



# BPS: Acceptable Use Policy Lesson Plan

## Grades 9-12

### INSTRUCTIONAL OBJECTIVES

- Students will understand what an AUP document is
- Students will understand the purpose of an AUP
- Students will understand what their responsibilities are when signing the AUP
- Students will understand the consequences of violations of the rules set forth in the AUP

### MATERIALS:

The following support materials can be found on the BPS Cyber Safety website: [www.bpscybersafety.org](http://www.bpscybersafety.org)

1. Grade 9-12 Folder with all AUP related materials
2. Copy of the AUP found in the Guide to BPS for Parents and Students
3. Glossary
4. PowerPoint presentation for the specific grade level
5. Student-produced podcast explaining the AUP
6. AUP paper quiz
7. Link to AUP online quiz
8. Instructions for using online quiz

### Preparation- 5 minutes

1. Teacher will provide students with a copy of the AUP, showing them the document that they and their parents must sign in order for them to use the Internet in school.
2. The teacher will explain to students that the AUP document is written in legal language and that the "Glossary of Terms" is included to help them and their parents understand the document better.
3. She will remind the students that there will be a quiz on the material in the AUP after the lesson.

### Presentation and Discussion - 25 minutes

1. Teacher will review the first page of the document that sets out :
  1. the definition of an AUP;
  2. the rationale for the AUP;
  3. general categories of inappropriate use: (a) criminal acts, (b) libel laws, (c) copyright violations, and
  4. the consequences of not following the AUP

2. Teacher will present the Podcast to introduce the “Ten Responsibilities” in the “Student Responsible Use” section of the AUP document.
3. Teacher will divide the class into cooperative learning groups of 2- 3 students. Each group will be responsible to become experts on one of the responsibilities in a jigsaw lesson.
4. Each “jigsaw” group will prepare a short presentation for the whole group about their “responsibility” making sure they can explain all “glossary” words included in that responsibility. The group will also present an example of an “unacceptable use’ pertaining to this responsibility and the possible “consequences,” for the student, the student’s family, the school, and the wider community of such misuse.
5. Each jigsaw group will report back to the class and lead a short discussion of the “Responsibility” on which they worked in preparation for the quiz.
6. Teacher will wrap up the discussion by “checking in” with students to make sure they understand:
  1. the definition of the AUP;
  2. the rationale for the AUP;
  3. the categories of inappropriate uses, and
  4. the consequences of not following the AUP

## Individual/Small Group activity (optional)

Members of each group will investigate the following topics. They will use the Internet for research tool to help them with a, b, and d. They will use brainstorming and interviewing of their classmates to investigate c.

a. Members of groups working on Responsibilities 1,2, and 3, will investigate how misuse can affect the college application process and future employment.

### Helpful sites...

For college admissions:

- <http://www.collegeadmissionspartners.com/resources/admissions/online-issues/>
- <http://www.wickedlocal.com/wellesley/news/education/x1661775422/Wellesley-High-School-students-clean-up-your-profiles-or-else>
- <http://www.braintrack.com/college-and-work-news/articles/how-to-use-personal-branding-and-an-online-presence-to-maximize-outreach-and-marketing>
- <http://acceptedtocollege.com/planning/online-presence/>
- <http://www.kaplan.com/aboutkaplan/newsroom/Pages/newsroom.aspx?ID=41>
- For Employment:
- <http://ezinearticles.com/?Job-Search-Tips---Managing-Your-Online-Presence-For-Increased-Job-Search-Success&id=4048524>
- <http://tomhackelman.net/?p=238>
- <http://www.labnol.org/internet/online-reputation-important-for-jobs/12582/>
- <http://www.guardian.co.uk/money/2009/jul/06/social-networking-employers>

b. Members of groups working on Responsibilities 4, 5, and 6 will investigate information about steps students can take to keep themselves safe on-line.

### Helpful sites:

- Just Google “online safety” and you will find many helpful sites.

c. Members of groups working on responsibilities 7 and 8 will **brainstorm** ways that older students can model appropriate behavior for younger students. They will also interview classmates on this TOPIC.

d, Members of groups working on Responsibilities 9 and 10 will investigate the consequences of plagiarism and information about software that checks plagiarism.

**Helpful sites:**

- Just Google “consequences of plagiarism” and “plagiarism checker” and you will find a number of useful sites.

They will report their findings back to their classmates in writing, an oral presentation, a PowerPoint presentation, or using any other media or tech tools they wish to use.

**Quiz - 10 Minutes**

Students will take the quiz to show they have mastered the instructional objectives. The quiz can also be completed as a homework assignment and shared with their parents.