

**Social Networking:** A term applied to a type of website where people can seek other people who share their interests, find out what's going on in their areas of interest, and share information with one another.

**Twitter:** A Micro-blogging facility that allows users to post very short texts (maximum 140 characters) containing snippets of information about what they are doing at a given moment, news items, links to websites or comments on events, e.g. conferences and courses: <http://twitter.com>

**Web 2.0:** Contrary to what many people think, Web 2.0 is not a new version of the World Wide Web. The term arose as the name of a series of conferences, the first of which was held in 2004: <http://www.web2summit.com>. Essentially, Web 2.0 is an attempt to redefine what the Web is all about and how it is used, for example new Web-Based communities using wikis, blogs, podcasts and Social Networking websites that promote collaboration and sharing between users - in other words, a more democratic approach to the use of the Web.



*Catholic Curriculum Corporation – Central and Western Region*

Ethical and Responsible Use of Information and Communication Technology – Part II – K – 6

**Wifi:** Wireless Fidelity, also known as wireless networking, a way of transmitting information without cables that is reasonably fast and is often used for laptop computers within a business or a university or school campus instead of a Local Area Network (LAN) that uses cable connections. Wifi systems use high frequency radio signals to transmit and receive data over distances of several hundred feet. Many hotels and airports now offer wifi access to people travelling with laptop computers.

**Wiki:** A website or similar online resource which allows anyone to set up a resource in which content can be created collectively, as in a Blog, Discussion List or Forum. Its main difference is that it also allows anyone who views the wiki to add to or edit the existing content as if they were adding to or editing, for example, someone else's Word document. Wiki also refers to the software used to create such a website. Wiki derives from the Hawaiian "wiki-wiki", meaning "quick". Wikipedia is the best known example of a wiki.

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