Debbie Burmeister, Retired 4th-Grade Teacher
Tullar Elementary School, Neenah School District

Erin Ermis, Instructional Library Technology Specialist
Neenah School District

Debbie Burmeister, 4th-grade teacher, and Erin Ermis, Instructional Library Technology Specialist, partnered to complete their Media Literacy Certification. For educators who collaborate or co-teach with others in their district, a partnership can be a great way to work through the Media Literacy micro-credentials.

Below are Erin's and Debbie's lesson plan for "Creating a Digital Code of Conduct" followed by their individual reflections. To view more from their media literacy portfolio and read Debbie's reflections, visit https://sites.google.com/neenah.k12.wi.us/pbsmedialiteracyportfolio/home.
Creating

A Digital Code of Conduct
Friday October 1st.

Creating a Code of Conduct
What are the behaviors we should have when using technology?

Discuss the question?
What are some first thoughts when you think about the question we are trying to answer?

TODAY’S TO DOs
- Watch BrainPop videos
- Find out your group topic
- Explore resources about your topic
- Begin writing your code of conduct

SAY HI!
BrainPOP
Digital Etiquette

Teach This Topic  Standards  Lesson Ideas

Hey Ms. Linch,
Will B 18 to class 2day.
C u l8r!

Jackie
Hello! I’m...

You will be in a group focusing on one of the following topics:

- Digital Etiquette
- Online Safety
- Online Behavior
Each group will have a Jamboard shared with them to focus on how to be Respectful, Responsible, and Safe with their topic.
You will do research about your topic.
You will do research about your topic.

On Pebble Go search for:
- Digital Citizenship
- My Digital Footprint
You will do research about your topic.
Great IDEA!
# Our Technology Code of Conduct

<table>
<thead>
<tr>
<th>Taking Care of Our Devices</th>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will always wash my hands before using the iPad.</td>
<td>We can stay safe online by:</td>
</tr>
<tr>
<td>I will make sure to have an adult plug in the iPad when I see this.</td>
<td>1. Never sharing our full name, age or passwords.</td>
</tr>
<tr>
<td>I will only use apps and programs my teacher has instructed me to use.</td>
<td>2. Staying on apps and sites that our teacher tells us are safe.</td>
</tr>
<tr>
<td></td>
<td>3. Making sure that our posts are truthful and kind.</td>
</tr>
<tr>
<td></td>
<td>4. Telling a trusted adult if we see anything that makes us feel uncomfortable.</td>
</tr>
</tbody>
</table>

Posters from Soaring: Teaching & Tech Ideas by Sandy
CODE OF CONDUCT - RESPONSIBLE USE OF TECHNOLOGY

As a digital citizen, I will:

- Keep my personal information and passwords private.
- Treat everyone with respect.
- Keep my conversations appropriate.
- Report anyone who tries to hurt me or others online to my teacher, principal, or other trusted adult.
- Credit my sources that I use to learn and research.
- Be responsible and careful with school equipment.

As a digital citizen, I understand:

- Internet access is available to me, and I need to visit only safe, appropriate sites.
- Some things on the internet are not true.
- I need to back up my work.
- Cyberbullying is a violation of school policy, even when I am at home.
- Using a school network is not private. My teacher and administration can see my work and activity.
- Content filtering tools aren’t perfect, and I need to report issues to my teacher.
Liberty Eagles Fly High

As a digital citizen I will:
- never share my personal information including my passwords
- use images and words that are kind and respectful
- report any behavior that makes me uneasy that I feel is unkind or disrespectful to an adult
- be an champion and positive example of appropriate online behavior
- give credit to the owner of words or images that I share and are not my own.
- Take care of all technology by caring it with two hands, keep my hands on my own equipment, and not have food or drink during computer time.

As a digital citizen I understand:
- Internet access is available to me so I can meet my learning goals.
- Saving information to my Google drive or Classroom, will keep me from losing important work.
- Not everything on the internet is true.
- Cyber-bullying and sharing information or images that are illegal, obscene, harassing, insulting, ostracizing, or intimidating to others is never ok. I should never engage in it, and always report bullying if I see it.
- Everything I search on a school device is tracked, and that I will be held responsible if I do not use technology in appropriate ways.
- If an internet search returns something that I am not expecting, or that I find questionable, I should report it to an adult right away.

As Adapted from: Boise School District Responsible Use of Technology Expectations
How does a Digital Citizen...

- Participate and Behave
- Share
- Create
- Stay Safe
Debbie's Part 1-3

What grade level and content area (or other educational purpose) does the submitted code of conduct serve to address? In addition, please provide any additional context related to your students, classroom, or teaching that will assist assessors in scoring your submissions.

This code of conduct is for students in grades 3-5. It applies to all subject areas when students are using devices. We work in a K-5 elementary school and are 1 to 1 with Chromebook devices. I worked with Erin Ermis, Instructional Library Technology Specialist at Tullar. I am Debbie Burmeister, 4th grade teacher at Tullar. We felt creating a general code of conduct that could be used with students throughout the school year and not a stand-alone lesson, would be more ideal. Erin and I decided rather than coming up with a code of conduct by ourselves, we would have the students do research about digital citizenship in groups focusing on various topics and then we would combine each group’s information to make a code of conduct.

Submit a Code of Conduct or other set of clear expectations that clearly communicates the rules and expectations associated with classroom technology and media use, behavior, and safety online in language written for the students to whom the rules apply.

How does a Digital Citizen...

- Participate and Behave
  - Always go to approved websites
  - Say and do nice things
  - Ask a trusted adult before going online to apps and sites
  - Communicate with only people you know
  - Keep food and drink away from devices
  - Keep your account private
  - Allow adults to monitor your accounts

- Share
  - Use appropriate language
  - Use proper grammar (no all-caps)
  - Post only kind statements
  - Get permission before posting about someone else
  - Type/Share only things you would do/say in real life

- Create
  - Use good manners
  - When you use someone else’s work, give them credit
  - Use your own work
  - Collaborate with others that you know
  - Make/Use age-appropriate images

- Stay Safe
  - Keep passwords safe
  - Stay away from a cyber bully
  - Only use apps your teacher gives you on your school device
  - Tell an adult if someone is being cyber bullied
  - Block spam messages
  - Make sure you know the person you are interacting with
Provide a reflection on how the code of content was created and incorporated as well as its impact on your learning environment. Specifically:

- How the code of conduct was planned for and produced, including the instructional and institutional goals that drove those decisions.
- How it was communicated to students and how the behaviors indicated are reinforced during instruction.
- How infractions of the code are addressed.

How the code of conduct was planned and produced, and the instructional and institutional goals that drove those decisions.

We are a PBIS school. Students are familiar with the language of being responsible, respectful, and safe. We decided to have students research thinking in terms of how a digital citizen would be responsible, respectful, and safe. We thought digital citizenship in general was too big so we spilt up the groups in 3 categories to give more focus. The 3 categories were Digital Etiquette, Online Behavior, and Cyberbullying. For the first lesson, we watched 3 BrainPop videos together as a class introducing those different topics. We shared with students they would be assigned to a group that was responsible for doing more research on one of those topics. Their job as a group was to come up with how to be responsible, respectful, and safe in regards to their assigned topic. We shared various resources with them to do their research. The resources include Epic books, articles, and videos. We also shared a Jamboard with each member of the group so they could start post-it notes that would fall under the categories of responsible, respectful, and safe. The students had this initial lesson time and another time to add to their Jamboard. At the third meeting, we showed students exemplars and PBIS digital matrix from other codes of conduct. One thing we noticed was the positive language that these examples had. We asked students to go through what they had and take out anything that was redundant and change language to positive language. They could also start making their code of conduct into a slide with decorations of their choice. In the final meeting, we worked together as a class to bring all of the information together. We asked students to combine the information they found in order to answer the following: How does a digital citizen participate and behave, share, create and stay safe? When we worked on this together, students realized much of their work overlapped.
How it was communicated to students and how the behaviors indicated are reinforced during instruction.

The students worked together in three groups. There were struggles in each group as is typical with 4th graders. The research was the easy part. They loved reading and watching movies to get information about their topic. Many of the groups wanted to get busy right away entering information on their Jamboard. The problems started when some students removed other students' work. It was hard to tell if they removed the work by accident or on purpose. This was authentic learning about being a digital citizen in a hands-on setting. Once the groups found a great deal of information, we had spend time combining information to make singular statements. This combining of their information was new so they needed some guidance. We asked them to make positive statements and that also was difficult for them as well. We worked with each group several times to keep them on task. I was especially impressed with the students when we started to brainstorm putting it all together for one Code of Conduct. Each group was able to give multiple examples in a positive manner on how to be a digital citizen.

How infractions of the code are addressed.

After talking with the class about being a good digital citizen we wanted to know what should happen when someone is not a good digital citizen. What should the consequences be? My students immediately went to "take the device away." The consequences my students wanted were far more severe than Erin and I had thought. We tried to get them to see that we need to have gradual consequences starting with a warning. We use Go Guardian as a way for a teacher to see what is happening on a device so a teacher can monitor or block a device. These are the consequences the class decided upon after learning about becoming a good digital citizen and understanding the gradual consequences.

Student group work for online behavior
Student group work for online safety

Student group work for online etiquette
What grade level and content area (or other educational purpose) does the submitted code of conduct serve to address? In addition, please provide any additional context related to your students, classroom, or teaching that will assist assessors in scoring your submissions.

This code of conduct we created is for students in grades 3-5. It applies to all subject areas when students are using devices. We work in a K-5 elementary school and are 1 to 1 with devices. I worked with Debbie Burmeister’s 4th-grade class to create a code of conduct. I am the Instructional Library Technology Specialist at Tullar. Each September I meet with the students in all grade levels and teach digital citizenship lessons. Generally, I plan my lessons based on Common Sense Media Lessons. These are great lessons but each grade level covers various aspects of being a digital citizen, so creating a general code of conduct that could be used with students throughout the school year and not a stand-alone lesson, is ideal. Debbie and I decided rather than coming up with a code of conduct by ourselves we would have the students do research about digital citizenship in groups focusing on various topics and then we would combine each group’s information to make a code of conduct.

Submit a Code of Conduct or other set of clear expectations that clearly communicates the rules and expectations associated with classroom technology and media use, behavior, and safety online in language written for the students to whom the rules apply.

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- How infractions of the code are addressed.

How the code of conduct was planned and produced, and the instructional and institutional goals that drove those decisions.

I teach about digital citizenship on a regular basis but each grade level has a different focus. When Debbie and I talked about how to create our Code of Conduct we thought it would be great to have a kid-friendly version that covered a variety of aspects of digital citizenship. We are a PBIS school. Students are familiar with the language of being responsible, respectful, and safe. We decided to have students research thinking in terms of how a digital citizen would be responsible, respectful, and safe. We thought digital citizenship, in general, was too big so we split up the groups into 3 categories to give more focus. The 3 categories were Digital Etiquette, Online Behavior, and Cyberbullying. For the first lesson, we watched 3 Brainpop videos together as a class introducing those different topics. We shared with students they would be assigned to a group that was responsible for doing more research on one of those topics. Their job as a group was to come up with how to be responsible, respectful, and safe in regards to their assigned topic. We shared various resources with them to do their research. The resources include Epic books, articles, and videos. We also shared a Jamboard with each member of the group so they could start post-it notes that would fall under the categories of responsible, respectful, and safe. The students had this initial lesson time and another time to add to their Jamboard. At the third meeting, we showed students exemplars and PBIS digital matrix from other codes of conduct. One thing we noticed was the positive language that these examples had. We asked students to go through what they had and take out anything that was redundant and change negative language to positive language. They could also start making their code of conduct into a slide with decorations of their choice. In the final meeting, we worked together as a class to bring all of the information together. We asked students to combine the information they found in order to answer the following: How does a digital citizen participate share, create and stay safe? When we worked on this together, students realized much of their work overlapped and they were able to create a cohesive code of conduct that we will be able to use through this year and future years.
How it was communicated to students and how the behaviors indicated are reinforced during instruction.

After student groups had each come up with ways to be responsible, respectful, and safe in their subtopics, we then came together as a whole group to create an overall code of conduct. We gave students the categories of **Participate and Behave**, **Share**, **Create**, and **Stay Safe**. We asked them to look at their subtopics to find items that would fall under what a digital citizen should do in that category. Since the students created the code of conduct, we asked them if these were behaviors that they could do and believed that they should do. We had a really great conversation about their role as digital citizens, and why these expectations in the code were important. At one point I literally had goosebumps because they were saying things that I would have told them if I taught the lesson the usual way I have in the past. It was evident students had learned during the process of creating the code. We then asked what should happen when students do not follow the expectations, they had consequences that were more severe than what we normally would do. We talked about how it would depend on the circumstances so the consequences would not always be the same.

**How infractions of the code are addressed.**

Debbie and I asked the students what should happen when students did not follow the code of conduct. They said things like take away devices, recess, and fun activities. We talked about how our behavior system works with PBIS we usually don't do the most extreme consequence first. We usually do a verbal reminder, and then move up from there. We discussed how the consequences would depend on the severity of the infraction. Below is the list of things students came up with for infractions of the code.

**Consequences**

- Respect, Responsible, Safe

- Teacher gives a warning first
- Teacher blocks the app/device
- Not able to participate in fun things in the classroom
- Teacher will control the device
- Explain to teacher why it is not respectful, responsible, or safe
- Teacher uses student device as model
- Teacher takes away a recess
- Lose your device privilege