



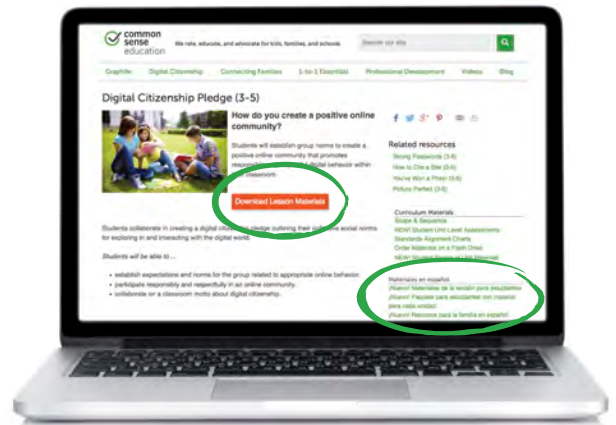
Dear LAUSD Educators,

We at **Common Sense Education** are thrilled to be partnering with Los Angeles Unified on your fourth Digital Citizenship Week, October 16-20, 2017. Outlined below are several free resources that you can use in your classroom. There are THREE ways to be involved each day the week:

1. Teach a 45-minute lesson. If time is tight, teach the one suggested specific activity from the aligned lesson.
2. Show the highlighted video and complete one activity per day.
3. Send home the corresponding Family Tips Sheet and share the other suggested family resources as you see fit.

Where do I find these materials?

- The videos and the lesson materials are bundled here (in English) or you can click through to the specific videos and lesson webpages in the below table.
- To download, save, and print materials, click on the lesson pages' red DOWNLOAD LESSON MATERIALS button.
- *Necesita materiales en español?* All of the student materials are available in Spanish. On each lesson webpage in the right-hand column, click **¡Nuevo! Materiales de la lección para estudiantes**.
- Find all English and Spanish Family Tip Sheets, here: <https://www.commonsensemedia.org/educators/family-tip-sheets>.
- All curricular videos can be found in our **Educators Video Library**. You can download the movies or show them from our site (take into account loading time).



Some tips and tricks:

- Watch one of our professional development videos to see how other public school teachers have used the lessons in their classrooms. Visit the Best Practice videos in our **Educators Video Library**.
- If you need subtitled videos, visit our **Common Sense Educators YouTube** page.
 1. Just click on CC (closed captions), 2. Switch the "Subtitles/CC" dropdown menu from "English" to "Translate captions," and 3. Choose your language of choice.

3-5	DAY 1: Safety & Privacy	DAY 2: Password Creation	DAY 3: Cyberbullying	DAY 4: Information Literacy	DAY 5: Digital Footprint
Lessons: (45 or 15-minute options)	45-minute lesson: Talking Safely Online	45-minute lesson: Strong Passwords	45-minute lesson: What's Cyberbullying	45-minute lesson: Private and Personal Information	45-minute lesson: Digital Citizenship Pledge
	15-minute activity: Teach 3: Chatting Safely Checklist (student handout)	15-minute activity: Teach 2: Password remix (student handout)	15-minute activity: Teach 2: Identifying Cyberbullying That's Cyberbullying (student handout)	15-minute activity: Teach 2: Private and Personal Protect Yourself (student handout)	15-minute activity: Teach 2: Classroom Collaboration Pledge poster (student handout/classroom poster)
Video: Pause & Think Online	Video Activity 1	Video Activity 2	Video Activity 3	Video Activity 4	Video Activity 5
Family Tip Sheet	Talking Safely Online Family Tip Sheet	Online Security Family Tip Sheet	Cyberbullying Family Tip Sheet	Online Security Family Tip Sheet	Digital Life Family Tip Sheet



Video Activity | Digital Citizenship Week



Check out our popular video for elementary school students, **Pause & Think Online** (3:14). [Find related lyrics, posters, music, and more at www.common sense media.org/pause].

Revisit the song each day during Digital Citizenship Week, and engage your students in the following activities. Consider how you can “tech up” the activities by utilizing the quality classroom tools suggested on **Common Sense Graphite**.

DAY 1: Watch the video and then have a whole-group discussion or small-group discussions on the following questions:

- What was this video about?
- What parts of your body do you need to use when you go online? How so?
- What part of the song or which character did you like the best? Why?
- What are some examples of when you “pause and think” before acting? Why should you pause and think when you’re online, too?

DAY 2: Play the video a second time or share the video’s posters. For each character (head, heart, gut, arms, legs), ask students to summarize a tip. Then, have students create their own character for the song. What would the character look like? What would be that character’s tip?

DAY 3: Play the video again and have students clap/stomp along to the beat. Next, ask them for other examples of good offline and online behavior. Finally, have students create four new lines for the song based on good offline and online behavior.

- For younger students, you may want to suggest the beginning of a line or two; for instance, “Line 1: Use your mind to ...”; “Line 3: Use your mind when you’re online. ...”
- For older students, challenge them to write four lines using an internal rhyme scheme (AA, BB, CC, DD).

DAY 4: Time to perform! Have students perform the song as a whole group or in small groups, or ask them to sing their original lyrics (from Day 3). Consider recording the performances and sharing with families.

DAY 5: Watch the video one last time. Encourage students to think about what kind of digital footprints they want to leave online today, tomorrow, and in five years. Ask them to help each other trace their footprints and then decorate their “digital footprints” using words, symbols, and drawings.

Talking Safely Online

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

introduction

Warm-up (10 minutes)

INVITE students to share their experiences chatting online, instant messaging, and posting on message boards.

EXPLAIN that sometimes kids might chat online with people they have never met in person.

CHALLENGE students to explain the differences between communicating with friends they know from school and their neighborhood and communicating with people they have never met in person.

EXPLAIN that although kids can have fun chats with online-only friends, they should recognize that they don't know these friends as well as they do in-person ones. Therefore, they need to be cautious in what they share.

ASK:

Can you ever really know if an online-only friend is male or female?

No, because in some cases people purposefully may change their identity.

Can you know for sure how old an online-only friend is?

No. Since all communication is online, it is easy for someone to reveal only part of his or her identity.

REMINDE students that they should talk to online-only friends with caution, and never reveal private information that could put them in danger in any way. Never give online-only friends private information about yourself, such as your address or phone number, without first asking permission from a parent or guardian.

teach 1

You're in Charge (10 minutes)

DISTRIBUTE the **The Right Answer Student Handout**.

HAVE students read the scenario about Sita and CJcool11, and then answer the handout questions individually.

Note: Students will refer back to this handout in Teach 3.

teach 2

Stay Safe (10 minutes)

ASK:

Why may it be easier to share school problems with an online-only friend than an in-person, face-to-face friend?

It may be easier because online-only friends are not from school, so they might be able to see both sides of an issue, as they don't have to worry about what the others in your school will think.

REMINDE students that they can't know for sure that an online-only friend is really a kid or someone they can trust. Make sure they know it's easy to hide your real identity when you're online.

ASK:

Have you ever pretended to be someone you are not? If so, when?

Answers may include Halloween, school plays, jokes.

EXPLAIN to students that online-only friends might sometimes pretend too. They might not really be who students think they are. That's why it's important for students to never share their private information with online-only friends without asking a parent or guardian first. They wouldn't give private information to a stranger without asking, and it's important for them to treat online-only friends the same way.

Note: If students ask why, you can explain that there are criminals who trick people into giving out private information about others. Then they use that private information to pretend to be them. This is called identity theft. They might even pretend to be them in order to steal their money. Giving out certain pieces of information to strangers can also let them know where you are located. This could be dangerous.

ASK:

What's private information?

Answers may include address, phone number, passwords, etc.

EXPLAIN that private information includes (write the following on the board):

- full name
- age
- home address
- phone number
- name of school
- email address
- birth date
- passwords
- credit card number
- mother's maiden name
- family members' workplaces
- photos in which you can be recognized

REMINDE students that if an online-only friend asks for any of this private information, they should tell a trusted adult.

DISCUSS with students that the best way to talk safely to online-only friends is on a website that's just for kids. Most of these sites have adult monitors that check the chat and messaging. A monitor is like a referee at a game. Monitors keep track of the chat to make sure that everyone keeps the chat on topic, uses good manners, and stays safe.

teach 3

Check It Out (10 minutes)

DISTRIBUTE the **Chatting Safely Checklist Student Handout**.

HAVE students read, discuss, complete, and sign the checklist.

HAVE students revisit their responses to **The Right Answer Student Handout**.

ASK:

Would you change your advice to Sita? If so, how?

Answers will vary.

DISCUSS possible answers with students. Point out that Sita and CJcool11 are online-only friends, not in-person, face-to-face friends. Therefore, Sita needs to be cautious in what information she shares with CJcool11.

REMINDE students that they never should share private information about themselves without first asking a parent or a trusted adult. Also, they never should answer questions that make them feel uncomfortable.

EXPLAIN that when Sita’s online-only friend asks her “Where is your school?” she could answer “I’d rather not say,” or “That’s private information.” Point out that Sita doesn’t have to answer at all. She can just log out of the chat room or website, or block the person who is asking the questions.

REMINDE kids that when people persist in asking any question that makes them feel uncomfortable, they can ask a trusted adult to help them report these people to the website owners.

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 self-reflect in writing for one of the questions, using journals or an online blog/wiki.

ASK:

How are online-only friends and in-person, face-to-face friends different?

Even when you share personal thoughts with an online-only friend, this person is as much a stranger as someone you meet on the street for the first time. You know in-person friends much better. Just seeing them in school or around your neighborhood gives you a lot of information about them.

What kind of information should you not share with online-only friends?

Never give out private information without first asking the permission of a parent or guardian. Students should recall some of the examples of private information listed in Teach 2.

What should you do when someone you don’t know asks for private information?

Don’t respond, then tell a parent or guardian about it.

Talking Safely Online

You're ready to chat or talk with others online once you can check that each statement below is true.

- My parents say it's okay for me to chat and message online.
- I will only chat and message on kids' websites that have monitors (people who review what is being said).
- I will check in with a trusted adult before replying to, clicking on a link from, or IMing someone who is not a face-to-face friend.
- I will pick chat and messaging screen names that do not include private identity information.
- I know what kinds of information are private.
- I will not give out private information when talking online.
- I will not answer questions that make me uncomfortable.
- I will leave the site and tell a trusted adult if someone bothers me online.
- I will never meet someone in person who I first met online without bringing a parent or guardian with me.

Signature _____ **Date** _____

Use Common Sense!

Remember not to share these types of private information:

- Full name
- Street address
- Name of school
- School address
- Email address
- Phone numbers
- Passwords
- Cell phone number
- Photos in which you can be recognized or contain personal identifying information
- Mother's maiden name
- Parent's place of work

Talking Safely Online

Sita likes to visit a website where kids can post messages about school, their favorite TV shows, and current events. She really likes a kid who uses the screen name CJcool11. When Sita shares a problem she has at school, CJcool11 always has good ideas for handling the problem. Even though she has never met CJcool11 in person, Sita thinks of CJcool11 as a friend. One day, while messaging, CJcool11 and Sita compare their two schools.

Sita types, “My school principal is so strict.
We have to walk through the halls in straight lines!”

CJcool11 answers, “My school isn’t so strict. What’s the name of your school?”

This question gives Sita a bad feeling. Sita feels uncomfortable about giving that information to CJcool11.

She types back, “Uh, my school’s name is too hard to spell.”

CJcool11 types, “So where is your school?”

Why do you think Sita gets a bad feeling when CJcool11 asks for the name of her school?

What should Sita answer?

What makes this answer a good one?

Use Common Sense!

If things get creepy or uncomfortable when you’re chatting online, take action.

- Log out of the website or messaging service
- Tell a parent or trusted adult
- Ignore the person, or block that person from chatting with you

Talking Safely Online

1. Circle the examples of private information below.

- a) Your full name
- b) Sports you like
- c) Your email address
- d) Your street address
- e) The name of your pet
- f) The place you went on vacation



2. Sally is talking with Steven62, her online friend. Steven62 asks, “Is Sally your real name? What’s your last name?” Sally feels uncomfortable. She:

- a) Should tell Steven62 the truth
- b) Should lie and say her real name is Susie Roberts
- c) Should not tell her name, and she should go tell a trusted adult
- d) Should tell Steven62 her real name only if he tells her his real name



3. Read the scenario below and then choose the best answer.

True or False: Lila has an online friend name Clara. Clara asks what Lila’s favorite animal is. She also asks what her favorite color is. Lila shouldn’t answer Clara because this is private information.

- a) True
- b) False



Talking Safely Online

1. Circle the examples of private information below.

- a) Your full name
- b) Sports you like
- c) Your email address
- d) Your street address
- e) The name of your pet
- f) The place you went on vacation



Answer feedback

The correct answers are **a**, **c**, and **d**. Your full name, your email address, and your street address are all examples of private information. You should never tell these things to online friends or online strangers without the permission of a trusted adult.

2. Sally is talking with Steven62, her online friend. Steven62 asks, “Is Sally your real name? What’s your last name?” Sally feels uncomfortable. She:

- a) Should tell Steven62 the truth
- b) Should lie and say her real name is Susie Roberts
- c) Should not tell her name, and she should go tell a trusted adult
- d) Should tell Steven62 her real name only if he tells her his real name



Answer feedback

The correct answer is **c**. Sally should not tell her real name, and she should then tell a trusted adult. Never ignore your feelings when something makes you feel uncomfortable. It’s probably a sign that something is wrong.

3. Read the scenario below and then choose the best answer.

True or False: Lila has an online friend name Clara. Clara asks what Lila’s favorite animal is. She also asks what her favorite color is. Lila shouldn’t answer Clara because this is private information.

- a) True
- b) False



Answer feedback

The correct answer is **b**, False. You should always talk to online friends with caution, but it’s okay to share some information with an online friend. Your favorite animal and favorite color are not private information.

Strong Passwords

Essential Question

How can a secure password help you protect your private information?

Lesson Overview

Students learn how to create secure passwords in order to protect their private information and accounts online.

Students learn tips for creating safe passwords. They explore scenarios in which two characters choose passwords, and they use the tips they have learned to create secure new ones for those characters. They then create posters to communicate password tips to their families and other students.

Learning Objectives

Students will be able to ...

- identify the characteristics of strong passwords.
- apply characteristics of strong passwords to create new passwords.
- create secure passwords with their family members.

Materials and Preparation

- Copy the **Password Tips Student Handout**, one for each student.
- Copy the **Password Challenge Student Handout**, one for each student.
- Supplies for creating posters (paper or posterboard, markers, crayons, pens, etc).

Family Resources

- Send home the **Online Security 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.3, 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.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.6, L.3a, L.6

NETS•S: 2a, 2b, 3b, 5a, 5b

Key Vocabulary –

password protection:

requiring a password to use, see, or do something

random: having no pattern

security: protection; guarding information on a device (such as a tablet or laptop)

user name: a name you create to sign into a website, app, or game

introduction

Warm-up (5 minutes)

ASK:

What are some of the non-electronic security devices that people use to protect their possessions from being stolen or used by others?

Sample responses:

- Lock on a gym locker
- Apartment and house keys
- Bicycle locks

What are examples of how you use passwords when you use electronic devices?

Sample responses:

- Logging on to a computer
- Signing into online accounts
- “Unlocking” a cell phone

EXPLAIN that passwords protect your online accounts from being stolen or used by others. Point out that the older students get, the more important password security will become to them. Choosing good passwords will help them protect their social networking profiles when they are in high school, keep their grades private when they are in college, and protect their bank accounts and online store accounts when they are adults.

ASK:

What do you think could happen if someone got hold of your password?

Sample responses:

- Access my online accounts
- Steal my money
- Pretend to be me and hurt my reputation
- Find out things about me that I don’t want anyone else to know

teach 1

No Guesswork (10 minutes)

DISTRIBUTE the **Password Tips Student Handout** and review each of the eight security tips for managing passwords.

INVITE students to explain why each tip is effective. If they are not sure, offer some of the following tips:

- **Only your parents should know your password.** Never give a password to anyone else – not even your friends. They could unknowingly share it with someone who could use your password to pretend to be you or to harass other people.
- **Don’t use passwords that are easy to guess, like your nickname or your pet’s name.** People who know you well can guess these kinds of passwords.
- **Never use any private identity information in your password.** Identity thieves can use this information to pretend to be you.
- **Don’t use only a word in the dictionary as a password.** Hackers use programs that will try every word in the dictionary to guess passwords.

- **Create passwords with at least eight characters.** The fewer the characters, the easier it is for hackers to try every combination of characters.
- **Use combinations of letters, numbers, and symbols.** They are harder to crack than just words because there are more combinations to try.
- **Change your password regularly – at least every six months.** The longer you use the same password, the more likely it is that someone will guess it or use a program to find it.

Note: Make sure that students are familiar with the forms of private identity information listed in the Use Common Sense! box on the handout. Remind students of an important safety and security rule: Do not give out private identity information without the permission of a teacher or parent.

teach 2

Password Remix (10 minutes)

TELL students to now read and discuss the Smart Passwords? scenarios about Jesse and Krystal, also in the **Password Tips Student Handout**.

DISCUSS Jesse’s password choice with students.

ASK:

Did Jesse make a safe choice? Why or why not?

Jesse’s password is too obvious a choice, easily guessed by people who know him, and therefore not secure.

HAVE students identify the password tips Jesse’s password did and didn’t follow.

GUIDE students to discuss the scenario about Krystal.

ASK:

How did Krystal choose her password?

She chose her password by combining part of her name (kr), her favorite activity (swim), and the numbers of her birth month (8) and day (4).

HAVE students evaluate Krystal’s password.

ASK:

Was it a safe choice?

It is a safer choice because she used no complete personal identity information, and she combined at least eight letters and numbers.

What are some other password tips Krystal could follow?

Students can refer to the **Password Tips Student Handout**.

HAVE students follow the directions for the You Try It activity at the bottom of the handout. Invite them to write new passwords for Jesse and Krystal, then share their new passwords with the class. Write the new passwords on the board and ask students to share their suggestions for how Jesse and Krystal could remember them.

teach 3

Pass the Word? (15 minutes)

HAVE students create posters that will communicate the password tips and help their families and other students keep their online identities secure. You may wish to assign one tip to each student, resulting in a series of tip posters that can be displayed together or rotated throughout the year.

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 some tips for having strong passwords? Which ones do you think are most important to follow?

Encourage students to recall as many of the eight tips as they can. Have students explain why they think particular tips are important.

*Which tips are easiest to follow?
Which are hardest?*

Have students explain their reasoning. Answers will vary.

*How can we remind ourselves,
other students, and our families to
keep passwords secure?*

Answers will vary.

REVIEW with students that passwords protect their online accounts and identities. Remind students that hackers and identity thieves try hard to guess passwords so they can steal people's online information. Tell students that creating a good password will make it hard for people to guess it.

Strong Passwords

Directions

Create one strong and one weak password for an important historical figure. Both passwords should show something special or unique about that person.

For example: **Historical Figure:** Abraham Lincoln
 Strong: 4score7yrs (“Four Score and Seven Years Ago ...”)
 Weak: HonestAbe

Use the DOs and DON'Ts tips from the **Password Tips Student Handout** to help you create your passwords.

HISTORICAL FIGURE: _____

FACTS ABOUT YOUR HISTORICAL FIGURE: _____

Strong Password	Weak Password
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Directions

Answer the questions below by checking the appropriate boxes.

1. How did you come up with your strong password?

- I chose something that was connected with my person, but not too obvious.
- I replaced certain letters with numbers and symbols.
- I shortened words.
- Other: _____

2. How did you choose your WEAK password?

- I didn't use any numbers.
- I used words about the person that would be easy to guess.
- I used the person's name or nickname.
- Other: _____

3. How could the weak password be more secure without changing it a lot?

- Shorten words.
- Replace letters with numbers/symbols.
- Spell out words in number form (A-1, B-2, C-3, D-4 ...).
- Other: _____

Strong Passwords

Directions

Read the tips below on how to make and use strong passwords.

DOs

- DO share your password only with your parents.
- DO create passwords with at least eight characters.
- DO use combinations of letters, numbers, and symbols.
- DO change your password regularly – at least every six months.

DON'Ts

- DON'T give a password to anyone else – not even your friends.
- DON'T use passwords that are easy for people you know to guess, like your nickname or your pet's name.
- DON'T use any private information in your password.
- DON'T use a word in the dictionary as a password.

Use Common Sense!

Passwords should NOT have **private information** in them, like your:

- Full (first and last) name
- Date of birth
- Mother's maiden name
- Street address
- School name or school address
- Credit card numbers
- Phone numbers
- Social Security number

Smart Passwords?

Directions

Read the stories about Jessie and Krystal below and answer questions about their passwords.

Jesse lives in Lawrence, Kansas. He has a pet rat named “Phil” and is a big fan of the Kansas Jayhawks men’s basketball team. Jesse chose “jayhawks” as his password.

Did he make a safe choice? Why or why not?

Krystal lives in Miami, Florida. Her birthday is August 4, 1984, and she swims on a team. Her password is “krswim84.”

How did Krystal choose her password? Was it a safe choice? Why or why not?

You Try It!

Use the Dos and DON'Ts tips to make new passwords for Jesse and Krystal.

Jesse _____

Krystal _____

Strong Passwords

1. Read the sentences below. Write either **DO** or **DON'T** in each of the spaces to show rules for creating strong passwords.

_____ change your password regularly.

_____ use a word from the dictionary as your password.

_____ tell your password to your parents.

2. Some of the passwords below are strong passwords that are difficult to guess. Others are weak passwords that are easy to guess. Read the passwords below and circle either **Strong** or **Weak**.

a) gRe@tjob	Strong	Weak
b) Luv2sw!m	Strong	Weak
c) anna99	Strong	Weak
d) June111998	Strong	Weak

3. Noah created a password with his name and his favorite sport. His password is NoahSoccer. Why should Noah choose a different password? Choose the **BEST** answer.

- a) Because it's too long
- b) Because it uses his name
- c) Because it uses his name, and doesn't use symbols or numbers

Strong Passwords

1. Read the sentences below. Write either DO or DON'T in each of the spaces to show rules for creating strong passwords.

- DO change your password regularly.
DON'T use a word from the dictionary as your password.
DO tell your password to your parents.

Answer feedback

You should change your password every six months. Don't use a dictionary word for your password, because some computer programs are designed to guess them. Share your password with your parents to keep it safe.

2. Some of the passwords below are strong passwords that are difficult to guess. Others are weak passwords that are easy to guess. Read the passwords below and circle either Strong or Weak.

a) gRe@tjob	Strong	Weak
b) Luv2sw!m	Strong	Weak
c) anna99	Strong	Weak
d) June111998	Strong	Weak

Answer feedback

Passwords gRe@tjob and Luv2sw!m are strong passwords because they contain capital and lowercase letters, numbers, and symbols. Passwords are weaker when they are a dictionary word, or when they are an important date.

3. Noah created a password with his name and his favorite sport. His password is NoahSoccer. Why should Noah choose a different password? Choose the BEST answer.

- a) Because it's too long
 b) Because it uses his name
 c) Because it uses his name, and doesn't use symbols or numbers

Answer feedback

The correct answer is c. Noah's password is weak, not only because it uses his name but also because he did not include any symbols or numbers. Such passwords are easy for people to guess.

What's Cyberbullying?

Essential Question

What is cyberbullying, and how do you deal with it?

Lesson Overview

Students discuss positive and negative aspects of interacting with others online. They learn the definition of cyberbullying and help the teacher fill in a Venn diagram that compares in-person bullying with cyberbullying. They then read a story of a student who is cyberbullied, identifying the players involved and how the target might feel.

Learning Objectives

Students will be able to ...

- empathize with the targets of cyberbullying.
- recognize some of the key similarities and differences between in-person bullying and cyberbullying.
- identify strategies for dealing responsibly with cyberbullying.

Materials and Preparation

- Chalkboard or whiteboard
- Copy the **That's Cyberbullying Student Handout**, one per group of four or five students.

Family Resources

- Send home the **Cyberbullying 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.3, 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.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.6, L.3a, L.6

NETS•S: 2a, 2b, 5a, 5d

Key Vocabulary –

cyberbullying: using the Internet or cell phones to upset someone else on purpose, often over and over again

target: the person being cyberbullied

empathize: to imagine the feelings that someone else is experiencing

bystander: someone who sees cyberbullying happening but does nothing to help

upstander: someone who helps when they see cyberbullying occur

introduction

Warm-up (5 minutes)

ASK:

What are some positive aspects of going online?

Sample responses:

- Finding information quickly
- Meeting people with similar interests
- Communicating with people around the world
- Having fun

EXPLAIN that in order to really enjoy the power of the Internet, it is important for students to learn how to handle any situation they might encounter online responsibly so they can keep their experiences positive.

ASK:

What are some of the ways that people hurt other people's feelings online?

Sample responses:

- When people make jokes online that they think are funny, but they actually hurt other people's feelings
- When a friend teases a classmate
- When someone logs in to someone else's account and pretends to be that person

teach 1

Exploring Bullying vs. Cyberbullying (10 minutes)

ASK:

How do you think it feels to be bullied, and why?

Guide students to reflect upon their personal experiences and to put themselves in the shoes of others who have been bullied. Common feelings: humiliated, sad, angry, helpless

ASK students to describe the Key Vocabulary terms **cyberbullying** and **target**. Then provide the definitions.

DRAW a Venn diagram on the board. Label one side "Bullying" and the other side "Cyberbullying."

EXPLAIN that there are similarities and differences between in-person bullying and cyberbullying. Let students know that both can be very hurtful to the target, but that they should be aware of the differences between the two as they learn how to deal with cyberbullying.

ASK:

What are some of the similarities and differences between bullying and cyberbullying? (Fill in the Venn diagram with students' responses.)

Bullying:

- Regular bullying generally stops when kids go home
- It's often clear who the bully is when bullying happens offline.
- In-person bullying can cause physical and emotional harm.

Cyberbullying:

- Cyberbullying can happen anytime
- Cyberbullies sometimes act anonymously
- Cyberbullying causes only emotional harm (though it can lead to physical bullying later).
- Kids may use more hurtful and extreme language online than offline.
- Cyberbullying can be very public. Posts can spread rapidly and to a large, invisible audience because of the nature of how information travels online.
- The age and size of a person are often less important with cyberbullying because people are not face to face. For example, even teachers can be targets.

Both:

- Both can make kids feel uncomfortable, embarrassed, helpless, sad, and angry.

teach 2

Identifying Cyberbullying (25 minutes)

DEFINE the Key Vocabulary term **empathize**.

HAVE students recall a time when they have empathized with someone else, and ask them to share this memory with a partner.

DISTRIBUTE the **That's Cyberbullying Student Handout**.

INVITE students to read the scenario out loud, along with the questions that follow. Then have students work with a partner to answer the questions.

ASK:

Who are the cyberbullies?

The two girls who are not invited to the sleepover.

Who is the target?

Sondra

Is this a cyberbullying situation? Why or why not?

Yes, the angry girls have created a cyberbullying situation. Their behavior is online and it is intentional and harassing.

How do you think Sondra might feel, other than embarrassed?

Explain that when the students put themselves in Sondra's shoes, they empathize with her. To be a good friend, it is important to empathize with the targets of cyberbullying. The website that the girls created is mean, but Sondra may still feel regretful. Maybe she wishes she had invited the other girls, or that her parents' rules had been different.

Why do you think the two girls created the mean website about Sondra?

They felt left out. They did not like Sondra anyway, and they thought they had an excuse to be mean to her.

USE one or all of the following questions to deepen class discussion about the scenario on their handout:

Imagine someone saying that they hate you and making fun of you everywhere you go at school. Now imagine someone doing that on the Internet. How are these two situations similar? How are they different?

Guide students to think about how in-person bullying and cyberbullying both make targets feel bad. Also, one can physically get away from in-person bullying, but not with cyberbullying. Cyberbullying can sometimes be more public than in-person bullying, because lots of people can see and share public messages online. But cyberbullying can also occur behind the scenes. For example, a cyberbully could send mean messages to someone without others knowing.

What advice would you give Sondra about how to handle the situation?

Encourage the following tips:

- **Don't respond or retaliate.** If you are angry and reply, then you might say mean things. Cyberbullies often just want to get a reaction out of you. Don't let them know that their plan has worked.
- **Block the bully.** If you get mean messages online, take the person who sent you the messages off your buddy or friends list. You can also just delete messages from bullies without reading them.
- **Save and print bullying messages.** If the bullying continues, save the messages. These could be important evidence to show your parents or teachers if the bullying does not stop.
- **Talk to a friend.** When someone makes you feel bad, it can help to talk the situation over with a friend.
- **Tell a trusted adult.** Telling an adult – like a parent, family member, teacher, or coach – isn't tattling. It's standing up for yourself.

What do you think the people who are bullying Sondra would say about their behavior?

Sample responses:

- They might say they were only kidding, they didn't mean any harm, or it was just a joke.
- Students creating a website might also say that it is a matter of free speech. (Point out that whether or not the First Amendment permits it, bullying with a website is unkind and hurtful. Moreover, it may be against school rules.)

EXPLAIN to students that good experiences online are much more common than bad ones. However, just as in the real world, situations online can arise in which they might encounter something uncomfortable. Point out that in this lesson, they can learn how to deal with some of those upsetting experiences.

INVITE students to share their own stories of bullying or cyberbullying situations, without using actual names. Encourage them to discuss how the target felt. Use the prompts below if students are having trouble remembering incidents. Possible prompts:

- *Have you ever seen a site or a message that caused another student distress?*
- *What happened? Why? Remember, don't use real names.*

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 some words or phrases to describe how it feels to be cyberbullied?

Embarrassed, upset, depressed, hurt, powerless.

How is cyberbullying the same and/or different than in-person bullying?

Guide students to recognize that cyberbullying is a form of bullying, but that cyberbullying often spreads faster, further, to more people, and can occur 24/7. It is important for students to know about these distinctions so they can better deal with cyberbullying situations.

What are some ways to handle a cyberbullying situation?

Sample responses:

- Don't respond or retaliate.
- Block the bully.
- Save and print bullying messages.
- Talk to a friend.
- Tell a trusted adult.

What's Cyberbullying?

Directions

Read the story of Sondra below. Then answer the questions that follow.

Sondra is planning a birthday sleepover. Her parents have set a limit of eight girls, so Sondra can't invite everyone she'd like.

Two girls, who are left out of the party, overhear the plans. They decide to create a "We Hate Sondra Jones" website. They say that anyone invited to the party should not go. They share the website with everyone in school. The girls also tell everyone to add new reasons why they hate Sondra and to spread mean rumors about her.

When Sondra hears about the site, she gets a sick feeling in her stomach. Each day she finds a new mean comment or joke about her on the website. She feels hurt and embarrassed. She tells her parents she is sick, so she won't have to go to school.

Is this a cyberbullying situation? Why or why not? _____

Who are the cyberbullies? _____

Who is the target? _____

How do you think Sondra feels? _____

Why do you think the two girls made the mean website about Sondra?

What advice would you give Sondra about how to handle the situation?

What do you think the people who are bullying Sondra would say about their behavior?

What's Cyberbullying?

1. Dean is a target of cyberbullying. He gets a text message from Eric that says, "You are such a loser. I can't believe you made us lose the game yesterday with that lame shot." Dean notices that all of the other members of his soccer team got the message about him too. Dean probably feels:

- a) Sad and hurt
- b) Like it's not a big deal
- c) Fine

2. What are some similarities and differences between in-person bullying and cyberbullying? Write the letter that goes with each answer in the correct space in the diagram below.

- a) Makes people feel sad, angry, hurt, and embarrassed
- b) Can cause physical harm
- c) Can cause emotional harm
- d) The bully's identity can be anonymous, or unknown
- e) Can be witnessed by a bystander
- f) Can be stopped or made better by an upstander

In-Person Bullying Only	Both In-Person Bullying and Cyberbullying	Cyberbullying Only

3. TJ keeps getting mean messages from someone online. Circle the answers below that show what TJ should do in response. (You may circle more than one answer.)

- a) TJ should block the bully.
- b) TJ should write mean messages back.
- c) TJ should tell an adult.

What's Cyberbullying?

1. Dean is a target of cyberbullying. He gets a text message from Eric that says, “You are such a loser. I can’t believe you made us lose the game yesterday with that lame shot.” Dean notices that all of the other members of his soccer team got the message about him too. Dean probably feels:

- a) Sad and hurt
- b) Like it’s not a big deal
- c) Fine

Answer feedback

The correct answer is **a**. Eric is cyberbullying Dean. This is harmful to Dean, as well as to the rest of the team.

2. What are some similarities and differences between in-person bullying and cyberbullying? Write the letter that goes with each answer in the correct space in the diagram below.

- a) Makes people feel sad, angry, hurt, and embarrassed
- b) Can cause physical harm
- c) Can cause emotional harm
- d) The bully’s identity can be anonymous, or unknown
- e) Can be witnessed by a bystander
- f) Can be stopped or made better by an upstander

In-Person Bullying Only	Both In-Person Bullying and Cyberbullying	Cyberbullying Only
b	a, c, e, f	d

3. TJ keeps getting mean messages from someone online. Circle the answers below that show what TJ should do in response. (You may circle more than one answer.)

- a) TJ should block the bully.
- b) TJ should write mean messages back.
- c) TJ should tell an adult.

Answer feedback

The correct answers are **a** and **c**. If you are cyberbullied like TJ, you could block the bully and talk to someone you trust about how you are feeling.

Private and Personal Information

Essential Question

How can you protect yourself from online identity theft?

Lesson Overview

As students visit sites that request information about their identity, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft. In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online.

Learning Objectives

Students will be able to ...

- learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.
- understand what type of information can put them at risk for identity theft and other scams.
- distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.

Materials and Preparation

- Copy the **Protect Yourself Student Handout**, one for each student.
- Copy the **All About Me Student Handout**, one for each student.
- Preview the websites Neopets (www.neopets.com), Nickelodeon (www.nick.com), and BookAdventure (www.bookadventure.org) and be prepared to show them to the class.
- Chalkboard or white board

Family Resources

- Send home the **Online Security 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.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

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

NETS•S: 1b, 5a, 5b

Key Vocabulary –

register (online): to enter your information in order to sign up and get access to a website

personal information: information that can't be used to identify you, such as your age, gender, how many siblings you have, your favorite food, etc.

private information: information that can be used to identify you, such as your Social Security number, street address, email, phone number, etc.

identity theft: when a thief steals someone's private information in order to pretend to be that person

introduction

Warm-up (5 minutes)

ASK:

What types of information do you think are okay to share publicly online, on a profile that others will see, for instance?

Sample responses:

- Interests and favorite activities
- Opinions about a movie
- First name

INVITE students to share the names of websites they visit that require or request user information before allowing people to participate in online activities.

ASK:

What are some examples of websites where you must register in order to participate?

Review the Key Vocabulary term **register**.

Sample responses:

- Social networking sites
- Video-sharing sites
- Youth discussion sites
- Ask-an-expert sites
- Game sites

WRITE the names of the websites on the board. Explain that it's important to know that sharing some kinds of user information can put you and your family's privacy at risk.

teach 1

Log In (15 minutes)

PROJECT for the class, or have students go online, to www.neopets.com, www.nick.com, www.bookadventure.org, or one of the websites that your students suggested.

Note: As an offline alternative, print out and copy two of the website pages that ask for registration and log-in information. Distribute copies of the pages to each student.

DISCUSS with students the kinds of information that each website requires or requests before users can participate.

ASK:

What information is required and why do you think it is required?

This may include first name, user name, password, password hint, birth date, gender, the state you live in, parent's permission, etc. Let them know that the information may be required because it helps distinguish one person from another. Or perhaps the website is keeping a record of who uses it.

ASK:

What information is optional, and why do you think it is optional?

This may include parent’s email, birthday, state, country, gender, etc. Maybe this information is optional because the website does not require it for payment, to distinguish people from one another, or so the website can keep track of this kind of information.

Why do you think websites ask for this kind of information?

Answers may include: They want to get people to pay in order to use the site, they want to send messages to people who are signing up, or they want to try to sell things to those people.

POINT OUT that you do not have to fill out fields on websites if they are not required. Required fields are usually marked by an asterisk (*) or are highlighted in red.

teach 2

Private and Personal (10 minutes)

EXPLAIN to students that some kinds of information are generally safe to share on the Internet and some are not. However, the information that’s considered safe should not be shared one on one with people they don’t already know offline.

DEFINE the Key Vocabulary terms **personal information** and **private information**. Emphasize that personal information is usually safe to share online. Private information is usually unsafe to share online (students should get permission from a parent or guardian).

SHARE the following examples of information that is safe or unsafe to share:

SAFE – Personal Information	UNSAFE – Private Information
<ul style="list-style-type: none"> • Your favorite food • Your opinion (though it should be done respectfully) • First name 	<ul style="list-style-type: none"> • Mother’s maiden name • Social Security number • Your date of birth • Parents’ credit card information • Phone number

ASK:

Why would someone want to steal someone else’s identity on the Internet?

Sample responses:

- To steal money
- To do something bad or mean
- To hide their real identity

DEFINE Key Vocabulary term **identity theft**.

EXPLAIN that an identity thief uses private information to pretend to be the person whose identity he or she has stolen. Once the thief has taken someone’s identity, he or she can use that person’s name to get a driver’s

license or buy things, even if the person whose identity they stole isn't old enough to do these things! It's often not until much later that people realize that their identity has been stolen. Identity thieves may also apply for credit cards in other people's names and run up big bills that they don't pay off. Let students know that identity thieves often target children and teens because they have a clean credit history and their parents are unlikely to be aware that someone is taking on their child's identity.

EMPHASIZE the difference between private information (which can be used to steal your identity) and personal information (which cannot be used to steal your identity). Invite students to answer the following questions (write their answers on the board):

ASK:

What kinds of private information could an identity thief use to find out and steal your identity?

Examples include: first and last name, postal address, email address, phone numbers, passwords, calling card numbers, credit card numbers, Social Security number, mother's maiden name.

What kinds of personal information could you share about yourself without showing your identity?

Examples include: your age, gender, how many brothers and sisters you have, your favorite band, your favorite food, what pets you have, the name of your pet, your opinion about an important issue.

EXPLAIN to students that on the Internet people you interact with could be your friends next door or strangers who live on the other side of the world. Because it's hard to know the intentions of people who you've never met before, it is best to remain cautious when sharing your information. You wouldn't give strangers your private information in the real world, and you need to be just as careful when you're online.

REMIND students how important it is each time they share information online to stop and think: "Am I giving out information that I should keep private?" Point out that it can sometimes be safe to give out some private information. For example, a website might ask for your birth date or email address. But students should always ask their parent or guardian before giving out private information.

DISTRIBUTE the **Protect Yourself Student Handout** and have students complete the activity. Review the correct answers (listed below):

- **Personal Information:** Your age, gender, how many brothers and sisters you have, your favorite band, your favorite food, the name of your pet.
- **Private Information:** Full name, street address, email address, your date of birth, phone numbers, credit card information, mother's maiden name, name of school.

teach 3

What's Safe to Share Online? (10 minutes)

DISTRIBUTE the **All About Me Student Handout**. Have students write down all the personal information they would like to share on a public profile in an online community. Emphasize that even though personal information is safe to share online, it is okay to choose not to share it. Remind students that everything on the list should be safe to share; none of it should be private information that can put their identity at risk.

ENCOURAGE students to share their lists with the class.

ASK:

Is there anything on the lists that could be used by an identity thief? Why?

Guide students to explain their answers and encourage them to use the Key Vocabulary terms.

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 is identity theft?

Using someone else's private information to pretend to be that person.

How does personal information and private information differ?

Private information, such as a Social Security number, is unsafe to share. It should be kept private so that identity thieves cannot use it. Personal information, such as your favorite food, cannot be used by identity thieves and is safe to share. Even though personal information is usually safe to share online, you might choose not to share this information, and that's fine.

What would be a good rule for kids about giving out private information online?

They should not share it online without the permission of a teacher, parent, or guardian.

Extension Activity

Direct students to find examples of additional websites for kids their age that require identity information to register. Have students classify the information requested as personal information or private information. Students may report their site findings and classifications to the class.

At-Home Activity

Encourage students to share the tips they've learned about sharing information online with their parents or family members. Have students explain the difference between personal information and private information. Then, ask family members if they visit websites that ask for private information. What do family members do to keep their private information secure?

Private and Personal Information

Directions

Decide if each piece of information below is an example of personal information or private information. Then check the box to show your answer.

Information	Personal	Private
Full name (first and last)		
Age		
Street address		
Email address		
Date of birth		
Gender		
How many brothers and sisters you have		
Favorite band		
Phone numbers		
Credit card information		
Favorite food		
The name of your pet		
Mother's maiden name		
Name of your school		

Private and Personal Information

Directions

Pretend you have a public profile in an online community. There are people you know, and people you don't know, who can view your profile.

Write down personal information that you would want to share about yourself. Make sure that everything on your list is safe to share and that it is not private information that could reveal your identity.

Use Common Sense!

Each time you share information about yourself online, stop and think: "Am I giving out information that I should keep private?"

Personal information often is safe to share. But you should never share private information without the permission of a parent, guardian, or teacher.

Private and Personal Information

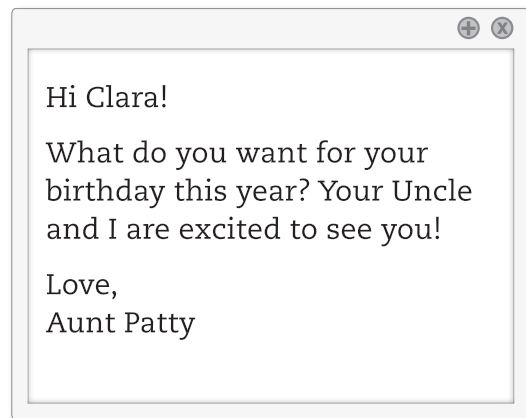
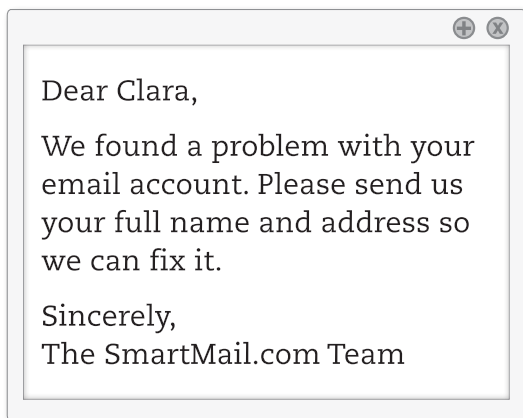
1. If a website asks you for your _____ online, you should talk to a parent or family member.

- a) favorite color
- b) date of birth
- c) screen name

2. An identity thief probably would not be interested in your personal information, such as _____.

- a) our full name
- b) your street address
- c) your favorite movie

3. Clara received two emails. Which email should she NOT respond to? Circle your answer.



Private and Personal Information

1. If a website asks you for your _____ online, you should talk to a parent or family member.

- a) favorite color
- b) date of birth**
- c) screen name

Answer feedback

The correct answer is **b**. Your date of birth is an example of private information. If a website asks for private information, you should ask a trusted adult before doing anything.

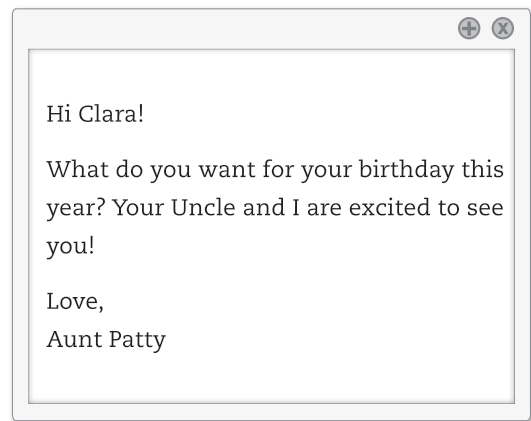
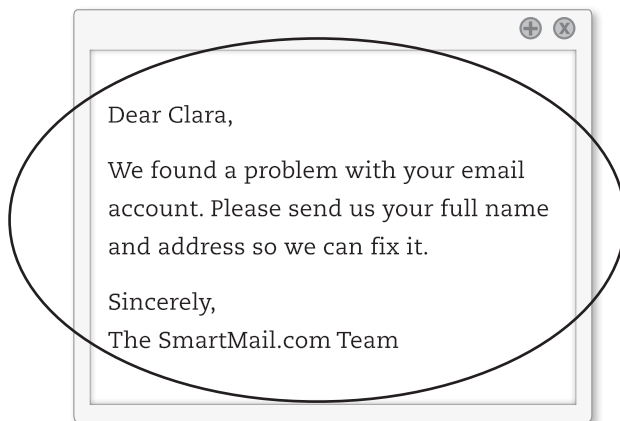
2. An identity thief probably would not be interested in your personal information, such as _____.

- a) your full name
- b) your street address
- c) your favorite movie**

Answer feedback

The correct answer is **c**. Both your full name and your street address are examples of private information. Personal information, like your favorite movie, would probably not be useful for an identity thief.

3. Clara received two emails. Which email should she NOT respond to? Circle your answer.



Answer feedback

If an email asks you for private information, such as your full name or address, you should not respond—especially if you do not know the person who sent the message.

Digital Citizenship Pledge

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

introduction

Warm-up (5 minutes)

DEFINE the Key Vocabulary term **community**.

ASK:

What are some communities that you are a part of?

Sample responses:

- sports teams
- religious groups
- volunteer groups

DISCUSS how your class also constitutes a community.

INVITE students to explain the Key Vocabulary term **expectation**, then share the definition.

ASK:

What expectations do we have for being a part of our classroom community?

Sample responses:

- treat each other kindly
- be respectful
- follow the rules

Why do we want our communities to have these kinds of behavior expectations?

Encourage students to reflect upon how expectations let us all know how we are supposed to interact, work, and get along with one another. Without such guidelines, people might find it difficult to have that communal spirit.

DISCUSS how participants in a community (e.g., your class) ought to agree on what's appropriate and what's expected to create a safe space (a shared set of norms and expectations) related to digital citizenship. In doing so, they will help build and maintain a culture of digital citizenship for your class's online communities.

teach 1

Expectations Brainstorm (20 minutes)

ASK:

*Are you part of any online communities?
What kinds are you a part of?*

Sample responses:

- gaming communities
- virtual worlds (e.g., Club Penguin)
- school groups (e.g., Edmodo, a blog)

How are online communities different than offline communities? How are they similar?

Sample responses:

- You may not know everyone personally in an online community.
- People meet face to face offline, but people do not have in-person contact online.
- People in both communities usually have similar interests or goals.

What are some examples of how you can be a good member of one of these communities?

Sample responses:

- Welcome all members.
- Follow the rules or guidelines of the group/community.
- Encourage others to follow the community's guidelines as well.

DEFINE the Key Vocabulary term **digital citizen**.

EXPLAIN that as members of online communities, your class is going to outline the kinds of expectations you all have for being good digital citizens.

DIVIDE the class into small groups of two or three students.

DISTRIBUTE copies of **We the Digital Citizens Pledge Student Handout**, one per small group.

REVIEW the expectations outlined on the pledge as a whole group.

INSTRUCT students to brainstorm for five minutes in their small groups about additional expectations that they feel are important for an online community. Have them fill in the last two speech bubbles on the handout.

teach 2

Classroom Collaboration (15 minutes)

INSTRUCT students to reassemble to share their ideas. As a whole group, decide on two additional expectations to add to the poster version of your classroom's We the Digital Citizens Pledge.

DEFINE the Key Vocabulary word **motto**.

INSTRUCT students to break into their small groups again to spend five minutes creating a motto that encapsulates the class's community pledge. You may want to share examples of popular mottos/slogans, such as Nike's "Just do it™," Subway's "Eat fresh™," and Apple's "Think different™."

GUIDE students to reassemble and share their ideas. As a group, decide on a motto for your class community. Add this motto on the poster of the classroom's We the Digital Citizens Pledge.

INVITE each student to sign the We the Digital Citizens Pledge poster to indicate his/her commitment. (Younger students can trace their hands and cut out the shape to adorn the edges of the pledge.)

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 is a pledge?

A pledge promises a commitment by the person agreeing to it. It helps build an agreed-upon sense of community.

What are you agreeing to in signing the We the Digital Citizens Pledge?

In signing the pledge, each student is agreeing to the stated terms and is committing to being an upstanding community member, aka a digital citizen.

Which part of the digital citizenship pledge is most meaningful to you?

Answers will vary.

WE, THE DIGITAL CITIZENS, PLEDGE TO...

SIGN HERE:

COMMUNICATE RESPONSIBLY AND KINDLY WITH ONE ANOTHER.

PROTECT OUR OWN AND OTHERS' PRIVATE INFORMATION ONLINE.

STAND UP TO CYBERBULLYING.

RESPECT EACH OTHER'S IDEAS AND OPINIONS.

GIVE PROPER CREDIT WHEN WE USE OTHERS' WORK.

SIGN HERE:

Digital Citizenship Pledge

1. When you sign a pledge, you are _____.

- a) signing a letter to a friend
- b) making a promise to do something
- c) explaining why something is true

2. Why do many teachers go over classroom expectations every year?

- a) They want to build a classroom community that has common expectations.
- b) They want to have students debate the classroom rules.
- c) They want to tell students what to do.

3. Which of the following statements probably is NOT on a digital citizenship pledge?

- a) We pledge to stand up to cyberbullying.
- b) We pledge to finish all of our homework every night.
- c) We pledge to keep private information private.

Digital Citizenship Pledge

1. When you sign a pledge, you are _____.

- a) signing a letter to a friend
- b) making a promise to do something**
- c) explaining why something is true

Answer feedback

The correct answer is **b**. A pledge is a type of promise.

2. Why do many teachers go over classroom expectations every year?

- a) They want to build a classroom community that has common expectations.**
- b) They want to have students debate the classroom rules.
- c) They want to tell students what to do.

Answer feedback

The correct answer is **a**. Groups of all sorts (classrooms, sports teams, organizations) often have agreed-upon expectations to help build communal spirit.

3. Which of the following statements probably is NOT on a digital citizenship pledge?

- a) We pledge to stand up to cyberbullying.
- b) We pledge to finish all of our homework every night.**
- c) We pledge to keep private information private.

Answer feedback

The correct answer is **b**. One expectation that digital citizens may agree upon is keeping their own and others' private information private. They may also pledge to be upstanders, not bystanders.



Continuing the Conversation in 2015–2016: **10 Ways to Focus on Digital Citizenship**

To equip students with more than computer skills, we need to encourage them to think critically, behave safely, and participate responsibly in today's digital world. And we need to emphasize these behaviors not only at the beginning of the year but throughout the school year. **Common Sense Education** makes it easy by providing free resources you can use with your students and their families beyond Digital Citizenship Week.

- 1. Develop a pledge.** Have your students collectively create a digital-citizenship pledge to establish expectations and norms for online behavior. Check out the suggested **Digital Citizens Pledge activities** (includes classroom poster).
- 2. Game on!** Use **Digital Passport**, the interactive learning experience for third through fifth graders, to teach and test the basics of digital literacy and citizenship through five engaging games and wrap-around materials. Look out for Digital Compass, coming in Spring 2015, to engage your secondary classrooms.
- 3. Teach a unit.** Using the **Scope & Sequence** tool, choose a unit (five lessons) within your grade band to engage your students in developmentally appropriate topics. When it's complete, have students take the unit's associated **interactive assessment** to share what they learned about being safe, respectful, and responsible online.
- 4. Show a video.** Sharing real-world examples of digital issues is a powerful way to engage students in this ever-changing landscape. Choose from a robust library of **curriculum videos** to showcase everyday kids talking about their personal experiences online.
- 5. Blend it.** Teach a Digital Citizenship Curriculum lesson, and then introduce teens to **Digital Bytes**, a new interactive site. Have students dive deeper into the digital landscape with a critical eye and a bias toward action with these project-based learning activities.
- 6. Continue to grow.** Common Sense has developed a set of **professional-development resources** that help educators get up to speed and stay abreast of all the latest developments in effectively teaching the digital-citizenship curriculum. These resources highlight best practices through video interviews with teachers.
- 7. Stay current.** Our **educator blog** is the place to find teachers' best practices, the field's current research, the latest digital resources, and the top trends to keep you in the know. www.graphite.org/blog
- 8. Learn what makes a "good" app for learning.** Not all apps, or games, are created equal, especially when it comes to learning. Leverage learning potential by first checking out educational tools' ratings and reviews on **Graphite** to strengthen your integration of quality edtech resources.
- 9. Get everyone on the same page.** Support your classroom parents by pointing them to developmentally appropriate ratings and reviews for movies, books, video games, and more on **Common Sense Media**.
- 10. Bring families into the conversation.** The generational divide poses new challenges to parents trying their best to support kids in this digital world. Even the most tech-savvy parents welcome the opportunity to help their children become better digital citizens. Introduce your PTA or parent coordinators to our brand-new, yearlong parent outreach program, **Connected Families**.