

CHICAGO IDEAS
YOUTH

PART 2

**Digital
Rights and
Responsibilities:
Resource Packet**

Introduction

In this packet you will find a set of resource materials designed to encourage critical thinking and elevate youth voice on the topic of Digital Rights and Responsibilities. There are four parts to these materials. They may be used in conjunction with one another, or as standalone resources, dependent on your organization's needs and aims.

The Rights and Responsibilities Framework is a product of focus group sessions with the Chicago Ideas Youth Ambassadors. In those focus groups, Youth were asked what they thought were the most important rights and protections that *ought* to be guaranteed in digital life. As with all rights and freedoms, many of them exist in tension when brought in conversation with one another. (For example, one individual's right to free speech can come into conflict with another's right to a safe space or a right to privacy, dependent on the content of the free speech in question.) This Framework serves as the foundation for the Breakout Session content, as well as the Facilitator and Observer Guides.

The Breakout Session Materials are structured in a scenario and group discussion format, and were designed to get to the heart of the most significant tensions that youth honed in on when developing the Digital Rights and Responsibilities Framework. The aim of breakout sessions is to get youth to see and apply abstract concepts in tangible and relevant scenarios that they regularly experience online. *Note: Scenarios touch directly on the topics of cyberbullying, hate speech, sexting, racism, and violence. Youth should be given the opportunity to pick their chosen breakout session topic. As the scenarios were developed on direct input from youth, many of the scenarios might be triggering to young people who have lived those experiences previously. It is highly recommended that youth be given the opportunity to, if not chose their scenario directly, then opt out of a given section.*

Also included in these materials are Facilitator and Observer Guides. The Facilitator Guide can be employed by either an adult helping to lead the breakout sessions, or by youth leaders designated within each group. Dependent on your organization or group's needs, you may not require the Observer Guide. This guide was developed because of research and recording needs during the Chicago Ideas Youth Breakout Sessions at Youth Kick Off in 2018—we embedded Social Sciences graduate students to document the conversations occurring on these topics. However, if you wish to have someone document or record the takeaways of the breakout sessions, then the document will serve as a helpful guide.

If you are interested in the outcomes of our research on these topics, please read the **Report on Digital Rights and Responsibilities.**

All materials herein written and prepared for Susan Crown Exchange in 2018 by Lindsay Knight, Ph.D., Director of Community Engagement at Chicago Ideas.

CHICAGO IDEAS YOUTH

DIGITAL CITIZENSHIP: RIGHTS AND RESPONSIBILITIES FRAMEWORK

WHAT RIGHT?

RIGHT TO PRIVACY

RIGHT TO A SAFE SPACE

RIGHT TO FREE SPEECH

RIGHT TO TRANSPARENCY

RIGHT TO ORGANIZE

WHAT DOES THIS MEAN?

"I have a right to maintain my identity as I see fit. I have a right to consent."

"I have a right to be protected from harassment. I have a right to a safe space online."

"I have a right to say what I want, so long as others are not intentionally harmed by my words/ideas."

"I have a right to access resources that are free, factual, and transparent."

"I have a right to collectively organize an online community."

WHAT IS YOUR RESPONSIBILITY?

"I am responsible for safely and thoughtfully sharing my own information, and respecting the identity and privacy of others."

"I have a responsibility to my community to call out harassment and abuse when I see it."

"I have the responsibility of language; wielding words to create and aid, not abuse and destroy."

"I have a responsibility to be critical of materials and verify their accuracy; and a responsibility to understand the terms/agreements that I sign."

"I have a responsibility to my community and to my peers, to use our voices and power to uplift each other."

QUESTIONS/PROMPTS

- ◆ How do you maintain privacy online? What is at risk if you don't?
- ◆ How do we decide what to share?
- ◆ Should you ever violate the privacy of another individual online? Why/why not?
- ◆ Why is consent important?

- ◆ What is our responsibility when it comes to abuse and harassment that we see or experience online?
- ◆ Are there rules for communication online? What are they? Are they different from communication face-to-face?
- ◆ Who enforces these 'rules/norms'? By what mechanisms/channels?

- ◆ What do we have the right to say online?
- ◆ Are there limits to what we should say online?
- ◆ Is online speech the same or different than talking to someone in person?

- ◆ How can you make sure that the information you share with the world is true? And why does it matter that it is?
- ◆ What are the ripple effects of spreading something false (either on purpose or not)?
- ◆ Why is it important that you understand what the terms and conditions mean for websites and apps?

- ◆ Why are online conversations important? What is the purpose of building consensus in a digital space?
- ◆ Are there benefits in activating an online community before a physical one?
- ◆ What's problematic about digital activism?
- ◆ What's the tipping point? When do you decide to shift from Digital Activism to Real World activation?

SCENARIOS/EXAMPLES

- ◆ Location Sharing: Benefits/Risks
- ◆ Your Digital Footprint: The Internet is Forever
- ◆ Legal implications for violating your (or someone else's) privacy

- ◆ Bans on social media + violations of user agreements
- ◆ Offences: Bullying, Hate speech, Lies/rumors

- ◆ Sexting pics vs. taking and sharing a police brutality video
- ◆ Political debate vs. trolling and hate speech

- ◆ Fake news, misinformation
- ◆ Opaque legalese in licensing agreements; unknowingly giving away personal info + rights
- ◆ Trade Offs: Identity protection vs. convenience/ perks (cookies, coupons, shopping)

- ◆ Parkland's March for Our Lives vs. Unite the Right
- ◆ Petitions, hashtags, funding platforms

DIGITAL CITIZENSHIP: RIGHTS + RESPONSIBILITIES CASE STUDIES A-E

I. INTRODUCTIONS! (2-3 MINS) [STUDENT FACILITATOR]

Go around and have everyone say their name, the school they're from, and their year.

II. OPENING CIRCLE (AROUND THE WORLD) (5-10 MINS) [STUDENT FACILITATOR]

Instructions: *One at a time each participant shares out one thought (or opinion or experience) on the question below. Ask for a volunteer to start, and then have them pick the direction (clockwise or counterclockwise).*

Name an occasion when you saw something you weren't comfortable with happen online (on social media, in the news, while texting, etc.) where you wanted to act, but didn't know what to do? What stopped you?

Once everyone has answered, ask the following back to the whole group:
What are some of the challenges we share? Why do you think that is?

III. WARM UP/TEAM BUILDER: HUMAN KNOT (7 MINS) [STUDENT FACILITATOR + ADULT ASSISTANCE]

INSTRUCTIONS:

In this activity, youth will work together to solve a problem. Ask everyone to stand in a tight circle, and extend their hands to the center. Adults stand to outside.

Ask everyone to grab one person's hand (across the circle) with their right hand, and another person's with their left. Explain that the group now needs to work together to get themselves untangled without ever letting go of hands.

[Adult Facilitator: If the group 'gets stuck', go ahead and make suggestions for where the students could move to untangle themselves.]

IV. MAIN ACTIVITY: DIGITAL CITIZENSHIP RIGHTS, RESPONSIBILITIES, AND ACTION (35 MINS)

[ADULT FACILITATOR TO DO MAIN IDEA/TASK. STUDENT FACILITATOR TO DO CASE STUDY.]

MAIN IDEA:

We all have rights and responsibilities when we participate online. However, many of these rights and responsibilities seem like they could conflict. For example, we have a right to free speech, but also a responsibility to help maintain a safe space where everyone is able to participate. Meaning, our individual freedom to say whatever we want is limited by the right of another person not to be harassed or threatened.

Shockingly enough, prior to tonight, no one has asked a large group of teenagers what **you** think about this topic. Our goal here today is to discuss and determine responsible action as digital citizens, and have your voices inform schools, organizations, and politicians on this topic.

TASK:

Over the course of our breakout session, you'll receive information on TWO digital rights (and related responsibilities)—each of which was generated from focus groups of Chicago students over the course of this past summer.

[STUDENT FACILITATOR: PASS OUT 'RIGHTS' FORMS.]

Step 1: Quick Read (1 min)

Silently read over both of the rights/responsibilities that you've been handed.

Step 2: Pair-and-Share (1 min)

Turn to either side and discuss:

Which of the two rights do you think is the most important? Why?

Step 3: CASE STUDIES

Instructions: *Have three students read (one-per-paragraph).*

Our group will read over a scenario that relates to the digital rights and responsibilities that we just read over and briefly discussed. Each group will be lead by a Chicago Ideas Youth Ambassador. He/She/They will ask the group questions, and help everyone to have a discussion about the scenarios, and the problems (and potential solutions) to each.

Our group also has an adult facilitator, in case the group 'gets stuck', or needs help figuring out a question. Our adult facilitator can also help to provide a new way of thinking about the problem, or a new perspective on some of our answers.

Each Breakout Session will also have an independent observer present. He/she is a graduate student, and will be making sure that our opinions, disagreements, and conclusions on these topics are documented. The independent observer's notes will be turned into a report on **Youth Voice + Digital Rights and Responsibilities**.

Instructions: *Pass out the Case Study (A, B, C, D, or E) to your group. Ambassadors will lead students in a group read, followed by structured discussion prompts.*

V. CLOSING CIRCLE (5 MINS)

[ADULT FACILITATOR]

Instructions: Ask everyone in the group to briefly answer the following prompt.

Around the World:

ONE digital “right” that is most important to me personally (that I wouldn’t give up no matter what) is _____ . Why?

VI. ADMINISTER SURVEY (5 MINS)

[ADULT FACILITATOR]

Instructions: When students have either taken the survey on their phones (and you have seen the screenshot), or handed your a written survey, please put ‘I Took Part’ sticker on *FRONT* of Playbill. This is what students will show to the check out table to get their Chicago Ideas Youth t-shirt.

A. The Right To Privacy vs. The Right to Free Speech: Sharing A Sext vs. Recording and Sharing a Video of Police Brutality

SITUATION 1:

Demontae is best buds with Javier. Javier had been dating his girlfriend, Cherish, for 2 years. During that time, they exchanged a number of intimate, sexted pictures with one another. A few months ago, Javier and Cherish broke up. Javier recently shared some of those images with Demontae. Demontae is kind of uncomfortable with the fact that these pictures were shared with him, but he also wants the rest of his friends to think that he's got some game with the ladies. He's now thinking of sharing the picture with a larger group of friends at the same school that he, Javier, and Cherish all attend.

SITUATION 2:

Ottro and his friends Caleb and Isaiah were eating cheesy chips outside the corner store near their school. After they'd finished the snack, they stuck around outside to talk and enjoy the nice weather. There was another group of young men outside the store, but they seemed to be minding their own business. Ottro and his boys had been outside the store for 10 minutes when a cop car pulled up to the other group of young men. Soon, an altercation between the cops and the other group began. Ottro, Caleb, and Isaiah could not tell how the altercation started, but the police soon became violent with the other youths. Caleb decided to film the incident on his phone, and shared it later that night on social media with the hashtag #blacklivesmatter.

QUESTIONS:

- ◆ Initial Thoughts: How do these scenarios make you feel?
- ◆ What makes these situations similar? How do both represent the exercise of free speech? How are both (potentially) violations of privacy?
- ◆ In Scenario 1: Who is exercising free speech?
- ◆ In Scenario 2: Who is exercising free speech?
- ◆ In Scenario 1: Whose privacy is violated?
- ◆ In Scenario 2: Whose privacy is violated?
- ◆ Is it ok to violate that privacy in either of the Scenarios? Why is it ok?
- ◆ Who gets hurt by sharing this info without his/her permission? What are the consequences for sharing the sexted picture, or the video of police brutality?

How do we evaluate the rights in conflict in this situation?

Which is MORE important: The Right to Free Speech or the Right to Privacy?

B. The Right To Free Speech vs. The Right to a Safe Space: Can you say anything you want? What about bullying, or hate speech?

SCENARIO:

Jaylan is gay. He has come out to his family and close friends, but he is not yet comfortable letting anyone else at his school or community know about this part of his identity. About two months ago, Jaylan started receiving direct messages on all of his social media accounts that were threatening and hateful about his sexuality.

Jaylan did not recognize the account that the messages/comments were coming from. Initially, the messages were limited to general, hateful comments about gay people. For example, the anonymous account said things like: *“Gays don’t deserve equality. Homosexual lifestyles are disgusting.”*

Jaylan tried to block this account so that he wouldn’t have to see such hateful things on a daily basis. However, the commenter kept creating new accounts and sending the same type of messages to Jaylan. Just ‘blocking the user’ was not a solution to this problem.

About two weeks ago, this person started publically commenting on all of Jaylan’s posts, using the same hateful language and tagging other users who started harassing Jaylan about his sexuality too. As days went on, many of the comments became more personal, threatening to not just Jaylan’s identity, but his physical safety. (The users called him derogatory names, said Jaylan was going to hell, and commented that he should be tracked down, beaten up, get AIDS, etc.)

Jaylan was now worried that he would be outted among his classmates and church community, and he feared for his safety. At school, walking on the street, alone at home...he didn’t know who his harasser was, if he knew where Jaylan lived, if he was a classmate of his... The online harassment destroyed the ability for Jaylan to feel safe in both his digital and physical worlds.

QUESTIONS:

- ◆ Initial Thoughts: How does this scenario make you feel?
- ◆ In this Scenario, are Jaylan’s harassers exercising their right to free speech?
- ◆ Is the right to free speech unlimited? Should it be? What about the hate speech and harassment seen here?
- ◆ Is Jaylan’s right to a safe space being violated here? How?
- ◆ Both the right to free speech and the right to a safe space are important. Can both rights be protected at once? How do you evaluate speech?
- ◆ Do you have a responsibility to call out or try to stop abuse that you see/read/hear online? What is that responsibility?
- ◆ How do we create an online space where people are both free to speak their opinion and feel respected/protected?

How do we evaluate the rights in conflict in this situation?

Which is MORE important: The Right to Free Speech or the Right to a Safe Space?



C. The Right to Organize vs. The Right to a Safe Space:

What are you responsible for—and who are you responsible to—when you organize people online and activate in real life?

SCENARIO 1:

On February 14, 2018, 17 students and faculty members were killed in a mass shooting. As a direct response to a lack of action from politicians to gun violence in this country, the surviving students of Parkland began organizing people all over the country to demand sensible gun control policy from the government.

On March 24, 2018, the Parkland students organized the March for Our Lives. In a little over a month's time, these young activists started a massive online movement with event pages, publicity, and communication with organizers, participants, and local authorities. Using Facebook, Twitter, Instagram, and every other social media platform, these high school students organized over 800 protests and walkouts across the country and globe. During these protests, the students brought together millions of people, unified over a single issue. There were no reported acts of violence at any of the activations.

SCENARIO 2:

On August 11-12th, 2017 the Unite the Right Rally took place in Charlottesville, Virginia. The protesters—various members of the far (or 'alt') right, white supremacists, neo-Nazis, and militia members—gathered together to voice their disapproval over the removal of Confederate monuments throughout the South. These groups used chatrooms and social media sites on the internet to organize themselves and brought in thousands of people to the town of Charlottesville. They marched on the city, spewed hate speech at the crowds, and marched on the University of Virginia with torches. A group of counter-protesters also organized themselves against the Unite the Right Rally. Over the course of the 11th and 12th the groups clashed, violently, and over 40 people were injured and one woman was left dead, after a white supremacist drove his car into a crowd of counter protesters.

QUESTIONS:

- ◆ Initial Thoughts: How do these scenarios make you feel?
- ◆ What's similar between the Parkland and Alt-Right scenarios?
- ◆ Why were the outcomes of these real world activations so different from one another?
 - Both used their digital right to organize, but only one paired that with the protection of a safe space.
- ◆ Organizing online vs. in the physical world: How is this different? What's at stake?
- ◆ Are there benefits to organizing online first? What are some of risks of transferring online activism into a physical space?
- ◆ What are some negative things that can happen when people get political online? Are those made better or worse by face-to-face interactions?
- ◆ How do we keep ourselves (and our communities) safe AND empowered when we organize?
- ◆ If social media movements cannot guarantee the protection of a safe space, should they still be allowed to organize in the real world? Why/why not?
- ◆ Should there be online restrictions (i.e. FB terms and conditions) that make it harder for groups that have no interest in the creation of a safe space to mobilize online?

How do we evaluate the rights in conflict in this situation?

Which is MORE important: The Right to Organize or the Right to a Safe Space?

D. The Right to Transparency vs. The Right to Privacy: What information are you comfortable giving away on the internet?

HOOK:

How many apps are on your phone? (take 30 seconds to count)

SHARE OUT! Who thinks they have the MOST?

SCENARIO:

There's a new social media site that *everyone* is starting to use. It's got great filters (makes Insta and Snapchat look like grandma-bait). Parents don't know it exists yet. You can send music, videos, files, ANYthing through its direct messaging system. There's also a super long, really boring, teensy-font user agreement that you have to agree to when you download the app...which you started to read...but it got real boring, and sounded like someone wrote an essay using autocorrect and a thesaurus. SNOOZE. You click 'I agree' and get to chatting and posting with your friends.

Soon after you downloaded the app, you noticed that the advertisements on your browser started to pair with the clothes/shoes/music that you and your friends were talking about in text messages and group chats (as in, conversations that happened in apps that were *separate* from the one you downloaded). But that's cool—you found some really great new websites selling exactly what you wanted!

You also started to notice that you would be emailed promo codes to stores and locations that you'd recently visited with friends. But again, great—you get to save some money on stuff you want to buy!

A few months after downloading the app, you get called into the principal's office at school. There is a plain-clothes police officer also in the office. Your principal tells you that the police officer would like to question you about a theft that happened at a store you visited last week. The police know when and where you were (and what you bought using that promo code) because they accessed the data from the app developer. The officer tells you that the app you downloaded has a line in the user agreement that states the app will give over user data "to a third party" if a crime or investigation is underway. You clicked 'I agree', therefore you agreed to give over all your data—at any time—to this third party, the police.

QUESTIONS:

- ◆ Initial Thoughts: How does this scenario make you feel?
- ◆ Back to the HOOK exercise: Who here has read the licensing agreements on the apps you've downloaded?
- ◆ Who here is confident that they know what they've agreed to when they click 'I accept/agree' on the user terms? (Yeah, me neither!)
- ◆ Be Honest: Are there times when you don't know what you're agreeing to when you sign online agreements?

- ◆ Is your right to privacy violated in this scenario? By who? (i.e. the app, the police)
- ◆ Why is it important that we know what we're agreeing to?
 - This is what we call TRANSPARENCY of information.
- ◆ Is it only our responsibility to understand what we're agreeing to, OR is it also the responsibility of the website/app/social media site to make their Terms and Conditions understandable?
- ◆ Are there any times when you don't mind giving away (even unknowingly) private information? (i.e. the shopping/coupons/deals) How much, and what, information are you willing to give away?
- ◆ How can we balance wanted invasions of privacy (those things that are fun/convenient) for the security of our identities?
- ◆ Are there any occasions when you would want someone or some organization to violate your privacy without your consent? (Say turn on your google location without you knowing it?) What are those occasions/scenarios and why?

How do we evaluate the rights in conflict in this situation?

Which is MORE important: The Right to Transparency or the Right to Privacy?

E. The Right to Transparency vs. The Right to Free Speech: Fake News and Misinformation: Is all information created equal?

SCENARIO:

Pretend you're *finally* in college. (Hurrah!) It's your first fall on campus...AND it's also an election year. You and all of your friends get to vote for the first time ever! Two weeks before the election date, you start seeing a ton of news articles on your social media feeds about problems that have happened with voter registration in your state:

**New Law JUST Passed:
State Residents Not Eligible to Vote, if Living Here Less
than a Year**

**Student Residents Must Vote in Home
State**

**Three Forms of ID and
Proof of Lease Now
Required to Vote**

You just moved to this state for school—and have definitely not been living here for a full year. You also cannot afford to travel all the way home to vote (that's 1,000 miles away!). Worse yet—you live in a dorm (no lease!) and only have 2 forms of ID: your driver's license and your student ID. You decide to share these articles with your social network. After all, you want to spread the words to maybe *some* of your friends can be prepared and be able to go vote.

As a result of these news articles, you (and all your friends) don't go to vote on election day. You're really bummed about it, but what can you do? Laws are laws. The politician that you dislike wins the election.

A month later, you and your roommate are hanging out after class and watching TV. The evening news comes on. You were going to change the channel, because *booorriinnngg*, but the first story catches your attention. The news anchor leads with:

“Large numbers of young voters from state X discouraged from voting due to false and widespread stories about voter requirements on social media. Political operatives—both Democrat and Republican—attribute low student turnout as the biggest factor in election outcome.”

QUESTIONS:

- ◆ Initial Thoughts: How does this scenario make you feel?
- ◆ What happened here? Why is this an example of 'fake news'?

- ◆ Why would someone publish a fake news story? What's the motivation?
- ◆ What happened as a result of the students reading this "news"?
- ◆ Is fake news an example of free speech? What are arguments for and against?
- ◆ Should this type of free speech be protected? Why or why not?
- ◆ What are the ripple effects of thoughtless free speech? How was the community affected by these fake news stories?
- ◆ How could the students have avoided the outcome of this scenario?
- ◆ What's the problem with sharing fake news? (Even *IF* you don't know it's fake.)
- ◆ Do you see a difference between the author/creator of the fake news stories and the student who shared the links? Who is more to blame? Are either blame free?
 - Intentional vs. unintentional: The result does not differ.
- ◆ What's your responsibility to your community? How can you make sure the information you send out into the digital world is true? Why does it matter that it is?

How do we evaluate the rights in conflict in this situation?

Which is MORE important: The Right to Transparency or the Right to Free Speech?

DIGITAL CITIZENSHIP: **ADULT FACILITATOR GUIDE**

Active Listening Guidelines

EMPATHIZE

Put yourself in the other person's place to understand what that person is saying and how they feel.

BE ATTENTIVE

Make an effort to listen carefully. Don't daydream or talk when someone else is talking.

SHOW UNDERSTANDING AND ACCEPTANCE BY NONVERBAL BEHAVIORS:

- ◆ Tone of voice
- ◆ Facial expressions
- ◆ Gestures
- ◆ Eye contact
- ◆ Posture

REFLECT BACK

The person's most important thoughts and feelings. Try to do this in your own words. Paraphrase or restate while being careful to say only what you heard.

REMAIN NEUTRAL

Don't take sides (or if you do, take both—playing Devil's Advocate is ok!). Leave out your personal emotions, disagreements, opinions, and other feedback (unless you are asked for it).

ASK OPEN-ENDED QUESTIONS

Ask for clarification, but be polite and respectful.

For example, ask "Can you say more about that?" or "What did you mean when you said...?"

ENGAGE STUDENTS WITH EACH OTHER

For example, "That's a really interesting point/observation, _____. Do you think that relates back to what _____ said?"

- | | |
|--|--|
| <p>DO:</p> <ul style="list-style-type: none"> ◆ Allow SPACE for people to talk during discussions. A little silence is OK. ◆ ENCOURAGE others by asking questions. ◆ Ask FOLLOW UP questions. ◆ EXPLAIN the question again if people seem unclear. ◆ INCLUDE everyone in the discussion. ◆ REPEAT and REPHRASE what you hear to make sure you have it right. | <p>DON'T:</p> <ul style="list-style-type: none"> ◆ BOSS people around. ◆ TAKE OVER conversation or activities. ◆ SHOW OFF your knowledge. ◆ ONLY REFER TO YOUR EXPERIENCES, or try and draw parallels between what <i>you see</i> as shared challenges. |
|--|--|

Challenge	Tips for Solutions	Notes
UNCLEAR OR HARD TO UNDERSTAND	<ul style="list-style-type: none"> ◆ Repeat back what you think you heard and ask for affirmation or clarification. ◆ Ask questions to make sure you understand. ◆ Ask if anyone in the group can rephrase. 	
COMPLAINER	<ul style="list-style-type: none"> ◆ Check in with the group—what could make this more interesting? Is something else going on that people want or need to address? ◆ Put concerns in the “parking lot”—you will be provided with a large sheet of butcher paper where you write questions that don’t fit with the current agenda—and find a way to address the individual 	
KNOW-IT-ALL	<ul style="list-style-type: none"> ◆ Acknowledge the person and their contribution ◆ Call on other people—ask for new and different voices 	

JOKER

- ◆ Appreciate the person for providing a sense of fun for the group; note the importance of humor
- ◆ Let the person know that there will be time to hang out and be playful after the session, but that right now we need to focus on the agenda.
- ◆ If possible, turn the joke into a serious example or reference that highlights the agenda's purpose.

"OUT OF LEFT FIELD" COMMENTS AND QUESTIONS

- ◆ Use the "parking lot" method.
- ◆ Use elements of the question to make a point or as an example that refocuses the group on the purpose of the conversation.

DIGITAL CITIZENSHIP: INDEPENDENT OBSERVER GUIDE

What are you listening for?

EVALUATION PROCESS

- ◆ We REALLY want to know how they go about evaluating complex situations. How are they evaluating when and how to exercise their digital rights and responsibilities? Are there factors that they weight more heavily over others? What's the give-and-take of the discussion?

DECISION CALCULUS

- ◆ Similar to the Evaluation Process focus, we want to know how they're arriving at final decisions regarding the situation and the rights at play. *(For example: Why did the student choose the right to a safe space over the right to free speech? What was their justification of their decision?)*

RANKING OF RIGHTS

- ◆ What rights do the participants view as more or less important? We're trying to figure out if there's a hierarchy of digital rights for this demographic. What are students willing to sacrifice in order to protect?

AGENCY + RESPONSIBILITY

- ◆ Who do they view as agents?
As they're assessing the scenarios, try and hone in on how the students view agency. In the scenarios: Who do they view as active participants, who is making choices, who is portrayed as a bystander? Make note of statements that relate to 'fault' and personal responsibility versus abuse and violation.
- ◆ Consent
How do these students understand participation, voluntarism, and responsibility for actions? Pay particular attention to topics of sharing (information, photos, personal content).

TRADITIONAL RIGHTS FRAMEWORK/UNDERSTANDING

- ◆ Clearly, many of the digital rights/responsibilities they came up with in the focus groups this summer (i.e. the foundation of these breakouts) are directly related to Constitutional rights. Take note of anyone drawing connections back to this traditional/codified liberal rights system. *Also: Note if students don't see the connection.*

MISSING TOPICS/RIGHTS

- ◆ Are there students that suggest additional rights not in our framework? Make note of those additional suggestions, and if possible, try and highlight if/when/how those suggestions came up in discussion (especially if they are not rooted in the Bill of Rights/Constitutional language).