



Cracking the Code

Engaging boys as leaders in citizenship,
identity and community in digital spaces



Objective

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/outsideers

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

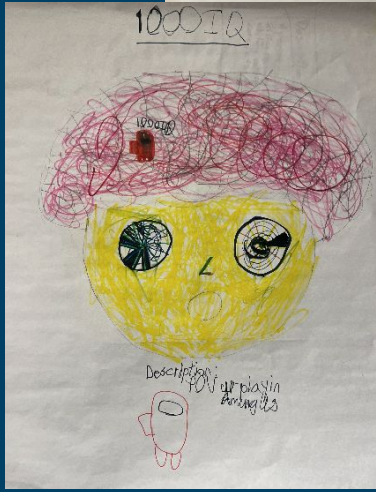
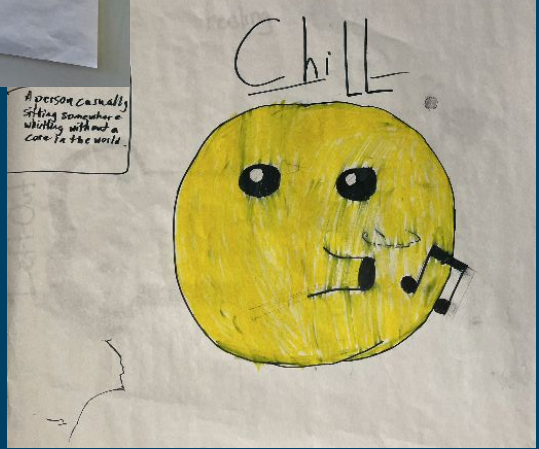
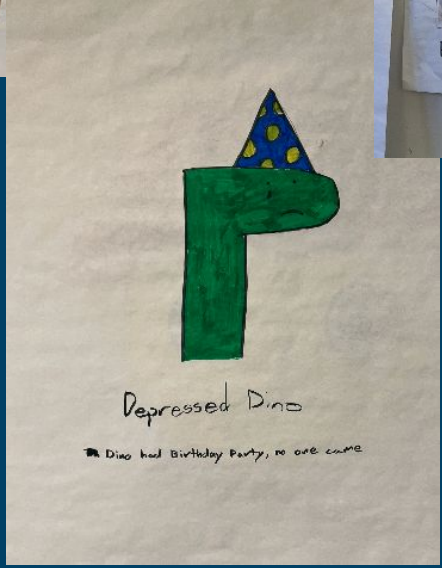
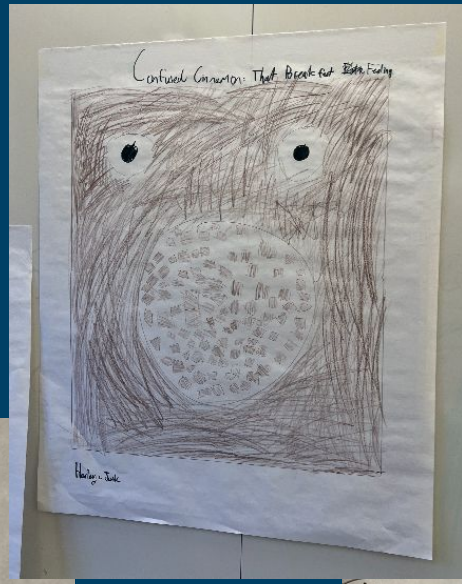
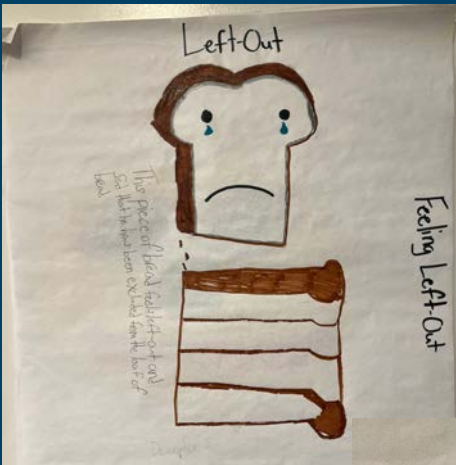
Platform: Google Classroom and Workspace, other digital media tools

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](#)





TECH MENU

APPETIZER

Kindle

Harry Potter, Wings of Fire, Percy Jackson

DESSERT

Stocks/Daily Market/Homework

ENTREE


Messages/Youtube

Videos/Shorts

SIDES

Gaming

Fortnite/Roblox/COD



My Menu:

Entrees:

Homework



Main Course:

Video Games (War Thunder, Roblox)



Side:

Youtube/TV



Drink:

Music (Spotify)



Salads:

Texting

Technology Menu

APPETIZERS:

VIDEO GAMES

ENTREÉS:

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?





Classes

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.

The screenshot shows the Netflix sign-up process. At the top, the Netflix logo is on a red background. Below it, the text reads 'Start your free month!' and 'Cancel online any time you want.' There is a 'Secure Server' icon. The form includes a name field with 'Kyle' and 'Gawley', a 'Must match card' note, and a warning: 'You will not be charged until after your free month ends.' Payment options for VISA, MasterCard, and American Express are shown, along with fields for Card Number, Security Code, and Expiry date. A 'PayPal' option is also available. A checkbox for agreeing to terms and conditions is present, followed by a 'Start Membership' button. Security logos for Norton and VeriSign are at the bottom right.

Tech Tip

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

My Tip

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

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



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.**

My Tip

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

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.



[WABC Digital Citizenship Video](#)

Classes

Logo Design

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?



Classes

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.”

Social Media

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.”

Plagiarism

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!)

Gaming

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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