Cracking the Code

Engaging boys as leaders in citizenship, identity and community in digital spaces
Addressing digital citizenship is no easy task for educators, especially when the landscape of digital tools and spaces is constantly changing. This session will provide multiple ways educators can set the stage for boys to be leaders in learning about digital citizenship and responsible technology use. Examples of lessons and policies that were co-created by students will be shared.
On Co-Creating

“Half the curriculum walks in the room...”
- Emily Style
Background

My work and context

Resources for Digital Citizenship Education

Common Sense Media
Google’s Be Internet Awesome
The Social Institute

Research: Learning about boys’ online lived experiences with boys as co-inquirers
Boys’ digital lives: research

Becoming Boys
- Insiders/outside
- Skins
- Maining: role playing
- Maturity and belonging
- Being removed/leaving

Building Bridges
- Reaching out
- Humor as currency
- Family matters
- online/offline lives
- Bridging communities
Student Voice and Agency
Engaging students as co-creators of learning with digital tools opens doors to connection and collaboration, and brings additional **relevance** to their educational experiences.

How might we navigate the balance between their voice and ours in designing learning?

The idea of flow
Navigating digital communities along a continuum of insidership and outsidership with multiple layers of agency - channelling agency in the classroom for co-construction of learning and communities. Boys already understand story flow and insider/outsider flow and it is a interesting parallel to the change from a internet with sites and pages to the flow AI and LLMs.

How might we create a curriculum that reflects a continuous flow of learning?
Digital Discourse

Co-created learning - every learning experience is built with students’ perspectives

10 week seminar for Class VI, VII, VIII

Establish class norms

Platform: Google Classroom and Workspace, other digital media tools
Emoji Insights

Design one emoji that you think should exist - but doesn’t - on the emoji keyboard.

Your assignment includes:
1. Draw the emoji
2. Name the emoji
3. Describe the emotion/feeling the emoji represents
Tech Menu

Using Canva or Google Slides, create a tech “menu.”

Which apps or activities should be considered main courses, appetizers, desserts, etc.? Why?

From *The Tech Solution* by [Dr. Shimi Kang](https://www.shimikang.com)
TECH MENU

APPETIZER
Kindle
Harry Potter, Wings of War, Percy Jackson

DESSERT
Stocks/Daily Market/Homework

ENTREE
Messages/Youtube
Videos/Shorts

SIDES
Gaming
Fortnite/Roblox/COD

My Menu:

Entrees:
 Homework

Main Courses
Video Games (War Thunder, Roblox)

Sides:
Youtube/TV

Drinks:
Music (Spotify)

Salads:
Texting

Technology Menu

APPETIZERS:
VIDEO GAMES

ENTREES:
WATCHING VIDEOS

SIDES:
HOMEWORK

DESSERTS:
MESSAGES/CALLS
Classes

My Mindful Space

Using CoSpaces, design a space that reflects a place you could go to relax, de-stress, or process difficult days.

Which elements did you choose to add to your mindful space? Why did you choose them?
Digital Citizenship and Technology Use Lessons

My Tech Tip
Create a slideshow that provides your technology advice for Class IV students.

It should include:
- My Tech Tip
- Why it is important
- How to accomplish or use the recommended tip

Gallery Walks
My Tip

My tip in terms of digital citizenship is to avoid any unfamiliar websites (not credible) that try to make you click on them using a sense of urgency, capitalized letters, shortened URLs, a threat, or all of the above. If an individual is able to avoid this, they are almost guaranteed to have a pleasant experience online.

My Tip

Make sure to only interact with people you know and trust any interact platform, but especially social media.

Tech Tip

My tech tip is to never approve an app for the whole day.

Why is it helpful

I think this is helpful because when you approve for let's say fifteen minutes you will get reminded to stop whatever you are doing on that app.
**My Tech Tip**

**USE DO NOT DISTURB**

**My Tip**

Do not text anything you wouldn’t want to be on the front of the newspaper

**How to do it**

- First you need to swipe down on the top right side of the screen.
- Then you will press the button that looks like a crescent moon
- If you want to customize the settings, you will hold down the button, and can edit whose notifications you get like your parents, you can edit work notifications, sleep notifications, and others.

**Why this is helpful**

If you text anything to a group chat for example, anyone could screenshot that and send it to someone else or someone’s parent could end up seeing it which could lead to major consequences.
Your school is considering launching an e-sports team. Write a one-paragraph argument for or against the creation of this team.

If it does become a team, what would the logo be?
In groups, select and design a mascot and design a logo with at least three elements and explain the following:

What is the mascot name and what does its shape represent?
What is the meaning/why did you choose it?
What are the three elements of your team logo?
Why is the meaning of each of them/why did you choose them?
Technology Log

Your assignment for this class is to estimate how much time you spend in a day (weekday or weekend) on your device(s) and on specific apps. Record your predictions and then check your usage on a subsequent day (a period of time of at least two hours). If you need help using time trackers, let me know. You can also keep an "attention journal" one evening after school if you're doing homework on device(s). Submit your guess and the actual time spent - including any graphs you can create - and discuss the perception and reality of your time on tech that day.

Moment app or Screentime are helpful tools for tracking use.
Classes

Digital Legislation

Design a law you think should be passed: work in groups
1. Which technology tools does it apply to?
2. What are the limits/restrictions?
3. What areas does it apply to?
4. What are the consequences for (kids) not following the law?
Co-created Code of Digital Conduct

Our process:

- Student Council Tech Rep
- Survey development
- Technology classes survey responses
- Review responses and search for themes
Survey Responses

Why Are Students’ Voices Important?

“...because adults...might not fully understand what it means and social norm(s) in tech.”

“...they are actually experiencing whatever rules get put in place.”

“...because kids understand how other kids feel.”

“It’s like asking the spectator vs. the real player.”
Screen time limits should be correlated with behavior online.
Permission required for posting photos or videos.
Disconnect between at school and at home (work to be done).

“People who ban cyberbullies”
“School is supposed to be a safe place…”
“You should talk to us about stuff you shouldn’t do on social media.”
Multiple warnings should be provided.

Use of version history to verify authenticity and authorship.

Consequences correlated with the importance of the assignment.

“Don’t put your work on the web if you’re not willing to give it to people.”

Need clarity on plagiarism and Chat GPT and other LLMs (don’t we all!)
Games should be allowed with conditions on time periods (recess, study hall, breaks, etc.) permissions from teachers, and specific sites or types of games. Scaffolded time management guidance.

“...allowed as a way to escape the regular matrix and let you take a break.”

“No cyber bullying, spamming, no third partying...spraying, hacking or stealing vbucks.”
On Consequences

Conversations with administrators
Detention, expulsion, lowered effort grades - effort conversation
Length of consequence commensurate with severity of case.
Communication with parents

Warnings are fair but “teachers...give too many warnings.”
Next Steps

Compare with Responsible Use Policy for students

Create a Code of Digital Conduct as companion policy authored by students.

Work with student council representative to make final recommendations.

Open for feedback from students.

Create final set of guidelines for the year.

Co-creating becomes an iterative process.
Create your own!

1. Which rules should exist around social media?
2. Which rules should exist on gaming?
3. What should the consequences be for failing to follow the rules once?
4. What should the consequences be for failing to follow the rules more than once?
5. Which rules related to privacy and security should exist?
6. Which sites should be blocked? Why?
7. Which sites should be allowed? Why?
Questions?

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