

## A bRight Idea

“I am a citizen of the Technology Community. I am responsible for what I need to know, and accountable for what I choose to do.”  
(Willard, 2003, 5)

### Guiding Question One: What should I know?

1. Definition of Ethics
  - a. “An act is ethical if, were everyone to act the same way, society as a whole would benefit.” (Pfaffenberger, 2002, 518.)
2. You should know about ethics, rules, and laws that are related to the use of technology resources.
  - a. ACM Code of Conduct (Association of Computing Machinery) (**Handout 1A**)
    - i. Review eight steps as outlined in handout
  - b. Rules as outlined in *Salt Lake City School District's AUP*
    - i. Click hyperlinks found on **Slide 14** of the **AUP PowerPoint** slide show to review distinct items in the District AUP.
    - ii. Alternative: Use the mnemonic limerick from **Slide 49** along with **Slide 14** to review the AUP guidelines using symbolic keywords. (If PowerPoint is not available, use **Handout 1B** along with printed copies of the **District AUP**.)
  - c. Teacher classroom rules
    - i. Acknowledge that additional rules may be described in class disclosures, on posters, etc.

### Guiding Question Two: How can I become motivated to make better choices in the future?

1. Mirror activity (Willard, 2002, 1)
  - a. Have student read through the list of positive and negative traits. (**Handout 1C**)
  - b. With a dry erase marker, student writes three or four traits on a hand mirror that he/she feels are traits he/she possesses.
  - c. Provide student with the cards that describe the selected traits. (**Appropriate segments of Handout 1D**) (Bolin, 1990, 15-19)

- d. Have the student read the full descriptions aloud while looking in the mirror.
  - e. Ask the student “Does that describe you? Do you feel good about that?”
  - f. Have the student erase any traits from the mirror that he/she does not want included in his/her self-concept.
  - g. Provide new cards for the student to read out loud that could project a more positive concept in the future.
    - i. Choose those from among this list:
      1. Committed
      2. Confident
      3. Diligent
      4. Empathetic
      5. Fair
      6. Forgiving
      7. Gracious
      8. Gratified
      9. Independent
      10. Inspiring
      11. Loved
      12. Loyal
      13. Mature
      14. Morally Strong
      15. Reliable
      16. Respectful
      17. Responsible
      18. Trustworthy
    - ii. Ask the student again, “Does that describe you?” Would you feel good if that description applied to you? Would you feel proud if others described you like that?”
2. AUP PowerPoint
    - a. Play the full **AUP PowerPoint** presentation.
      - i. (Do not show any of the specific AUP slides this time.)
      - ii. Emphasize the summary concept from **Slide 43** that “your behavior defines you, whether you claim those characteristics as part of your identity or not. You are what you do.”

Preview for future sessions:

Improve your behavior by defining good values, setting goals, take charge of your decision-making, and see how your ethics and integrity are significant in employment and other facets of your life.

## RESOURCES

Bolin, Frances Schoonmaker. *Growing Up Caring*. Peoria: Glencoe, 1990.

Pfaffenberger, Bryan. *Computers in Your Future*. New Jersey: Prentice Hall, 2002.

Willard, Nancy, M.S., J.D. "Choosing Not To Go Down the Not-so-good Cyberstreets." <http://responsiblenetizen.org/documents/swnas.html>. 7/30/2003.

Willard, Nancy E. *Computer Ethics, Etiquette, & Safety For the 21st Century Student*. Eugene: International Society for Technology in Education, 2002.