

Rings of Responsibility

Essential Question

What kinds of responsibilities does a good digital citizen have?

Lesson Overview

Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens.

Students sit in circles, which depict the “Rings of Responsibility,” in order to explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online.

Learning Objectives

Students will be able to ...

- reflect upon their offline responsibilities.
- examine their online responsibilities.
- learn that good digital citizens are responsible and respectful in the digital world (and beyond).

Materials and Preparation

- Prepare to draw the Rings of Responsibility (refer to Teach 1) on the board.
- Create a version of the Rings of Responsibility in your classroom, large enough for students to sit or stand in. You may want to outline the three rings using masking tape or by forming concentric circles with chairs.
- Copy the **My Rings of Responsibility Student Handout**, one for each student.
- Review the **My Rings of Responsibility Student Handout – Teacher Version**.

Family Resources

- Send home the **Digital Life Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

grade 4: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

grade 5: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.6

NETS-S: 3a, 3b, 5a, 5b, 6a

Key Vocabulary –

responsibility: an obligation or duty you have to yourself or others

community: a group of people with a common background or shared interests

digital citizen: a member of a worldwide community linked by the Internet

introduction

Warm-up (10 minutes)

INVITE students to gather around you. Drop a pebble or a penny into a bowl or cup of water and watch the concentric circles grow.

ASK:

What do these circles remind you of?

Sample responses:

- A bulls eye
- The Target company logo
- Tree rings
- A dart board

EXPLAIN that the circles remind you of the “Rings of Responsibility.”

DEFINE the Key Vocabulary term **responsibility**.

DRAW or project a large version of the Rings of Responsibility graphic (below) on the board for students to see. Explain that these rings show how one’s sense of responsibility grows, from the self to the larger community. Each ring represents a different person or group to which they have responsibilities.

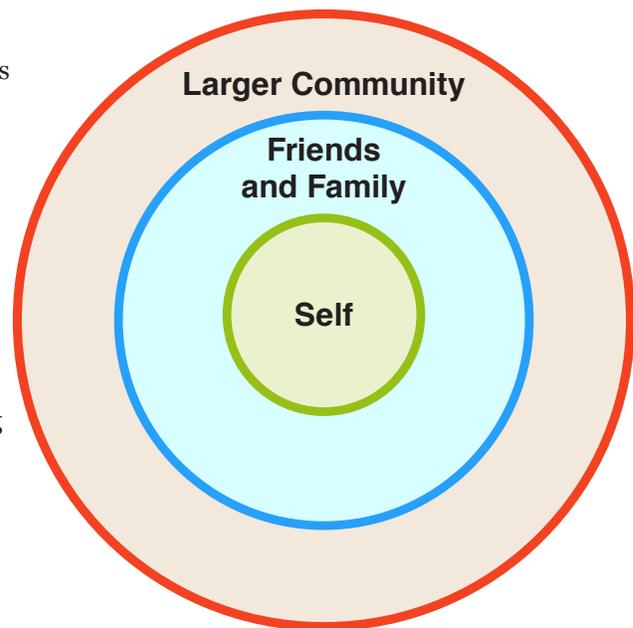
teach 1

Identify Offline Responsibilities (15 minutes)

INTRODUCE the Rings of Responsibility by telling students that you are going to explore some of the everyday responsibilities they have to themselves, their friends and family, and to the larger community.

- **Self:** The center ring has to do with responsibilities students have to themselves, such as keeping themselves safe and healthy, and protecting their reputations.
- **Friends and Family:** The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances, or just listening to them when they are having problems.
- **Larger Community:** The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely at the playground.

DEFINE the Key Vocabulary term **community**.



INVITE students to sit in the center of the Rings of Responsibility circles that you have outlined in your classroom.

POINT OUT to students that they are standing in a circle that represents “Self.”

HAVE students take a minute to think of at least one example of a responsibility that they have to themselves.

INVITE three volunteers to stand up in the center “Self” ring to answer the following question.

ASK:

What responsibilities do you have to yourself?

Sample responses:

- I eat healthy food.
- I do my homework.
- I brush my teeth.

INVITE students to scoot backwards into the next ring, which represents “Friends and Family.” Challenge students to take a minute to think of a couple examples of responsibilities that they have to others, to whom they are close. After a minute, ask students to turn to their neighbors, and share one responsibility they have to themselves.

ASK:

What responsibilities do you have to your good friends and to your family?

Sample responses:

- I take care of my sibling.
- I help my mom and dad with chores.
- I go to my friends’ sporting games to support them.

INVITE students to scoot backwards into the last ring, which represents “Larger Community.” Challenge students to take a minute to think of a couple examples of responsibilities that they have to others, not all of whom they might know personally. After a minute, go around the circle and ask each student to share at least one way that they are responsible to the larger community.

ASK:

What responsibilities do you have to the larger community?

Sample responses:

- I get to practice and appointments on time.
- I don’t litter.
- I am polite to other people, even if I don’t know them.

teach 2

Identify Online Responsibilities (15 minutes)

DEFINE the Key Vocabulary term **digital citizen** while students are still seated.

DISCUSS that as digital citizens, students have responsibilities to themselves, their friends and family, and the larger community in the online world.

EXPLAIN to students that you are going to have them stand outside of the Rings of Responsibility. You are going to read a series of statements regarding online responsibilities, and the students should move silently to stand

inside of the ring that they think the responsibility corresponds to. For example, if you were to say, “I never reveal my full name online,” students would walk into the innermost ring, “Self” (because people protect themselves by not revealing such private information online).

READ the following statements aloud, and pause between each to give students a chance to move accordingly:

<i>I am respectful and kind when communicating online.</i>	(Larger Community)
<i>I never reveal my family’s home address.</i>	(Friends and Family)
<i>I communicate only with people I know offline.</i>	(Self)
<i>I don’t tag my friends in photos or videos unless I have their permission.</i>	(Friends and Family)
<i>I never participate in online bullying.</i>	(Larger Community)
<i>I think carefully about what I read on the Internet and question if it is from a reliable source.</i>	(Self)
<i>I visit sites that are safe and appropriate.</i>	(Self)
<i>I give proper credit when using information I found online.</i>	(Larger Community)
<i>I never share a friend’s private information.</i>	(Friends and Family)
<i>I don’t copy someone else’s words and say that I wrote them.</i>	(Larger Community)
<i>I never call people mean names online.</i>	(Larger Community)
<i>I balance my time online and offline.</i>	(Self)

REVIEW with students that they are responsible for their own behavior, whether it is in the offline world or in the digital (online) world. Encourage them to take their responsibilities – online and offline – seriously, because being responsible is crucial to being good members of the community and to becoming good digital citizens.

INVITE students to fill complete the **My Rings of Responsibility Handout**. Use the **My Rings of Responsibility Handout – Teacher Version** to review the correct answers.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are the three Rings of Responsibility?

Self, Friend and Family, Larger Community

What is one important responsibility you have in the online world?

Students' answers will vary. Encourage them to consider the three different rings, and how people have different responsibilities to themselves and others online.

Is there a responsibility that you have to others both online and offline?

Students' answers will vary. Some may mention The Golden Rule: "Treat others as you would like to be treated." They may share that they always should be kind to others, both online and offline.

Extension Activity

Have students write responsibilities related to self, friends and family, and the larger community on individual strips of paper (2" x 11") and then create a paper chain to hang in the classroom. To create a paper chain, fasten the ends of one strip of paper together to form a loop. String the second strip through the center of the first loop, and fasten the ends together; repeat. You may have students read their strips aloud to the rest of the class as they add to them paper chain. Emphasize how a broken responsibility can affect others, and how we all rely on one another to stay strong and connected as a culture.

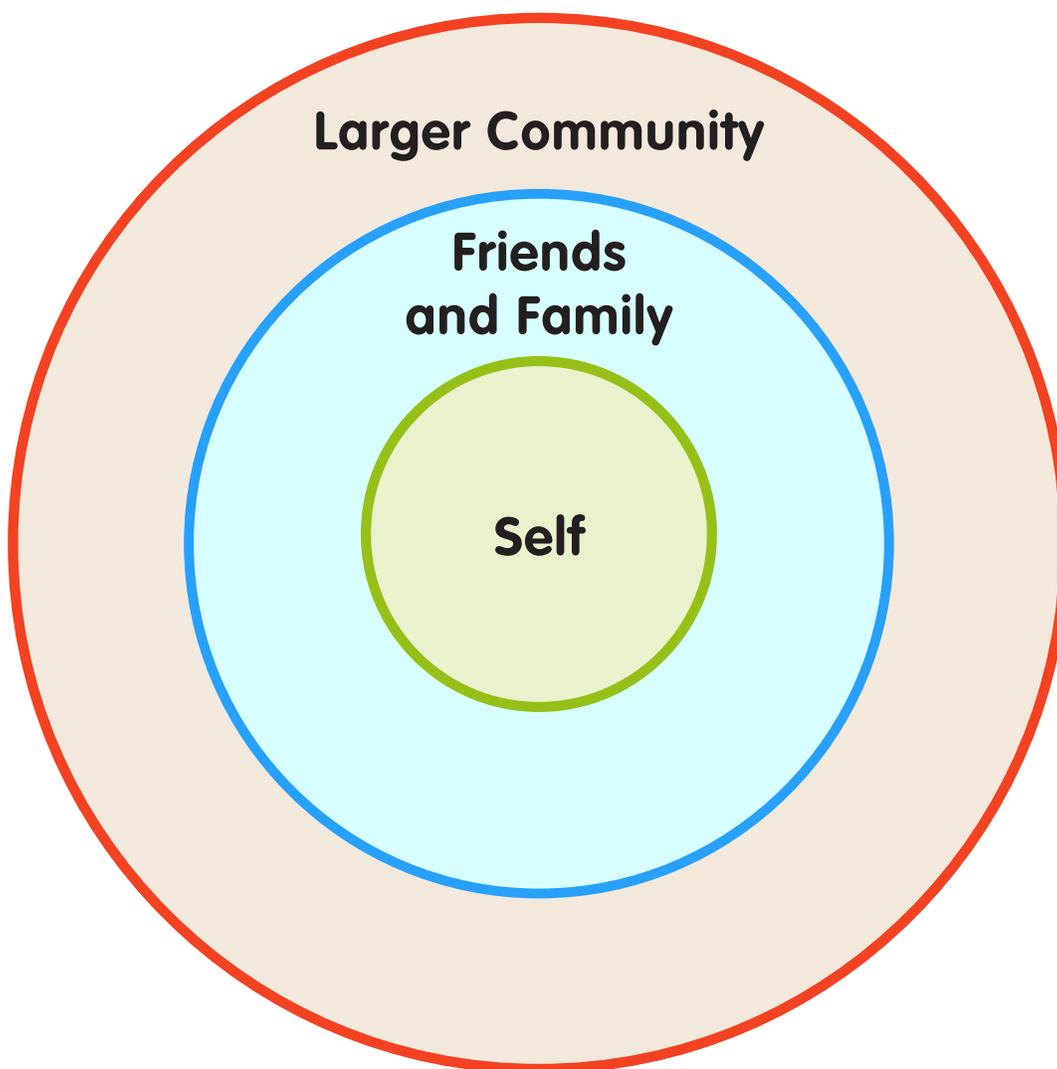
At-Home Activity

Provide students with a paper plate to decorate at home. Have students use the paper plate as a canvas for their very own Rings of Responsibility. With family members, students can collect photographs or magazine images that represent the types of responsibilities they have within each ring. Students may paste or tape the printed images on to the corresponding plates and bring this collage of responsibilities back to class to share. (Alternatively, you may want to embark on a photography assignment with a digital camera or smart phone to capture those specific responsibilities you discussed in class.)

Rings of Responsibility

Directions

At the bottom of the page, cut out each online responsibility. Tape or glue each online responsibility into the correct Ring of Responsibility.



cut along dotted lines

I protect my passwords.

I stand up to cyberbullying.

I post my opinions respectfully.

I give credit for information I find online.

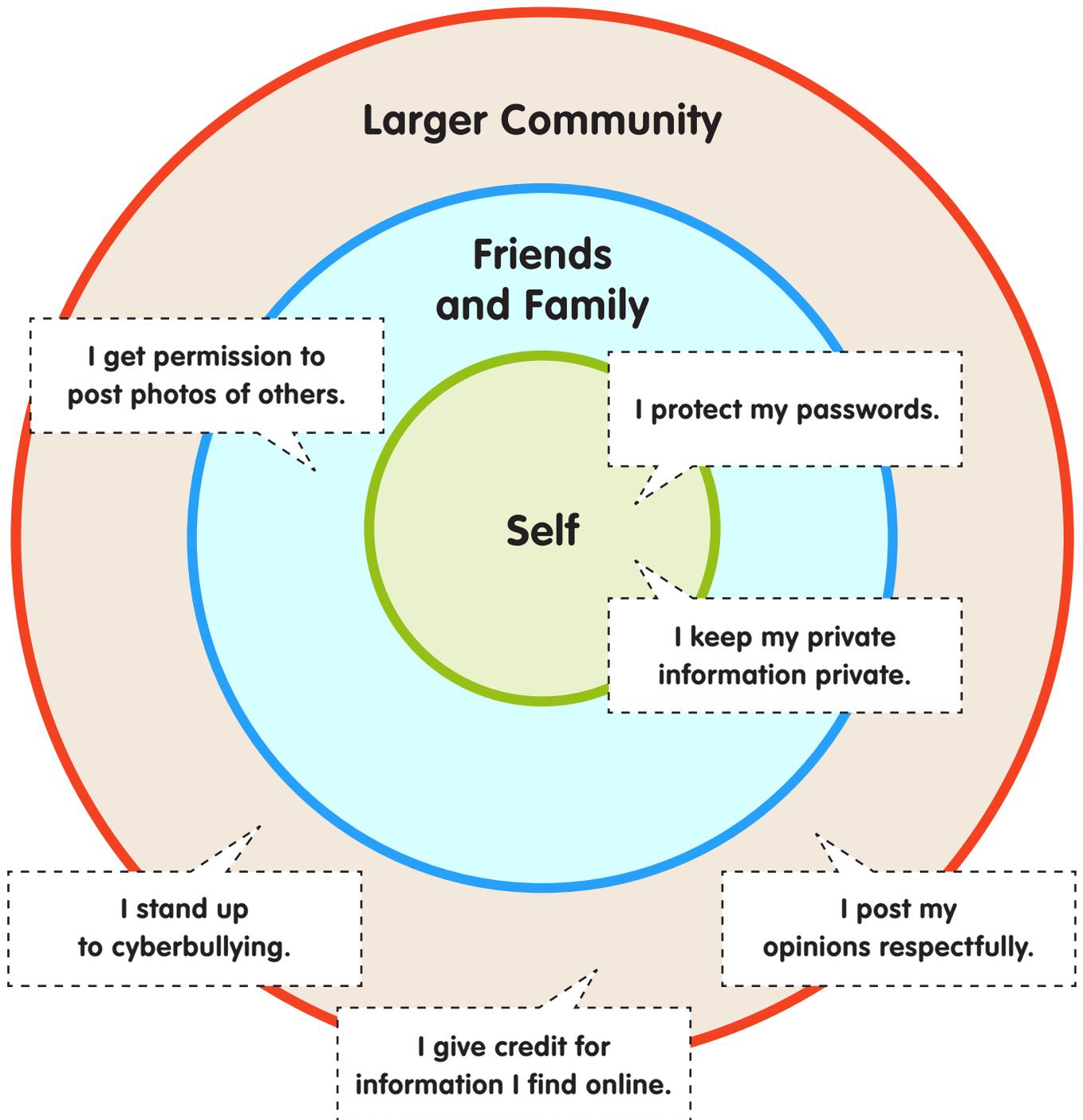
I get permission to post photos of others.

I keep my private information private.

Rings of Responsibility

Directions

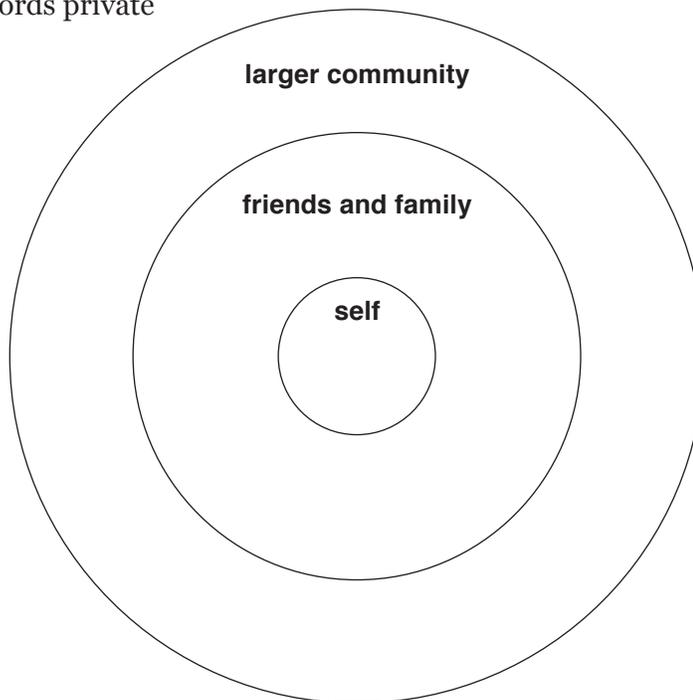
At the bottom of the page, cut out each online responsibility. Tape or glue each online responsibility into the correct Ring of Responsibility.



Rings of Responsibility

1. Read the answer choices below. Each is an example of being responsible to yourself, your friends and family, or the larger community. Write the letter of each answer choice in the correct ring below.

- a) Asking permission before posting a silly photo of a classmate
- b) Using only kind language in a virtual world
- c) Keeping your passwords private



2. Friends on social network sites, players in online games who chat with one another, and teammates on soccer teams are all members of _____.

- a) sports
- b) communities
- c) digital media

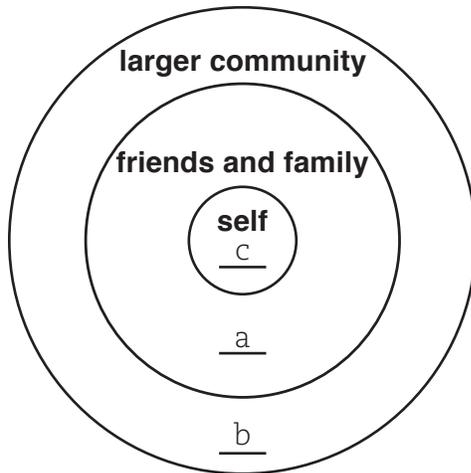
3. What does it mean to be a good digital citizen?

- a) Being a good friend offline
- b) Being good at online games
- c) Being respectful of others online

Rings of Responsibility

1. Read the answer choices below. Each is an example of being responsible to yourself, your friends and family, or the larger community. Write the letter of each answer choice in the correct ring below.

Answer feedback



- a) Asking permission before posting a silly photo of a classmate
- b) Using only kind language in a virtual world
- c) Keeping your passwords private

2. Friends on social network sites, players in online games who chat with one another, and teammates on soccer teams are all members of _____.

- a) sports
- b) communities**
- c) digital media

Answer feedback

The correct answer is **b**. A community is a group of people with a common background or with shared interests within society.

3. What does it mean to be a good digital citizen?

- a) Being a good friend offline
- b) Being good at online games
- c) Being respectful of others online**

Answer feedback

The correct answer is **c**. Good digital citizenship is about being thoughtful and respectful while using the Internet.