GRADE 6 DIGITAL CITIZENSHIP OUTLINE

UNIT 1: Digital Life 101.
Essential Question: What is the place of Digital Media in our daily lives?
1. understand the 24/7 social nature of digital media
2. explore their digital life
3. understand the need to act responsibly with digital media

UNIT 2: Strategic Searching.
Essential Question: What steps can help you find what you are looking for when searching online?
1. understand the importance of using a variety of search strategies
2. master new strategies for effective and efficient online searches
3. create and execute a five-step plan for conducting an online search

UNIT 3: Scams and Schemes.
Essential Question: What is identity theft, and how can you protect yourself from it?
1. understand what identity theft is, and why it is important to guard against it
2. learn to recognize strategies that scam artist use to access private information
3. be able to guard against phishing and identity theft

UNIT 4: Cyber Bullying.
Essential Question: How do you judge the intentions and impact of people's words and actions online?
1. reflect what it means to be brave and stand up for others on and offline
2. show empathy for those who have been bullied
3. generate multiple solutions for those helping others when cyberbullying occurs

JR. HIGH DIGITAL CITIZENSHIP OUTLINE

Cyberbullying: Crossing the Line - Grade 7
Essential Question When does inappropriate online behavior cross the line to cyberbullying, and what can you do about it?
1. analyze online bullying behaviors that "cross the line."
2. learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. 3. adopt the point of view of teens who have been cyberbullied, and offer solutions.

Trillion Dollar Footprint- Grade 7
Essential Question: What is a digital footprint, and what does yours convey?
1. Students learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it can be persistent.
2. recognize that people's online information can be helpful or harmful to their reputation and image.
3. consider their own digital footprints and what they want those footprints to be like in the future.

Which Me Should I Be?- Grade 8
Essential Questions: What are the benefits and risks of presenting yourself in different ways online?
1. reflect on the benefits and risks of presenting their identities in different ways online.
2. evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.
3. judge whether certain ways people present themselves online are harmless or harmful.

Cyberbullying: Be Upstanding- Grade 8
Essential Question: How do you judge the intentions and impact of people's words and actions online?
1. reflect on what it means to be brave and stand up for others offline and online.
2. learn to show empathy for those who have been cyberbullied.
3. generate multiple solutions for helping others when cyberbullying occu**rs.**

Going Places Safely

Kindergarten

Essential Question

How do I go places safely on the computer?

Lesson Overview

Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.

By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that they should follow safety rules when they travel online, just as when traveling in the real world.

Learning Objectives

Students will be able to ...

- discover that the Internet can be used to visit far-away places and learn new things.
- compare how staying safe online is similar to staying safe in the real world.
- explain rules for traveling safely on the Internet.

Materials and Preparation

- Crayons or markers
- Copy the **My Favorite Place Student Handout**, one for each student.
- ⏵ Preview the video "**My Online Neighborhood**," and prepare to show it to students.
- Preview the websites Destination Modern Art (www.moma.org/interactives/destination) and The San Diego Zoo (http://kids.sandiegozoo.org) and prepare to guide students through one of them.

Family Resources

- Send home the **Talking Safely Online Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade K: W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6

grade 1: W.5, W.7, W.8, L.6

grade 2: W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.6, L.6

NETS·S: 3a, 3b, 5a, 5b, 6a

Key Vocabulary –

Internet: a worldwide network that connects people using computers, phones, or other devices

online: connected to the Internet

website: a place you can visit on the Internet

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Sending Email

Essential Question

How do you connect with others through email?

Lesson Overview

Students explore how they can use email to communicate with real people within their schools, families, and communities.

After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.

Learning Objectives

Students will be able to ...

- understand that the Internet provides a means of communicating with real people.
- describe how email messages are sent and received.
- demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity.

Materials and Preparation

- Copy the **Emails in Print Student Handout,** one for every two students, or conduct a brief email exchange with another teacher at school and print out a string of at least three messages to show to students.
- Paper, blank labels or nametags, and markers or crayons
- Access to school email network

Family Resources

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

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade K: RL.1, RL.4, RL.10, RI.1, RI.4, **RI.10, RF.4, W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6**

grade 1: RL.1, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

grade 2: RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, **SL.6, L.6**

NETS·S: 6a

Key Vocabulary –

message: something you want to tell or ask another person

email: an electronic message; a letter you send through the Internet

Internet: a worldwide network that connects people using computers, phones, or other devices

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2nd

Show Respect Online

Essential Question

How can I make sure my online messages are clear and respectful?

Lesson Overview

Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful online messages.

Students begin by discussing how to be clear and respectful when they talk with people, either face-to-face or on the telephone. They explore the concept of tone, then compare and contrast what it is like to communicate face-to-face versus online. Students learn some rules that can help them express themselves clearly and respectfully when they write email messages. They then apply what they have learned by editing a message.

Learning Objectives

Students will be able to ...

- understand how to show respect in social situations.
- recognize the importance of tone in both face-to-face and online communications.
- learn rules for writing clear and respectful emails by editing an email message.

Materials and Preparation

- ▶ Preview the video, **"Mindful Messaging,"** and prepare to show it to students.

- Copy the **Email Edit Student Handout,** one for each student.

Family Resources

- Send home the **Effective Email Communication Family Tip Sheet (Elementary School).**

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade K: RL.1, RL.4, RL.10, RI.1, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.6, L.6

grade 1: RL.1, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

grade 2: RL.1, RI.4, RI.10, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

NETS·S: 5a, 5d

Key Vocabulary –

respectful: in a way that shows you care about another person's feelings

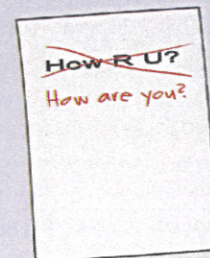**tone:** the way something sounds and the feelings it expresses

edit (verb): to change something that is written to make it better

How ~~R U?~~
How are you?

Talking Safely Online

3rd

Essential Question

What's the difference between Internet friends and in-person friends?

Lesson Overview

Students learn that, while people can develop rewarding friendships online, they should be cautious with online-only friends and never reveal private information without asking a parent or trusted adult for permission. They discuss the difference between online and in-person friendships, explore an online chat scenario, and complete and sign a checklist for safe online chatting.

Learning Objectives

Students will be able to ...

- compare and contrast online-only friends and in-person, face-to-face pals.
- analyze why private information should not be given to anyone online without the permission of a trusted adult.
- debate how to respond if an online-only friend asks them personal questions.

Materials and Preparation

- Chalkboard or white board
- Copy **The Right Answer Student Handout**, one for each student.
- Copy the **Chatting Safety Checklist Student Handout**, one for each student.

Family Resources

- Send home the **Talking Safely Online Family Tip Sheet (Elementary School)**.

Note: The latest research indicates that pre-adolescent children are generally not the targets of online predators, and that the news media-driven idea that predators piece together private information to abduct children is not supported by evidence. In this lesson, we discuss the safety risks associated with giving out our private information online, but we also address the risk of identity theft. It is never too early for children to learn about identity theft. Children often are targeted because they have clean credit histories and their parents are unlikely to be alerted that someone is using their child's identity. Children who learn about identity theft also can help protect their parents' identities online.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

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

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

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

NETS·S: 2b, 5a

Key Vocabulary –

uncomfortable: anxious; uneasy

monitor (noun): someone who closely observes and controls a situation, like a referee

monitor (verb): to observe closely

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1

The Power of Words

4th (handwritten)

Essential Question

What should you do when someone uses mean or scary language on the Internet?

Lesson Overview

Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.

Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.

Learning Objectives

Students will be able to ...

- empathize with those who have received mean and hurtful messages.
- judge what it means to cross the line from harmless to harmful communication online.
- generate solutions for dealing with cyberbullying.

Materials and Preparation

- Copy the **Words Can Hurt Student Handout,** one for every four students.
- Copy the **Talk and Take Action Student Handout,** one for each student.
- Colored pencils
- String (cut string the length of the classroom)

Family Resources

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

Estimated time: 45 minutes

Standards Alignment –

Common Core:

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

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

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

NETS·S: 2b, 5a, 5d

Key Vocabulary –

cyberbully (verb): using technology tools such as the Internet and cell phones to deliberately upset someone else

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1

Digital Citizenship Pledge

5th

Essential Question

How do you create a positive online community?

Lesson Overview

Students will establish group norms to create a positive online community that promotes responsible and respectful digital behavior within their classroom.

Students collaborate in creating a digital citizenship pledge outlining their collective social norms for exploring in and interacting with the digital world.

Learning Objectives

Students will be able to ...

- establish expectations and norms for the group related to appropriate online behavior.
- participate responsibly and respectfully in an online community.
- collaborate on a classroom motto about digital citizenship.

Materials and Preparation

• Copy the **We the Digital Citizens Pledge Student Handout**, one per group of two or three students.

• Print out one copy of the **We the Digital Citizens Pledge** as a poster for your classroom wall (which can be printed in black and white or in color, sizes 8.5" x 11" or 11" x 17").

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.4, SL.6, L.3a, L.6

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

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

NETS·S: 1a, 1b, 2a, 2b, 2d, 3a-d, 4a-c, 5a-d, 6a, 6b, 6d

Key Vocabulary –

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

expectation: something one looks forward to or assumes will occur

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

pledge: a promise, an oath, or a commitment

motto: a memorable phrase that a group chooses to represent itself; a slogan

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1

Private Today, Public Tomorrow

Essential Question

How can you respect the privacy of others online?

Lesson Overview

Students reflect on their responsibility to protect the privacy of others when posting information about them online. Students read a true story about the unintended consequences of sharing a compromising photo, and then they consider how this situation might be different if someone else shared the photo. Next, students brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information about others online, and create a decision tree to guide them through future choices.

Learning Objectives

Students will be able to ...

- consider the possible benefits and risks of sharing information online.
- recognize the importance of context in posting or viewing online images.
- understand what choices they need to make to protect the privacy of others online.

Materials and Preparation

- Copy the **The Unintended Consequences of Sharing Student Handout,** one for each student.

Family Resources

- Send home the **Privacy and Digital Footprints Family Tip Sheet (High School).**

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.6

grades 11-12: RL.1, RL2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.5, L.4a, L.6

NETS·S: 1a-c, 2a, 2d, 3a, 4a, 4b, 4d, 5a, 5b

Key Vocabulary –

reputation: the general impression of a person held by others and the public

persist: to continue and endure

context: different factors that surround a piece of information that help determine its meaning

tag: to add a descriptive word, label, or phrase to a photo or video

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1

Risky Online Relationships

Essential Question

How can you tell when an online relationship is risky?

Lesson Overview

Students first talk about common impressions of "stranger danger." They learn why the term *online predator* is misleading, and how to identify more realistic forms of inappropriate contact. Students then discuss a story about a teen's risky online relationship, and draw conclusions about how to stay safe online.

Learning Objectives

Students will be able to ...

- compare and contrast stereotypes and realities when it comes to Internet "stranger danger."
- learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances.
- brainstorm ways to help teens avoid risky online behavior.

Materials and Preparation

- Read the **Communicating Safely Online Teacher Backgrounder (High School)**.
- Review the **Sheyna's Situation Student Handout — Teacher Version**.
- Copy **Sheyna's Situation Student Handout**, one for each student.

Note: Research suggests that lessons on Internet safety should not shy away from honest conversations about teen risk-taking, relationships, and sexuality. As such, this lesson deals with issues that may be difficult for both teachers and students to discuss openly. Please refer to the **Communicating Safely Online Teacher Backgrounder** for extra information on the content of this lesson, as well as tips for teaching sensitive topics.

Family Resources

- Send home the **Risky Online Relationships Family Tip Sheet (High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.4, W.4, W.7, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.6

grades 11-12: RL.4, RL.10, RI.4, RI.10, W.4, W.6, W.7, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.5, L.6

NETS·S: 4a, 4c, 4d, 5a, 5b

Key Vocabulary –

online predator: a commonly used term for someone who uses the Internet to develop inappropriate relationships with kids or teens

stereotype: a popular belief about a group of people, based on assumptions that are often false

risky: potentially harmful to one's emotional or physical well-being

manipulate: trying to influence somebody to do something they might not otherwise do, for one's own benefit

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College Bound

11th (handwritten)

Essential Question

How can information you post on the Internet affect your future opportunities?

Lesson Overview

Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint. Using the **Admissions Packet Student Handout**, they view elements of two students' digital footprints and consider how the footprints might affect those students' admission to college. Students then discuss what kinds of information they would want included in their own digital footprints, and learn strategies for shaping a positive online presence.

Learning Objectives

Students will be able to ...

- learn that they have a public presence online called a digital footprint.
- recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment.
- consider how to present an authentic and positive image of themselves online.

Materials and Preparatio

- ▶ Preview the video "**Abbas's Story – Pride in Your Digital Footprint**" and prepare to show it to students.
- Preview the **Admissions Packet Student Handout – Teacher Version**.
- Copy the **Admissions Packet Student Handout,** one for each student.
- Prepare a list of search results for a celebrity or other well-known person in a form that all students can see, perhaps on an interactive white board or overhead projector.

Family Resources

- Send home the **Privacy and Digital Footprints Family Tip Sheet (High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grades 9-10: RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.6

grades 10-11: RL.1, RL2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.5, L.4a, L.6

NETS·S: 1d, 2a, 2d, 3b, 3d, 4a-c, 5a-c

Key Vocabulary –

digital footprint: all of the information about a person that can be found online

admission: to let in or to be given entrance

candidate: someone seeking entrance to a school or placement in a job, usually competing with others for the position

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Taking Perspectives on Cyberbullying

12th (handwritten)

Essential Question
How does online cruelty affect the people involved?

Lesson Overview
Students learn about the dynamics of online cruelty and how it affects all the people involved. They begin by exploring a scenario from the TV show *Friday Night Lights,* in which a teen girl creates a hate website about another girl. Students take the perspective of different characters and brainstorm alternative decisions each character could have made. Finally, students discuss what actions they can take when they encounter online cruelty in their own lives, including how to be an upstander. (Note: The term *online cruelty* encompasses what is often referred to as cyberbullying, but it covers a broader range of behaviors and may speak more effectively to teens than the term cyberbullying. We use the term *online cruelty* throughout this lesson.)

Learning Objectives
Students will be able to ...
- articulate why it's important to consider the perspectives of others in online (and offline) communities.
- consider the motivations and feelings of all the parties involved in an incident of online cruelty.
- draw conclusions about how they should respond when someone is the target of online cruelty.

Materials and Preparation
- Copy the **Taking Perspectives Student Handout,** one for each student.
- Review the **Taking Perspectives Student Handout – Teacher Version**.
- ▶ Preview the video "**Friday Night Lights Video Clips,**" and prepare to show it to students. (See note on next page.)

Family Resources
- Send home the **Cyberbullying Family Tip Sheet (Middle & High School).**

Key Vocabulary –

perspective: the view or outlook of someone, based on their thoughts, feelings, experiences, and background

target: a person who is the object of an intentional action

offender: a person who intentionally commits acts to hurt or damage someone

bystander: a person who passively stands by and observes without getting involved

upstander: a person who supports and stands up for someone else

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1