



Ethical and Responsible Use Of Information and Communication Technology

A Guideline for all Stakeholders in Catholic Education

"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
John Paul II
Apostolic Letter (2005)*

Catholic Curriculum Corporation Central and Western Region

November, 2009



Catholic Curriculum Corporation – Central and Western Region

Ethical & Responsible Use of Information & Communication Technology

A Guideline for all Stakeholders in Catholic Education

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 Michael Redfearn, Waterloo Catholic District School Board, project lead, as well as writers and reviewers from the CCC Information and Communication Technology Council. This outstanding resource, Ethical and Responsible Use of Information and Communication Technology – A Guideline for all Stakeholders in Catholic Education, will provide intermediate and secondary teachers with lessons to deal with this very current and critical topic. The Grade 7-12 resource provides a uniquely Catholic, faith-based perspective which will help teachers as they assist their students in making sense of the digital technologies.

Technology is a powerful tool and youth need the guidance and modeling of knowledgeable and protective adults to learn how to navigate through various applications so they can critically examine and assess the value, impact and potentially constructive educational benefits of such technology. The introduction, scenarios, lesson framework and overviews provide teachers with those foundational skills which are viewed through the Catholic social teachings.

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**



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Introduction to Ethical and Responsible Use of Information and Communication Technology

“These (new digital) technologies are truly a gift to humanity and we must endeavor to ensure that the benefits they offer are put at the service of all human individuals and communities, especially those who are most disadvantaged and vulnerable.”

Pope Benedict XVI

From the Vatican, 24 January 2009, Feast of Saint Francis de Sales

Rationale for the Project

During the past decade, the explosion and proliferation of new information and communication technologies (ICT) in our society, has not seen the same dramatic increase in pedagogical strategies designed to address their ethical and responsible use within a uniquely Catholic framework.

A guideline containing such recommendations would go a long way toward helping all Catholic stakeholders in education come to terms with the multiplicity of choices and effects spawned by these powerful digital technologies in light of Catholic social teaching and tradition.

Relatively recent Ministry of Education initiatives, such as the sweeping and revolutionary eLearning Ontario and Student Success strategies, have significantly impacted the way students and teachers are learning and will learn well into the future. Many students now earn secondary school credits online via the Ontario Ministry of Education’s LMS (Learning Management System). As well, many students now supplement their learning and recover credits via the online Ontario Educational Resource Bank and various other web-based resources.

A host of internet-based technological tools (e.g. blogs, wikis, SMS, podcasts, and chat rooms) and electronic devices (e.g. MP3 players, cell phones, USB flash drives, desktop, laptop and Netbook computers etc.) now make it possible for students to learn in an asynchronous ‘virtual environment’ where a face-to-face interaction with teachers and peers is almost an afterthought.

Many of our students are technologically savvy and deeply immersed in wildly popular social networking sites. But at the same time and for a variety of reasons, many are also missing out on opportunities to critically examine and assess the value, impact and potentially constructive educational benefits such technological devices and web-based resources offer.

Adopting a uniquely Catholic, faith-based perspective will help to imbue in our students a solid moral foundation upon which to nurture spiritual growth as they engage with and make sense of the digital technologies.

An underlying premise of this guideline is that technology is a powerful tool and youth need the guidance and modeling of knowledgeable and protective adults to learn how to navigate it in ways that uplift them rather than harm them or the people with whom they are communicating.



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The new digital technologies are, indeed, gifts to humanity. As Catholics involved in the noble endeavor of educating youth, it is incumbent upon us to constantly strive to serve our students better by proactively engaging them in meaningful and ethical ways to incorporate these gifts into their daily lives. This is already occurring in wonderful ways in many classrooms throughout the province, though, rather than the exception, it should be the rule across all school districts. Simply waiting to react to the next inappropriate misuse of technology is no longer an option if all Catholic stakeholders are to leverage and realize the full potential of these technologies in their schools, homes and workplaces.

In order for those responsible for Catholic education to adequately teach the ethical and responsible use of the new digital technologies, a certain basic level of access for all stakeholders to these technologies at the district level is an essential component. It is understood that content filters on school district servers are needed to protect our students from inappropriate web content; though, to their credit, some district I.T. departments have implemented flexible override systems that allow educators access to social networking sites that are used specifically for instructional purposes.

Furthermore, in light of the rapidly-emerging digital technologies in society and their resultant impact, school districts should be open to embracing and adopting a creative, collaborative and fluid re-imagining of the consequences for inappropriate student use of these new technologies in their acceptable use policies.

Such openness would align with both the inclusive concept that it truly ‘takes an entire village to raise a child’ and the Catholic Church’s call for the faithful to embrace the new digital technologies as “gifts to humanity”. Though, ultimately, as to precisely how and to what degree such a spirit of openness and access to the new technologies will unfold across school districts in Ontario is up to each individual district to determine through its own managerial policies and procedures. It is hoped that this guideline will serve as a vehicle to help spawn new ideas as to how school districts can model and incorporate the ethical and responsible use of these technologies into their daily practice.

What is becoming increasingly clear is that, regardless of where school districts are in constructing and revising their own ICT policies and procedures, beyond the confines of the classroom many of today’s students have, for some time, had open, unfiltered access to these ubiquitous information and communication technologies.

Finally, as students continue to be immersed in and impacted by technology now and well into the future, success will likely be measured by how effectively Catholic educators can help them to develop and discern what is true, good and beautiful with the human heart, an informed conscience and the critical filter of the Catholic social teachings.



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“Just because social communications increase the possibilities of interconnection and the dissemination of ideas, it does not follow that they promote freedom or internationalize development and democracy for all. To achieve goals of this kind, they need to focus on promoting the dignity of persons and peoples, they need to be clearly inspired by charity and placed at the service of truth, of the good, and of natural and supernatural fraternity.”

*Caritas In Veritate
Encyclical Letter Pope Benedict XVI 2009*

Organization of Parts

This resource is intended to serve as a foundational, cross-curricular guideline for all stakeholders involved in Catholic education, specifically in regards to the ethical and responsible use of the new information and communication technologies.

Combining various samplings of ethically-based case studies relating to the new technologies, with a selection of practical teaching strategies, this guideline will assist those involved in Catholic education to critically navigate, examine and leverage the communication technologies, in light of gospel values, for their own and the greater common good.

The guideline is organized into three main sections: Section One: Communication and Ethical Standards: Promoting a Culture of Respect, Dialogue and Friendship, Section Two: Intellectual Property and the Common Good: Fostering a Culture of Respect and Sharing and Section Three: Our Global Village: Bridging the Digital Divide.

Central to the guideline are a selection of practical case studies, cross-curricular lesson frameworks appropriate for Grade 7-12 classes, lesson overviews and web-based resources relating to the new digital technologies. Each case study provides a hypothetical school-based scenario, guiding questions from a Catholic social justice perspective, the potential issues involved, possible next steps and a list of resources. The scenarios are fabricated so any possible connection to real names or situations is purely coincidental.

These support materials are intended as a sampling of potential scenarios and strategies for all Catholic stakeholders in Ontario to consult, utilize, modify, build and reflect upon as needed. The lesson frameworks serve as more traditional outlines containing information to assist teachers in the development of specific, adaptable lesson plans. The lesson overviews are intended to help teachers to engage their students and unpack the tasks and ideas embedded within the lesson frameworks.



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The following Catholic Social Justice themes weave throughout the guideline:

- Dignity of the person
- Rights and responsibilities
- The common good and community
- Preferential Option for the Poor
- Solidarity

It is important to note that the practical and successful integration and implementation of the content of this guideline will depend upon a variety of factors that are managed at the district level, including some or all the following:

- Individual school district acceptable use policies (AUP)
- Individual school district computer network/server/content/filter settings
- Individual school district ICT initiatives

Please also be aware that, as is standard with internet sites, any links within the case study resource lists are subject to the discretion of the site owner and may change or be discontinued at any time without notice.

"From the same mouth come blessing and cursing. My brothers and sisters, this ought not to be so" (Jas 3:10)

"The Sacred Scriptures remind us that words have an extraordinary power to bring people together or to divide them, to forge bonds of friendship or to provoke hostility. Not only is this true of words spoken by one person to another: it applies equally to communication taking place at any level. Modern technology places at our disposal unprecedented possibilities for good, for spreading the truth of our salvation in Jesus Christ and for fostering harmony and reconciliation. Yet its misuse can do untold harm, giving rise to misunderstanding, prejudice and even conflict."

*John Paul II
39th World Communications Day (January 24, 2005)
The Communications Media: At the Service
of Understanding among Peoples*



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Section One

Communication and Ethical Standards: Promoting a Culture of Respect, Dialogue and Friendship

Introduction

"You must love your neighbor as yourself" (Mk 12:30-31).

"In this light, reflecting on the significance of the new technologies, it is important to focus not just on their undoubted capacity to foster contact between people, but on the quality of the content that is put into circulation using these means. I would encourage all people of good will who are active in the emerging environment of digital communication to commit themselves to promoting a culture of respect, dialogue and friendship."

*Pope Benedict XVI message
43 World Day of Communications
May 24, 2009*

Today's world is rife with complexity and interactivity, where the modern-day miracles of digital, satellite and cellular technology can deliver on-demand live television, webcasts and text and audio messages virtually anywhere in the world in the twinkling of an eye.

For many of our young people, text messaging via cellular technology has already surpassed email as their primary mode of electronic communication. The explosion of digital technologies and their mass popularity indicates that, at their core, people are still spiritual beings who hunger for connectedness, purpose and meaning in their lives.

In and of themselves, the new communication technologies are value-neutral. They are tools that allow human beings to connect instantly with one another over vast distances. What is crucial though is that those who use these technological tools always respect the dignity of the individuals with whom they are communicating.

Using such technologies to disseminate degrading words or images to belittle or humiliate individuals or debase the gift of human sexuality, runs contrary to Jesus' command, "You must love your neighbor as yourself" (Mk 12:30-31).

Whether in the context of a professional or personal setting, these technological tools should be used in the service of others, especially the marginalized in society, to promote a culture of respect, dialogue and friendship for the common good. The case studies in this section will examine various scenarios involving the use of the new technologies to communicate in an educational setting.



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To learn more about the Church's position on these issues, please refer to the following:

Inter Mirifica - Decree on the Means of Social Communication – Pope Paul VI (1963)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_04121963_inter-mirifica_en.html

Ethics in Communications - Pontifical Council for Social Communications (2000)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20000530_ethics-communications_en.html

The Church and the Internet - Pontifical Council for Social Communications (2002)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_church-internet_en.html

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

http://www.vatican.va/holy_father/john_paul_ii/apost_letters/documents/hf_jp-ii_apl_20050124_il-rapido-sviluppo_en.html



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Section One Communication and Ethical Standards
Case Study #1
Social Networking & the Facebook Generation

The Scenario

John is the parent of a 17 year-old daughter, April, who attends a nearby Catholic secondary school. One day, while updating his own Facebook account, John noticed that his daughter had recently included her English literature teacher as a friend on her own account.

When asked by her father why she would include one of her teachers as a friend on her social network, April indicated that her teacher sent her a friend request and she merely accepted the invitation and saw no harm in adding him to her long list of FB friends.

April's father thought it inappropriate for her English teacher to invite one of his students to join his social network, though instead of contacting her teacher directly, John contacted the principal of the school to voice his concerns.

The Issues

Today's communication technologies (e.g. Instant Messaging, email, cell phones, internet chat rooms etc.) have not only facilitated instant 24/7 communication, they have also sometimes blurred the lines between the professional and personal worlds of individuals.

Regardless of the medium though, (electronic or face-to-face) some lines should not be crossed. In this case a number of questionable decisions would have likely resulted in a potential showdown concerning some or all parties involved.

April's teacher is certainly free to use social networks to communicate with family, friends, students and colleagues. But it would also be fair to say that he exercised poor judgment when he invited one of his students to join his list of FB friends.

The same professional boundaries that teachers are advised to respect and maintain in relation to their students, should apply as to whether or not technology is involved. A teacher being listed as a friend on a student's FB account (whether invited by that student or not) would imply and may perhaps be perceived by some as a social relationship. Such a situation, depending on the specific circumstances, could possibly be construed as 'luring' under Section 172.1 Canadian Criminal Code.



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April's teacher must abide by the Ontario College of Teachers' Ethical Standards for the Teaching Profession and Standards of Practice for the Teaching Profession. He is a representative of the teaching profession, his School board and the Catholic education community and must keep their interests in mind when communicating with others in any medium. His administrator needs to address these issues with him.

Of course social networking sites could also be used within the context of a professional learning environment. For example, a school may create a study group for students on FB that, through the application's settings, is controlled and closely monitored by a staff member. Or a teacher may have students create Facebook profiles to teach them how to access and safely manage their privacy and security settings.

Though before asking students to join education-related FB groups or create profiles, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration.

Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?
What 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					
	<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>	Should April have considered the potential public perception before accepting her teacher's friend request?	Is April's teacher open to his principal's suggestions in a way that respects his dignity as a person?	Is the principal respectful of the dignity of April, her parents and April's teacher in working through all the issues?	Should April's father have first contacted the teacher directly to address his concerns? Are April's parents open to and respectful of April and the principal as they work through the issues?	In light of the need to respect the dignity of all persons involved – how should the trustees react in this situation?	In what ways can the broader community act that respects the dignity of all parties involved?
<i>Community and the Common Good</i>	How might April's acceptance of her teacher's friend request affect her classmates?	How might sending a friend request to one of his students affect the sense of community in the classroom?	In what ways might the principal's handling of the situation affect the school community?	How might April's father's decision to contact the principal first affect the school community?	How might decisions made by trustees in reaction to this case affect the broader community?	How might the broader community be affected / impacted by the personal decisions of April, her teacher and the principal in this particular case?



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Next Steps

Ideally, before going to the principal, April's father should have first contacted the teacher directly to discuss his concern. It's quite possible that the issue could have been amicably resolved before bringing the principal into the situation.

The principal would now be advised to meet separately with the teacher involved to review the parental concern, reiterate his professional obligation to maintain a distinct boundary between his social life and the social lives of his students and respectfully encourage him to remove the student from his list of Facebook friends. April's teacher should feel comfortable inviting his OECTA representative into his discussion with his administrator to ensure that his rights are being respected.

To avoid possible confusion, educators considering having their students use Facebook in the classroom for educational purposes, should first seek signed parental permission and the approval of their school administration.



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Resources
<p>OECTA Pamphlets & Booklets - 2006 <i>Electronic Communications: Appropriate & Professional Use of</i> http://www.oecta.on.ca/pdfs/electroniccomm.pdf</p>
<p>Professionally Speaking Magazine – 2007 <i>Cyber-bullying and other issues</i> http://www.oct.ca/publications/professionally_speaking/september_2007/survey.asp</p>
<p>Professionally Speaking Magazine – June 2009 <i>Can We Be Friends: Watching your (and your students') electronic step</i> http://www.oct.ca/publications/professionally_speaking/june_2009/online_friends.asp</p>
<p>Ontario College of Teachers <i>Ethical Standards for the Teaching Profession</i> http://www.oct.ca/standards/ethical_standards.aspx?lang=en-CA</p>
<p>Safe Canada <i>One-stop shop for safety and security information</i> http://www.safecanada.ca/menu_e.asp</p>
<p>Internet 101 <i>Internet safety tools and tips for youth, parents and educators</i> http://www.internet101.ca/en/index.php</p>
<p>Deal.org <i>An information and prevention tool that encourages youth throughout Canada to make healthy, informed decisions and to get involved in their communities.</i> http://www.deal.org/content/index.php?option=com_frontpage&Itemid=79&lang=en</p>
<p>Media Awareness Network <i>A collection of resources and support material for students, parents and teachers interested in media and information literacy for youth.</i> http://www.media-awareness.ca/english/index.cfm</p>



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Section One Communication and Ethical Standards

Social Network and the Facebook Generation

Grade: 7-12

Lesson Framework #1

Discipline/Subject	Cross-curricular
Title of Task	Teaching about safety and security settings in Facebook
Time Requirement	3-4 days (depending on grade level, novel length, class schedule etc.)
General Description of the Task	Show students how to navigate and manage the safety and security settings in Facebook while exploring the concept of 'voice' in understanding human nature.
Rationale of the Task	To ensure that student personal information is protected within a social networking site like Facebook.
Description of the Tasks Important note to teacher: <p>At various points throughout the 3-4 day period spend time explaining to students why privacy settings are important and showing them how to access and manage their Facebook account settings (e.g. Account, Privacy and Application settings).</p> <p>For example, when students are uploading their profile photo (clay character), engage them in a discussion as to why it is important to protect their personal information (e.g. all photos can be used out of context, digitally altered etc. by complete strangers, seen by prospective employers etc.).</p>	<ol style="list-style-type: none"> 1. Have the students pre-read a fiction novel. (E.g. George Orwell's <u>Animal Farm</u> could be used in a variety of subjects and interpreted on a number of levels.) 2. Select or assign to each student a character from the novel then have them create a Facebook profile for their character that contains the following information: favorite movies, music, TV shows, books and activities/hobbies as they would apply to their fictional character. 3. Have the students choose a favorite quote from the novel to add to the favorite quote section of their profile. 4. Have the students create a daily 'status update' on their character's thoughts and experiences. 5. Create a 'closed group' on Facebook that the students can join, include classmates (their novel character) as friends (unless they were enemies in the book) and send posts to one another while staying in character. 6. Have each student create a clay character, use a digital camera to take a picture of the character to use as their FB profile photo and upload their photo to the site. 7. Have the students use the chat function in FB only if they agree to chat in character.



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<p>Expectations (OCGE)</p> <p>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?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.</p> <p><u>Catholic Curriculum Core Maps</u></p> <table border="1"> <thead> <tr> <th>Grade:</th> <th>Theme:</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights & Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor and Vulnerable/ Stewardship of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/ Dignity of Work</td> </tr> </tbody> </table>	Grade:	Theme:	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights & Responsibilities	10	Option for the Poor and Vulnerable/ Stewardship of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/ Dignity of Work	<p>OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who 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; 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience; A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills; A Collaborative Contributor who CGE5A – works effectively as an interdependent team member; CGE5B – thinks critically about the meaning and purpose of work; 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;</p>
Grade:	Theme:														
7	Human Dignity														
8	Solidarity														
9	Human Dignity/ Rights & Responsibilities														
10	Option for the Poor and Vulnerable/ Stewardship of Creation														
11	Global Solidarity/ Promotion of Peace														
12	Community and the Common Good/ Dignity of Work														



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Notes to the teacher	<ul style="list-style-type: none"> • Before starting this unit, consult your district's I.T. policy regarding access to social networking sites (e.g. Facebook etc.). • Before asking students to join education-related FB groups or create profiles, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration. • Be aware that menus, links and privacy settings etc. within popular social networking sites like Facebook are always being updated and revised. • How deeply you explore the FB security settings will depend on various factors: e.g. grade and academic level of students, time constraints etc.
Differentiated Instruction/Accommodations	Modify/accommodate based on grade and academic level of students
Materials and Resources	<p>Facebook http://www.facebook.com</p> <p>10 Privacy Settings Every Facebook User Should Know http://www.allfacebook.com/2009/02/facebook-privacy/</p> <p>Facebook's New Privacy Features: A Complete Guide http://mashable.com/2009/08/12/facebook-privacy-features/</p> <p>Web Awareness Workshop Series for teachers (The Ontario Ministry of Education has licensed the Web Awareness Workshop Series and the in-class resource Reality Check! Evaluating Online Information for all publicly funded schools, native band schools and post-secondary faculties of education in Ontario.) Media Awareness Network on Facebook</p> <p>10 Solid Tips to Safeguard Your Facebook Privacy by Mahendra Palsule http://www.makeuseof.com/tag/the-complete-guide-to-facebook-privacy/</p>
Acknowledgements	<p>Lesson idea: Jen Deyenberg, Palliser Regional Schools, Lethbridge AB http://trailsoptional.wordpress.com/</p> <p><i>All Facebook</i> (The Unofficial Facebook Resource) http://www.allfacebook.com/</p>
List of Appendices	<p>Appendix A – Student Checklist</p> <p>Online Resource: 10 Privacy Settings Every Facebook User Should Know http://www.allfacebook.com/2009/02/facebook-privacy/</p>



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**Section One Communication and Ethical Standards
Social Network and the Facebook Generation**

**Appendix A
Student Checklist**

- I have created a Facebook profile for my novel character.
- I have included the following information on my character's FB profile:
Favorite movies Music TV shows Books Activities/hobbies
- I have added a favorite quote from the novel to the favorite quote section of my character's profile.
- I have created a daily 'status update' on my character's thoughts and experiences.
- I have sent friend requests to my classmates (their novel character) unless they were enemies in the book.
- I have kept in character when sending posts to my classmates.
- I have kept in character when chatting with other characters.
- I have created a clay likeness of my novel character.
- I have taken a digital photo of my clay character.
- I have uploaded my character's photo to my FB account.



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Section One Communication and Ethical Standards

Teaching and Learning	
Social Networking & The Facebook Generation Lesson Overview #1	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> Engage students in a discussion about Facebook (e.g. how they use the social networking site, what they should or should not share with their FB friends, how they decide who they will accept as a 'friend', their security & privacy settings, awareness level etc.) As a discussion starter about social networking sites students could view the Common Craft video Social Networking in Plain English - http://www.commoncraft.com/video-social-networking 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students understand the concept of online social networking?</p>
Action (Explore and Explain)	Approx. Time – 2-3 lessons
<ul style="list-style-type: none"> The teacher discusses the parameters of the project (e.g. novel selection process, concept of 'voice' in literature, main character tracking etc.) Teacher also shows students the security settings in FB and how to activate them. Students create their clay character (Avatar) and take and upload digital photos to their class FB profile. 	<p>Do the students understand the concepts of 'voice' in literature and why security and privacy settings in online social networks are important?</p> <p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>



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Consolidation (Elaborate, Evaluate, Extend)		Approx. Time – 1 lesson
<ul style="list-style-type: none"> Students discuss (chat) in character to their audience(s) (e.g. other students in character) They reflect on the process and conduct peer- and self-evaluations 		Do they listen to one another and express differences of opinion constructively, respectfully and in character?
		Do they treat each other with dignity?
		Do they employ the technological applications effectively?
		Are the students' FB character profiles easy to follow and well-organized? Appropriate for their audience(s)?
		Do they use the clay materials and digital cameras to create relevant and effective FB avatars?
Next Steps		
<ul style="list-style-type: none"> FB character profiles are shared (other students, family members etc.) so that audiences enjoy them independently. 		Do the students employ the technological applications effectively?
		Are the students' FB character profiles easy clearly organized and easy to navigate? Appropriate for their audience(s)?



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Section One Communication and Ethical Standards

Case Study #2
Ethical Use of Web2.0 Technologies among Youth

The Scenario

After experiencing frustration with a few of his teachers and several run-ins with the administration over the school uniform policy, 16 year-old Mark made a poor decision.

A grade 11 secondary school student, Mark decided that to vent some of his frustration he would post what he believed to be a satiric description of each of the school administrators on his own web site.

It did not take long for the principal to learn of Mark's creative online satire as several students and parents quickly brought it to his attention by providing him with the web site address.

The principal soon discovered that Mark had posted photos of each administrator on his site. He had acquired the original photos from the school's web site and digitally altered each photo using a photo-editing program to include sexually degrading depictions and vulgar, profane captions.

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

The Issues

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

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

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

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

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



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Guiding Questions <i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What 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?</i>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	Student(s)	Teachers	Administrators	Parents	Trustees	Community
<i>Dignity of the person</i>	What possible outcomes did Mark neglect to consider before hastily posting digitally-altered images of his school administrators on his web site? How might Mark have reacted positively to his objection to the school uniform policy?	If any of Mark's teachers were aware of the posting before the principal knew of it – how should they respond in such a manner that would respect the dignity of all persons involved?	Are the administrators respectful of the dignity of Mark, his parents, the students and teachers in working through all the issues?	Are Mark's parents open to and respectful of the administrators as they work through the issues? To what extent do Mark's parents monitor or limit his internet use at home?	In light of the need to respect the dignity of all persons involved – how should the trustees react in this situation?	In what ways can the members of the broader community act that reflects sensitivity and respects the dignity of all persons involved?
<i>Community and the Common Good</i>	How might Mark have responded more respectfully to the principal after first being invited to discuss his online posting?	How might Mark's teachers have responded to knowledge of his post so as to respect his friends and classmates?	In what ways might the administration's handling of the situation affect the broader school community?	How might parental monitoring of Mark's internet use affect the school community?	How could decisions made by trustees in reaction to this case affect the broader community and the common good?	How might the broader community be affected / impacted by the personal decisions of everyone involved?
<i>Rights and Responsibilities</i>	What personal responsibilities should Mark have considered before posting to his web site?	What responsibilities do Mark's teachers have in this situation?	What responsibilities do Mark's administrators have in this situation?	What responsibilities do Mark's parents have in this situation?		



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Next Steps

Most principals in this situation would likely follow the Ontario Education Act and suspend the student involved for bullying the administrators and adversely impacting the school community.

This would certainly send a clear message to the student and the entire school community that such behavior is not acceptable.

It would be highly advisable, though, before the student returns to the school community, that a meeting be scheduled between the administration, student and the student's parents or guardians to try to resolve the underlying issues leading up to the inappropriate online post.

The principal could also suggest to the student and his parents that their son's technological skills and creativity could be put to good use to enhance the school community, such as contributing to the school web site or newspaper club.



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Resources
<p>Media Awareness Network Web Awareness Workshop Series for Teachers <i>Offers teachers a comprehensive program on: Safety, Privacy, Marketing, Cyberbullying, and Evaluation of online information</i> http://www.media-awareness.ca/english/catalogue/products/descriptions/wa_tea.cfm</p>
<p>Media Awareness Network Web Awareness Workshop Series for Librarians <i>Offers librarians a comprehensive program on: Safety, Privacy, Marketing, Cyberbullying, and Evaluation of online information</i> http://www.media-awareness.ca/english/catalogue/products/descriptions/wa_lib.cfm</p>
<p>Media Awareness Network Passport to the Internet <i>Student tutorial for Internet literacy – Grades 4-8</i> http://www.media-awareness.ca/english/catalogue/products/descriptions/passport.cfm</p>
<p>Media Awareness Network Reality Check! Evaluating Online Information <i>Student tutorial for Internet literacy – Grades 9-12</i> http://www.media-awareness.ca/english/catalogue/products/descriptions/reality_check.cfm</p>
<p>Media Awareness Network Parenting the Net Generation <i>Parenting the Net Generation addresses family interests and concerns on issues that arise when young people go online. The workshop touches briefly on many key Internet issues: Safety, Privacy, Marketing, Ethics and Cyberbullying, and Evaluation of online information</i> http://www.media-awareness.ca/english/catalogue/products/descriptions/parenting_net_generation.cfm</p>
<p>Bullying.org <i>Supports individuals and organizations to take positive actions against bullying through the sharing of resources, and to guide and champion them in creating non-violent solutions to the challenges and problems associated with bullying.</i> http://www.bullying.org/</p>
<p>The Ontario Ministry of Education has licensed Reality Check! Evaluating Online Information and the PD resource the Web Awareness Workshop Series for all publicly funded schools, native band schools and post-secondary faculties of education in Ontario. For further information please contact your school board, authority or faculty of education Ontario Educational Software Service (OESS) representative. (http://oess.sjppg.com/). Click on the Contact Search tab and enter your city or board name.</p>



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Ethical Use of Web2.0 Technologies Among Youth Grade: 7-12 Lesson Framework #2	
Discipline/Subject	Comm Tech, Business Studies, Media Studies, Computer Science
Title of Task	Promote the Ethical Use of Web2.0 Technologies
Time Requirement	2-3 weeks (depending on grade level, class schedule, available of equipment, access to resources etc.)
General Description of the Task	Students working in groups of 3 or 4 create, promote, present and license an original proposal to promote the ethical use of Web2.0 technologies (e.g. cell phones, blogs, Web2.0, social networking web sites etc.) among their peers, license the plan and share it with a local and global audience.
Rationale of the Task	To have students consider and create strategies to promote the ethical use of Web2.0 technologies among their peers.
Description of the Tasks	<p>The Challenge: A local Catholic organization has offered to donate \$10,000 to fund one original school-based proposal designed to promote the ethical use of Web2.0 technologies among youth. Your group will develop a proposal that includes the following tasks / components:</p> <ol style="list-style-type: none"> 1. A plan of action describing the main stages of the proposal. 2. An itemized budget projection of how the donation will be used in implementing the proposal. 3. A persuasive cover letter addressed to the school principal in support of the proposal. 4. A 4-panel brochure outlining the main components of the proposal and how it connects to at least two main Catholic social justice themes. 5. A tabloid-size poster that promotes the proposal. 6. A one-page media release to inform the local media of the proposal. 7. A blog (with at least 6 posts) that promotes the proposal. 8. A short (60 second) promotional video of the proposal. 9. Generate a Creative Commons license for all the work contained in the proposal to share with a local and global audience. 10. Upload the Creative Commons-licensed video to YouTube. 11. Final proposal to be presented to classmates, school administrators and the board of Trustees.



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<p>Expectations (OCGE)</p> <p>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?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.</p> <p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <p>Grade: Theme:</p> <table> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights and Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor & Vulnerable/ Stewards of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/ Dignity of Work</td> </tr> </table>	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights and Responsibilities	10	Option for the Poor & Vulnerable/ Stewards of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/ Dignity of Work	<p>OCGE:</p> <p>A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good;</p> <p>An Effective Communicator who 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; 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.</p> <p>A Reflective and Creative Thinker who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who CGE5A – works effectively as an interdependent team member; CGE5B – thinks critically about the meaning and purpose of work; 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;</p>
7	Human Dignity												
8	Solidarity												
9	Human Dignity/ Rights and Responsibilities												
10	Option for the Poor & Vulnerable/ Stewards of Creation												
11	Global Solidarity/ Promotion of Peace												
12	Community and the Common Good/ Dignity of Work												



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Notes to the teacher	<ul style="list-style-type: none"> • To familiarize students with the Catholic Church's stance on the new technologies, have them review and discuss the material on the Pope2You web site before starting their proposal. • The students are encouraged to use original photos, though may use other photos for which they receive the owner's consent / permission in their promotional materials (e.g. poster, brochure, blog, and video). • Check your school district's I.C.T. policies, server/content restrictions regarding access to social networking sites like YouTube. Inquire about using an override feature to access. • Check to see if your district I.C.T. department is set up to host internal student blogs and / or student videos on its server. • *Seek the administration's permission before proceeding with the student video upload to YouTube. If the students are under 18 years of age, get signed parental consent before proceeding with the student video upload to YouTube. • *Creative Commons Licensing of student work – (see: Section 1 Lesson Plan Overview - Creative Commons License: An Introductory Primer) • If the Common Craft site is blocked, try searching for their videos on http://www.teachertube.com.
Differentiated Instruction/Accommodations	Modify / accommodate based on grade / academic level and specific needs of the students
Materials and Resources	Creative Commons - http://creativecommons.org/ Pope2You - http://www.pope2you.net/ Flickr Creative Commons http://www.flickr.com/creativecommons/ CommonCraft videos (e.g. blogs, podcasts, wikis, social media etc.) http://commoncraft.com/ How to Create a Blog for Free in 4 Easy Steps http://weblogs.about.com/od/creatingablog/ht/CreateBlog5Step.htm How to Create a Short Video http://www.ehow.com/how_5160131_create-short-video.html How to Upload a Video on YouTube http://www.wikihow.com/Upload-a-Video-on-YouTube



Section One Communication and Ethical Standards

Teaching and Learning	
Ethical Use of Web2.0 Technologies Among Youth Lesson Overview #2	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 – 2 lessons
<ul style="list-style-type: none"> As a portal to a class discussion about Web2.0 technologies (e.g. blogs, wikis, YouTube etc.) and for Catholic context regarding the new digital technologies - review with students the Catholic Church's Pope2You Web site - http://www.pope2you.net/. View with students the various CommonCraft - http://commoncraft.com/ videos on Web2.0 technologies (e.g. blogs, podcasting, social media, wikis etc.). 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students understand Web2.0 technologies (blogs, podcasting, wikis, social media etc.)?</p>
Action (Explore and Explain)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> Introduce to students the local Catholic organization's proposal to promote the ethical use of Web2.0 technologies among youth. Review the parameters of the challenge with the students and begin brainstorming all potential ideas. Determine student groups / group leaders/facilitators and begin assigning tasks (See: Section 1 Lesson 2 Overview – Ethical Use of Web2.0 Technologies among Youth - to the leaders/facilitators to delegate to their peers. 	<p>Do the students understand the basics of Web2.0 technologies (e.g. blogs, podcasts, wikis, social media etc.)?</p> <p>Can the students articulate the connections between this activity and the principles outlined on the Pope2You web site?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>



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Consolidation (Elaborate, Evaluate, Extend)		Approx. Time 1 lesson
<ul style="list-style-type: none"> Student groups present their Ethical Use of Web2.0 Products / Strategies to: other students, teachers, administrators, family members, district trustees etc. They reflect on the process and conduct peer- and self-evaluations 		<p>Do they listen to one another and express differences of opinion constructively, respectfully and in character?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p> <p>Are the students' products (blog posts, podcasts, pamphlets, videos etc.) well-organized and easy to follow? Appropriate for their audience(s)?</p>
Next Steps		
<ul style="list-style-type: none"> Ethical use of Web2.0 technologies presentations are shared with Catholic education stakeholders (e.g. students, teachers, administration, family members, district trustees etc.). Ethical use of Web2.0 technologies presentation materials are showcased / posted on the school and school district web sites. 		<p>Do the students employ the technological applications effectively?</p> <p>Are the students' presentations clearly organized?</p> <p>Do they contain relevant and practical strategies for the ethical use of Web2.0 technologies among youth? Age appropriate for their audience(s)?</p>



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Section One Communication and Ethical Standards

Case Study #3

Cell Phones in the Classroom

The Scenario

In spite of school policies to the contrary, Neela continually brings her cell phone to class. Neela's teachers are tired of having the same discussion with her every day, and they feel that enforcing these policies have created some very antagonistic relationships with Neela that are beginning to have an impact on her studies. After several visits to the office to discuss her breach of school rules, Neela is suspended. As part of her re-entry plan, her homeroom teacher sits down with Neela to discuss the issue.

The Issues

Students and teachers should follow board acceptable use policies around the use of technology; however, board policies are often so broad that they are open to interpretation. As well, there may be a gap between the policy and the new technology, and so the decision to allow new technologies into the school and classroom are left to the people on-site. Students could use personal devices like phones and MP3 players to cheat on tests, and they might be distracting in the classroom setting, but they can also support students in their learning.

Guiding Questions						
<p><i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What 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?</i></p>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	Student(s)	Teachers	Administrators	Parents	Trustees	Community
<i>Dignity of the person</i>	Does Neela need the cell phone in class?	Are Neela's teachers enforcing the AUP in a way that respects Neela's dignity as a person?	Are Neela's administrators enforcing the AUP in a way that respects Neela's dignity as a person?	Do Neela's parents agree that the school has respected Neela's dignity? Have they been kept informed of the situation?		
<i>Community and the Common Good</i>	How does Neela's use of the cell phone in class affect her classmates?	Does allowing Neela to use her cell phone in class diminish the sense of community in the classroom?	Does allowing Neela to use her cell phone in class diminish the sense of community in the school?	Can Neela's parents support the school community in enforcing the AUP? Can they help Neela see how her actions affect others?	How does the enforcement of or changes in the AUP affect the perception of the board in the broader community?	How does the enforcement of or changes in the AUP affect the broader community?



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<i>Preferential Option for the Poor and Vulnerable</i>	Could not allowing Neela to use the cell phone make her vulnerable?	Is enforcing the AUP in conflict with her teachers' needs to support Neela?	Is enforcing the AUP in conflict with her administrators' needs to support Neela?	Are Neela's parents advocating for her?		
<i>Rights and Responsibilities</i>	Is Neela meeting her responsibility to follow the board's AUP?	Are Neela's teachers meeting their responsibilities to enforce the board's policies? Are they meeting their responsibilities to Neela?	Are Neela's administrators meeting their responsibilities to enforce the board's policies? Are they meeting their responsibilities to create policies that reflect the needs of their students and teachers?	Are Neela's parents encouraging her to follow the AUP? Are they their responsibilities to Neela?	Are trustees approving policies that promote responsible uses of technology and support student learning in a Catholic setting?	

Next Steps

In her discussion with Neela, her teacher discovers that Neela had been diagnosed with ADHD a few years ago. Neela's teachers encouraged her to use the calendar application on her phone as her organizer for assignments and deadlines. She found this technology very useful in keeping herself organized. However, when Neela got caught with the cell phone this year, she was too embarrassed to explain this arrangement to her new teachers in front of her classmates.

Neela should continue to advocate for her needs in a mature and open way to avoid confrontation. Her teachers, administrators, and parents should plan with Neela to help her stay organized and to discuss strategies for advocating for herself in a constructive fashion. They may choose to review the acceptable use policy and how it applies to Neela and other students who have similar needs. Other students may also benefit from a more flexible AUP.



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Resources
<p>Suite101.com <i>Fair Cell Phone Use in Schools: Pros and Cons of Cell Phones in School</i> 11 March 2007 – Beth Lynne http://teachingtechnology.suite101.com/article.cfm/fair_cell_phone_use_in_schools</p>
<p>Edweek.org <i>Students Turn Their Cell phones On for Classroom Lessons: New Academic Uses Challenge Restrictions</i> – 6 January 2009 – Andrew Trotter http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2009/01/07/16cellphone.h28.html&destination=http://www.edweek.org/ew/articles/2009/01/07/16cellphone.h28.html&levelId=2100</p>
<p>Edweek.org <i>Mobile Devices Seen as Key to 21st-Century Learning</i> – 6 January 2009 – Andrew Trotter http://www.edweek.org/dd/articles/2009/01/09/04mobile.h02.html?qs=cellphones</p>
<p><i>Pockets of Potential: Using Mobile Technologies to Promote Children’s Learning</i> January 2009 – Carly Shuler http://joanganzcooneycenter.org/pdf/pockets_of_potential.pdf</p>
<p>The Mobile Learner Blog <i>Addressing Some Critiques of Mobile Learning</i> – posted 7 August 2009 – and <i>Addressing Some More Critiques of Mobile Learning</i> – posted 21 August 2009 – Rob De Lorenzo http://themobilelearner.wordpress.com/2009/08/07/addressing-some-critiques-of-mobile-learning/ http://themobilelearner.wordpress.com/2009/08/21/addressing-some-more-critiques-of-mobile-learning/</p>
<p>Cool Cat Teacher Blog <i>Making the Case for Cell Phones in Schools</i> Posted 8 March 2009 – Vicki A. Davis http://coolcatteacher.blogspot.com/2009/03/making-case-for-cell-phones-in-schools.html</p>



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Cell Phones in the Classroom Grade: 7 -12 Lesson Framework #3	
Discipline/Subject	Cross-Curricular
Title of Task	Cell Phones in the Classroom
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; approximately 7-8 class periods.
General Description of the Task	Students use their cell phones to create multimedia tours.
Rationale of the Task	Creating the tours highlight the educational potential for cell phones and provides opportunities for discussion about appropriate use in schools.
Description of the Task	<ol style="list-style-type: none"> 1. Using the student-created criteria, the teacher discusses the parameters of the project (e.g. number of photos, video clips, audio clips, audience, etc.) 2. Teacher also discusses the etiquette and ethics of using the cell phones in public sites. 3. Students take photos and make clips for their tours and assemble them using the appropriate applications
Expectations 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) learn about the issues? NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who CGE2A – listens actively and critically to understand and learn in light of gospel values; CGE2C – presents information and ideas clearly and honestly and with sensitivity to others; 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;



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<p>Catholic Curriculum Core Maps (posted on the CCC Website under Resources)</p> <p>Grade: Theme:</p> <p>7 Human Dignity</p> <p>8 Solidarity</p> <p>9 Human Dignity/ Rights and Responsibilities</p> <p>10 Option for the Poor and Vulnerable/ Stewardship of Creation</p> <p>11 Global Solidarity/ Promotion of Peace</p> <p>12 Community & the Common Good/Dignity of Work</p>	<p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who CGE5A – works effectively as an interdependent team member; CGE5B – thinks critically about the meaning and purpose of work; 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;</p>
<p>Notes to the teacher</p>	<ul style="list-style-type: none"> • Before starting this activity, consult your district's I.T. policy regarding cell phones, taking and posting pictures of students, and general acceptable use guidelines. Review this information with your students using specific examples relevant to the lesson and your students' ages and experiences. Discuss consequences for breaching the AUP as well. • If your board policy does not allow cell phones in schools, you may use other technologies such as digital cameras and audio recording software like <u>Audacity</u>, <u>MovieMaker</u>, or <u>Adobe Premier Elements</u> to create similar projects instead. • Before presenting the project to your students, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration. • You should obtain permission from the owners of the tour site before proceeding with the project. Some organizations might be willing to collaborate on the project or already own the rights to software applications for producing the tours that you could utilize. • While many students have ready access to cell phones, having students work in partners or small groups would provide access for students who don't own cell phones or unable to bring them to school.



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	<ul style="list-style-type: none"> The application you choose to use to create the tours will depend on the grade and academic level of your students, their prior experiences with the specific application, time constraints etc. There are many online applications as well as some Ministry-licensed software (<u>Adobe Premier Elements</u>) that students can use to create the tours.
Differentiated Instruction/Accommodations	<ul style="list-style-type: none"> Differentiate by allowing students to choose their own content (e.g. if the content is a tour of the school, students can choose which aspects of the school they wish to highlight and which images would convey their message about the school; or, have the students choose the location for which they are creating the tour) Differentiate by having students work in pairs or small groups to assist one another with the content and with the technological applications Differentiate by having students reflect on the process orally rather than in writing
Materials and Resources NB – Please see the accompanying case study for more materials and resources.	<p>Christopher Ward's <u>Wiki about Cell Phones in Education</u> created for NECC 2009</p> <p>Research Paper and demonstration of "Learning Trails" <u>A Method for Creating Collaborative Mobile Learning Trails</u> – London Knowledge Lab – Kevin Walker</p> <p><u>Adobe Premier Elements</u> video editing software is Ministry licensed. Contact your school board's OESS representative to obtain a copy.</p>



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Teaching and Learning	
Cell Phones in the Classroom Lesson Overview #3	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> Students share memories of different tours they have experienced to develop criteria about what makes a good tour Students may view virtual tours of various locations online to help them to refine their criteria (examples could be related to content areas or to class trip destinations) 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students identify features of good tours correctly?</p>
Action (Explore and Explain)	Approx. Time – 3-4 lessons
<ul style="list-style-type: none"> Using the student-created criteria, the teacher discusses the parameters of the project (e.g. number of photos, video clips, audio clips, audience, etc.) Teacher also discusses the etiquette and ethics of using the cell phones in public sites Students take photos and make clips for their tours and assemble them using the appropriate applications 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students identify features of good tours correctly?</p> <p>Do they employ the technological applications effectively?</p>
Consolidation (Elaborate, Evaluate, Extend)	Approx. Time – 1-2 lessons
<ul style="list-style-type: none"> Students present their tours to their audience(s) (e.g. other students, organizations) They reflect on the process and conduct peer- and self-evaluations 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p> <p>Are the students' tours easy to follow? Clearly organized? Appropriate for their audience(s)?</p> <p>Do they combine audio and visual effects to create their narratives?</p>



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Next Steps

- Tours are shared so that audiences can take them independently

Do the students employ the technological applications effectively?

Are the students' tours easy to follow? Clearly organized? Appropriate for their audience(s)?

Do they combine audio and visual to create their narratives?



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Section One Communication and Ethical Standards

Case Study #4

Teachers and Blogging

The Scenario

Paola is an avid blogger and is used to engaging with others in online environments. Since she accepted her new teaching assignment, she has been commenting more regularly on educational matters. She often uses examples from her own daily experiences to illustrate her points, and values how expressing herself online allows her to work through her thinking, reflect on her practice, and engage with others.

In fact, some of her teaching colleagues have begun to read and comment on her blog. However, Paola's administrator has also started to read her blog, and is concerned that Paola's blog posts sometimes question board and school policies. As well, he is worried that parents or students might recognize themselves in her posts. He asks Paola to stop blogging about her students, the school, and education.

The Issues

Paola has both a moral and a legal responsibility to protect the identities and the dignity of her students, and so her posts must not only exclude identifying features such as student names, but they should also ensure that her descriptions of events or situations in her classroom are both respectful and generic so as not to single out any students in an inappropriate fashion. Paola should recognize that she must abide by the Ontario College of Teachers' Ethical Standards for the Teaching Profession and Standards of Practice for the Teaching Profession.

She is a representative of the teaching profession, her school board, and the Catholic education community and must keep their interests in mind when she communicates with others in any medium. Paola's administrator needs to address these issues with her, but asking her to stop blogging altogether limits her right to express herself and might be detrimental to her professional development and ability to collaborate.

Blogging allows Paola to interact with a larger learning community and expand her perspective and understanding of educational issues and their impact on her students and their learning. Paola should feel comfortable inviting her OECTA representative into her discussion with her administrator to ensure that her rights are being respected.



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Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?
What 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					
	<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>	Does using her students as examples on Paola's blog promote their dignity?	Do her colleagues feel that Paola's blog promotes their dignity?	Is the administrator respecting Paola's professional judgment and her commitment to her own learning?	Would parents agree or disagree that using the students as examples on Paola's blog promote their dignity?	Does Paola's blog promote the dignity of the people in the Catholic school board to the broader community?	How does Paola's blog represent her students to the community? How does her blog represent her and her profession?
<i>Community and the Common Good</i>	What effect does Paola's blog have on the classroom community? What effect will it have if students recognize themselves?	What effect does Paola's blog have on the school community? On her colleagues?	What effect does Paola's blog have on the school community?	What effect does Paola's blog have on the classroom community? What effect will it have if parents recognize themselves or their children?	How does opening the classroom environment to the broader public through the blog affect the Catholic education community?	How does opening the classroom environment to the broader public through the blog affect the perception of the Catholic education community?
<i>Preferential Option for the Poor and Vulnerable</i>	Does Paola's blog make her students vulnerable?	How will Paola be affected if she can't blog? Will she be able to express herself in other ways?	Does asking Paola to stop blogging affect her ability to express herself and grow as a person and as a professional?	Does Paola's blog make their children vulnerable?		Does Paola's blog give voice to issues or people that might not otherwise be heard?
<i>Rights and Responsibilities</i>	Are Paola's students' rights to privacy and dignity respected in her blog posts?	What responsibilities does Paola have to ensure her students' safety, privacy, and dignity? What responsibilities does she have to the board and to her profession? What are her rights to express herself and to continue learning?	What responsibilities does the administrator have to ensure the students' and teachers' safety, privacy, and dignity? What responsibilities does he have to the board? What responsibilities does he have to encourage her PD?	Are their children's rights to privacy and dignity respected in Paola's blog posts?	What responsibilities do the trustees have to ensure the students', teachers', and board's safety, privacy, and dignity? What responsibilities do they have to Paola to encourage her professional development?	What right does the community have to understand what is happening in Paola's classroom?



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Solidarity		How should Paola's colleagues support her since her administrator is asking her to discontinue her blog?				
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Next Steps

Paola and her administrator meet to discuss his concerns about her blog. Paola also invites her OECTA representative to participate in the meeting. Her administrator highlights some posts that have fuelled his concerns. Paola promises to reflect on those passages, and resolves to exercise extra caution when using examples from her classroom in her posts. Together, they review the board's acceptable use policy and the Ontario College of Teachers standards, and agree that Paola's blog meets those criteria.

The OECTA representative has a copy of the Electronic Communication pamphlet and the three of them review it too. Paola suggests adding a disclaimer to her blog that states that her blog postings reflect her own opinions and understandings that are not necessarily reflective of board policy. Her administrator takes that idea to the next board meeting and it is incorporated into the board's AUP.

Resources

Western Australia Department of Education and Training – ICT in Education – Blogs in Education
<http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/weblogs/>

Ascd.org – Learning with Blogs and Wikis: Educational Leadership
 February 2009 Volume 66, Number 5 – Bill Ferriter
http://www.ascd.org/publications/educational_leadership/feb09/vol66/num05/Learning_with_Blogs_and_Wikis.aspx

Edutopia.org – Technology Tools to Get Teachers Started:
A mini-manual to Web readiness shows that immersion, with guidance, is key
 27 May 2009 – Douglas Cruickshank
<http://www.edutopia.org/dg-manual>

Blogs on Educational Blogging
<http://supportblogging.com/Links+to+School+Bloggers>

OECTA – Electronic Communication – Acceptable Use
http://www.oecta.on.ca/pdfs/electronic%20comm.brochurejune2009_v2.pdf



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Teachers and Blogging Grade: 7 -12 Lesson Framework #4	
Discipline/Subject	Cross-Curricular
Title of Task	Teachers and Blogging
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; introduction: approximately 3 – 4 class periods, but blogs should be ongoing throughout the unit, term, semester, year, etc.
General Description of the Task	Students contribute to a personal and class blogs about social justice issues.
Rationale of the Task	Students use the blogs to share reflections on Catholic Social Justice themes. Blogging provides an interactive forum for discussions and an opportunity to connect with people outside the classroom in the community.
Description of the Task	<ol style="list-style-type: none"> Depending on the students' previous experiences with blogging, teacher may choose to have students examine more examples of good blogs containing the following characteristics: <ul style="list-style-type: none"> Conversational in tone Current – both updated regularly and linked to current events Includes hyperlinks Engages with other blogs and posters See <i>Ten Habits of Bloggers that Win!</i> on Vicki A. Davis' Cool Cat Blog for more details and step-by-step directions. Teacher guides students through set up of class blog with links to personal pages using the chosen application. Teacher outlines expectations for posting and for etiquette – e.g. students might be required to post once a week or by certain dates; consequences of posting something inappropriate. Students may begin practice blogs on subjects they are interested in. Teacher offers feedback on practice posts based on class-developed criteria.



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<p>Expectations</p> <p>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) learn about the issues?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings. In this instance, the case study concerns a teacher’s personal blog while the lesson idea is about using blogging with students. However, the questions, issues, and concerns raised in the case study are all relevant to working with students and blogging.</p> <p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <table border="0"> <thead> <tr> <th>Grade:</th> <th>Theme:</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights and Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor and Vulnerable/ Stewardship of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/Dignity of Work</td> </tr> </tbody> </table>	Grade:	Theme:	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights and Responsibilities	10	Option for the Poor and Vulnerable/ Stewardship of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/Dignity of Work	<p>OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; CGE1C – actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; An Effective Communicator who 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; 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 A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; 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 A Collaborative Contributor who CGE5B – thinks critically about the meaning and purpose of work; 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;</p>
Grade:	Theme:														
7	Human Dignity														
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	<p>A Responsible Citizen who CGE7E – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; CGE7F – respects and understands the history, cultural heritage and pluralism of today’s contemporary society; CGE7J – contributes to the common good.</p>
Notes to the teacher	<ul style="list-style-type: none"> • Before starting this activity, consult your district’s I.T. policy regarding access to blogs and general acceptable use guidelines. Review this information with your students using specific examples relevant to the lesson and your students’ age and experiences. Discuss consequences for breaching the AUP as well. • Before creating blogs or posting as part of a school project, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration. • The application you choose to use will depend on the grade and academic level of your students, their prior experiences with the specific application, time constraints etc. There are many applications such as <u>Edublogs</u> and <u>21classes</u> students can use to create their own blogs. If your board uses FirstClass, you may be able to create a blog using its tools. • Blogging, posting, and responding to the students as a fellow blogger is a good way to provide authentic, reflective feedback. However, you must continue to exercise your professional judgment in this online environment. For helpful information, see OECTA’s pamphlet <u>Electronic Communications</u>
Differentiated Instruction/Accommodations	<ul style="list-style-type: none"> • Differentiate by providing students with individualized feedback through the blog • Differentiate by having students work in pairs or groups to post to create more anonymity and provide peer support • Differentiate by having students create posts in a word processing application so that they can check their spelling and grammar before posting • Differentiate by having students reflect on the process orally through conferencing as well as in writing



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Materials and Resources NB – Please see the accompanying case study for more materials and resources.	Blogging in plain English – Commoncraft video www.edublogs.org 21classes - blogging home page www.Portablepd.ca (contains a permission to podcast link / parental permission letter that could be adapted for class blogs or web sites.) OECTA pamphlet Electronic Communications Ontario College of Teachers – Professionally Speaking June 2009 – Can We Be Friends? Watching Your Electronic Step
List of Appendices	Case Study – Teachers and Blogging Lesson Plan Specifics – [Teachers and] Blogging Planning for Effective Blogging



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Teaching and Learning	
Teachers and Blogging Lesson Overview #4	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ol style="list-style-type: none"> Students read or view examples of current blogs about social justice issues (e.g. Development and Peace's Education Campaign video about Mining and accompanying blog) Teacher leads popcorn response session about both issue and medium to develop criteria for good blog posts. 	<p>Can the students articulate the connections between their thoughts and ideas and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p>
Action (Explore and Explain)	Approx. Time – 2-3 lessons
<ol style="list-style-type: none"> Depending on the students' previous experiences with blogging, teacher may choose to have students examine more examples of good blogs containing the following characteristics: <ul style="list-style-type: none"> Conversational in tone Current – both updated regularly and linked to current events Includes hyperlinks Engages with other blogs and posters See <u>Ten Habits of Bloggers that Win!</u> on Vicki A. Davis' Cool Cat Blog for more details and step-by-step directions Teacher guides students through set up of class blog with links to personal pages using the chosen application Teacher outlines expectations for posting and for etiquette – e.g. students might be required to post once a week or by certain dates; consequences of posting something inappropriate Students may begin practice blogs on subjects they are interested in. Teacher offers feedback on practice posts based on class developed criteria. 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they express themselves clearly and thoughtfully through their postings?</p> <p>Do their blog posts contain hyperlinks to other entries and websites?</p>



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Appendix A

Planning for Effective Blogging

Pre-teaching

What will my students need to know/be able to do to work with this technology?

- View examples of blogs
- What makes a good blog?
- Conversational
 - Current
 - Includes hyperlinks
 - Engages with other blogs and posters
- Develop criteria to use as rubric
- Appropriateness + copyright
- Consequences – what happens if? – develop together?

1. Pedagogy

What are my learning goals for this project? How does it fit with my curriculum? My students' strengths, needs, and interests?

- Student choice – topic, user name, artwork
- Audience
- Qualities inherent in media form
- Links to content – cross curricular and subject specific links as well as Catholic Social
- Justice Teachings and OCGE
- Assessment – for/as/of learning

2. Notification

Who needs to be a part of the process? What information do they need to have about this project?

- Principal/Administrator
- Parents and Guardians (depending on the age of the students)
- Awareness of policies and consequences



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3. Other documents

What other information and documents do I need to consider as I plan my activity?

- Board's ICT Skills continuum
- Parent/guardian letter
- Board's Acceptable Use Policies
- Copyright free sites for artwork, images, music, etc

4. Resources

Where can I turn for assistance or to deepen and broaden my knowledge and understanding of this technology?

[Will Richardson's Blog](#), Wikis, Podcasts, and Other Powerful Web Tools for Classrooms – Corwin Press, 2006

[Blog of Proximal Development](#) – Konrad Glowgoski – posts: How to Grow a Blog, Towards Reflective Blog Talk, 21 Classes and Personalized Spaces

Adapted from Some Considerations for Effective Blogging – Halton CDSB 2009



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Section One Communication and Ethical Standards
Case Study #5
Students Posting on YouTube

The Scenario

Anil's teacher, Mrs. Gonzalez, assigns her students a culminating task in their drama class. Anil's group decides to videotape its presentation and the final version includes some outtakes as well as the finished product. The class enjoys the presentation, and everyone laughs at the outtakes. Two weeks later, Anil discovers that one of his group members has posted the video on YouTube without consulting the rest of the group. Some of the comments posted about the video are personal and very inappropriate, and people at school are beginning to use some of the derogatory terms to refer to Anil on social network sites and in person.

The Issues

Students need to understand that anything posted to the web is public, and that people often forget about courtesy and appropriateness due to its anonymity. Posting something online becomes part of a person's digital footprint and may have serious unintended consequences for his or her reputation or employability. As well, a video that was funny in context in a shared community might become less funny outside of the community. Group assignments are particularly challenging as one group member may choose to act independently and against the rest of the group's wishes.



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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					
	<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 did posting the video affect Anil?	How can Mrs. Gonzalez help Anil?	How can the school administrator help Anil?	How can Anil's parents help him?	Can school policies help Anil?	How does the community's response to the video affect Anil?
<i>Community and the Common Good</i>	How do the comments on the posting affect the classroom community? How do they affect the students' perceptions of Anil? Of one another?	How do the comments on the posting affect the classroom community? How do they affect Mrs. Gonzalez's perceptions of her students?	How do the comments on the posting affect the school community? How do they affect the administrator's perceptions of the students? Of Mrs. Gonzalez?	How do the comments on the posting affect the school community? How do they affect the parents' perception of the students? Of Mrs. Gonzalez?	How do the comments on the posting affect the school community? How do they affect people's perceptions of the school? Of the board?	How do the comments on the posting affect the school community? How do they affect people's perceptions of the school? Of the board?
<i>Preferential Option for the Poor and Vulnerable</i>	How has posting the video made Anil vulnerable?					
<i>Rights and Responsibilities</i>	What are the responsibilities of the group members to consult one another about the project? Has Anil's copyright been violated?	What responsibility does Mrs. Gonzalez have to ensure Anil's safety, privacy, and dignity?	What responsibilities does the administrator have to ensure the Anil's and safety, privacy, and dignity?	What responsibilities do his parents have to ensure the Anil's and safety, privacy, and dignity?	What responsibilities do the trustees have to ensure the students' safety, privacy, and dignity?	
<i>Solidarity</i>	How can Anil's group members and classmates demonstrate their solidarity with Anil?					How can the community demonstrate its solidarity with Anil both in person and online?



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Next Steps

If Mrs. Gonzalez intended to have students post their projects on YouTube, she would have had to consider the board's AUP as well as the right to privacy of her students before deciding on what image would be part of the project. She should also have informed her students' parents and her administration so that they were aware that the posting was an expectation of the project. She might also have considered alternative, more private ways of hosting the video such as SchoolTube and another way of evaluating the project if parents or students chose not to have their projects posted publically.

In this case, Mrs. Gonzalez facilitates a group discussion where Anil and his group discuss the consequences of the posting together. Mrs. Gonzalez points out that they didn't treat Anil respectfully when they didn't consult him before posting the video, and several other group members admit that they hadn't known about it either. Some of the comments could be interpreted as cyberbullying, and Mrs. Gonzalez reminds the students that not only do they have a responsibility to treat others respectfully, but that their behaviour on line is subject to the board's AUP, Safe Schools policies, and the Criminal Code. Mrs. Gonzales also ensures that Anil's parents are informed of the situation and of the results of the meeting, and that they support both Anil and the outcomes identified by the group.

After apologizing for not consulting everyone in the group before posting the project online, the whole group discusses some options. They could flag the inappropriate postings and ask YouTube to remove them or delete them themselves. They could remove their video too, and together they decide that this would be the best action in this case. Mrs. Gonzalez uses the incident as a teachable moment for the whole class, and together she and the class develop some guidelines for posting student videos that they adopt for future projects.

Resources
YouTube – Terms of Use http://www.youtube.com/t/terms
YouTube Copyright Policy: Consequences of uploading copyrighted material http://www.google.com/support/youtube/bin/answer.py?answer=83756&hl=en-US
YouTube Glossary: Flag As Inappropriate http://www.google.com/support/youtube/bin/answer.py?hl=en&answer=95403
School Tube – information about posting and mediation http://www2.schooltube.com/AboutUs.aspx
Media Awareness Network – link to Canadian Copyright Act http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/cdn_copyright_ov.cfm
Ontario Ministry of Education – Safe Schools – Get Connected, Get in the Know – Online Respect and Responsibility May 2007 http://www.edu.gov.on.ca/eng/safeschools/pdfs/OnLineRespect.pdf



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Section One Communication and Ethical Standards

Students Posting on YouTube Grade: 7 -12 Lesson Framework #5	
Discipline/Subject	Cross-Curricular
Title of Task	Students Posting on YouTube
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; approximately 9 - 10 class periods.
General Description of the Task	Students collaborate to create a video demonstrating their learning in a subject area and upload it to a video sharing site like SchoolTube .
Rationale of the Task	The process of collaborating and creating the video provides opportunities to discuss issues such as privacy, safety, copyright, and etiquette and appropriateness on the Internet. The nature of the video can be tailored to protect students' privacy.
Description of the Task	<ol style="list-style-type: none">1. Working in small groups, students identify subject area content to be filmed (e.g. steps in a laboratory experiment, public service announcements about bullying, stations of the cross)2. Students identify media in which they will create the images, sound, etc.3. Students work with teacher to identify timelines and technological needs4. Students produce videos5. Teacher leads discussion and provides teachers with links to copyright free resources like those available at Creative Commons as necessary <p>NB – See lesson plan attached to Section 2, Case Study 1, Lesson 1 for more information about Creative Commons.</p>



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<p>Expectations</p> <p>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) learn about the issues?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.</p> <p><i>Catholic Curriculum Core Maps (posted on the CCC Website under Resources)</i></p> <table border="1"> <thead> <tr> <th>Grade:</th> <th>Theme:</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights and Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor and Vulnerable/ Stewardship of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/Dignity of Work</td> </tr> </tbody> </table>	Grade:	Theme:	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights and Responsibilities	10	Option for the Poor and Vulnerable/ Stewardship of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/Dignity of Work	<p>OCGE:</p> <p>A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good;</p> <p>An Effective Communicator who CGE2C – presents information and ideas clearly and honestly and with sensitivity to others; 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.</p> <p>A Reflective and Creative Thinker who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; 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;</p> <p>A Collaborative Contributor who CGE5A – works effectively as an interdependent team member; CGE5B – thinks critically about the meaning and purpose of work; CGE5E – respects the rights, responsibilities and contributions of self and others;</p> <p>A Responsible Citizen who CGE7A – acts morally and legally as a person formed in Catholic traditions; CGE7B – accepts accountability for one’s own actions; CGE7H – exercises the rights and responsibilities of Canadian citizenship;</p>
Grade:	Theme:														
7	Human Dignity														
8	Solidarity														
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Notes to the teacher	<ul style="list-style-type: none"> • Before starting this activity, consult your district's I.T. policy regarding posting video and access to sites like SchoolTube and general acceptable use guidelines. Review this information with your students using specific examples relevant to the lesson and your students' age and experiences. Discuss consequences for breaching the AUP as well. • Before asking students to participate in this project and post online, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration. • The application you choose to use will depend on the grade and academic level of your students, their prior experiences with the specific application, time constraints etc. If your board has blocked YouTube, there may be other locations or ways for your students to share their work. Consult your consultant or I.T. department for options.
Differentiated Instruction/Accommodations	<p>Differentiate by having students choose the content and parts of the project on which they want to work</p> <p>Differentiate by having students work in pairs or small groups</p> <p>Differentiate by creating images in different ways – e.g. digital photos, paintings, sketches, etc.</p> <p>Differentiate by having students reflect on the process orally rather than in writing</p>
Materials and Resources NB – Please see the accompanying case study for more materials and resources.	<p>Example of student project posted on YouTube – Grade 5 and 6 class – choral reading and original artwork – <u>Casey at the Bat</u> - http://www.youtube.com/watch?v=kUpDUtaZraM</p> <p>Copyright – CBC <u>Spark Podcast</u> http://www.cbc.ca/spark/2009/04/episode-73-april-8-11-2009/</p> <p>http://www.Portablepd.ca (contains a permission to podcast link / parental permission letter that could be adapted for posting student videos as well as some discussion about using <u>TeacherTube</u> with students.)</p>



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	YouTube – http://www.youtube.com TeacherTube – http://www.teachertube.com SchoolTube – http://www.schooltube.com
List of Appendices	Case Study – Students Posting on YouTube Lesson Overview #5 – Students Posting on YouTube

Section One Communication and Ethical Standards

Teaching and Learning	
Students Posting on YouTube Lesson Overview #5	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1-2 lessons
<ul style="list-style-type: none"> Show students examples of student work and work that protects the identity of the creators E.g.: <ul style="list-style-type: none"> Grade 5 and 6 class – choral reading and original artwork – <u>Casey at the Bat</u> <u>Common Craft Show - Wikis</u> <u>SchoolTube</u> Together, class identifies common criteria in creating videos that are both effective and respectful of the creators' privacy and dignity 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students identify content that will translate well into video?</p> <p>Can they explain their reasoning behind their decisions?</p>
Action (Explore and Explain)	Approx. Time – 6-8 lessons
<ul style="list-style-type: none"> Working in small groups, students identify subject area content to be filmed (e.g. steps in a laboratory experiment, public service announcements about bullying, stations of the cross) Students identify media in which they will create the images, sound, etc. Students work with teacher to identify timelines and technological needs Students produce videos Teacher leads discussion and provides teachers with links to copyright free resources like those available at <u>Creative Commons</u> as necessary <p>NB – See lesson plan attached to Section 2, Case Study 1, Lesson 1 for more information about Creative Commons.</p>	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students respect copyright?</p> <p>Do the students identify content that will translate well into video?</p>



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	<p>Do they organize the material logically?</p> <p>Can they explain their reasoning behind their decisions?</p> <p>Are the instructions/storyline clear?</p>
Consolidation (Elaborate, Evaluate, Extend)	
Approx. Time – 1 lesson	
<ul style="list-style-type: none"> Students share their videos with the class before posting Teacher may choose to invite parents or other members of the school community to view the videos before posting to celebrate the work and to see the results before they are made available to the public Students post work at site as directed by teacher 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students respect copyright?</p> <p>Do the students identify content that will translate well into video?</p> <p>Do they organize the material logically?</p> <p>Can they explain their reasoning behind their decisions?</p> <p>Is the instruction/storyline clear?</p>
Next Steps	
<ul style="list-style-type: none"> Students reflect on what they learned during the process of creating the video and share their reflections as directed by the teacher (e.g. in a blog posting, on the class wiki, in a journal, through a conference) 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Can they explain their reasoning behind their decisions?</p>



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Section Two

Intellectual Property and the Common Good: Fostering a Culture of Respect and Sharing

Introduction

“The common good consists of three essential elements: respect for and promotion of the fundamental rights of the person; prosperity, or the development of the spiritual and temporal goods of society; the peace and security of the group and of its members.”1925

*Catechism of the Catholic Church
Article 2
Participation in Social Life*

Can I legally download that perfect image or slideshow from the internet to use for a class assignment or staff presentation? Who owns the images on the internet? How does one find out whether a web-based image is original or if it has been modified from its original form? How can one track down the original creator / owner of a work that has been posted on the internet?

The often complex, ambiguous nature of copyrighted works and intellectual property laws make it very difficult for one to determine if and when they are breaking the law when using material that has been posted online by others.

When we respect the rights and property of others and share with them what we create, we are using our God-given talents and working toward the common good. When used responsibly, the new digital technologies allow millions of people across the globe to connect, collaborate and share their work with a wide and culturally diverse audience, while respecting the rights and intellectual property of others.

Non-profit, web-based self-licensing groups like Creative Commons make it possible for individuals to create their own licenses and legally share their intellectual property (e.g. original photos, music etc.) with other individuals and groups around the world, without the worry of inadvertently infringing on the copyrighted material of others.

Each individual determines the conditions of the Creative Commons license they create (e.g. commercial, non-commercial, derivative, non-derivative etc.). Other web-based organizations allow account users to share and use photos that have been licensed by their creators. Some image search engines also contain a Creative Commons licensing filter option as part of their search criteria.

The sample lessons / unit overviews in this section incorporate the use of Creative Commons to promote gospel values and serve the common good.



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To learn more about the Church's position on these issues, please refer to the following:

Ethics in Communications - Pontifical Council for Social Communications (2000)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20000530_ethics-communications_en.html

The Church and the Internet - Pontifical Council for Social Communications (2002)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_church-internet_en.html



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**Section Two Intellectual Property and the Common Good:
Case Study #1
Intellectual Property & Creative Commons**

The Scenario

Gary, a technologically savvy high school communications teacher, was asked by his principal to lead the redesign of the school web site for the upcoming school year.

With his principal's approval, Gary decided to include his work on the school's web site as part of his professional annual learning plan. He soon immersed himself in the project and with a few of his colleagues consulted a variety of sources in planning the site make-over.

After weeks of organization and redesign a media release was sent out and the new school web site officially launched in the community.

Within a week of the official launch of the web site the principal received a phone call from a representative from a prominent entertainment-based music publishing company. Apparently one of their recording artist's music videos and related photo had been downloaded and linked, without permission, to a student's multi-media presentation on one of the pages of the school's new web site.

After further investigation, the principal learned that a parent on school council, who happened to work at the same publishing company, had browsed a student's presentation on the school's web site and, seeing no acknowledgment of the original video and photo resources, tipped off the manager of the company to the potential breach of copyright.

After some digging, Gary discovered that in the redesign process, one of his colleagues did indeed post a student's multi-media presentation to the 'student work' section of the school web site.

The Issues

This is just one example of a host of scenarios involving unintentional and intentional intellectual property theft that, in all likelihood, occurs countless times in schools across Ontario on any given day.

In this instance, a student wanting to enhance a multi-media class presentation searched for and downloaded a music video and related photo from the internet.

A teacher helping to redesign the school web site posted in good faith what he believed to be an effective sample of a student presentation. However, time constraints prevented the teacher from thoroughly previewing every item posted.



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The odds that a parent on school council, who also happens to work for the publishing company in question, would wander upon the student presentation on the school web site, notice the potential breach of copyright and report it, are likely very slim indeed.

Yet this fact should not detract or deter from the importance of emphasizing with all school community members: administrators, teachers, students, parents and trustees, utmost respect for one's intellectual property.

Guiding Questions <i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What 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?</i>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	<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 possible precautions could the student in question have taken to avoid unintentional intellectual theft and respect the dignity and intellectual property of the person/s involved?	What possible precautions could the teachers have taken to avoid unintentional intellectual theft and respect the dignity and intellectual property of the person/s involved?	What possible precautions could the administrators have taken to avoid unintentional intellectual theft and respect the dignity and intellectual property of the person/s involved?	How might the parent on school council have reacted differently to the suspected copyright breach in such a way as to respect the dignity of all persons involved?	In light of the need to respect the dignity of all persons involved – how should the trustees react in this situation?	In what ways can the members of the broader community act that reflects sensitivity and respects the dignity of all persons involved?
<i>Community and the Common Good</i>	How might the student in question have helped prevent the suspected copyright breach?	How might the student's teachers have helped prevent the suspected copyright breach?	In what ways might the school administrators helped prevent the suspected copyright breach in the context of the broader school community?	How might the parent on the school council been more sensitive in her response in the context of the broader school community?	How could decisions made by trustees in reaction to this case affect the broader community and the common good?	How might the broader community be affected / impacted by the personal decisions of everyone involved?



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<i>Solidarity</i>	How can students help the school community move forward in respecting the intellectual property of others?	How can teachers help the school community move forward in respecting the intellectual property of others?	How can the school administration help the school community move forward in respecting the intellectual property of others?	How can parents in the school community help support and move forward the concept of respect for the intellectual property of others?	How can trustees in the school district help support and move forward the concept of respect for the intellectual property of others?	How can members of the broader community support and help move forward the concept of respect for the intellectual property of others?
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Next Steps

Unintentional and intentional intellectual property theft (plagiarism) in the educational system and, society at large, is a prevalent though very preventable problem.

Rather than sweep this awkward situation under the carpet, the principal and teachers involved should do everything in their power to turn this scenario into a truly teachable moment for the entire school community.

The principal should immediately set up a meeting with the: representative of the publishing company, parent on school council, teachers involved in the school web site redesign project and student (whose presentation is in question) and the student's parents / guardians.

The meeting could serve a three-fold purpose: for the parties involved to reconcile and clear the air of any confusion or misinformation surrounding what has occurred, as a forum for each person to express their opinions on the matter and, moving forward, to brainstorm suggestions for a strategic plan to proactively help ensure that the issue of respect for the intellectual property of others is embedded into the daily practice of all members of the school community.

One such plan could involve a month or week out of the school year that is dedicated to educating members throughout the school community about copyright and intellectual property laws, the need to respect them and how to proactively create, license and share their own original works with others.



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Resource List:
<p>Creative Commons <i>A non-profit corporation that makes it easier for people to share and build upon the work of others, consistent with the rules of copyright.</i> http://creativecommons.org/</p>
<p>Flickr-Creative Commons <i>Many Flickr users have chosen to offer their work under a Creative Commons license, and you can browse or search through content under each type of license.</i> http://www.flickr.com/creativecommons/</p>
<p>Creative Commons: What Every Educator Needs to Know - by Rodd Lucier http://www.slideshare.net/thecleversheep/creative-commons-what-every-educator-needs-to-know-presentation</p>
<p>Compflight.com <i>A Flickr search tool that eases your hunt for CC licensed images with a 'safe filter' option.</i> http://www.compflight.com/</p>
<p>Copyright Matters <i>Some Key Questions and Answers for Teachers</i> http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf</p>
<p>Digital Citizenship and Creative Content Program <i>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.</i> http://www.digitalcitizenshiped.com/Default.aspx</p>
<p>Classroom Provisions of the Canadian Copyright Act http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/class_prov_copyright.cfm</p>
<p>Canadian Intellectual Property Office http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00003.html?OpenDocument</p>



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Section Two Intellectual Property and the Common Good

Intellectual Property & Creative Commons Grade: 7-12 Lesson Framework #1	
Discipline/Subject	Intellectual property
Title of Task	Creative Commons: A Introductory Primer
Time Requirement	1-2 classes (depending on grade level & class schedule)
General Description of the Task	Help students to learn about Creative Commons licensing and the concept behind sharing one's work with an audience.
Rationale of the Task	To learn about Creative Commons licensing conditions and types of licenses to facilitate the sharing of work.
Description of the Tasks	<ol style="list-style-type: none"> 1. View the introductory video on the Creative Commons 'About' link - http://creativecommons.org/about/ (Search Teachertube.com alternate link) 2. Read the License Conditions on the Licenses link - http://creativecommons.org/about/licenses/ 3. List and briefly summarize the six kinds of Creative Commons's licenses.
Expectations (OCGE) 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? NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who CGE2A – listens actively and critically to understand and learn in light of gospel values; CGE2B - reads, understands and uses written materials effectively; 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems;







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<p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <p>Grade: Theme:</p> <p>7 Human Dignity</p> <p>8 Solidarity</p> <p>9 Human Dignity/ Rights and Responsibilities</p> <p>10 Option for the Poor and Vulnerable/ Stewardship of Creation</p> <p>11 Global Solidarity/ Promotion of Peace</p> <p>12 Community and the Common Good/ Dignity of Work</p>	<p>CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>A Self-Directed, Responsible, Lifelong Learner who</p> <p>CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p>CGE4B – demonstrates flexibility and adaptability;</p> <p>CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who</p> <p>CGE5B – thinks critically about the meaning and purpose of work;</p> <p>CGE5D – finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;</p> <p>CGE5E – respects the rights, responsibilities and contributions of self and others;</p>
<p>Notes to the teacher</p>	<p>Test the online introductory CC video link before viewing with students.</p>
<p>Differentiated Instruction/Accommodations</p>	<p>Students (individuals or small groupings) could create a rap, jingle or dramatize the CC license types/conditions</p> <p>Modify / accommodate based on grade / academic level and specific needs of the students</p>
<p>Materials and Resources</p>	<p>Creative Common's web site http://creativecommons.org/about/ Compfight.com http://www.compfight.com/</p>
<p>List of Appendices</p>	<p>Appendix A. Creative Commons License Conditions</p> <p>Appendix B. Kinds of Creative Commons Licenses</p>



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Appendix A			
Creative Commons License Conditions			
Place the letter of the appropriate conditions in the space beneath its proper icon.			
 Noncommercial _____	 No derivative Works _____	 Attribution _____	 Share Alike _____
<p>License Conditions:</p> <p>a) You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.</p> <p>b) You let others copy, distribute, display, and perform your work — and derivative works based upon it but for noncommercial purposes only.</p> <p>c) You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.</p> <p>d) You allow others to distribute derivative works only under a license identical to the license that governs your work.</p>			

Source: <http://creativecommons.org>









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Appendix B

Kinds of Creative Commons Licenses

Place the letter of the appropriate license definition in the space beneath its proper icon.

 Attribution Share Alike _____	 Attribution Non-Commercial _____	 Attribution Non-Commercial No derivatives _____	 Attribution _____	 Attribution No Derivatives _____	 Attribution Non-Commercial Share Alike _____
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Kinds of Licenses:

a) This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.

b) This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the “free advertising” license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can’t change them in any way or use them commercially.

c) This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.

d) This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

e) This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.

f) This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don’t have to license their derivative works on the same terms.

Source: adapted from <http://creativecommons.org>



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Section Two Intellectual Property and the Common Good

Teaching and Learning	
Intellectual Property & Creative Commons Lesson Overview #1	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> Raise with students the topic of online sharing of music (e.g. downloading mp3 song files) as a springboard to a class discussion about sharing one's intellectual property with an audience. Another topic for class discussion could involve intellectual property theft (plagiarism) – (e.g. what is it? why is it wrong? How can it be prevented? Etc.) View with students the Creative Commons overview video on the CC 'about link' - http://creativecommons.org/about/ (For alternate link search http://www.teaachertube.com) 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students have a basic understanding of the concepts of copyright and intellectual property?</p>
Action (Explore and Explain)	Approx. Time – 2-3 lessons
<ul style="list-style-type: none"> Have students read and record each of the Creative Common's license conditions and associated icons on the licenses link - http://creativecommons.org/about/licenses/ Have students list and briefly summarize the six kinds of Creative Common's licenses and recreate the associated icons on the licenses link - http://creativecommons.org/about/licenses/ The students (individuals, pairs, small groups) can use any of the following formats/methods to prepare, promote and convey their information on Creative Common's license conditions and types: posters, pamphlets, podcasts, short videos, dramatic presentations, school and district web sites, assemblies, morning announcements etc. 	<p>Do the students understand the Creative Common's license conditions and types?</p> <p>Can the students articulate the connections between this activity and the principles outlined in the Catholic social justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>







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Consolidation (Elaborate, Evaluate, Extend)	Approx. Time –1 – 2 lessons
<ul style="list-style-type: none"> To check their understandings of the CC license conditions and types the students (working in pairs or groups of three and depending on access to computers) view the Creative Commons web site and complete the worksheets (See: Appendix - A & B in Section 2 Lesson #2 Overview - Creative Commons: An Introductory Primer). For clarification students consult one another and or their teacher. After teacher feedback on the formative worksheet results the students are given a summative evaluation using the same worksheets. 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p> <p>Can they identify and do they understand the Creative Common's license conditions and types?</p>
Next Steps	
<ul style="list-style-type: none"> Present and share their information about Creative Common's license conditions and types with Catholic education stakeholders (e.g. students, teachers, administration, family members etc.). Sharing of this information with various audiences could include any of the following formats/methods: posters, pamphlets, podcasts, short videos, dramatic presentations, school and district web sites, assemblies, morning announcements etc. 	<p>Do the students employ the technological applications effectively?</p> <p>Are the students' presentations / promotional materials clear and well-organized?</p> <p>Do they demonstrate on understanding of the material / information presented? Age appropriate for their audience(s)?</p>









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Appendix A
Creative Commons License Conditions Answer Key

 Noncommercial <u>b</u>	 No derivative Works <u>c</u>	 Attribution <u>a</u>	 Share Alike <u>d</u>
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Appendix B
Kinds of Creative Commons Licenses Answer Key

 Attribution Share Alike <u>e</u>	 Attribution Non-Commercial <u>f</u>	 Attribution Non-Commercial No derivatives <u>b</u>	 Attribution <u>c</u>	 Attribution No Derivatives <u>d</u>	 Attribution Non-Commercial Share Alike <u>a</u>
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Source: <http://creativecommons.org>



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Section Two Intellectual Property and the Common Good
Case Study #2
Media Stereotyping and Body Image

The Scenario

Ms. Doucette is increasingly concerned about the young women in her homeroom class. She overhears them discussing television programs like *The Swan* that promote the attainment of a particular version of physical beauty over everything else. Several of her students have been caught sexting (sending sexually explicit messages), and two of them are being treated for eating disorders. When Ms. Doucette raises some of these issues in class discussions, her students reveal that they are unhappy with their physical appearances. Many of them are dieting, and, when asked about their reasons, say that they want to look more like the actresses and models that they see on television and on the Internet.

Ms. Doucette believes that her students are being unduly influenced by media portrayals of beauty and sexuality, and she wonders how she can engage her students and provide them with counter examples that promote healthier images that are in keeping with a Catholic perspective.

The Issues

Girls and young women are bombarded by “images of female beauty that are unrealistic and unattainable” ([Media Awareness Network – Media Stereotyping – Women and Girls](#)). In one study, girls “who watched TV commercials featuring underweight models lost self-confidence and became more dissatisfied with their own bodies. Girls who spent the most time and effort on their appearance suffered the greatest loss in confidence” ([Media Awareness Network – Media Stereotyping – Women and Girls](#)). Boys and young men aren’t immune to the media’s influence on their own body images either, and their perceptions and opinions can affect their peers positively and negatively.

Technology can provide safe, anonymous forums for discussing some of these personal issues, and can also give students opportunities to try out different personas through creating profiles and avatars. Experimenting with different roles is crucial in teen development, and technology can support them in this process. However, when examining resources to use in the classroom, teachers and students need to employ a critical eye. Sites like the [Dove Campaign for Real Beauty](#) are commercial sites and may contain biases that should be analyzed. As well, materials need to be culturally sensitive as different cultures have different archetypes of beauty. Finally, Church teachings should form the core of any discussion about body image, sexuality, and relationships.

As the Pontifical Council for Social Communications notes in its publication [Pornography and Violence in the Communications Media: A Pastoral Response](#), the increasingly sexualized images of young men and women in the media “debase sexuality, corrode human relationships, exploit individuals - especially women and young people, undermine marriage and family life, foster anti-social behaviour and weaken the moral fibre of society itself”. By explicitly addressing the vacancy of the media’s messages about human sexuality, and the harm that it does to their students’ understandings of love and relationships, teachers can provide students with the critical faculties and the vision to embrace the Church’s life- and dignity-affirming interpretation of human sexuality: we were all created, “male and female”, in “the image” and “likeness of God” (Gen 1:26-27).



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Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?
What 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					
	<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>	Does the students' shared image of physical beauty promote the dignity of the person?	How can Ms. Doucette help the students in her class discover the dignity of their persons?	How can the administrator help the students in her class discover the dignity of their persons?	How can parents help their students discover the dignity of their persons?	Which board policies or programs are in place that promote positive body image and the dignity of the person?	How can Ms. Doucette help the students in her class discover the dignity of their persons?
<i>Community and the Common Good</i>	How does the students' shared image of physical beauty affect the classroom community? How do they affect the students' perceptions of themselves? Of one another? How do they affect their relationships with one another?	How does the students' shared image of physical beauty affect the classroom community? How do they affect Ms. Doucette's perceptions of her students?	How does the students' shared image of physical beauty affect the school community? How do they affect the teachers' and administrators' perceptions of the students?	How does the students' shared image of physical beauty affect the school community? How do they affect the parents' perceptions of the students? How do they affect their relationships?	How does the students' shared image of physical beauty affect the school community? How do they affect people's perceptions of the students?	How does the students' shared image of physical beauty affect the school community? How do they affect people's perceptions of the students? Of the school? Of the board?
<i>Preferential Option for the Poor and Vulnerable</i>	How does the students' shared image of physical beauty make them vulnerable?					How do community images of physical beauty make the students' vulnerable?
<i>Rights and Responsibilities</i>	What are the responsibilities of the group members to consult one another about the project?	What responsibility does Ms. Doucette have to ensure her students' dignity?	What responsibilities does the administrator have to ensure her students' dignity?	What responsibilities do the trustees have to ensure the students' dignity?	What responsibilities do the trustees have to ensure the students' dignity?	



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Solidarity	How can the students demonstrate their solidarity with one another?					How can the community demonstrate its solidarity with students as they struggle with their body images and their portrayal in the media?
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Next Steps

Ms. Doucette and her students use Web 2.0 tools to explore, analyze, and discuss the media's portrayal of physical beauty. Together with the school counsellor, Ms. Doucette and her students organize some events to share their work with their parent and other members of the school community.

They showcase their work for Catholic Education Week and continue to discuss the issues throughout the year. While Ms. Doucette knows that students will continue to struggle with these issues, they also seem more open to sharing their concerns and believing that there are alternative visions of beauty and sexuality to those presented by the media.

Resources
Pontifical Council for Social Communications <i>Pornography and Violence in the Communications Media: A Pastoral Response – 7 May 1989</i> http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_07051989_pornography_en.html
Media Awareness Network – Media Stereotyping – Media and Girls http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/women_girls.cfm
Geena Davis Institute on Gender in the Media http://www.thegeenadavisinstitute.org/research.php
Kaiser Family Foundation <i>Reflections of Girls in the Media: A Content Analysis Across Six Media and a National Survey of Children</i> http://www.kff.org/entmedia/1260-index.cfm
Dove Campaign for Real Beauty – Canadian Site http://www.campaignforrealbeauty.ca/flat2.asp?id=6960
Suffern Middle School in Second Life – blog posting – Body Image Unit http://ramapoislands.edublogs.org/2007/04/25/here-comes-ms-whitings-health-class/



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Media Stereotyping and Body Image Grade: 7 -12 Lesson Framework #2	
Discipline/Subject	Cross-Curricular
Title of Task	Exploring Media Stereotyping and Body Image
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; approximately 3 – 4 class periods.
General Description of the Task	Students create profiles or avatars depicting themselves as they are and as they would like to be and use them to explore media stereotypes and their effects on body image.
Rationale of the Task	Through the process of creating profiles or avatars, students will reflect on and discuss how they feel personally affected by media stereotypes. The profiles or avatars will provide them with a safe way to discuss their personal feelings.
Description of the Task	<ol style="list-style-type: none"> 1. Students use an application such as <u>Teen Second Life</u> or <u>Bitstripsforschools</u> to create a personal profile or avatar that closely resembles their physical appearance. 2. Students share these in small groups using the questions in the following Lesson Plan Overview to guide their discussion.
Expectations 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) learn about the issues? NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who CGE2C – presents information and ideas clearly and honestly and with sensitivity to others; 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; 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



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<p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <p>Grade: Theme:</p> <p>7 Human Dignity</p> <p>8 Solidarity</p> <p>9 Human Dignity/ Rights and Responsibilities</p> <p>10 Option for the Poor and Vulnerable/ Stewardship of Creation</p> <p>11 Global Solidarity/ Promotion of Peace</p> <p>12 Community and the Common Good/Dignity of Work</p>	<p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4G – examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p>A Collaborative Contributor who CGE5E – respects the rights, responsibilities and contributions of self and others;</p> <p>A Caring Family Member who CGE6B – recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;</p> <p>A Responsible Citizen who CGE7E – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p>
<p>Notes to the teacher</p>	<ul style="list-style-type: none"> • Before starting this activity, consult your district’s I.T. policy regarding access to social networking sites and general acceptable use guidelines. Review this information with your students using specific examples relevant to the lesson and your students’ age and experiences. Discuss consequences for breaching the AUP as well. • Before asking students to create profiles or avatars, for students under 18 years of age, it would be wise to seek both signed parental permission and the approval of the school administration. • The application you choose to use will depend on the grade and academic level of your students, their prior experiences with the specific application, time constraints etc. There are many online applications (<u>Facebook</u>, <u>Teen Second Life</u>, <u>Whyville</u>) as well as some Ministry-licensed software (<u>bitstripsforschools</u> – Fall 2009) that students can use to create different characters and explore the themes.
<p>Differentiated Instruction/Accommodations</p>	<ul style="list-style-type: none"> • Differentiate by using different applications – some will be more complicated than others • Differentiate by having students work in pairs to create avatars/profiles to create composites • Differentiate by using concrete applications – e.g. have students use collage to create media influenced images • Differentiate by having students reflect on the process orally rather than in writing



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Materials and Resources <i>NB – Please see the accompanying case study for more materials and resources.</i>	<ul style="list-style-type: none"> • <u>Teen Second Life</u> • <u>Whyville</u> • <u>Bitstripsforschools</u> software is <u>Ministry licensed</u> (http://bitstripsforschools.com). Contact your school board's <u>OESS representative</u> to obtain a copy.
List of Appendices	Case Study – Media Stereotyping and Body Image Lesson Overview #2 – Media Stereotyping and Body Image

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Teaching and Learning	
Media Stereotyping and Body Image Lesson Overview #2	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> • In small groups, students examine two or three media images of popular teen idols/stars • Each group's images are of stars of the same gender • Each group uses the images to compile lists of qualities and characteristics that make them attractive • Class compiles a master list of these qualities and lists them and organizes them by gender • The class compares the similarities and differences between the genders and discuss the possible reasons behind the similarities and differences 	Do students identify similarities among the media images accurately? Do they listen to one another and express differences of opinion constructively and respectfully? Do they treat one another with dignity?
Action (Explore and Explain)	Approx. Time – 2 - 3 lessons
<ul style="list-style-type: none"> • Students use an application such as <u>Teen Second Life</u> or <u>Bitstrips</u> to create a personal profile or avatar that closely resembles their physical appearance • Students share these in small groups using these questions to guide their discussion: <ul style="list-style-type: none"> ○ How does this profile/avatar resemble me? ○ What do I like about it? What would I change if it didn't have to resemble me as closely as possible? ○ How would I feel interacting with others in a virtual environment using this profile/avatar? ○ What impression would this profile/avatar give others? ○ How do I think I would feel and respond if someone who used this profile/avatar tried to interact with me online? 	Do students identify similarities among the media images accurately? Do they listen to one another and express differences of opinion constructively and respectfully? Do they treat one another with dignity? Can the students articulate the connections between their profiles or avatars and the media images?



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<ul style="list-style-type: none"> Students create a second profile or avatar that uses the class-identified criteria to “enhance” their images Students share this second set in small groups and use the same set of questions to guide their discussion Also comment on how their responses are the same or different for each profile/avatar and which one they like better and would use online if given the choice 	<p>Can they articulate the connections between this activity and the Catholic Social Justice themes?</p>
Consolidation (Elaborate, Evaluate, Extend)	
<ul style="list-style-type: none"> Write a personal reflection on this experience in personal journal or class blog Connect experience to Catholic Social Justice themes Dignity of the person and Community and the Common Good 	<p>Can the students articulate the connections between their profiles or avatars and the media images?</p> <p>Can they articulate the connections between this activity and the Catholic Social Justice themes?</p>
Next Steps	
<ul style="list-style-type: none"> Students choose one of their profiles/avatars to experience and interact with their classmates in an online environment Continue to reflect on the experience through a journal or blog postings 	



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Case Study #3

Protecting and Respecting Personal Digital Information

The Scenario

Karen, a conscientious, normally shy grade 10 student of a local Catholic secondary school was shocked over having learned recently that her school computer account was suspended and that she was facing a possible three day suspension from school.

Her period three teacher of Business Studies informed her that her account was temporarily suspended because several MP3 song files were downloaded through an anonymous FTP site during class time and found in her computer account file space. The downloaded files also contained computer viruses.

Karen's shock and disbelief soon turned to indignation because she knew that she had never visited the specific sites and downloaded the kinds of song files that the school's computer technician adamantly claimed were found in her computer account space.

In total frustration Karen appealed to her parents, who in turn contacted the principal claiming that their daughter would never visit such sites or download the types of songs found in her account file space. Furthermore, they insisted that if he did not reinstate her computer account immediately and rescind the threat of suspension, they would initiate legal proceedings through their lawyer against him and the district school board over the allegation.

As the situation reached a boiling point, Karen remembered that on the day of and during the period the alleged downloading took place, she was called out of the class for at least half the period to attend a guidance appointment. She could not remember though if she had logged off the computer when she left the class for her appointment.

After further investigation by the school's computer technician, it was determined that, during the time in question, someone else, likely one of her classmates, had accessed Karen's computer account and downloaded the infected song files from the anonymous FTP site.

The Issues

Upon entering the school in grade nine, every student is required to sign a computer 'acceptable use policy' (AUP) before accessing the hardware / software applications and internet via the school's computer network.



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Under the school district's computer acceptable use policy, it is the responsibility of each user to ensure that they log out of their account whenever they are not physically at the computer they have been using. The rationale behind this is to help safeguard a user's personal files and information contained in their account space and on saved internet web site links (e.g. blogs, personal web sites etc.).

Also, logging out of one's computer account while away from the computer in addition to not sharing login information with friends, helps ensure that others do not gain access to impersonate the user in order to send potentially harmful email messages and/or infected files to others.

Karen did breach the school district's AUP by neglecting to log out of her account when she left the classroom for her guidance appointment. Any potential damage (infected computer files etc.) caused by another user, would still be the responsibility of the original account owner.

Guiding Questions <i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What 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?</i>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	<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 Karen ensure that she continues to respect the dignity of all individuals involved in this issue?	How can Karen's Business Studies teacher act to respect Karen's dignity and the dignity of her parents?	How can the administrators at Karen's school ensure they continue to respect the dignity of all parties involved in this issue?	How might Karen's parents react in this situation so as to respect the dignity of everyone involved?	What role can the trustees play in supporting all parties to respect the dignity of others in this situation?	
<i>Community and the Common Good</i>	How could Karen respond in this situation so as to benefit the school community?	How might Karen's business teacher respond to this situation to benefit the school community?	In what ways might the school administrators respond to this situation to benefit the school community?	How might Karen's parents respond to this situation to benefit the school community?	What part can trustees play in supporting a resolution to this situation to benefit the wider community?	



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<i>Rights and Responsibilities</i>	What responsibility does Karen have to her business teacher, computer technician, principal, and parents in this situation?	What responsibilities does Karen's business teacher have in this situation?	What responsibilities do the school administrators have in helping all individuals involved resolve the situation?	How can Karen's parents model responsible behavior in this situation?	What are the responsibilities of the trustees in helping resolve this situation?	What are the broader community's responsibilities in this situation?
	What are Karen's rights in this situation?	What are Karen's business teacher's rights in this situation?	What are the rights of the school administrators in this situation?	What are the rights of Karen's parents in this situation?		

Next Steps

Suspension of her school account is certainly within the rights of the administration based on the district AUP. However, in this case, though the student in question is ultimately responsible for ensuring she log off her computer account whenever she is not using it, suspending her account for three days may prove counter-productive.

In fact, even in cases where the perpetrator of potential damage to computer network hardware or software is clearly known, a lengthy suspension of their school computer account may not be the most effective option available and in the best interests of the parties involved.

The administration should schedule a face-to-face meeting with Karen, her parents, her teacher, and the school computer technician to calmly defuse and discuss the situation and thoroughly examine all the options and potential key next steps.

One such option in lieu of suspension of her school computer account privileges could involve Karen agreeing to create and promote an awareness campaign containing strategies that focus on the importance of and need for students to protect their own personal digital information as well as respect the personal information of others.

The awareness campaign could potentially be included as an alternative assignment as part of her business course, though, ultimately, the entire school community would benefit from the promotional campaign.

Such an awareness campaign could take the form of a multi-media presentation containing any one or all of the following components: classroom visits / presentations, a podcast, a short promotional video etc. and featured / shared with a wider audience on the school's and school district's web sites.



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Another potential awareness campaign Karen might pursue could involve educating other students about the importance of respecting other people's personal opinions (e.g. blog posts) and connect this idea with social justice to show how various Catholic organizations (e.g. Salt & Light TV, Star Quest Production Network etc.) are currently using new digital technologies (blogs, podcasts, streaming video etc.) to reach out to and inspire others to live out gospel values.

So rather than suspending her computer account privileges and instead, offering Karen the opportunity to explore the issue of protecting and respecting personal digital information and sharing her findings with others, would build upon the Catholic church's call to spark in young people the thirst for knowledge, thereby educating them in a new spirit of participation, co-responsibility and stewardship of all digital personal information.

Resource List
<p>PIM Taskforce (Privacy & Information Management Taskforce) <i>The PIM Taskforce is committed to helping school boards comply with provincial and federal information access and privacy legislation, as well as supporting their efforts to meet or exceed the expectations of parents, students and teachers with respect to information security and protection of personal information.</i> http://www.pimedu.org/index.html</p>
<p>Blogging in Plain English (A CommonCraft video) A brief video overview of blogging http://teachertube.com/viewVideo.php?video_id=12423&title=Blogs_in_Plain_English Edublogs <i>Edublogs hosts hundreds of thousands of blogs for teachers, students, researchers, professors, librarians, administrators and anyone and everyone else involved in education.</i> http://www.edublogs.org</p>
<p>Portablepd.ca <i>contains a permission to podcast link / parental permission letter that could be adapted for class blogs or web sites.</i> http://www.Portablepd.ca</p>
<p>Salt & Light TV <i>A Canadian Catholic television network.</i> http://www.saltandlighttv.org/index.html</p>
<p>Star Quest Production Network (SQPN) <i>SQPN is a multimedia organization specializing in the production of audio and video programs faithful to the teachings of the Roman Catholic Church</i> http://sqpn.com/</p>



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Protecting and Respecting Personal Digital Information Grade: 7-12 Lesson Framework #3	
Discipline/Subject	Cross -Curricular
Title of Task	Protecting & Respecting Personal Digital Information
Time Requirement	2-3 classes (depending on grade level & class schedule)
General Description of the Task	Students will read the Protecting & Respecting Personal Digital Information case study and create 3 blog entries (300-500 words) for the class blog in response to the case study.
Rationale of the Task	To learn about the need to protect and respect personal digital information.
Description of the Tasks	<ol style="list-style-type: none"> 1. Students are to read the case study Protecting & Respecting Personal Digital Information. 2. The teacher leads a class discussion on why it is important to protect personal information and respect the personal information of others 3. Students plan 3 separate class blog entries based on focus questions (See Appendix A).
Expectations (OCGE) Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources) Grade: Theme: 7 Human Dignity 8 Solidarity 9 Human Dignity/ Rights and Responsibilities 10 Option for the Poor and Vulnerable/ Stewardship of Creation 11 Global Solidarity/ Promotion of Peace 12 Community and the Common Good/ Dignity of Work	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who CGE2A – listens actively and critically to understand and learn in light of gospel values; CGE2B - reads, understands and uses written materials effectively; 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.



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	<p>A Reflective and Creative Thinker who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience; A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills; A Collaborative Contributor who CGE5B – thinks critically about the meaning and purpose of work; 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;</p>
Notes to the teacher	An ongoing class project could involve creating and maintaining a class blog. Edublogs.org is a great place to start if you want to create your own classroom blog.
Differentiated Instruction/Accommodations	Modify / accommodate based on grade / academic level and specific needs of the students
Materials and Resources	<ul style="list-style-type: none"> • Blogging in plain English – Commoncraft video • www.edublogs.org (free blogging site – some ads) • www.wordpress.com (free blogging site – no ads as of publication date) • www.Portablepd.ca (contains a <u>permission to podcast link / parental permission letter</u> that could be adapted for class blogs or web sites.)
List of Appendices	Appendix A – Blog Entry Focus Questions



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Appendix A
Blog Entry Focus Questions
Protecting & Respecting Personal Digital Information

1. Blog Entry #1

What specific advice would you give to classmates that would assist them in protecting their personal information on their school computer accounts?

2. Blog Entry #2

a) Did Karen and her parents respond appropriately when discovering that her school computer account had been suspended? Explain.

b) How might Karen and her parents have responded differently so as to help defuse a potentially explosive situation?

3. Blog Entry #3

What other ideas or strategies would you recommend to help engage other students in the conversation about protecting and respecting personal digital information?



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Teaching and Learning	
Protecting & Respecting Personal Digital Information Lesson Overview #3	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> The teacher leads a class discussion focusing on the students' reactions to the case study Protecting & Respecting Personal Information. Have students read and respond in a class discussion to the following paragraph from Pope Benedict's message to young people for the 43rd World Day of Communication on May 4, 2009: <i>"Those who are active in the production and dissemination of new media content, therefore, should strive to respect the dignity and worth of the human person. If the new technologies are to serve the good of individuals and of society, all users will avoid the sharing of words and images that are degrading of human beings that promote hatred and intolerance, that debase the goodness and intimacy of human sexuality or that exploit the weak and vulnerable."</i> Excerpted from: New Technologies, New Relationships: Promoting a Culture of Respect, Dialogue and Friendship, World Communications Day, May 24, 2009 http://www.pope2you.net/download/messaggio_en.pdf 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students have a basic understanding of the need to protect their own personal digital information and to respect the personal information of others?</p>
Action (Explore and Explain)	Approx. Time – 2-3 lessons
<ul style="list-style-type: none"> The students read and note the points in the school district's <i>Acceptable Use Policy</i> that are designed to protect their personal information and respect the information of others. The students draft and share their own personal responses to the questions (Appendix A) regarding the case study - Protecting & Respecting Personal Digital Information. 	<p>Do the students understand the risks involved in submitting personal information online?</p> <p>Can the students articulate the connections between this activity and the principles outlined in the Catholic social justice themes?</p>



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<ul style="list-style-type: none"> Using the resources in the case study (e.g. Common Craft video on Blogging in Plain English etc.), the teacher provides students with an overview of blogging. The teacher seeks parental permission for student work (e.g. blog posts, art work etc.) to be posted to the class blog. (See Protecting and Respecting Personal Digital Information Lesson Plan Overview Materials list.) The students have their blog post drafts peer-edited and prepare final posts for their class blog. 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>
Consolidation (Elaborate, Evaluate, Extend)	
<ul style="list-style-type: none"> The students complete the Internet Checklist for Teens found on the Media Awareness web site - http://www.mediaawareness.ca/english/resources/tip_sheets/internet_checklists/upload/internet_checklist_teens.pdf Using the school district's AUP, the Internet Checklist for Teens and points from Pope Benedict's World Communication Day letter - students brainstorm a list of strategies to teach the other students at their school about why it is important to protect their personal digital information and respect the personal information of others. 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p> <p>Can they identify and do they understand the Creative Common's license conditions and types?</p>
Next Steps	
<ul style="list-style-type: none"> Students present and share their information about the importance of protecting their personal digital information and respecting the personal information of others with the other students at their school. Sharing of this information with other students could include any of the following formats/methods: class blog posts, posters, pamphlets, podcasts, short videos, dramatic presentations, school and district web sites, assemblies, morning announcements, electronic signs etc. 	<p>Do the students employ the technological applications effectively?</p> <p>Are the students' presentations and materials clear and well-organized?</p> <p>Do they demonstrate on understanding of the material / information presented? Age appropriate for their audience(s)?</p>



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Section Three

Our Global Village: Bridging the Digital Divide

Introduction

“Go into the whole world and proclaim the gospel to every creature” (Mk 16:15).

“Use of the new information technology and the Internet needs to be informed and guided by a resolute commitment to the practice of solidarity in the service of the common good, within and among nations. This technology can be a means for solving human problems, promoting the integral development of persons, creating a world governed by justice and peace and love.”

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

The digital communication and information technologies can be used to proclaim the gospel throughout the world and encourage all to embrace its saving message or they can be used to devalue it.

Indeed, it is the moral responsibility of each individual Catholic to use the media and new technologies to uphold the dignity of the person in pursuit of social justice and the common good.

The fundamental choices before us in regard to harnessing this technology involve: formation, participation and dialogue. First, everyone involved in Catholic education are called to guide youth in intelligently interpreting and utilizing the new technologies. A media and information technology literate individual is less likely to be manipulated, exploited and conditioned by the commercial forces and structures that dominate many societies.

Second, use of the new media and information technologies to promote Catholic values like social justice, solidarity and the common good requires responsible co-participation in their use by all humanity. Genuine participation by all individuals in the management of the new media / technologies may also entail appropriate legislative measures.

Finally, the new media and information technologies are a powerful means to foster inter-cultural dialogue and understanding in the promotion of peace and justice among all people in our global village. Within this ecumenical context, Catholic new media are blossoming and altering the theological landscape.

The selection of resources in this section offer a variety of ways for educators and students to harness the media and new information technologies to foster peace, justice, solidarity and the common good.



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To learn more about the Church's position on these issues, please refer to the following:

Inter Mirifica - Decree on the Means of Social Communication – Pope Paul VI (1963)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_04121963_inter-mirifica_en.html

Ethics in Internet - Pontifical Council for Social Communications (2002)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_ethics-internet_en.html

The Church and the Internet - Pontifical Council for Social Communications (2002)

http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_church-internet_en.html

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

http://www.vatican.va/holy_father/john_paul_ii/apost_letters/documents/hf_jp-ii_apl_20050124_il-rapido-sviluppo_en.html

Caritas In Veritate - Encyclical Letter - Pope Benedict XVI – (2009)

http://www.vatican.va/holy_father/benedict_xvi/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate_en.html



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Section Three Our Global Village

Case Study #1

Catholic New Media

The Scenario

Tony is a lively, capable student who, at times, presents as a very challenging grade 8 student. His teacher especially enjoys the way he enthusiastically contributes his opinions during class debates and sometimes assists her with the computer-related problems she encounters.

What concerns his teacher most though is his completely anti-social behavior during school liturgies and class time spent studying religion. Tony's teacher is forever asking him to put away his MP3 player during these times. She has already confiscated two previous devices and spoken to her principal and Tony's parents about his unsociable behavior during school liturgies and religion classes.

The fact that Tony's parents are divorced and that his father tends to buy him the latest technological gadgets when he visits him once every two weeks, only complicates the issue.

Tony has already been suspended from school on two occasions for his defiance and his teacher and the school administration are quickly running out of patience and ideas.

The Issues

Tony's family is just one of a growing number of Catholic families that, for a variety of reasons, do not attend a weekly parish liturgy. Also, some school districts are serving a growing number of students of other faiths, some of whom present similar challenges as presented in Tony's situation.

Like many of today's youth, Tony is also very 'attached' to technology; in this case his MP3 player. Confiscating the device, contacting his parents and suspending Tony are strategies that do not seem to be working.

Excluding Tony from school liturgies and religion class is also not option, as that would further isolate him and work against the Catholic social teaching of inclusivity. The reality is, that school liturgies are often the only times youth are able to experience any sense of a shared faith community within the traditional structure of the Catholic Church.



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Guiding Questions <i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What might help us shape our responses to these issues? What do we want Catholic stakeholders</i> <i>(students, teachers, parents, administrators, trustees, and the community) to learn about the issues?</i>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	<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 Tony realistically alter his behaviour to better respect the dignity of the students and educators at his school?	What other strategies or ideas can Tony's teacher devise to try and engage him in the school liturgies and his faith journey?	What other strategies or ideas can the administration devise to support Tony's teacher in her efforts to engage him in the school liturgies and his faith journey?	How might Tony's parents help nurture and engage him in his faith journey?	What role can the trustees play in helping resolve this situation?	
<i>Community and the Common Good</i>	How could Tony realistically alter his behaviour so that it would benefit the wider community?	How might the teachers at Tony's school help engage him in his faith journey and the school liturgies?	In what ways might the school administrators encourage members of the broader community to engage Tony in his faith journey and the school liturgies?	How might Tony's parents encourage their family's authentic involvement in the wider community?	What part can trustees play in helping Tony's and other families to engage with the broader faith community?	How can the members of the broader community (e.g. local parish priests, lay persons etc.) help support the school community in engaging Tony in his faith journey?
<i>Rights and Responsibilities</i>	What responsibility does Tony have to himself and his teachers in this situation? What are Tony's rights in this situation?	What responsibility do Tony's teachers have in helping him along on his faith journey? What are Tony's teacher's rights in this situation?	What responsibility do the school administrators have in helping resolve the situation? What are the rights of the school administrators in this situation?	How can Tony's parents model responsible behavior in this situation? What are the rights of Tony's parents in this situation?	What is the responsibility of the trustees in helping resolve this situation?	What is the broader community's responsibility in this situation?



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Next Steps

One possible area worth exploring may be to try and harness Tony's fondness for and competence with computer and information technology and connect it via Catholic new media to his faith journey.

Catholic New media include forms of communication created since the arrival of the internet such as: 'podcasts' (audio and video shows that are accessed via a computer or portable mp3 player), blogs, social networking systems like Facebook, MySpace, Flickr, YouTube and many more.

Resource List
<p>Portable PD.ca</p> <p><i>An online community for teachers who are looking for support, give tips, and share their successes in finding ways to incorporate podcasting into their schools and classrooms.</i></p> <p>http://portablepd.ca/</p>
<p>Creative Commons</p> <p><i>A non-profit corporation that makes it easier for people to share and build upon the work of others, consistent with the rules of copyright.</i></p> <p>http://creativecommons.org/</p>



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Catholic New Media Grade: 7-12 Lesson Framework #1	
Discipline/Subject	Religion
Title of Task	Exploring the Preferential Option for the Poor
Time Requirement	5 classes (depending on grade level & class schedule)
General Description of the Task	Students will research and write about a prominent Catholic Social activist, and reflect on local examples of social activism.
Rationale of the Task	The Catholic notion of preferential option for the poor is rooted in the biblical concept of justice where God calls us to advocate on behalf of the powerless and voiceless in society. In this activity students will research and write about a prominent social activist, learn about podcasting and create a podcast of their findings to share with the school community.
Description of the Tasks	<ol style="list-style-type: none"> 1. Research the life of a Catholic social activist (living or deceased – Jean Vanier, Mother Teresa of Calcutta, Dorothy Day, Craig and Marc Kielburger, etc.) and write a report (see Appendix A). 2. Working in pairs, students will script and create a podcast based on their report. 3. Students will license their podcast with Creative Commons. 4. Students will alternate playing preselected segments from their podcasts as part of the Morning Prayer / reflection over the school P.A. system.



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<p>Expectations (OCGE)</p> <p>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?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.</p> <p><i>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</i></p> <p>Grade: Theme:</p> <table> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights and Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor and Vulnerable/ Stewardship of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/ Dignity of Work</td> </tr> </table>	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights and Responsibilities	10	Option for the Poor and Vulnerable/ Stewardship of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/ Dignity of Work	<p>OCGE:</p> <p>A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good;</p> <p>An Effective Communicator who CGE2A – listens actively and critically to understand and learn in light of gospel values; CGE2B - reads, understands and uses written materials effectively; 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.</p> <p>A Reflective and Creative Thinker who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems; CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4B – demonstrates flexibility and adaptability; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who CGE5B – thinks critically about the meaning and purpose of work; 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; CGE5g -achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others;</p>
7	Human Dignity												
8	Solidarity												
9	Human Dignity/ Rights and Responsibilities												
10	Option for the Poor and Vulnerable/ Stewardship of Creation												
11	Global Solidarity/ Promotion of Peace												
12	Community and the Common Good/ Dignity of Work												



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Notes to the teacher	<ul style="list-style-type: none"> • Portable PD.ca - http://portablepd.ca/ - maintained by junior teachers Nathan Toft and Jane Smith from the Ottawa Carleton District School Board - is a great web-based resource to learn about podcasting and for support to incorporate podcasting and blogging into the classroom. • Although access to a mini-lab of computers would help facilitate work on the assignments – one or two computers would suffice. • Audacity is a free audio editing and recording software program that can be used to create podcasts. • Students can download and listen to completed podcasts (MP3 files) own their personal MP3 players / digital devices. • Students could use the software application Smart Ideas to create storyboards for their podcasts as well as the template listed in 'Material and Resources' below.
Differentiated Instruction/Accommodations	Modify / accommodate based on grade / academic level and specific needs of the students.
Materials and Resources	<p>Missions of Charity http://home.comcast.net/~motherteresasite/addresses.html Mother Teresa (In depth) – CBC http://www.cbc.ca/news/background/motherteresa/ Dorothy Day http://www.silk.net/RelEd/day.htm The Catholic Worker Movement http://www.Catholicworker.org/ How to Create a Script for your Podcast http://www.ehow.com/how_2004266_create-script-podcast.html Recording a Podcast http://www.jakeludington.com/podcasting/20050222_recording_a_podcast.html Portable PD.ca http://portablepd.ca/ Audacity (free online audio editor / recorder) http://audacity.sourceforge.net/about/ Storyboard templates for podcasts - http://www.ctap4.org/infolit/podcasting/4_PodcastStoryboard.doc Podcasting Overview (Ppt. presentation) http://homework.sdmesa.edu/dgergens/storyboard_to_podcast.ppt Windows Movie Maker (for videos & video podcasts) http://www.mcg.edu/itunes/WMMEditingVideo.pdf Podcast Collection on Curriki - by Judy Scharf http://www.curriki.org/xwiki/bin/view/Coll_ipsrolls/PodcastCollection?bc=</p>
List of Appendices	Appendix A – A Catholic Social Activist Worksheet



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**Section Three Our Global Village
Catholic New Media**

**Appendix A
A Catholic Social Activist Worksheet**

Using the Internet and/or your public library, research the life of a Catholic social activist (living or deceased – e.g. Jean Vanier, Mother Teresa of Calcutta, Dorothy Day, Marc and Craig Kielburger etc.) and write a report in which you address the following questions:

1. In what ways did the person you researched work on behalf of the poor?
2. What difficulties and obstacles did they face in serving the poor?
3. How did they respond to the obstacles that stood in the way of their mission to serve the poor?



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Teaching and Learning	
Catholic New Media Lesson Overview #1	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> The teacher first previews then guides the students through one or both of the following Catholic New Media web sites: <ol style="list-style-type: none"> SQPN – Star Quest Production Network - http://sqpn.com/ Pope2You - http://www.pope2you.net/ The teacher leads the students in a class discussion sparked by the web site visits. Sample Question: How are Catholic organizations using the new digital technologies to reach the masses and spread the gospel? (Catholic: podcasts, blogs, twitter feeds, Facebook sites, wikis, YouTube channels etc.) Have the students do an internet search for and define the term ‘Social Activist’ and share their findings with the class. 	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students have a good grasp of how Catholic organizations are leveraging the new digital technologies to spread the gospel?</p>
Action (Explore and Explain)	Approx. Time – 3 lessons
<ul style="list-style-type: none"> Research the life of a Catholic social activist (living or deceased – e.g. Jean Vanier, Mother Teresa of Calcutta, Dorothy Day, Craig and Marc Kielburger etc.) and write a report (see Catholic New Media Lesson Plan Overview - Appendix A). Working in pairs, students will script and create a podcast based on their report. Students will license their podcast with Creative Commons (See: Section 2 – Lesson Plan Overview #1Creative Commons: An Introductory Primer) 	<p>Do the students have a handle on a cross-section of resources for their research?</p> <p>Can the students articulate the connections between this activity and the principles outlined in the Catholic social justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p>



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	<p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>
Consolidation (Elaborate, Evaluate, Extend)	
Approx. Time – 1 lesson	
<ul style="list-style-type: none"> Students can alternate playing preselected segments from their podcasts as part of the Morning Prayer / reflection over the school P.A. system (e.g. focus on one Catholic social activist per week or month). Students reflect on the process and conduct peer- and self-evaluations 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>
Next Steps	
<ul style="list-style-type: none"> Students present and share their podcasts with other members of the school and broader community via school and district web sites. 	<p>Do the students employ the technological applications effectively?</p> <p>Are the students' podcasts clear and well-organized? Do they demonstrate an understanding of the material / information presented? Age appropriate for their audience(s)?</p>



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Case Study #2

Using Technology to Promote Social Justice

The Scenario

At Holy Name of Mary School, Mr. Burwah's homeroom class is trying to decide on a service project for the year. Mr. Burwah is encouraging his students to reach out beyond their immediate community and to find concrete ways to improve the conditions in the developing world. Mr. Burwah also wants to challenge his students' perceptions of developing countries and their needs. He wants them to understand the difference between charity and justice, and work for both in the world.

The Issues

The Vatican acknowledges the potential for connecting with other people and helping to promote solidarity and equality through the Internet. The Internet and Web 2.0 tools present teachers and students with unprecedented opportunities for connecting with people outside their immediate communities. Students can interact directly with people, organizations, and aid agencies without mediation through a textbook or newspaper. When students are able to listen to the people directly affected by development issues they are more likely to engage them as equal partners in the quest for social justice and equality than the passive recipients of charity. However, teachers need to be vigilant in protecting students' privacy and in encouraging them to exercise their critical faculties in examining different groups and their mandates. Keeping parents and administrators informed and involved of online interactions protects everyone and can lead to including more people in the local community in projects.

Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?
What 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>	What can students learn about the dignity of the human person through the Internet and Web 2.0 tools? How can they use them to promote the dignity of the person?	How can teachers teach their students about the dignity of the human person through the Internet and Web 2.0 tools?	How can the school learn about and promote the dignity of the human person through the Internet and Web 2.0 tools?	How can parents help their children learn about and promote the dignity of the human person through the Internet and Web 2.0 tools?	How can the board learn about and promote the dignity of the human person through the Internet and Web 2.0 tools?	How can the community learn about and promote the dignity of the human person through the Internet and Web 2.0 tools?



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<i>Community and the Common Good</i>	How can students expand their understanding of the global community and promote the common good through using Web 2.0 tools and the Internet? How does a deeper and broader understanding of community affect the idea of the common good?	How can teachers expand their understanding of the global community and the common good through using Web 2.0 tools and the Internet? How does a deeper and broader understanding of community affect the idea of the common good?				
<i>Preferential Option for the Poor and Vulnerable</i>	How can students use Web 2.0 tools and the Internet to bridge the digital divide between themselves and people in the developing world?	How can teachers use Web 2.0 tools and the Internet to bridge the digital divide between their students and people in the developing world?				
<i>Rights and Responsibilities</i>	<p>What responsibilities do students have to those in the developing world?</p> <p>Can they use Web 2.0 tools and the Internet to begin to meet some of those responsibilities?</p> <p>Can they use Web 2.0 tools and the Internet to promote and preserve the rights of others?</p>	<p>What responsibilities do teachers have to teach their students about those in the developing world?</p> <p>Can they use Web 2.0 tools and the Internet to begin to meet some of those responsibilities?</p> <p>Can they use Web 2.0 tools and the Internet to promote and preserve the rights of others?</p>		<p>What responsibilities do parents have to teach their children about those in the developing world?</p> <p>Can they use Web 2.0 tools and the Internet to begin to meet some of those responsibilities?</p> <p>Can they use Web 2.0 tools and the Internet to begin to promote and preserve the rights of others?</p>		<p>What responsibilities do we have to those in the developing world?</p> <p>Can we use Web 2.0 tools and the Internet to begin to meet some of those responsibilities?</p> <p>Can we use Web 2.0 tools and the Internet to begin to promote and preserve the rights of others?</p>



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<i>Solidarity</i>	How can students use Web 2.0 tools and the Internet to demonstrate solidarity with people in the developing world?					How can people in the broader community use Web 2.0 tools and the Internet to demonstrate solidarity with people in the developing world?
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Next Steps

Under Mr. Burwah's guidance, the students investigate several Catholic aid agencies and use a wiki to record the results of their research. They evaluate agency web sites, conduct interviews with representatives, and make contact with a group doing aid work in a developing country. The class speaks with the people about what they want and need, and organize a service project for the whole school based on the experience. Their administrator approaches the board about extending their connection to other schools, and the community relationship grows.

Resources
Pontifical Council for Social Communication – Ethics in Internet – 22 February 2002 http://www.vatican.va/roman_curia/pontifical_councils/pccs/documents/rc_pc_pccs_doc_20020228_ethics-internet_en.html
Office for Social Justice – St. Paul, MN http://www.osjspm.org/Catholic_social_teaching.aspx
Kiva home site – information about organization http://www.kiva.org/about
Youth Site – Catholic Development and Peace http://youth.devp.org/aframes.html
Ploughshares site – information about organization http://www.ploughshares.ca/
Open Net Initiative – Censorship and the Internet http://opennet.net/



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Using Technology to Promote Social Justice

Grade: 7 -12

Lesson Framework #2

Discipline/Subject	Cross-Curricular
Title of Task	Using Technology to Promote Social Justice
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; approximately 8-12 class periods.
General Description of the Task	Students create a class wiki to analyze and profile aid agencies to decide which one they will work with on a service project.
Rationale of the Task	Students will work collaboratively on the class wiki to examine the qualities of charity and social justice expressed by the missions and work of several aid agencies.
Description of the Task	See attached lesson plan for a more detailed description of the task.
Expectations 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) learn about the issues? NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; CGE1H – respects the faith traditions, world religions and the life-journeys of all people of good will; An Effective Communicator who CGE2C – presents information and ideas clearly and honestly and with sensitivity to others; 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; 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



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<p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <p>Grade: Theme:</p> <p>7 Human Dignity</p> <p>8 Solidarity</p> <p>9 Human Dignity/ Rights and Responsibilities</p> <p>10 Option for the Poor and Vulnerable/ Stewardship of Creation</p> <p>11 Global Solidarity/ Promotion of Peace</p> <p>12 Community and the Common Good/Dignity of Work</p>	<p>A Self-Directed, Responsible, Lifelong Learner who CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who CGE5B – thinks critically about the meaning and purpose of work; CGE5D – finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;</p> <p>A Caring Family Member who CGE6E – ministers to the family, school, parish, and wider community through service</p> <p>A Responsible Citizen who CGE7E – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; CGE7F – respects and understands the history, cultural heritage and pluralism of today's contemporary society; CGE7J – contributes to the common good</p>
<p>Notes to the teacher</p>	<ul style="list-style-type: none"> • Before starting this activity, consult your district's I.T. policy regarding general acceptable use guidelines. Review this information with your students using specific examples relevant to the lesson and your students' age and experiences (e.g. email etiquette and privacy settings). Discuss consequences for breaching the AUP as well. • It would be wise to seek both signed parental permission and the approval of the school administration before beginning the project. There may be other organizations the school, local diocese, or families are supporting that should be considered for this project. • This project could also be incorporated into sacramental preparation for Confirmation or into community service hours. • Personal connections to the aid agencies or to people who have been assisted by them can be very powerful and motivating for students. Teachers and students should be sensitive to others' experiences.
<p>Differentiated Instruction/Accommodations</p>	<p>Differentiate by allowing students to present their reasoning in different ways – make a poster, write an essay, make a movie, give a presentation, etc.</p>



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	<p>Differentiate by encouraging students to learn about the agencies and the communities they serve in different ways – read their web sites, use web cams to connect with people directly, invite representatives from the various agencies come to present and speak to the class</p> <p>Differentiate by allowing student to work in partners or small groups to share the work and benefit from different learning styles – collaboration on the wiki can be an effective way to support different types of learners</p>
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Teaching and Learning	
Using Technology to Promote Social Justice Lesson Overview #2	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1-2 lessons
<ul style="list-style-type: none"> Teacher provides students with a set of phrases on cards NB – sample list of statements from Catholic Development and Peace Resources – Step 2 – Deepening Awareness - 2.11. and sort the phrases under the different headings Charity and Justice NB – teacher could differentiate by asking students to sort the cards themselves and to decide on their own headings based on what they feel are common themes on the cards When the students have finished the activity, they do a walk-around to see how other groups have completed the assignment, noting differences among the groups and between each group and their own work When they return to their own work, they can reorganize their cards if they believe that it is necessary Each group uses its work to write definitions of justice and charity and shares them with the class Students post definitions and rationales for including cards in different columns on wiki 	<p>Do the students demonstrate an understanding of the differences between charity and justice?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p>
Action (Explore and Explain)	Approx. Time – 8-10 lessons
<ul style="list-style-type: none"> Students work together as a class to choose several development agencies that demonstrate the qualities of charity and justice in their missions (see accompanying case study for some suggestions) Under the teacher's guidance, they may contact representatives from the agencies or the communities being assisted for more information Students should also analyze the agencies' websites to determine Using the results of their research, they create a class wiki on the development agencies All students use the wiki as a resource to examine the agencies and, in small groups or pairs, choose one to support Working in small groups or pairs, students create presentations to share with the class to promote their point of view and their chosen agencies with the goal of convincing the class to choose their agency to support 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Can they identify the qualities of justice and charity in the missions and works of the various aid agencies?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat the people that they interact with through the aid agencies with dignity and respect?</p>



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	<p>Do the students demonstrate their understanding of the needs of the various communities served by the aid agencies?</p> <p>Do they relate these communities' needs to larger socioeconomic issues?</p>
Consolidation (Elaborate, Evaluate, Extend)	
<p>Approx. Time – 2 lessons</p> <ul style="list-style-type: none"> Students present their preferred agencies to the class Together the class decides which agency they wish to work with 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they demonstrate an understanding of the differences between charity and justice?</p> <p>Can they identify these qualities in the missions and works of the various aid agencies?</p> <p>Can the students explain their reasons for choosing one agency to support over another?</p> <p>Do they treat the people that they interact with through the aid agencies with dignity and respect?</p> <p>Do the students demonstrate their understanding of the needs of the various communities served by the aid agencies?</p> <p>Do they relate these communities' needs to larger socioeconomic issues?</p>
Next Steps	
<ul style="list-style-type: none"> Students can invite other classes or schools to participate in the project Depending on the security settings, other people can be invited to add to the wiki Students can reflect on the experience of using the wiki to work together 	



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Case Study #3

The Prodigal Hacker

The Scenario

Carl is an intelligent grade nine student who quickly devours every assignment his communication technology teacher presents as a challenge.

Equally adept and at ease with computer programming as he is with photo editing and web design software, some of Carl's work is actually on a par with that of a typical first year university computer engineering student.

One day, while his teacher was away at a two-day educational technology conference, Carl discovered a number of security holes in the school district's web site. But rather than wait for his teacher to return to share his recent find, Carl decided to test his new-found knowledge and computer skills by hacking into the home page of the district's web site and posting the following message in large colorful letters: "Some grapes are sweet and some are sour, like hackers who pick slugs off a delicate flower."

Carl thought his message was creative and rather amusing, but more importantly, he believed it would show the school district officials first-hand that their web site was relatively easy prey for any hacker who wanted to inflict more serious harm, such as posting malicious messages or potentially gaining access to and manipulating confidential staff and student information.

Others were not so amused. Once the school district's webmaster and computer technicians were able to determine the source of the security breach, Carl's principal was immediately notified of the vandalism and AUP violation. Upon learning of the vandalism, the principal had the school technician disable Carl's computer account and his access privileges were suspended indefinitely.

The Issues

Carl discovered potential problems concerning the security level on the district school board's web site and sought to rectify them on his own.

Though his intentions were well-founded (to notify the school district officials of the gaps in their web site security and prevent possible future security breaches that could lead to data theft and manipulation of confidential information), Carl made an ill-advised decision when he chose to access and deface the school district's web site home page, thereby violating the AUP policy that he signed upon entering secondary school.



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As a result of his actions and based on the possible consequences outlined in the school district's AUP, Carl now faces a minimum two-week suspension of his school computer account privileges and a potential suspension from school.

Guiding Questions <i>How do these issues look when viewed through the lens of Catholic Social Justice Teachings?</i> <i>What 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?</i>						
Catholic Social Justice Teaching	Catholic Stakeholders					
	<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 Carl have responded to the web site security issue so as to better respect the dignity of everyone involved?	What role could Carl's Comm/Tech teacher play in helping to resolve the issue?	How can the administration respond in a way that is respectful of Carl and the dignity of everyone involved?	How might Carl's parents help nurture and engage him and the others involved in this issue?	What role can the trustees play in helping resolve this situation?	How can the members of the broader community (e.g. local businesses, social agencies etc.) help Carl to resolve this
<i>Community and the Common Good</i>	What can Carl do to benefit the school community in the interests of the common good?	How might Carl's teacher and the teachers at his school support Carl and the school community in the interests of the common good?	In what ways might the school administrators support Carl and the school community in the interests of the common good?	How might Carl's parents support him and the school community in the interests of the common good?	What part can trustees play in supporting Carl and the school community resolve this issue in the interests of the common good?	How can the members of the broader community (e.g. local businesses, social agencies etc.) resolve this issue in the interests of the common good?
<i>Rights and Responsibilities</i>	What responsibility does Carl have to himself and his teacher in this situation? What are Carl's rights in this situation?	What responsibility does his teacher have in helping Carl in this situation? What are Carl's teacher's rights in this situation?	What responsibility do the school administrators have in helping Carl resolve the situation? What are the rights of the school administrators in this situation?	How can Carl's parents model responsible behaviour in this situation? What are the rights of Carl's parents in this situation?	What is the responsibility of the trustees in helping resolve this situation?	What is the broader community's responsibility in this situation?



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Next Steps

Based on the guidelines of the school district AUP he signed, Carl's actions relating to the district web site home page constitute vandalism. The principal is certainly within his rights under both the district AUP and the education act to suspend Carl's computer account privileges and initiate a suspension from school.

Though taking into account the mitigating circumstances (e.g. Carl's intention to notify the school district officials of the gaps in their web site security and prevent possible future security breaches) and in lieu of suspension of his school computer account privileges and suspension from school, there are other options for Carl to actively redeem himself.

Alternative options whose success would depend upon the collaboration, openness, and creativity of all parties involved could include Carl using his technological talents and skills to spearhead a [One Laptop per Child](#) (OLPC) - OR - [Free the Children](#) – OR - [Taking It Global](#) (TIG) Awareness Campaign at his school. Such an initiative could involve collaboration with the school's social justice group, school chaplain and / or liturgy committee.

Participation in any of the social justice initiatives above, as a constructive alternative to disciplinary suspension, would require the commitment and resolve of all the stakeholders (e.g. Carl, his parents, school administrators, school teachers, chaplain etc.) involved. The potential 'rewards' of participation in one such initiative would model the Catholic Church's call for Catholics to share their talents with the poor and oppressed of the world. In promoting both the local and common (global) good, the entire school community would also reap the spiritual benefits of such a mission.

Resource List
One Laptop Per Child (OLPC) <i>To create educational opportunities for the world's poorest children by providing each child with a rugged, low-cost, low-power, connected laptop with content and software</i> http://laptop.org/en/vision/index.shtml
Free The Children <i>The world's largest network of children helping children through education, with over a million youth working in 45 countries</i> http://www.freethechildren.com/
Taking It Global (TIG) <i>Enables a collaborative learning community which provides youth with access to global opportunities, cross-cultural connections and meaningful participation in decision-making.</i> http://www.tigweb.org/tiged/



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The Prodigal Hacker

Grade: 7-12

Lesson Framework #3

Discipline/Subject	Religion/Business/Comm-Tech/Computer Science
Title of Task	Free the Children Project
Time Requirement	Entire semester (secondary school) Term (elementary school)
General Description of the Task	Students will learn about and immerse themselves in a Free The Children project throughout the course / school year.
Rationale of the Task	To inform students about how they can show solidarity with the disadvantaged of the world by helping them via humanitarian organizations like Free The Children.
Description of the Tasks	<ol style="list-style-type: none"> 1. Students are to watch the short introductory video on the FTC web site - http://www.freethechildren.com/aboutus/index.php 2. Peruse with students the 'WeGeneration' section (videos, links etc.) of the FTC web site http://we.freethechildren.com/ and sign-up for a project. 3. Have the students track their work on the FTC project through an electronic portfolio (e.g. journal / blog entries, photos, podcasts, video clips etc.) 4. Have students present their portfolio to the school community (e.g. assemblies, class visits, liturgies etc.) 5. a) For Enrichment: Under the direction of a teacher or teachers - particularly keen, motivated students could start their own 'Youth in Action' group in the school http://we.freethechildren.com/campaignsignup b) 'Getting Organized & Youth in Action Start up kit' - http://we.freethechildren.com/resources?sub=get-organized
Expectations (OCGE) 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?	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; An Effective Communicator who CGE2A – listens actively and critically to understand and learn in light of gospel values;



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<p>What do we want Catholic stakeholders (students, teachers, parents, administrators, trustees, and the community) to learn about the issues?</p> <p>NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.</p> <p>Catholic Curriculum Core Maps</p> <table border="1"> <thead> <tr> <th>Grade:</th> <th>Theme:</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Human Dignity</td> </tr> <tr> <td>8</td> <td>Solidarity</td> </tr> <tr> <td>9</td> <td>Human Dignity/ Rights and Responsibilities</td> </tr> <tr> <td>10</td> <td>Option for the Poor and Vulnerable/ Stewardship of Creation</td> </tr> <tr> <td>11</td> <td>Global Solidarity/ Promotion of Peace</td> </tr> <tr> <td>12</td> <td>Community and the Common Good/ Dignity of Work</td> </tr> </tbody> </table>	Grade:	Theme:	7	Human Dignity	8	Solidarity	9	Human Dignity/ Rights and Responsibilities	10	Option for the Poor and Vulnerable/ Stewardship of Creation	11	Global Solidarity/ Promotion of Peace	12	Community and the Common Good/ Dignity of Work	<p>CGE2B - reads, understands and uses written materials effectively;</p> <p>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.</p> <p>A Reflective and Creative Thinker who</p> <p>CGE3B – creates, adapts, evaluates new ideas in light of the common good;</p> <p>CGE3C – thinks reflectively and creatively to evaluate situations and solve problems;</p> <p>CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>A Self-Directed, Responsible, Lifelong Learner who</p> <p>CGE4A – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p>CGE4B – demonstrates flexibility and adaptability;</p> <p>CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who</p> <p>CGE5B – thinks critically about the meaning and purpose of work;</p> <p>CGE5D – finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;</p> <p>CGE5E – respects the rights, responsibilities and contributions of self and others;</p> <p>CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;</p> <p>A Responsible Citizen who</p> <p>CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p> <p>CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;</p> <p>CGE7j -contributes to the common good</p>
Grade:	Theme:														
7	Human Dignity														
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11	Global Solidarity/ Promotion of Peace														
12	Community and the Common Good/ Dignity of Work														
<p>Notes to the teacher</p>	<ul style="list-style-type: none"> • Select one or two potential leaders in the class/school to take on the role of promoting and helping inspire and lead other students in the class/school on specific FTC projects • Students could use the software application Smart Ideas to create storyboards for their podcasts as well as the template listed in 'Material and Resources' below. • Another ongoing student/class project could involve creating and maintaining a class blog to keep others in the school community up-to-speed on the FTC project 														



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	<ul style="list-style-type: none"> Edublogs.org is a great place to start if you want to create your own classroom blog.
Differentiated Instruction/Accommodations	Modify / accommodate based on grade / academic level and specific needs of the students
Materials and Resources	<p>Downloadable curriculum resources available on the Free The Children web site http://www.freethechildren.com/educator/index.php</p> <p>Edublogs http://edublogs.org/</p> <p>Storyboard templates for podcasts http://www.ctap4.org/infolit/podcasting/4_PodcastStoryboard.doc</p> <p>Podcasting Overview (Ppt. presentation) http://homework.sdmesa.edu/dgergens/storyboard_to_podcast.ppt</p> <p>Windows Movie Maker (for videos & video podcasts) http://www.mcg.edu/itunes/WMMEditingVideo.pdf</p>

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Teaching and Learning	
The Prodigal Hacker Lesson Overview #3	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1 lesson
<ul style="list-style-type: none"> The teacher previews then views with students one or both of the following short videos – then leads a class discussion based on the students’ reactions to the videos. <p>Teenage Affluenza is spreading fast - http://www.youtube.com/watch?v=KFZz6lCzpjI</p> <p style="text-align: center;">OR</p> <p>Girl loses hands for famine - http://teachertube.com/viewVideo.php?video_id=44587&title=Girl loses hands for famine</p>	<p>Do the students listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students have an understanding and appreciation of how fortunate they are to live in a country like Canada?</p>



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Action (Explore and Explain)	Approx. Time – 1-2 lessons
<ul style="list-style-type: none"> Students watch the short introductory video on the Free The Children web site - http://www.freethechildren.com/aboutus/index.php The teacher browses with students the 'WeGeneration' section (videos, links etc.) of the FTC web site - http://we.freethechildren.com/ and the class signs-up for a project. The students track their work on the FTC project through an electronic portfolio (e.g. journal / blog entries, photos, podcasts, video clips etc.) 	<p>Do the students have a handle on a cross-section of resources for their research?</p> <p>Can the students articulate the connections between this activity and the principles outlined in the Catholic social justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>
Consolidation (Elaborate, Evaluate, Extend)	Approx. Time (will vary)
<ul style="list-style-type: none"> Have students present their portfolio to the school community (e.g. assemblies, class visits, liturgies, district school board meeting etc.) 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they employ the technological applications effectively?</p>
Next Steps	
<ul style="list-style-type: none"> Students present and share their electronic portfolio with other members of the school and broader community via school and district web sites. Particularly keen, motivated students could start their own 'Youth in Action' group in the school http://we.freethechildren.com/campaignsignup 	<p>Do the students employ the technological applications effectively?</p> <p>Are the students' electronic portfolios clear and well-organized?</p>



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<ul style="list-style-type: none">• Under the leadership and direction of a teacher, a core group of self-motivated students could take on the challenge of an ‘adopt a village brick by brick’ campaign on the FTC web site and raise funds to help build a school in a Third World country.• With the permission of parents, the school administrators and school district officials and under the leadership and direction of a teacher – the school could sponsor a select group of committed students to participate in a trip to a Third World country as part of the Free The Children <i>Me to We</i> trip program - http://www.metowe.com/trips/ .	<p>Do they demonstrate on understanding of the material / information presented? Age appropriate for their audience(s)?</p>
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Section Three Our Global Village

Case Study #4

Connecting through the Internet

The Scenario

Jordan's transition to high school has been difficult. Many of his closest friends have gone to a different high school, and he hasn't seemed to make many new ones. He is spending more and more time online in chat rooms and less time engaged with other students. Jordan's parents and teachers have become increasingly worried about him.

The Issues

While parents and teachers strive to encourage teenagers to practice safe interactions online, research shows that the teenagers that are most at risk online are those that are at risk in the physical world. Encouraging positive interactions in a guided environment provides opportunities for adults to capitalize on teachable moments and to demonstrate safe, responsible interactions in both virtual and actual environments.

Adults need to be alert for signs of any form of bullying and help teach children and teenagers how to cope with any occurrences. At the same time, they can also teach them that connecting with others through the Internet can provide powerful opportunities to do good in the world.

Guiding Questions

*How do these issues look when viewed through the lens of Catholic Social Justice Teachings?
What 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 can Jordan's fellow students support his positive online and physical interactions?	How can Jordan's teacher support his positive online and physical interactions?		How can Jordan's parents support his positive online and physical interactions?		How can other members of Jordan's communities support his positive online and physical interactions?
<i>Community and the Common Good</i>	What sorts of communities does Jordan belong to online? Do they contribute to the common good?	What sorts of communities does Jordan belong to online? Do they contribute to the common good?		What sorts of communities does Jordan belong to online? Do they contribute to the common good?		What sorts of communities does Jordan belong to online? Do they contribute to the common good?



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Next Steps

Jordan's online relationships may be benign, but his parents and teachers should continue to encourage him to pursue balance between his virtual and actual worlds. His parents spend some time with him in his chat rooms to meet some of his virtual friends. They reinforce the positive ones and remind him about what to do if he feels threatened or bullied online. His teachers continue to reach out to Jordan, and one of them makes Jordan his class webmaster to capitalize on Jordan's interests and to give him an avenue for interacting with the students in his class.

Resources
Cyber-stalking cases have parents examining children's online activities <i>The Vancouver Sun – Gillian Shaw – 5 June 2009</i> http://www.vancouversun.com/Life/Cyber+stalking+cases+have+parents+examining+children+online+activities/1668168/story.html
Percentage of kids solicited online drops, Harvard report says <i>The LA Times - Alex Pham – 14 January 2009</i> http://articles.latimes.com/2009/jan/14/business/fi-kids14
Internet Safety Technical Task Force Report <i>Berkman Center for Internet and Society at Harvard University – December 2008</i> http://cyber.law.harvard.edu/research/isttf
Media Awareness Network – Classroom Resources to Counter Cyberbullying http://www.media-awareness.ca/english/resources/educational/lessons/cyberbullying.cfm
Australian Children's Television Foundation <i>Learning Centre – Noah and Saskia series – educational materials</i> http://www.actf.com.au/learning_centre/title_pages/nas_tp.php



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Connecting through the Internet Grade: 7 -12 Lesson Framework #4	
Discipline/Subject	Cross-Curricular
Title of Task	Connecting through the Internet
Time Requirement	Time requirement is dependent on the grade and academic level of your students, their prior experiences with the specific application, etc.; approximately 3 – 4 class periods for the set up and initial online meetings, and then timelines as established by the teachers and students.
General Description of the Task	Students will use Web 2.0 resources to connect with and plan a project with other Development and Peace Youth Groups.
Rationale of the Task	Students and teachers will collaborate with other schools and practice online interactions with different audiences while exploring social justice themes through this project.
Description of the Task	See attached lesson plan for a more detailed description of the task.
Expectations 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) learn about the issues? NB – Please see the accompanying case study for more detailed guiding questions linked to specific Catholic Social Justice Teachings.	OCGE: A Discerning Believer Formed in the Catholic Faith Community who CGE1D – develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good; CGE1H – respects the faith traditions, world religions and the life-journeys of all people of good will; An Effective Communicator who 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 who CGE3B – creates, adapts, evaluates new ideas in light of the common good; CGE3C – thinks reflectively and creatively to evaluate situations and solve problems;



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<p>Catholic Curriculum Core Maps (posted on the <u>CCC Website</u> under Resources)</p> <p>Grade: Theme:</p> <p>7 Human Dignity</p> <p>8 Solidarity</p> <p>9 Human Dignity/ Rights and Responsibilities</p> <p>10 Option for the Poor and Vulnerable/ Stewardship of Creation</p> <p>11 Global Solidarity/ Promotion of Peace</p> <p>12 Community and the Common Good/Dignity of Work</p>	<p>CGE3E – adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>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</p> <p>A Self-Directed, Responsible, Lifelong Learner who</p> <p>CGE4A – demonstrates a confident and positive sense of self and respect for the dignity & welfare of others;</p> <p>CGE4B – demonstrates flexibility and adaptability;</p> <p>CGE4C – takes initiative and demonstrates Christian leadership;</p> <p>CGE4D – responds to, manages and constructively influences change in a discerning manner;</p> <p>CGE4F – applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>CGE4G – examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p>A Collaborative Contributor who</p> <p>CGE5A – works effectively as an interdependent team member;</p> <p>CGE5B – thinks critically about the meaning and purpose of work;</p> <p>CGE5D – finds meaning, dignity, fulfillment and vocation in work contributing to the common good;</p> <p>CGE5E – respects the rights, responsibilities and contributions of self and others;</p> <p>CGE5F – exercises Christian leadership in the achievement of individual and group goals;</p> <p>A Responsible Citizen who</p> <p>CGE7E – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p> <p>CGE7F – respects and affirms the diversity and interdependence of the world’s peoples and cultures;</p> <p>CGE7G – respects and understands the history, cultural heritage and pluralism of today’s contemporary society;</p> <p>CGE7J – contributes to the common good</p>
<p>Notes to the teacher</p>	<ul style="list-style-type: none"> Before starting this activity, consult your district’s I.T. policy regarding access to social networking sites and general acceptable use guidelines. Review this information with your students using specific examples relevant to



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	<p>the lesson and your students' age and experiences. Discuss consequences for breaching the AUP as well.</p> <ul style="list-style-type: none"> • It would be wise to seek both signed parental permission and the approval of the school administration before beginning the project. There may be connections to Development and Peaces groups through the local diocese or community that could be helpful in gaining ideas or support for the project. • This project could also be incorporated into sacramental preparation for Confirmation or into community service hours. It could also be combined with the other lessons in <i>Section 3</i>. • Personal connections to the aid agencies or to people who have been assisted by them can be very powerful and motivating for students. Teachers and students should be sensitive to others' experiences.
Differentiated Instruction/Accommodations	<p>Differentiate by using different applications – some will be more complicated than others</p> <p>Differentiate by using concrete applications – e.g. have students use collage to create media influenced images to promote the event</p> <p>Differentiate by allowing students to work on different parts of the project – make posters, post to the website, make a movie, give a presentation, etc.</p> <p>Differentiate by allowing students to work in partners or small groups to share the work and benefit from different learning styles – collaboration can be an effective way to support different types of learners</p>
Materials and Resources NB – Please see the accompanying case study for more materials and resources.	<p>Development and Peace – Just Youth Group Guide and other resources for starting and maintaining youth groups</p> <p>Ministry Licensed Software - Adobe Connect – real time conferencing software - see your board's OESS representative</p> <p>A free alternative is DIM DIM PBwiki – Education Set Up Page Common Craft Show - Wikis Wikispaces for Educators</p> <p>Overview of Wikis in Education – slideshow Google Sites</p>



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	<p>OECTA's pamphlet Electronic Communications Blogging in plain English – Commoncraft video</p> <p>www.edublogs.org</p> <p>21classes - blogging home page</p> <p>www.Portablepd.ca (contains a permission to podcast link / parental permission letter that could be adapted for class blogs or web sites.)</p> <p>Papal Encyclical – Populorum Progressio</p>
List of Appendices	<p>Case Study – Connecting through the Internet</p> <p>Lesson Plan Specifics – Connecting through the Internet</p>

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Teaching and Learning	
Connecting through the Internet Lesson Plan Overview #4	Assessment for Learning
Minds On (Elicit and Engage)	Approx. Time – 1-2 lessons
<ul style="list-style-type: none"> NB – Prior to beginning the lesson with the class, teachers should make connections with one another to discuss some general guidelines about the project. Adobe Connect – real time conferencing software licensed by the Ministry of Education can help you to make these connections virtually. See your board's OEES representative for more information. In pairs, students review the materials on the Just Youth site of Development and Peace to gain an understanding of the organization's structure and mission Teacher may also invite representatives from a school or parish group to speak to the class Teacher leads discussion about how to support the group and explains that they will be collaborating with classes and groups from other schools to plan and host an event Students brainstorm list of events to share with other classes Students articulate the connections between the event and the needs and causes identified by Development and Peace 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do the students demonstrate their understanding of the needs of the various communities served by the Development and Peace?</p>



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Action (Explore and Explain)	Approx. Time – 2-3 lessons
<ul style="list-style-type: none"> Teachers connect classes and Development and Peace groups at different schools via conferencing software to discuss different ideas for the event Students share responsibilities among classes and groups Teachers establish a wiki to record these responsibilities and timelines and to share information as the project evolves Teachers also discuss wiki etiquette with the students and the consequences of breaching the policy Teachers may also investigate using other tools like blogs to help students reflect on their work and to assess their work Teachers and students may also invite other people such as administrators, representatives from other classes, and parish Development and Peace groups to join in the conferencing or to access the wiki 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they observe online etiquette?</p> <p>Do the students understand and utilize the technologies effectively?</p> <p>Do they communicate with their audience effectively?</p> <p>Do they share responsibilities and leadership within their classroom and with other students?</p> <p>Is the project/fundraiser/event successful?</p> <p>Do they treat the people that they interact with through Development and Peace with dignity and respect?</p> <p>Do the students demonstrate their understanding of the needs of the various communities served by the Development and Peace?</p> <p>Do they relate these communities' needs to larger socioeconomic issues?</p>
Consolidation (Elaborate, Evaluate, Extend)	Approx. Time (will vary)
<ul style="list-style-type: none"> Students and teachers from different schools continue to meet virtually to plan and update the project/event timelines They may record their thoughts on the blog Groups may meet in person to conduct the event 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p>



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<ul style="list-style-type: none"> Students may use different tools such as Ed.VoiceThread to record the event and share them with one another via the wiki 	<p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p> <p>Do they observe online etiquette?</p> <p>Do the students understand and utilize the technologies effectively?</p> <p>Do they communicate with their audience effectively?</p> <p>Do they share responsibilities and leadership within their classroom and with other students?</p> <p>Is the project/fundraiser/event successful?</p> <p>Do they treat the people that they interact with through Development and Peace with dignity and respect?</p> <p>Do the students demonstrate their understanding of the needs of the various communities served by the Development and Peace?</p> <p>Do they relate these communities' needs to larger socioeconomic issues?</p>
Next Steps	
<ul style="list-style-type: none"> Groups meet either virtually or in person to celebrate the event and to debrief 	<p>Can the students articulate the connections between this activity and the Catholic Social Justice themes?</p> <p>Do they listen to one another and express differences of opinion constructively and respectfully?</p> <p>Do they treat each other with dignity?</p>



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	<p>Do they observe online etiquette?</p> <p>Do the students understand and utilize the technologies effectively?</p> <p>Is the project/fundraiser/event successful?</p> <p>Do the students demonstrate their understanding of the needs of the various communities served by the Development and Peace?</p> <p>Do they relate these communities' needs to larger socioeconomic issues?</p>
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Glossary of Terms

Anonymous FTP: An anonymous FTP is a convention whereby users are not required to identify themselves with an account number, user name or password when they access a website from which they wish to download publicly available programs or files. Users may, however, be required to enter their email address before accessing certain websites.

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".

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.

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.



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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; 2GB 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.

Hacker: A person who spends their time trying to gain access to information stored on other people's computers all around the world. Some hackers are just harmless browsing types, but others have more invidious aims such as grabbing details of your credit cards or bank account, which may be stored in a file somewhere on your computer.

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.

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.



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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 Activism: Intentional action to bring about social change (e.g., Mother Teresa of Calcutta worked to eliminate poverty).

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.

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.



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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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