



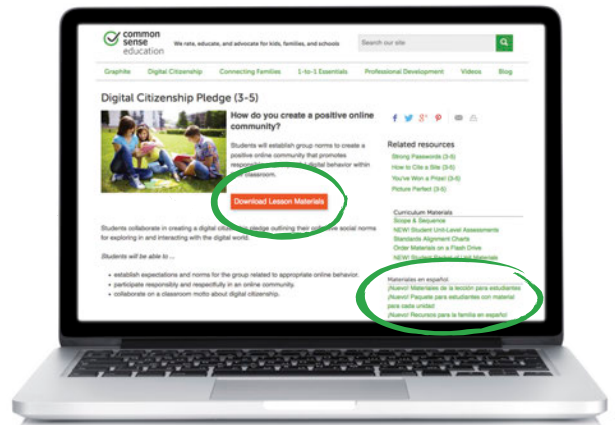
## Dear LAUSD Educators,

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.common sense media.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.

K-2	DAY 1: Safety & Privacy	DAY 2: Password Creation	DAY 3: Cyberbullying	DAY 4: Information Literacy	DAY 5: Digital Footprint
<b>Lessons:</b> (45 or 15-minute options)	45-minute lesson: <b>Going Places Safely</b>	45-minute lesson: <b>Powerful Passwords</b>	45-minute lesson: <b>Screen Out the Mean</b>	45-minute lesson: <b>A-B-C Searching</b>	45-minute lesson: <b>Follow the Digital Trail</b>
	15-minute activity: <b>Teach 2:</b> Internet Field Trip	15-minute activity: <b>Teach 1:</b> Dos and Don'ts of Powerful Passwords (See Student Handout)	15-minute activity: <b>Teach 2:</b> What to do about Cyberbullying (See Stop Cyberbullying Student Handout)	15-minute activity: <b>Teach 2:</b> Search, Find, and Create an Online Dictionary (See Our Picture Dictionary Student Handout)	15-minute activity: <b>Teach 1:</b> Follow the Digital Trail (See Animal Tracks Student Handout)
<b>Video: Pause &amp; Think Online</b>	Video Activity 1	Video Activity 2	Video Activity 3	Video Activity 4	Video Activity 5
<b>Family Tip Sheet</b>	<b>Talking Safely Online Family Tip Sheet</b>	<b>Online Security Family Tip Sheet</b>	<b>Cyberbullying Family Tip Sheet</b>	<b>Smart Searching Family Tip Sheet</b>	<b>Talking Safely Online Family Tip Sheet</b>



## 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](http://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.

# Going Places Safely

## Essential Question

*How do I go places safely on the computer?*



Estimated time: 45 minutes

## 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.

## 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

## 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.

## 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

## 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](http://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)**.

## introduction

### Warm-up (5 minutes)

**INVITE** students to talk about places they have visited on a class field trip. If students have limited experience with field trips, provide some examples of the types of places they could visit as a class, such as museums, science centers, or zoos. Then have students choose a place they would like to go on a class field trip.

**HAVE** students take an imaginary field trip to their chosen place. Narrate the preparations while having students pantomime what's happening – for example, *put on your jacket; climb on/off the bus; get your ticket checked; go inside*. Then have students describe what they think they might see and do once they arrive.

#### ASK:

*What do you need to do to stay safe when you visit new places?*

Guide students to acknowledge the following safety rules:

- Always go places with an adult.
- Don't wander off on your own.
- Talk only with people you know.

**INVITE** children to share some of the rules they follow when they travel in person. Encourage students to think about field trips they may have taken with their class. If they have limited experience with field trips, have them think about outings they have taken with their families, and the rules they learned on those trips from their parents or other trusted adults.

## teach 1

### Travel Safety Rules (10 minutes)

**DEFINE** the Key Vocabulary terms **Internet** and **online**.

**EXPLAIN** to students that another way to visit interesting places all over the world is by going on the Internet. Ask students to suggest what kinds of places they might be able to visit online, and encourage all responses.

**SHOW** students the “**My Online Neighborhood**” video.

#### ASK:

*What did Jeremiah like about the Internet?  
What kinds of things can he do on the Internet?*

Sample responses:

- He likes to visit cool places.
- He can talk to his family and friends.
- He can learn lots of new things.
- He can create things on the Internet.

*What three rules does Jeremiah follow when he goes places online?*

- 1) Always ask your parent (or teacher) first
- 2) Only talk to people you know
- 3) Stick to places that are just right for you



**POINT OUT** to students that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

## teach 2

### Internet Field Trip (10 minutes)

**TELL** students that the computer makes it possible for them to visit distant places without ever leaving the classroom.

**DEFINE** the Key Vocabulary term **website**.

**EXPLAIN** to students that they will be visiting websites that belong to real places, such as zoos and museums. These places may be distant from where they live, but they can visit them online.

**CHOOSE** one of the following websites to explore as a class. You may project the site onto a screen, or group students around a computer.

**Destination Modern Art:** [www.moma.org/interactives/destination](http://www.moma.org/interactives/destination)

This interactive, kid-directed site from New York’s Museum of Modern Art takes children on a virtual tour of the museum, its artwork, and the artists.

**The San Diego Zoo:** <http://kids.sandiegozoo.org>

This website includes galleries of animal photographs, slideshows, and live “animal cams” of the residents of the San Diego Zoo in San Diego, California.

**INVITE** one or two students to role-play how they might ask you, as a teacher, to visit this site. (For example, “Mrs. Cohen, I’d like to visit a website about zoos. Would you help me find a site, please?”) Remind students that the first safety rule for going online is to always ask your parent or teacher first.

**EXPLORE** the website you’ve selected with your class, allowing students to choose pages and activities that are most interesting to them. Point out as you go through the site how students are following the other two safety rules for going online: only talk to people you know, and stick to places that are just right for you.

**ENCOURAGE** students to discuss what they saw and learned on their Internet field trip.

#### ASK:

*What things did you see on the website that you’ve never seen before?*

Depending on the site you chose to explore, students may name animals, musical instruments, or paintings that they have seen for the first time.

*How was your online field trip different from an in-person field trip? How was it similar?*

Students should understand that on an online field trip, they can visit distant places that they might not be able to go to in person, without ever leaving the classroom. However, this kind of field trip shows them pictures and videos of things rather than the real things. But both types of field trips offer ways to see new and interesting things.



## teach 3

### My Favorite Place *(15 minutes)*

**ARRANGE** students into groups to share crayons and markers.

**DISTRIBUTE** the **My Favorite Place Student Handout**, one for each student.

**ENCOURAGE** students to think of one of the things they liked best on the website they visited. Have them draw a picture of that thing. Then help students write down the name of their favorite thing.

**INVITE** students to share the pictures of their favorite things with the class, and have them describe where they saw it on the website and why they like it.

**READ ALOUD** the safety rules on the student handout. Review how students followed the rules when they went online, and stress how students should use these rules whenever they travel online.

## closing

### Wrap-up *(5 minutes)*

You can use these questions to assess your students' understanding of the lesson objectives.

**ASK:**

*What can the Internet be used for?*

To visit far-away places and learn new things.

*What rules do we have for visiting a new place in real life?*

Students should be able to name the three rules from the Warm-up for in-person travel.

*What rules do we have for visiting places online?*

- 1) Always ask your parent (or teacher) first.
- 2) Only talk to people you know.
- 3) Stick to places that are just right for you.



---

---

# Going Places Safely

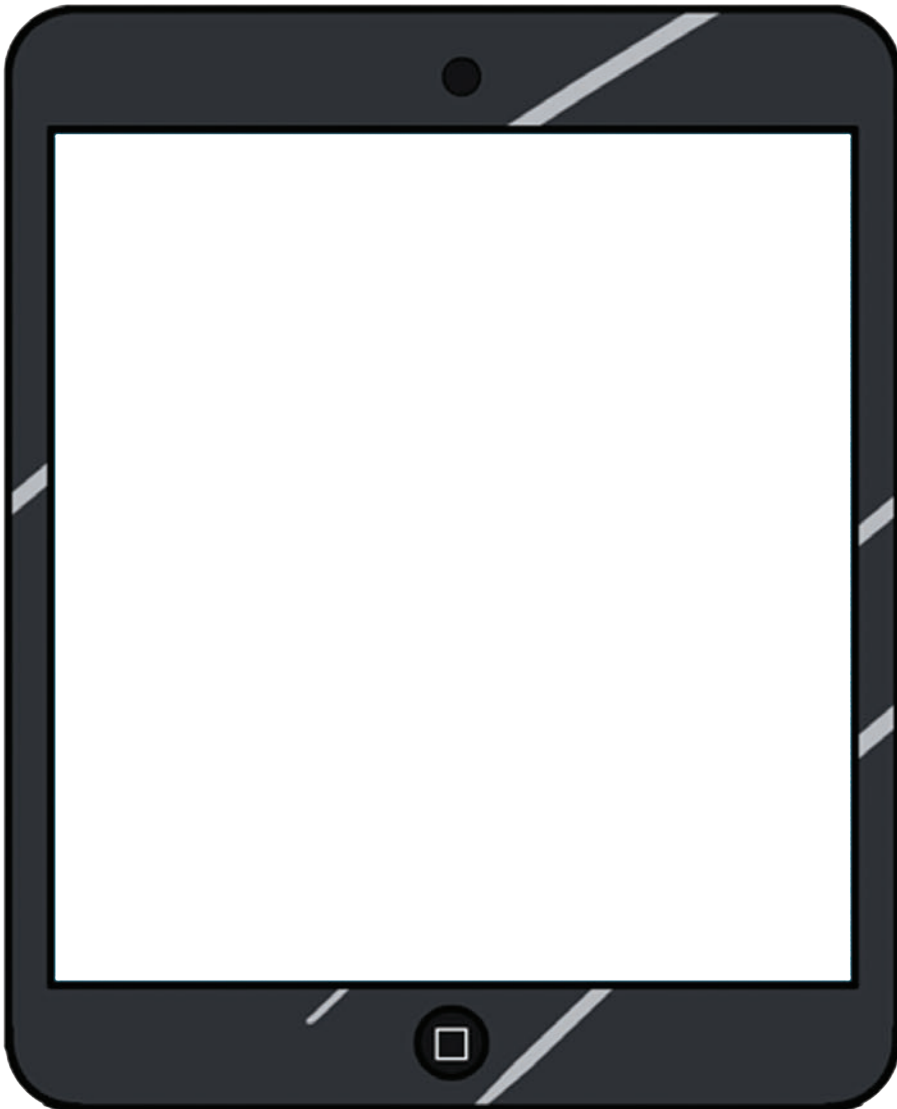
---

## Directions

Draw a picture on the screen below of your favorite place online.

I went to \_\_\_\_\_

I saw \_\_\_\_\_



## I followed these safety rules:

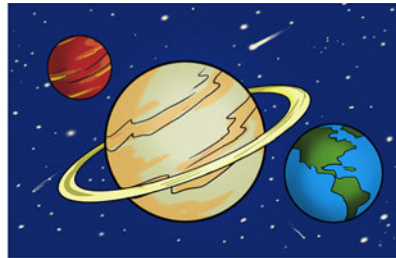
- Always ask your parent or teacher first
- Only talk to people you know
- Stick to places that are just right for you

# Going Places Safely

1. Circle the place you would like to visit on the computer.



The jungle



Outer space



The ocean

2. How can you stay safe?

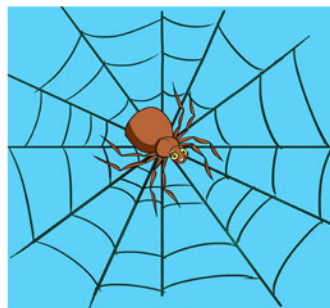
- Have an adult with you when you go places online
- Have an adult with you when you go places in the real world
- Both a and b



3. What is a website?



- A place you can visit on the computer



- A place where a spider builds a web



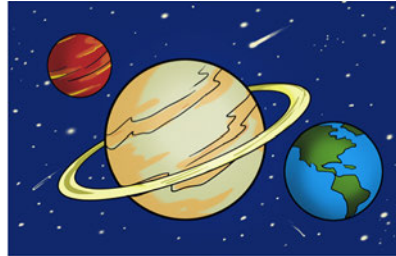
- A place in your house where you put your computer

# Going Places Safely

1. Circle the place you would like to visit on the computer.



The jungle



Outer space



The ocean

*Answer feedback*

Answers will vary. You can visit and explore all these places online, and many more!

2. How can you stay safe?

- a) Have an adult with you when you go places online
- b) Have an adult with you when you go places in the real world
- c) Both a and b**



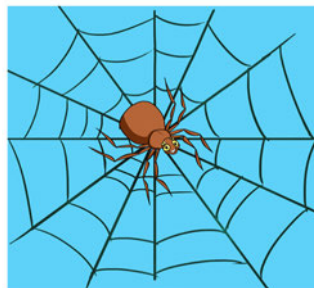
*Answer feedback*

The correct answer is **c**. A good way to stay safe is to have an adult with you when you go places — on the computer and in real life.

3. What is a website?



**a) A place you can visit on the computer**



b) A place where a spider builds a web



c) A place in your house where you put your computer

*Answer feedback*

The correct answer is **a**. A **website** is a place you can visit on the computer. The “Web” is another name for the Internet, and “site” means a place.

# Powerful Passwords

## Essential Question

*How do you create a secure password?*



Estimated time: 45 minutes

## Lesson Overview

Students explore why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.

Students learn password tips, test their existing passwords with an interactive game, and create new passwords using guidelines for powerful passwords.

## Standards Alignment –

### Common Core:

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

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

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

**NETS•S:** 2b, 5a, 5b

## Learning Objectives

*Students will be able to ...*

- understand the functions of passwords.
- identify strategies for creating and protecting secure passwords.
- create their own secure passwords using the lesson guidelines.

## Materials and Preparation

- Copy the **DOs and DON'Ts of Powerful Passwords Student Handout**, one for every four students.
- Chalkboard or white board
- Blank index cards or strips of paper, four per student
- Review the online password generator Dinopass ([www.dinopass.com](http://www.dinopass.com)).

## Family Resources

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

## Key Vocabulary –

**password:** a secret word or phrase that some websites require you to type in if you want to visit them



**protect:** to keep safe

**secure:** safe and protected

## introduction



### Warm-up (10 minutes)

#### ASK:

*What is a combination lock?*  
(You can hold up a real combination lock to show students for effect.)

Students will offer a variety of definitions.

**EXPLAIN** that you can only open a combination lock by turning the dial in a secret combination of numbers that is hard to guess.

**DISCUSS** with students that people use locks to keep their belongings safe and protected.

#### ASK:

*Do you ever use a combination lock? If so, what for?*

Locker, bicycle, safe, etc.

**DEFINE** the Key Vocabulary term **password**.

**EXPLAIN** to students that online passwords are similar to the combinations for a lock. They are secret combinations of letters and numbers that only you know. Passwords keep other people from seeing your private information on the Internet. For example, tell students that passwords allow them to save their points after playing an online game. When they're older, they will use passwords to do many things, such as keep track of their money or shop online.

**DEFINE** the Key Vocabulary term **protect**.

**EXPLAIN** that knowing how to create powerful passwords will prevent other people from pretending to be them and help them keep their private information and money secure. Passwords protect one's identity and information.

#### ASK:

*How would you feel if someone else used your password and pretended to be you on one of these sites? For instance, what if someone used your password to steal points that you have collected in a video game?*

Sample responses:

- Angry, because my privacy has been broken
- Worried that someone might pretend to be me online
- Fearful that someone can find out private information about me through my account

## teach 1

### DOs and DON'Ts of Powerful Passwords (15 minutes)

**HAVE** students complete the **DOs and DON'Ts of Powerful Passwords Student Handout**, making their best guesses about whether statements should begin with a *DO* or a *DON'T*.

**REVIEW** answers with students once they are finished. Encourage students to correct their handouts so that they can refer to the tips in the future. Here are the correct answers and sample explanations:

1. **DO** make passwords eight or more characters long. (Longer passwords are harder to crack than shorter ones.)
2. **DON'T** use dictionary words as your password. (Others could guess your password this way.)
3. **DO** include letters, numbers, and symbols in your password. (It can be harder to guess passwords with this combination.)
4. **DO** change your password at least every six months. (This way, even if someone does guess your password, they won't be able to get into your account for long.)
5. **DON'T** use private identity information in your password. (Others could guess your password this way.)
6. **DON'T** use your phone number as your password. (Others could guess your password this way.)
7. **DON'T** use your nickname as your password. (It could be easy for others to guess.)
8. **DO** give your password to your parent or guardian. (They will help you remember it if you forget it.)
9. **DON'T** share your password with your friends. (Even if you trust them, they might unintentionally do something that puts you or your information at risk.)
10. **DO** create a password that you can remember. (It's okay to create a random password, but keep in mind that it should be one that you can remember, or else it won't do you much good.)

**ASK:**

*Which tips did you know? Which ones surprised you?*

Answers will vary.

**REMINDE** students that they should not carry their passwords with them, tape them to their computers, or share them with friends. It is also wise for students to let trusted family members know about their passwords. They can help students find a safe place to store their written passwords.

## teach 2



### Make a Secure Password (15 minutes)

**DEFINE** the Key Vocabulary term **secure**.

**TELL** students that you will now practice creating a new, secure password.

**DISTRIBUTE** four blank index cards or strips of paper to each student.

**INSTRUCT** students to write down an answer for each of the following categories, one per blank index card or strip of paper:

- Favorite number
- Pet's name, or favorite character's name
- A symbol (#, \$, %, \*, or &)
- Favorite food

**HAVE** students arrange the four strips in various combinations to create a new password, keeping in mind the DOs and DON'Ts tips they discussed earlier. When they've finished, have them share their new password with a partner, and then have them vote on which password they consider the strongest. For an added challenge, students can tear words apart to create more options for combinations.

**INVITE** students to share their winning passwords with the class, and discuss what makes them so strong.

## teach 3

### (Optional) Test Your Password

**TELL** students that they are now going to play “Test Your Password,” a game that tests how secure their passwords are. Have students line up against one wall of the classroom, or go to a bigger space, such as the playground. Tell them that you will call out statements about password protection, along with what to do in response if the statement is true for them.

**Statement 1:** If you change your password at least every six months, take three steps forward.

**Statement 2:** If you use your nickname as your password, take two steps back.

**Statement 3:** If your password includes letters, numbers, and symbols, take three steps forward.

**Statement 4:** If your password has less than eight characters, take one step back.

**Statement 5:** If you haven’t changed your password in two years, take four steps back.

**Statement 6:** If your password has at least eight characters, take two steps forward.

**Statement 7:** If you let your friends use your password, take two steps back.

**Statement 8:** If no one except you and your parent or guardian knows your password, take two steps forward.

**Statement 9:** If your password has no private information, take three steps forward.

**Statement 10:** If your password is a word in the dictionary, take two steps back.

**Statement 11:** If your password is hard for you to remember, take two steps back.

**Statement 12:** If your password is not your home phone number, take two steps forward.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives.

#### ASK:

*What is a password?*

A secret word or phrase that some websites require you to type in if you want to visit them.

*Why are strong passwords helpful?*

Strong passwords help to protect our information from being accessed or seen by others.

*What are some DOs and DON'Ts to remember about powerful passwords?*

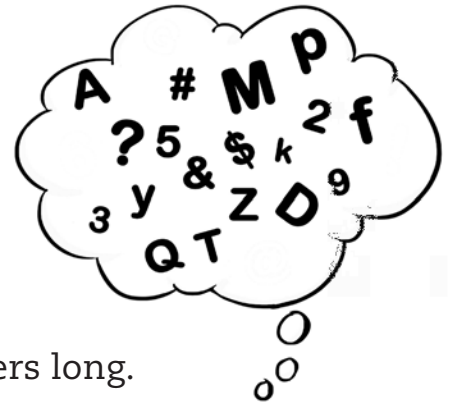
See tips in Teach 1 for sample responses.



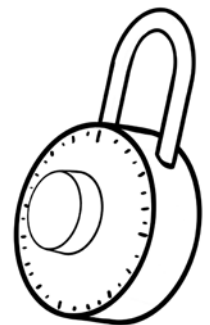
# Powerful Passwords

## Directions

Do you know how to make a powerful password? Write the word **DO** or **DON'T** into each of the statements below to show how to make the best passwords.



1. \_\_\_\_\_ make passwords eight or more characters long.
2. \_\_\_\_\_ use dictionary words as your password.
3. \_\_\_\_\_ include letters, numbers, and symbols in your password.
4. \_\_\_\_\_ change your password at least every six months.
5. \_\_\_\_\_ use private identity information in your password.
6. \_\_\_\_\_ use your phone number as your password.
7. \_\_\_\_\_ use your nickname as your password.
8. \_\_\_\_\_ give your password to your parent or guardian.
9. \_\_\_\_\_ share your password with your friends.
10. \_\_\_\_\_ create a password that you can remember.



### Use Common Sense!

It's okay to write down passwords, but ...

- Remember not to carry them with you
- Don't tape them on your computer
- Ask a parent or caregiver to help you find a safe place at home to keep them

# Powerful Passwords

---

---

1. Some websites make you type in a username and a \_\_\_\_\_ if you want to visit their site.

- a) password
- b) crossword
- c) puzzle



2. True or False: Sam Slate's password is *sammyslate*.  
This is a great password because it has a lot of letters.

- a) True
- b) False



3. Circle DO or DON'T next to each of the statements below.

- DO**      **DON'T**      share your password with your friends.
- DO**      **DON'T**      make passwords eight or more characters long.
- DO**      **DON'T**      use your street address in your password.



# Powerful Passwords

1. Some websites make you type in a username and a \_\_\_\_\_ if you want to visit their site.

- a) password
- b) crossword
- c) puzzle

*Answer feedback*

The correct answer is **a**. A secret word or phrase is called a password.



2. True or False: Sam Slate's password is *sammyslate*. This is a great password because it has a lot of letters.

- a) True
- b) False

*Answer feedback*

The correct answer is **b**, False. Even though it's true that a password with a lot of letters can be strong, this one isn't. You should not use your name or nickname in a password. You should also combine numbers, letter, and symbols.



3. Circle DO or DON'T next to each of the statements below.

DO      **DON'T**      share your password with your friends.

**DO**      DON'T      make passwords eight or more characters long.

DO      **DON'T**      use your street address in your password.

*Answer feedback*

You should never include private information in your password, or share them with people other than your parents. Short passwords are often weak because they can be easy for others to guess.



# Screen Out the Mean

## Essential Question

*What can you do when someone is mean to you online?*



## Lesson Overview

Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.

Students first read a scenario about mean online behavior. They then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Students recognize that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared.

## Learning Objectives

*Students will be able to ...*

- analyze online behaviors that could be considered cyberbullying.
- explain how to deal with a cyberbullying situation.
- recognize the importance of engaging a trusted adult when they experience cyberbullying.

## Materials and Preparation

- Copy the **STOP Cyberbullying Student Handout**, one for each student.
- Preview the scenario in Teach 2 and be prepared to present it to the class.

## Family Resources

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

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

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

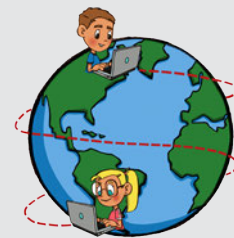
**grade 1:** RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

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

**NETS-S:** 2a, 5a, 5d

## Key Vocabulary –

**online:** connected to the Internet



**cyberbullying:** doing something on the Internet, usually again and again, to make another person feel angry, sad, or scared

## introduction

### Warm-up (5 minutes)

**ENCOURAGE** students to share what they know about bullying.

**ASK:**

*What kinds of things count as bullying?*

Students should understand that bullying is behavior that is purposely mean or scary to someone else – for example, making fun of how someone looks, telling lies about them behind their back, or threatening to do something bad to them.

*How does bullying make other people feel?*

Sample responses:

- Hurt
- Angry
- Upset
- Scared

*What is the best thing to do when you feel bullied, or when you see someone else being bullied?*

Students should know to always tell a trusted adult when they experience or witness bullying.

**EXPLAIN** to students that they will be learning about a kind of bullying that can take place when they use the Internet.

## teach 1

### What Is Cyberbullying? (15 minutes)

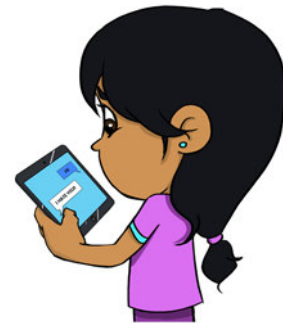
**DEFINE** the Key Vocabulary term **online**.

**DISCUSS** the fact that some kids don't go online very much at all, either because of their family's rules or because they don't like it very much. Other kids do go online to do different things.

**ASK:**

*What do you do online, or what do you think you might like to do?*

Students may mention sending emails, instant messaging, and playing games.



**SHARE** with students that most of the time when they go online it is to do fun or interesting things. But sometimes people can be mean to each other online and this is called cyberbullying.

**DEFINE** the Key Vocabulary term **cyberbullying**.

**EMPHASIZE** that when children are mean to someone else online, even if they only do it one time, it isn't nice. Also stress that cyberbullies usually bully repeatedly, with the intention of causing hurt feelings. When children do something very mean and/or scary, or do it over and over again, then they are cyberbullying.

**SHARE** with students some examples of **cyberbullying**. These might include:

- sending a mean email or IM to someone
- posting mean things about someone on a website
- making fun of someone in an online chat
- doing mean things to someone's character in an online world like Club Penguin or WebKinz

**ASK:**

*Did you ever see someone make someone else feel bad online?*

Answers will vary. Reminds students to tell what happened, but not use real names.

**EXPLAIN** to students that they will be learning more about how cyberbullying occurs, and what to do when it happens to them or to someone they know.

## teach 2

### What to Do About Cyberbullying (20 minutes)

**DISTRIBUTE** the **STOP Cyberbullying Student Handout**, one for every student.

**GUIDE** students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

*Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password. One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.*

**ENCOURAGE** the class to answer the questions on their handouts. Invite them to share their answers.

**ASK:**

*What do you think happened?*

Students should conclude that Michael went to the website himself and messed up the pony's stall.

*How do you think this made Jada feel?*

Students should recognize that Michael's behavior probably made Jada feel upset, sad, angry, or let down by her friend.

**DIRECT** students' attention to the four rules for dealing with cyberbullying at the bottom of their **STOP Cyberbullying Student Handout**. Use the following questions to guide discussion.

**ASK:**

*How will you know when someone is cyberbullying you?*

Students should recognize that they may be experiencing cyberbullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.

*Why do you think it is important to stop using the computer when someone starts cyberbullying you?*

Students should realize that if they stay online, the cyberbullying may continue or get worse.

*If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?*

Students may name parents or grandparents, an older sister or brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help them brainstorm and identify an appropriate adult.

*Why is it important to go online only with an adult, or when an adult says it is OK?*

Students should recognize that adults can help guide them online and keep them safe from cyberbullying.

*How can you decide whether you should play or chat with someone online?*

Students should acknowledge that they need adult guidance in deciding who to connect with online. If someone is very mean to them, or is mean repeatedly, then that person is a cyberbully and should not be contacted online. Remind students that they should never talk to strangers online either without asking a trusted adult, even if that person is nice or has shared interests.

*Which of the four things do you think is the most important?*

Students should recognize that telling an adult is the single most important thing they should do if they experience or witness cyberbullying.

**REVISIT** the scenario in the **STOP Cyberbullying Student Handout**, and have students apply the S-T-O-P rules to Jada's situation.

- Jada should STOP using the computer.
- Jada should TELL an adult she trusts what happened.
- Jada should not go back online or return to the pony website when an adult says it is OK.
- If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel, after she gets advice from an adult.
- But if Michael continues cyberbullying her, she should play with other kids who don't take part in cyberbullying.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives.

#### ASK:

*What is cyberbullying? How does it make people feel?*

Students should recognize that cyberbullying is any kind of online behavior that makes people feel sad, scared, angry, or upset.

*What four things can you do to help stop cyberbullying?*

Students should be able to explain each of the four rules on the **STOP Cyberbullying Student Handout**.

*What is the most important thing to do if someone starts cyberbullying you?*

Students should understand that telling a trusted adult is the most important response whenever someone makes them feel sad, scared, or angry online.



## Screen Out the Mean

---

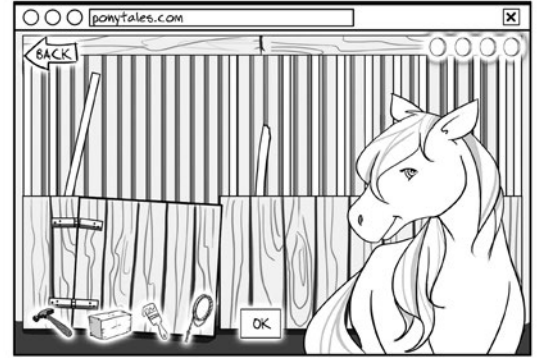


---

### Directions

Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password.

One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.



What do you think happened?

---



---

How do you think Jada feels?

---



---

What should you do if someone starts cyberbullying you?



**STOP** using the computer until it is safe.

**TELL** an adult you trust.

Go **ONLINE** only when a trusted adult says it's **OK**.

**PLAY** online only with kids who are nice.

# Screen Out the Mean

---



---

1. Draw lines to show which things a cyberbully would do most and which things an in-person bully would do most.

**IN-PERSON  
BULLY**



**CYBERBULLY**



Threatens to  
pull your hair

Takes your stuff  
in an online game

Sends mean  
emails

Hits you

2. A cyberbully might:

- Write an email to make someone feel scared
- Say mean things at recess
- Share a knock-knock joke online




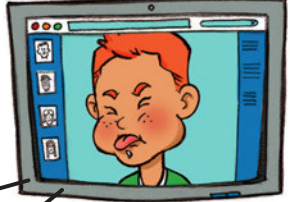
3. What should you do if you are cyberbullied?

- Stop using the computer until it is safe
- Tell an adult you trust
- Both a and b



# Screen Out the Mean

1. Draw lines to show which things a cyberbully would do most and which things an in-person bully would do most.

**IN-PERSON BULLY**  **CYBERBULLY** 

Threatens to pull your hair      Takes your stuff in an online game      Sends mean emails      Hits you

*(Note: Lines are drawn from 'Threatens to pull your hair' to the In-person Bully, 'Takes your stuff in an online game' to the Cyberbully, 'Sends mean emails' to the Cyberbully, and 'Hits you' to the In-person Bully.)*

*Answer feedback*

A cyberbully does and says mean things online. An in-person bully is mean in person.

2. A cyberbully might:

- a) Write an email to make someone feel scared
- b) Say mean things at recess
- c) Share a knock-knock joke online

*Answer feedback*

The correct answer is **a**. Cyberbullies are mean online.



3. What should you do if you are cyberbullied?

- a) Stop using the computer until it is safe
- b) Tell an adult you trust
- c) **Both a and b**

*Answer feedback*

The correct answer is **c**. If someone is mean to you online, get off the computer and tell an adult. Saying mean things to a cyberbully won't help.



# A-B-C Searching

## Essential Question

*How can you use the alphabet to find things online?*

## Lesson Overview

Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.

After observing a search as a class, students are assigned letters of the alphabet and perform their own searches on a children's directory site. Using the **Our Picture Dictionary Student Handout**, students select and print out pictures to create their own picture dictionary for the classroom.

## Learning Objectives

*Students will be able to ...*

- learn how to search online by using the alphabet.
- understand how to search for a specified letter of the alphabet on a children's directory site.
- apply the results of their alphabet search to create a picture dictionary.

## Materials and Preparation

- Copy the **Our Picture Dictionary Student Handout**, one for each student. (Alternatively, students can use blank paper.)
- Review the websites Enchanted Learning ([www.enchantedlearning.com/coloring](http://www.enchantedlearning.com/coloring)) and NASA Picture Dictionary ([www.nasa.gov/audience/forstudents/k-4/dictionary/](http://www.nasa.gov/audience/forstudents/k-4/dictionary/)), and choose one to use throughout the lesson.
- Picture dictionary book
- Paper
- Crayons or markers
- Scissors and paste
- Optional: Report cover or hole-punch and binder

## Family Resources

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

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

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

**grade 1:** RL.1, RL.4, W.5, W.7, W.8, L.1a, L.6

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

**NETS-S:** 1a, 3a-d, 4a

## Key Vocabulary –

**dictionary:** a book or website that has words arranged according to the alphabet and explains what each word means



**search (verb):** to look for something (on the Internet)

## introduction

### Warm-up (5 minutes)

**DEFINE** the Key Vocabulary term **dictionary**.

**INVITE** students to join you in looking at a picture dictionary. Tell them that this kind of dictionary arranges pictures of things by the letters of the alphabet, instead of words and definitions. Pictures of things whose names begin with the letter *A* are first, followed by pictures of things whose names begin with *B*, and so on.

#### ASK:

*Where would you find a picture of a cat?*

Sample responses:  
• Under the letter *C*

*Where in this book would you find pictures of things whose names begin with *Z*?*

Sample responses:  
• At the very end

**EXPLAIN** to students that they can also use letters of the alphabet to find things online.

## teach 1

### Search Using the Alphabet (10 minutes)

**CHOOSE** one of the following sites to explore as a class. Have students go to the site, or project the site onto a screen for students to view together.

**Enchanted Learning:** [www.enchantedlearning.com/coloring](http://www.enchantedlearning.com/coloring)

**NASA Picture Dictionary:** [www.nasa.gov/audience/forstudents/k-4/dictionary/](http://www.nasa.gov/audience/forstudents/k-4/dictionary/)

**DEFINE** the Key Vocabulary term **search**. Explain to students that one way to search for things on the Internet is by using the alphabet.

**POINT OUT** the alphabet displayed across the top of the page. Tell children that to search for pictures of things whose names begin with that letter, they need to click on the letter.

**CLICK** on the letter *A* to find pictures of things whose names begin with that letter. Have students identify some things by their pictures and, when possible, by their names.

**INVITE** the class to choose a picture from the *A* pages. Click on the name to go to the page for the selected picture. Print a copy of the page.

**EXPLAIN** to students that, as a class, they are going to make their own picture dictionary. This picture will be on the very first page.

## teach 2

### Search, Find, and Create a Picture Dictionary (25 minutes)

**DEMONSTRATE** how to create a dictionary page using the **Our Picture Dictionary Student Handout** (or on blank paper). At the top of the page, fill in the letter *A* and the name of the item in your picture. Then cut out and paste the *A* picture onto the handout.

**DISTRIBUTE** copies of the **Our Picture Dictionary Student Handout**, one for each student. Students can work in groups to share computers as they search for and print their pictures, but each student should complete his or her own picture dictionary page.

**ASSIGN** each student a letter of the alphabet, *B-Z*. If your class has more than 25 students, you may assign the same letter to two students; if your class has fewer than 25 students, volunteers can make a second dictionary page to complete the alphabet.

**INVITE** students to visit the website you have chosen from Teach 1, and guide them through the following steps:

1. *Search for pictures by finding your letter and clicking on it.* (Have students locate their assigned letters on the site's home page.)
2. *Choose a picture and click on it.* (Once they click on their letters, students will see pictures and names of several things that begin with that letter. Ask students to choose any one of the pictures and click on it to go to the page for that picture.)
3. *Print out your picture.* (Help students take turns printing the pictures they have selected. Alternatively, you may have students make drawings of their pictures.)
4. *Write down your letter and the name of the thing in your picture.* (Ask students to turn to their handouts. Have students write their names on their pages. Then have them write their letters and copy the names of the items in their picture at the top of their pages.)
5. *Cut out your picture and paste it onto your handout.* (Have students make their pictures smaller so that they will fit on the lower part of their handouts or on their sheets of paper.)
6. *Decorate your page.* (After they paste the picture onto their handouts, students can color and embellish their pages as they like.)

**ARRANGE** students into three groups according to their letters: *A-I*, *J-R*, and *S-Z*. Have groups work together to put their pages in the correct order.

**CREATE** a display of the full alphabet on a classroom bulletin board. Help groups to hang their pages in alphabetical order. Have volunteers create a title page that reads "Our Picture Dictionary" to place at the beginning of the display.

**Note:** If you wish, later you can gather the pages together to make a book, using a three-ring binder or report cover. Display the picture dictionary along with the other books in your classroom.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives.

#### ASK:

*How did you find pictures of things whose names begin with your letter?*

Students should be able to explain that they located the letter of the alphabet and clicked on it to search the site.



*How can you use the alphabet to search for things on the Internet?*

Students should understand that looking for things whose names begin with a certain letter is one way to search the Internet.

*Do you think there are other ways to search for things on the Internet?*

Volunteers can share what they know about other types of searches, such as keyword searches.

# A-B-C Searching










---

---

## Directions

Create a picture that shows what your letter stands for.

\_\_\_\_\_ is for \_\_\_\_\_

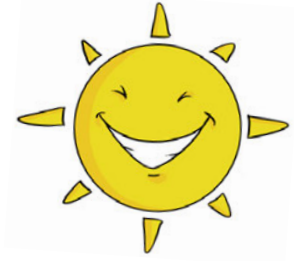
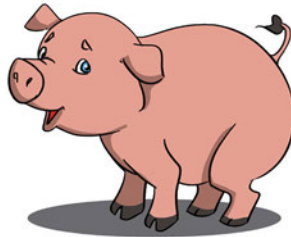
A	B	C		E		G	H	
Z								J
								L
X								
								N
V	U		S		Q		O	N

## A-B-C Searching

1. What letter would you use to search for these things online? Write the letter below each picture. The first one is done for you.



H



2. What things could you search for using the letter "i"?  
Circle your answers.

a) ice cream

b) dog

c) ice cube

d) apple

f) ball

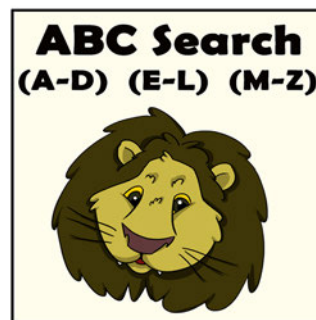


3. Where in a picture dictionary would you find this page?

a) A-D

b) E-L

c) M-Z

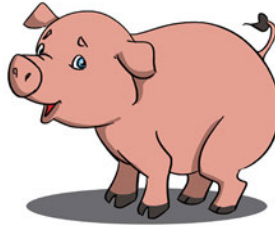


# A-B-C Searching

1. What letter would you use to search for these things online? Write the letter below each picture. The first one is done for you.



H



P



S

*Answer feedback*

Use the letter “P” to search for pig. Use the letter “S” to search for sun. You can search online using the alphabet!

2. What things could you search for using the letter “i”? Circle your answers.

a) ice cream



b) dog



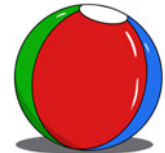
c) ice cube



d) apple



f) ball



*Answer feedback*

The correct answers are **a.** and **c.** You should have circled ice cream and ice cube. These words both begin with the letter “I,” which means you can use the letter “I” to search for them online.

3. Where in a picture dictionary would you find this page?

a) A-D

b) E-L

c) M-Z

*Answer feedback*

The correct answer is **b.** Lion begins with the letter “L,” so you would find the page about a lion in the group that has the letter “L.”



# Follow the Digital Trail

## Essential Question

*What information is appropriate in a digital footprint?*

## Lesson Overview

Students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.

Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.

## Learning Objectives

*Students will be able to ...*

- learn that the information they put online leaves a digital footprint or “trail.”
- explore what information is appropriate to be put online.
- judge the nature of different types of digital footprints by following the information trails of two fictional animals.

## Materials and Preparation

- Cut apart the Digital Trail Squares (found at the end of the lesson plan), keeping the elephant and mouse squares separate. Be prepared to lay out each animal’s “tracks” in different locations in the classroom after the lesson introduction.
- Copy the **Animal Tracks Student Handout**, one for each group of four.

## Family Resources

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

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grade K:** RL.1, RL.3, 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.6, L.6

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

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

**NETS•S:** 1a, 1d, 2d, 3d, 4a-c

## Key Vocabulary –

**trail:** a path or track



**digital footprint:** the information about you on the Internet

**permanent:** there forever

## introduction

### Warm-up (5 minutes)

**SHARE** with students that you can place information online much like you pin something to a bulletin board.

**ASK:**

*What kinds of things are on the bulletin board or walls in our classroom?*

Sample responses:

- Student work
- Photos of students
- Birthday chart

**INVITE** students to imagine that all of the information on the walls of their classroom was pinned up on a bulletin board at a local grocery store.

**ASK:**

*Would you be comfortable with this information being up for everyone to see?*

Guide students to think about how some information is better kept for only their eyes or the eyes of people close to them.

**EXPLAIN** that there is certain information that might be fine to show anyone. But there is also personal and private information – such as their addresses, birth dates, and photos of their family vacations – which is not meant for most people’s eyes.

## teach 1

### Follow the Digital Trail (15 minutes)

**DEFINE** the Key Vocabulary term **trail**.

**PLACE** the Digital Trail Squares on the ground, face down, in two different trails, keeping Mizzle the Mouse’s and Electra the Elephant’s trails separate from each another.

**SHARE** the stories of Mizzle and Electra. These animals decided it would be fun to put some information about themselves online. They went onto [www.wildkingdom.com](http://www.wildkingdom.com) and posted information. The only problem is that they forgot to ask their mamas if it was okay first.

**EXPLAIN** to students that they are from the Things Big and Small Detective Agency. An evil human has hired them to find out as much as possible about Mizzle the Mouse and Electra the Elephant. The more the detectives learn, the better for their plan to take over the animal kingdom.

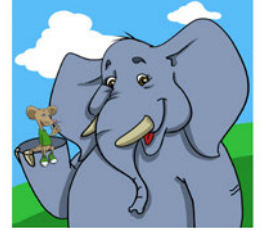
**DIVIDE** students into groups of four. Tell them that each group should have a detective that will keep detailed notes.

**DISTRIBUTE** the **Animal Tracks Student Handout** to each group.

**INVITE** students to go on a hunt for information. Let them know that the information that Mizzle and Electra post can be seen by anyone, including the detectives. Each group should follow the digital trail of both animals, starting with the mouse and then the elephant. Stagger the groups so they follow the trails at slightly different times. Students should fill out their handout as they go.



## teach 2



### Digital Footprints (20 minutes)

**INVITE** each group to report to the rest of the class what they learned about each of the animals, using the **Animal Tracks Student Handout**.

	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		x
2. Whose house could you find?		x
3. Whose birth date do you know?		x
4. Whose username and password do you know?		x
5. Who let out a secret on the Internet?		x
6. Which animal can you describe better from his or her photo?		x

**DEFINE** the Key Vocabulary terms **digital footprint** and **permanent**.

**ASK:**

*Who can the detectives find out more about, and why?*

Electra, because we now know where Electra lives, what she looks like, and private and personal information about her life. Point out to students that having a bigger digital footprint means the detectives can learn more about them too.

*Which animal has a bigger digital footprint?*

Electra, because she put more private and personal information online than Mizzle.

*Mizzle says some funny things about himself on the Internet. What are they?*

He says he likes Swiss cheese, his photo is of cheese, and he has a pet flea.

*Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?*

Private and personal information (e.g., address, full name) allows others to learn more about her. This could be unsafe. Saying that she fights with her brother could hurt her brother's feelings because it is public.)

**CREATE** a chart with students that summarizes which information is okay to share online and what is not okay.

Okay to Share	NOT Okay to Share
Interests	Address
Hobbies	Full name
First name	Information that would hurt others

**DISCUSS** how Mizzle and Electra both had very interesting information online, but Mizzle used better judgment about what was most appropriate to post. Mizzle had a smaller digital footprint. Electra put some information online that might make her unsafe or might upset her brother.

**REMINDE** students that the Internet is a public space where people they do not know will likely see their information. And this information is very hard to remove. It is basically permanent.

**EMPHASIZE** that it's important for students to ask their parents or caregivers for permission before sharing information about themselves online.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives.

**ASK:**

*What is a digital footprint, and what did Mizzle's and Electra's footprints look like?*

A digital footprint is the information about you on the Internet. Mizzle's footprint is pretty small and does not reveal private or personal information. Electra's is large and contains information that could make her unsafe or upset others.

*What kind of information is okay to share on the Internet? What kind of information is NOT okay to share on the Internet?*

*Appropriate:* interests, hobbies, first name.  
*Inappropriate:* full name, address, hurtful information about others.

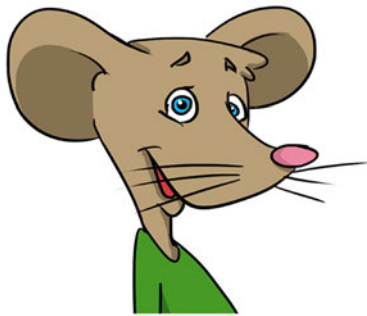
*Can you put interesting and funny information online and still be appropriate?*

Absolutely. Just look at the information that Mizzle posted.

# Digital Trail Squares

## Mizzle the Mouse

**Name:**  
Mizzle



**Where you live:**  
Mouse hole



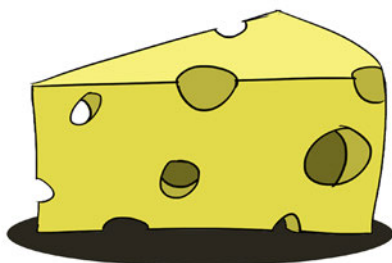
**Pet's name:**  
Frank the Flea



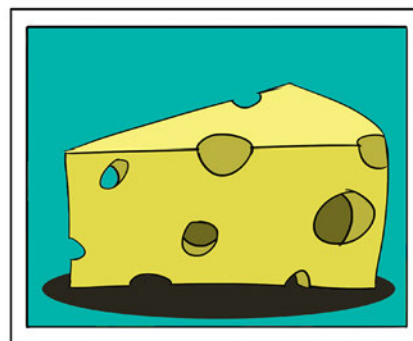
**Favorite hobby:**  
Ice skating



**Favorite food:**  
Cheese



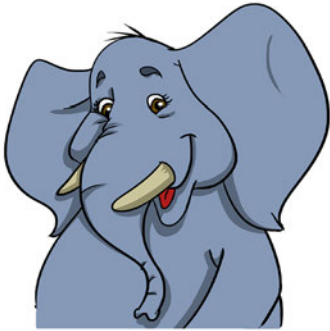
**My favorite photo:**



# Electra the Elephant

**Name:**

My full name is:  
Electra Ella Elephant



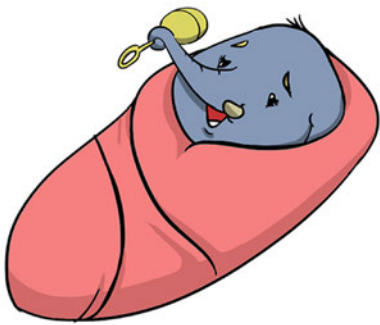
**Where you live:**

123 Water Hole Lane,  
Peanuts, Ohio



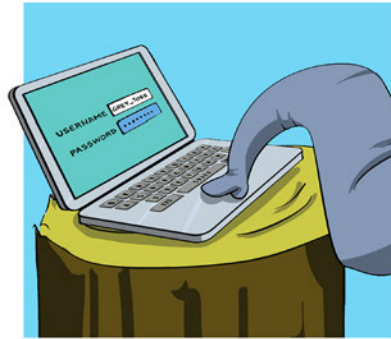
**Birth date:**

February 21, 2010



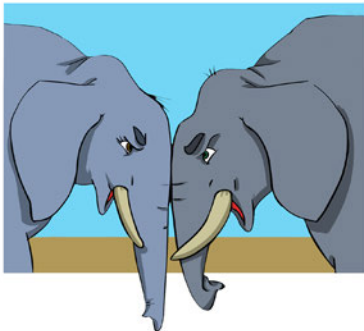
**User name:** gray\_toes

**Password:** bamboo



**Secret:**

My brother and I  
fight all the time



**My favorite photo:**



## Follow The Digital Trail

---



---

### Directions

Follow the trails of Mizzle the Mouse and Electra the Elephant. Fill in the chart below. Then answer the questions.

	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		
2. Whose house could you find?		
3. Whose birth date do you know?		
4. Whose username and password do you know?		
5. Who let out a secret on the Internet?		
6. Which animal can you describe better from his or her photo?		

### Question

1. Who can the detectives find out more about, and why?

---



---

2. Which animal has a bigger digital footprint?




---



---

3. Mizzle says some funny things about himself on the Internet. What are they?

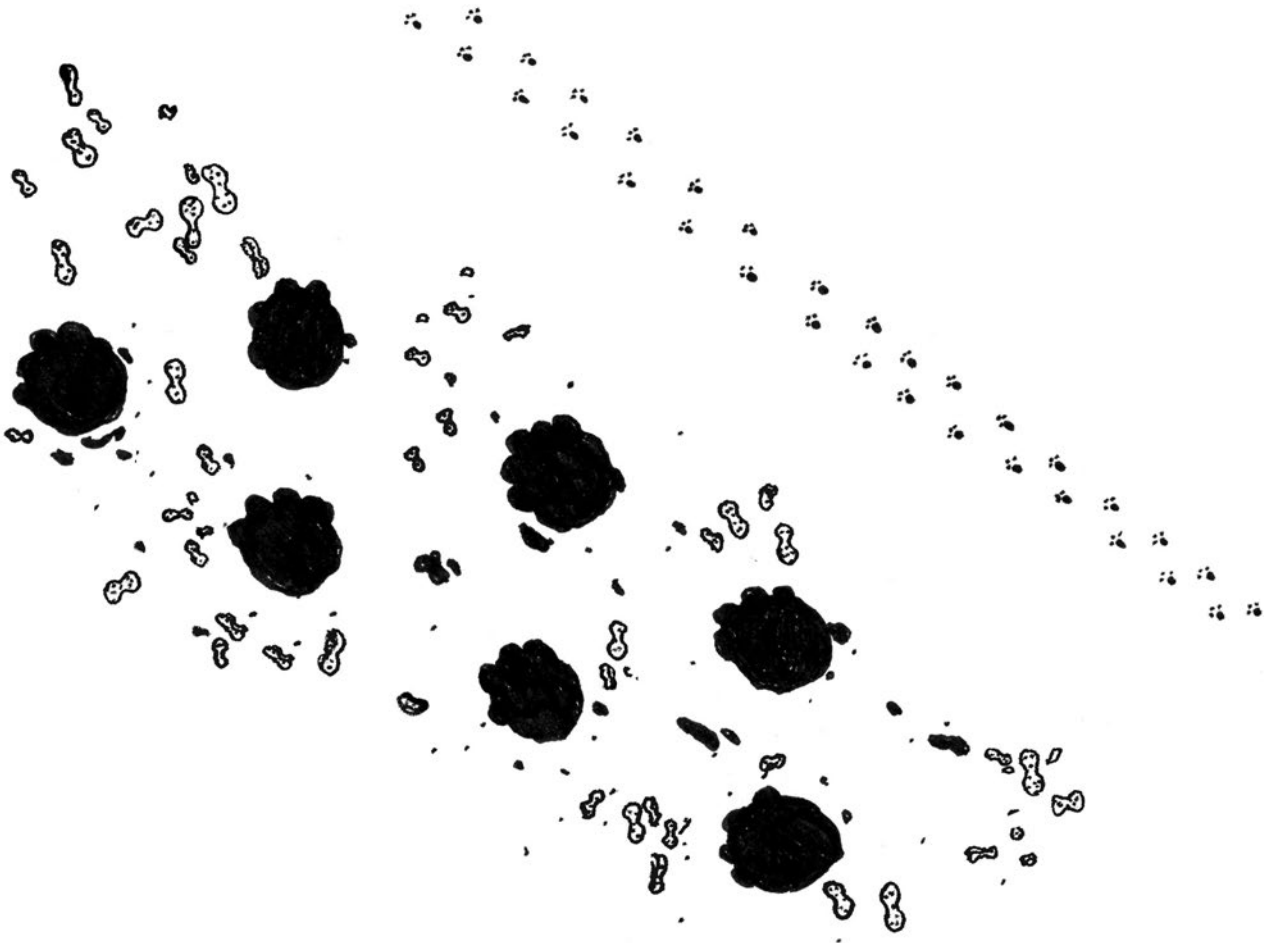
---

---

4. Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?

---

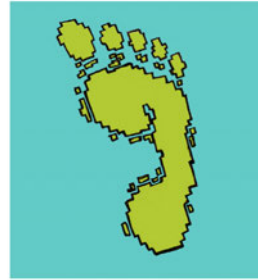
---



# Follow the Digital Trail

## 1. What is a digital footprint?

- a) A track that animals leave behind
- b) Shoes that you buy on the Internet
- c) The information about you on the Internet















## 2. What kind of information is safe to share online?

- a) Your birth date
- b) Your first name or computer username
- c) Your address



## 3. Which animal below has the digital footprint that leaves him or her most unsafe?

*HINT: Think about which animal shares the most private information online.*

	A) Fran the Fish 	B) Betty the Bird 	C) Tony the Tiger 
Hobbies	Swimming 	flying 	going to the 3rd Street gym 
Address	the sea 	a nest 	523 Green Street 
Other	pet's name is Frank 	I love seeds! 	My real name is Thomas 

- a) Fran the Fish
- b) Betty the Bird
- c) Tony the Tiger

# Follow the Digital Trail

## 1. What is a digital footprint?

- a) A track that animals leave behind
- b) Shoes that you buy on the Internet
- c) The information about you on the Internet**



*Answer feedback*

The correct answer is **c**. Your digital footprint is the information about you online, such as a news story with your name in it or something that you write online.

## 2. What kind of information is safe to share online?

- a) Your birth date
- b) Your first name or computer username**
- c) Your address



*Answer feedback*

The correct answer is **b**. It is okay to share your first name or your username online. But sharing your address or birth date could make your information unsafe because other people might use your information to pretend to be you!

## 3. Which animal below has the digital footprint that leaves him or her most unsafe?

*HINT: Think about which animal shares the most private information online.*

	A) Fran the Fish	B) Betty the Bird	C) Tony the Tiger
Hobbies	Swimming	flying	going to the 3rd Street gym
Address	the sea	a nest	523 Green Street
Other	pet's name is Frank	I love seeds!	My real name is Thomas

- a) Fran the Fish
- b) Betty the Bird
- c) Tony the Tiger**

*Answer feedback*

The correct answer is **c**. Tony the Tiger put private information online, like his address, which is not safe. Fran and Betty shared information, but they did not share anything private about themselves.



## 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](http://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**.