Doing What is Right

TOPIC: ETHICS

GRADES: 3-5

LESSON DURATION: 45-60 MINUTES

SOFT SKILLS: COMMUNICATION, COLLABORATION

Learning Outcome:

• Students will be able to define ethics as the ability to do what's right. Students will explain that ethics apply to the internet and use of devices. Students will begin to differentiate between ethical and unethical online behaviors.

Activities:

1. This lesson fits best when introducing students to school devices (week 1), in a social studies unit on rules/laws, or contained within another character education unit.
2. The teacher should begin the activity with a review of the definition of cybersecurity. A brief discussion of cyber careers could occur so that students can connect ethics with the simple everyday factors such as the ability to attain a job. Ethics is not just important for personal reasons but all employers seek those with a history of wise ethical decisions. (Due to digital footprints, it's now easier for employers to research). The teacher can begin this activity by leading a discussion on ethics beginning with a definition. The teacher can then give real life examples. Ethics are moral principles that govern a person's behavior or the conducting of an activity. Examples: honesty, integrity, obeying the law, being kind, respect for others and their property, etc.
3. The teacher should then lead students through a discussion of the Ten Commandments of Computer Ethics or a similar website.
    A. http://computerethicsinstitute.org/publications/tencommandments.html
    B. Modified version
    C. The Center for Internet Security
    D. ACM Code of Ethics
4. The teacher might consider giving a few sample scenarios and allowing student to discuss what should be done in each scenario.
    A. Brian is grocery shopping with his mom. While standing in line at the checkout, Brian sees the older woman in front of him drop a $10 bill on the ground. What should Brian do?
    B. Julie has walked away from a computer without logging off. Trish sits down and can see that Julie is still logged in, what should Trish do?
    C. Bobby sent a meme via text message to Joey. The meme features a photo of their teacher with mean words. What should Joey do with this text message?
    D. Sally is in the school media center trying to do some math homework. She looks over towards the row of computers and Karl is watching an inappropriate video. What should Sally do?

5. (If cell phones are prevalent) Tyrone gets added to a group text. It starts off as a fun conversation about the field trip that the class took that day. However, soon someone changes the conversation to talking negatively about classmates-most of whom Tyron likes. What are Tyron's options?
6. Bobby's older brother walked away from his computer while still logged on his social media website. It would be very easy for Bobby to play tricks on his brother's friends while impersonating his brother. What should Bobby do?
7. The teacher can end the activity by allowing students to complete an online activity. Have the students complete the following checklist from www.stopcyberbullying.org. Each student should work individually. All instructions are on the website. Although the focus is on cyberbullying, many of the scenarios involve ethical choices. The teacher may choose to have a brief discussion on netiquette and reinforce ethics after the activity.
    A. *http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html*

Enrichment/Follow-up:

• Allow students to develop a set of classroom guidelines/ethics for the use of devices.