

Administrative Procedure 145

Digital Citizenship Procedure

Background

Holy Family C.R.D. #37 recognizes the role digital connectedness and media play in the lives of staff and students in their work, social life and in learning. In light of continuous social and educational changes the Division encourages the use of information and communication technology to prepare students and staff as digital citizens and life-long learners.

Procedures

1. Digital Access

Students and staff have ubiquitous access to the web. Access, when used appropriately, has potential to positively impact student learning.

1.1 Staff and students will have equitable access to Division technology.

1.2 Personal devices are encouraged and will be allowed in class as educational tools to support student learning.

2. Digital Commerce

Students and staff spend large amounts of money online every year. Understanding digital commerce is important and users need to understand the associated risk and opportunity.

2.1 Users will be educated in ways to protect themselves from identity theft and internet purchasing scams.

2.2 The use of Division resources for commercial endeavors is not permitted.

2.3 Users will be educated in the risks and opportunities associated with purchasing/commercial transactions across the internet.

3. Digital Communications

Technology has changed the way people communicate with each other. Communication tools in our educational setting must maintain a meaningful balance. The Division seeks to be proactive rather than reactive when dealing with digital communications.

- 3.1 Users will be educated in appropriate communications and parameters will be provided when communicating using Web 2.0 tools and social media.
- 3.2 Students will be made aware that everything they do online is part of developing their digital identity.
- 3.3 Employees of the Division need to be aware of their identity and its connection to the Division when posting online publicly viewable content.
- 3.4 Users will be educated about the nature of public sharing and the associated issues.
- 3.5 A sliding scale across grade levels will be used when enabling communication. It will be incorporated using technical approaches and education in digital citizenship.
- 3.6 Users will be educated in how to handle inappropriate communications.
- 3.7 Students with high needs will have access to high levels of access to online communications and information.

4. Digital Literacy

Staff and students need to have explicit instruction in digital literacy. Teachers and students need to understand ways to use digital tools in meaningful and appropriate ways.

- 4.1 Students will be educated in appropriate and inappropriate uses of technology.
- 4.2 Educators will be supported in their professional development specific to the use of technology and how they can use technology tools in the classroom.
- 4.3 Students will be provided opportunity to understand and use digital tools and will have time to explore their appropriate use.
- 4.4 Students will understand how to be appropriately critical of information on the internet, screening it for authenticity and validity.

5. Digital Etiquette

Staff and students will be educated in what constitutes an appropriate standard of conduct when communicating within digital contexts. Parents, who once took primary responsibility for education of etiquette, are often without adequate knowledge to do so in the digital world. Social cues in the digital world are not the same as in the physical world. Educators in the physical world are able to guide student etiquette. In the digital world much of the interaction students are involved in is private which calls for explicit guidance and instruction.

- 5.1 Staff and students will be given explicit guidance and instruction in digital etiquette.
- 5.2 Digital etiquette will include a Catholic perspective where appropriate.

6. Digital Law

Canadian digital law relies upon existing law and follows the approach that if it is illegal offline it is illegal online.

6.1 Staff and students will be educated in plagiarism and copyright and the nuances in the digital world.

6.2 Staff and students will be educated in identity theft, software theft or piracy, FOIP, online bullying, and about privacy rights.

7. Digital Security

Living in a digital world requires precautions to ensure safety and security.

7.1 Staff and students will be educated in the purpose of password security.

7.2 Staff and students will be educated in the risk of viruses and virus containment.

7.3 Students will be educated in the risks of excessive online self-revelation and cyber bullying.

8. Digital Health and Wellness

Considering the frequency that today's citizens use technology it is important to consider the physical and psycho-social impact on users.

8.1 Staff and students will understand the physical risks of frequent technology use including but not limited to repetitive stress injuries, eye strain and carpal tunnel syndrome.

8.2 Staff and students will understand excessive use of the internet and technology and how compulsive behavior can lead to stress on family, friends, and the work environment. Staff and students will understand the importance of achieving balance in leading a healthy life.

9. Digital Rights and Responsibilities

Citizens in digital communities, like traditional communities, are afforded rights and responsibilities. There are expectations of staff and students to use technology in ethical, safe, secure and responsible ways.

9.1 Students in kindergarten will have different rights and responsibilities than students in grade 12 or than staff. The division will support a sliding scale approach to responsibilities and rights.

9.2 Rights and responsibilities will balance control and management and will correspond to the amount of education users have received.

Reference: Ribble, M. (2011). Digital Citizenship in Schools (2nd ed.). Eugene, OR: International Society for Technology in Education (ISTE).

Alberta Education. (2012). Digital Citizenship Policy Development Guide.

The following four meetings are designed for staff meetings. We project these meetings will take about fifteen to twenty minutes each.

Meeting #1

Themes addressed - 1. Digital Access

9. Rights and Responsibilities

Outcomes – Teachers understand that Internet access is a human right, and it also comes with responsibilities.

For each session all teachers should have an electronic device – encourage the use of school laptops or personal devices.

Intro Activity – Create a Padlet wall (padlet.com)

* Padlet wall should be build prior to the meeting, and link shared with staff members in advance.

1. Go to www.padlet.com
2. Click “sign up”
3. Enter email address and password
4. Click “Modify wall”
5. Enter a title and description in appropriate boxes suggested: “Digital Citizenship – Teacher Session #1 – Rights and Responsibilities”
6. Post 2 questions to the Padlet wall:
 - a. How much digital access should students at your school be given?
 - b. What rights and responsibilities should come with that level of access?
7. Click “Share/export” button on the right hand side, then click the email button and your email will open and you can send the link to staff. When sending the link to staff, include the 2 questions in the body of the email, and ask staff to bring their opinions to the meeting, or optionally post to the wall prior to the meeting.

On the day of the meeting:

1. Go to www.padlet.com

2. Login
3. Click “your walls” in the top right hand corner
4. Select the appropriate wall
5. Staff can now click the link previously provided and post.
6. For specific questions, staff can put their names, or post anonymously.
7. Administrator can remove inappropriate posts.

Discuss the 2 questions in groups/think-pair-share, and add questions/conclusions to the wall. Then as a staff, discuss some common themes.

To close up, the UN statement on human rights can be mentioned to the staff:

The United Nations (May 2011, A/HRC/17/27) called for rights to the Internet as a basic human right. Two access rights were noted:

- a) the right to access online content without blocking restrictions (except in limited cases under international human rights law, e.g. child pornography); and
- b) the right to access infrastructure and information communications technologies in the form of computers, software and networks.

Let staff know where to find the DC procedure. In order to meet the objectives of the procedure, we will be introducing a Digital Citizenship education program that includes K-12.

Encourage staff to continue to post on the wall until the next session if they have further questions/concerns.

Procedures

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10. and paste the Background section to the Digital Citizenship (DC) procedure, as well as the UN statement on the wall.

11. Background

12. Holy Family C.R.D. #37 recognizes the role digital connectedness and media play in the lives of staff and students in their work, social life and in learning. In light of continuous social and educational changes the Division encourages the use of information and communication technology to prepare students and staff as digital citizens and life-long learners.

Meeting #2

Themes addressed: 3. Digital Communications

5. Digital Etiquette

Outcomes: Staff increase their awareness to communicate responsibly when accessing social media sites.

Prior to the meeting, administration should send out a link to the ATA guidelines

<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2043/Number17/Pages/QA.aspx>

Please ask staff to read this short article and come to the meeting with their questions and prepared to discuss.

At the staff meeting, create small groups and discuss

- Pros and cons of having teachers connect with current students on their personal Facebook account.
- Discuss both benefits and risks of creating classroom/school Facebook accounts to complete projects and assignments.

As a large group, share their discussion.

Show video, <http://www.commoncraft.com/video/social-media-and-workplace>

Before starting the video, request that staff members make connections between the business aspect in the video to how it relates to a school.

Watch the video

Emphasize the following point with staff by placing them on the projector or a handout

- In the Contract that all staff and students are asked to sign we are all held to this standard
 - *3.1 “ You are communicating with people, not computers. Be careful what you say about others as it reflects on you.”*

Meeting #3

Themes addressed: 3. Digital Literacy

5. Digital Law

Outcomes:

-Compile a list of skills your specific staff believes we need to teach students

-Provide a resource for staff to help them understand the issue of copyright in the classroom.

Before staff meeting please create a Titan Pad Account using these steps

1. Go to www.titanpad.com
2. Click on “Create public pad”
3. Enter your name on the right hand column where indicated.
4. Click blue button, “Share this pad”, copy the link and email it to staff so they can access it during the meeting.

To start this meeting please post this data and have staff members read

1. Livingstone & Haddon's (2011) research indicates:
 - Only 36% of children aged 9 to 16 perceived that it was *very true* that they knew more about the Internet than their parents;
 - 66% of children aged 9 to 10 say it is *not true* that they know more about the Internet than their parents;
 - 37% of students did not have the skills associated with finding safety information online;
 - 36% of students were unable to bookmark a website;
 - Nearly 50% could not change privacy settings on a social networking profile; and
 - Over 50% were unable to block spam.
2. As noted by Livingstone & Haddon, "Talk of digital natives obscures children's need for support in developing digital skills" (p. 42).

As they are reading please bring up your titan pad account so that it is projected.

The question to post on your account is "In your opinion, what digital skills should we be explicitly teaching our students?"

You can give examples such as "How to save documents to the shared drives" or "email work to teachers" or "how to use Google docs to collaborate and share their work"

As staff finishes reading, they can start posting their suggestions. Keep this list and then discuss as an admin team and as a staff on when and how to teach these skills to students.

Introduce the dangers of plagiarism and copyright over the internet, and then give staff about ten minutes to explore the live binder below to help them learn more, and then save as a resource for future questions when they arise about using internet images and copyright documents in their classroom.

bit.ly/10qKdsi (Live Binder Link)

<http://www.2learn.ca/ydp/copyrightabout.aspx#questions>

Meeting #4

Themes addressed: 2. Digital Commerce

7. Digital Security

8. Digital Health and Wellness

Outcomes: Discuss a healthy balance when using technology

To start this meeting please show this video

<http://www.youtube.com/watch?v=BYWu1XNZsq4>

After viewing discuss

1. What structures exist, or should exist in our school to combat some of this data about obesity?
 - a. Some talking points might include DPA (Daily Physical Activity) and ergonomics
2. How as teachers can we ensure that we balance the use of technology with other beneficial instructional strategies and skills?

Show them Administrative Procedure 187 to heighten their awareness that our Division has a comprehensive plan to secure our network and phishing technologies built into the browsers. All staff and students have the following responsibilities

Lock your computer when not at your workstation

Make sure you hover over internet links before clicking on them (the box that appears should match the actual destination)

Follow all FOIP rules and regulations

Abide by the Acceptable Use Agreement Contract that you all signed when starting your employment.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	

Main Resource Common Sense Media – The lessons materials can be downloaded by completing a simple, couple minute registration process.

<i>Kindergarten</i>		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Communications</p> <p>1. Lesson – Sending e-mail</p> <p>Learning Overview and Objectives</p> <p>After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.</p> <p><i>Students will be able to ...</i></p> <p>understand that the Internet provides a means of communicating with real people.</p> <p>describe how email messages are sent and received.</p> <p>demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity.</p>	<p>http://www.commonsensemedia.org/educators/lesson/sending-email-k-2</p>	<p>45 minutes</p>
<p>Digital Literacy</p> <p>1. Lesson - ABC searching (see lesson plan link ➡) You can access lesson materials through a simple registration process that takes a few minutes.</p>	<p>http://www.commonsensemedia.org/educators/lesson/a-b-c-searching-k-2</p>	<p>45 minutes</p>

<p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <p>learn how to search online by using the alphabet.</p> <p>understand how to search for a specified letter of the alphabet on a children's directory site.</p> <p>apply the results of their alphabet search to create a picture dictionary.</p>		
<p>2. Lesson - My creative work</p> <p>Learning Overview and Objectives</p> <p>Students discuss the importance of citing work, as well as recognizing that they should give themselves proper credit so that others can attribute their work when they use it.</p> <p><i>Students will be able to ...</i></p> <p>define the Key Vocabulary term credit.</p> <p>list some reasons why credit is important for an artist.</p> <p>give themselves proper credit on their own work.</p>	<p>http://www.commonsensemedia.org/educators/lesson/my-creative-work-k-2</p>	<p>45 minutes</p>

<p>Digital Etiquette</p> <p>1. Lesson Bad Netiquette Stinks– watch video (see resource link →) it is about 7 minutes long.</p> <p>The video includes activity cards for a discussion that you need to register to receive. The process takes a few minutes to complete.</p> <p>The discussion questions are</p> <p>What is Netiquette? What was Potty Mouth Pete trying to do? How do you think the mean text message from her friend made Nettie Feel Have you ever ran into anybody online who has used bad netiquette? What should you do if someone is being mean to you online?</p>	<p>http://www.netsmartz.org/NetSmartzKids/BadNetiquetteStinks</p>	<p>20 - 30 minutes</p>
<p>Digital Security</p> <p>1. Lesson – Going Places Safely</p> <p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <p>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.</p>	<p>http://www.common SenseMedia.org/educators/lesson/going-places-safely-k-2</p>	<p>45 minutes</p>

Health and Wellness For this section, a discussion or outside agency may be contacted to discuss the importance of balance between the amount of time spent “online” versus physical activity and collaborating face to face with peers.		15 – 30 minutes
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Grade One		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Communications</p> <p>1. Lesson – Follow the Digital Trail</p> <p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <p>learn that the information they put online leaves a digital footprint or “trail.”</p> <p>explore what information is appropriate to be put online.</p> <p>judge the nature of different types of digital footprints by following the information trails of two fictional animals.</p>	<p>http://www.commonsensemedia.org/educators/lesson/follow-digital-trail-2-3</p>	<p>45 minutes</p>
<p>Digital Literacy</p> <p>1. Lesson - Using Keywords</p> <p>Learning Overview and Objectives</p> <p>First, students learn to identify their research goals and choose the best keywords to achieve those goals. Then they apply their knowledge by using their keywords in a search. Students examine their search results and observe how a good choice of keywords can get them the information they want.</p>	<p>http://www.commonsensemedia.org/educators/lesson/using-keywords-k-2</p>	<p>45 minutes</p>

<p><i>Students will be able to ...</i></p> <p>understand the function of keywords and keyword searches.</p> <p>learn a step-by-step procedure for selecting suitable keywords.</p> <p>apply their chosen keywords to find the information they are looking for on the Internet.</p>		
<p>2. Lesson - Sites I Like</p> <p>Learning Overview and Objectives</p> <p>Students discover that people’s opinions about the quality and usefulness of a site will vary. As a class, students view a website and identify features that they like and those they do not like. Using the Rate My Site Student Handout, they then explore and rate another site on their own. Students compare responses and discuss their similarities and differences.</p> <p><i>Students will be able to ...</i></p> <p>identify and explore different features of an informational website.</p> <p>understand that not everyone will rate a website the same way.</p> <p>evaluate whether they like or dislike features of a site.</p>	<p>http://www.commonsensemedia.org/educators/lesson/sites-i-k-1</p>	<p>45 minutes</p>

<p>Digital Etiquette and Digital Rights and Responsibilities</p> <p>1. Lesson – Screen Out Mean</p> <p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <p>analyze online behaviors that could be considered cyberbullying.</p> <p>explain how to deal with a cyberbullying situation.</p> <p>recognize the importance of engaging a trusted adult when they experience cyberbullying</p>	<p>http://www.commonsensemedia.org/educators/lesson/screen-out-mean-2-3</p>	<p>45 minutes</p>
<p>Digital Security</p> <p>1. Lesson – Staying Safe Online</p> <p>Learning Overview and Objectives</p> <p>First, students learn about the similarities of staying safe in the real world and when visiting websites. Next, they learn about the website traffic light and complete an activity where they match statements about websites to the correct safety level of the site. Then they play an interactive game and consider how to determine which websites are just right for them.</p> <p><i>Students will be able to ...</i></p> <p>understand that being safe when they visit websites is similar to staying safe in real life.</p>	<p>http://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</p>	<p>45 minutes</p>

learn to recognize websites that are good for them to visit. recognize if they should ask an adult they trust before they visit a particular website.		
Health and Wellness For this section, a discussion or outside agency may be contacted to discuss the importance of balance between the amount of time spent “online” versus physical activity and collaborating face to face with peers.		15 – 30 minutes

Grade Two		
Learning Activities/Instruction: Digital Citizenship	Resources	Timeline
Digital Commerce and Literacy 1. Lesson – Things For Sale Learning Overview and Objectives Students explore several product sites aimed at kids, identifying elements designed to draw their attention and make them want to buy the product. They grasp how the games, videos, activities, and other appealing features of the site serve the ultimate purpose of selling the product. Students then use what they have learned to draw a home page for a product site of their own invention. <i>Students will be able to ...</i> understand that the main purpose of product sites is to encourage viewers to buy the product. recognize how a site’s fun and interesting features help sell the product. create their own product site home pages with features designed to sell their products.	http://www.commonsensemedia.org/educators/lesson/things-sale-2-3	45 minutes

<p>Digital Communications, Rights and Responsibilities, and Etiquette</p> <p>1. Lesson – My Online Community</p> <p>Learning Overview and Objectives</p> <p>Students discuss the nature of the Internet, and understand that while it is not a “real” physical place, it is made up of real people. They use a graphic representation to explain the different in-person connections they have with their family, friends, and community. Students then use the same graphic model to represent how they could connect to others on the Internet by creating maps of their potential online community.</p> <p><i>Students will be able to ...</i></p> <p>consider what it means to go online and use the Internet.</p> <p>compare and contrast how they are connected to different people and places, in person and on the Internet.</p> <p>demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.</p>	<p>http://www.commonsensemedia.org/educators/lesson/my-online-community-k-2</p>	<p>45 minutes</p>
<p>2. Lesson – Show Respect Online</p> <p>Learning Overview and Objectives</p> <p>Students begin by discussing how to be clear and respectful when they talk with people, either face to face or on the telephone. They explore the concept of tone, then compare and contrast what it is like to communicate face to face versus online. Students learn some rules that can help them express themselves clearly and respectfully when they write email messages. They then apply what they have learned by editing an email message.</p>	<p>http://www.commonsensemedia.org/educators/lesson/show-respect-online-k-2</p>	<p>45 minutes</p>

<p><i>Students will be able to ...</i></p> <p>understand how to show respect in social situations.</p> <p>recognize the importance of tone in both face-to-face and online communications.</p> <p>learn rules for writing clear and respectful emails by editing an email message.</p>		
<p>3. Lesson – Writing Good E-mails</p> <p>Learning Overview and Objectives</p> <p>Students learn that such emails have a 5-part structure that is similar to that of traditional letters. Students then analyze the parts of an email, making note of the subtle differences. Lastly, students try to identify and correct seven errors in an email, keeping in mind five proofreading guidelines.</p> <p><i>Students will be able to ...</i></p> <p>identify the five main parts of letter/email writing.</p> <p>compare and contrast the format of letter writing to that of writing emails.</p> <p>proofread a draft of an email.</p>	<p>http://www.commonsensemedia.org/educators/lesson/writing-good-emails-k-2</p>	<p>45 minutes</p>
<p>Digital Security</p> <p>1. Lesson – Powerful Passwords</p> <p>Learning Overview and Objectives</p> <p>Students learn password tips, test their existing passwords with an interactive game, and create new passwords using guidelines for powerful passwords.</p> <p><i>Students will be able to ...</i></p> <p>understand the functions of passwords.</p> <p>identify strategies for creating and protecting secure passwords.</p> <p>create their own secure passwords using the lesson guidelines.</p>	<p>http://www.commonsensemedia.org/educators/lesson/powerful-passwords-k-2</p>	<p>45 minutes</p>

Health and Wellness For this section, a discussion or outside agency may be contacted to discuss the importance of balance between the amount of time spent “online” versus physical activity and collaborating face to face with peers.		15 – 30 minutes
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<i>Grade Three</i>		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
Digital Communications, Etiquette, and Rights and Responsibilities 1. Lesson – Rings of Responsibilities Learning Overview and Objectives Students sit in circles, which depict the “Rings of Responsibility,” in order to explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online. <i>Students will be able to ...</i> reflect upon their offline responsibilities. examine their online responsibilities. learn that good digital citizens are responsible and respectful in the digital world (and beyond).	http://www.commonsensemedia.org/educators/lesson/rings-responsibility-4-5	45 minutes

<p>Digital Literacy, Security, Law. and Rights and Responsibilities</p> <p>1. Lesson – Private and Personal information</p> <p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <p>learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.</p> <p>understand what type of information can put them at risk for identity theft and other scams.</p> <p>distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</p>	<p>http://www.commonsensemedia.org/educators/lesson/private-and-personal-information-3-5</p>	<p>45 minutes</p>
<p>2. Lesson – The key to key words</p> <p>Learning Overview and Objectives</p> <p>Working in pairs, students use the Fetch! Student Handout to answer an assigned question. They use one, two, then multiple keywords, and discover that when it comes to keyword searches, more words are better than one. Using the Doggy Data Student Handout, students then devise their own search strategies to find information, using multiple keywords, synonyms, and alternative words and phrases.</p> <p><i>Students will be able to ...</i></p> <p>experiment with different keyword searches and compare their results.</p> <p>refine their searches by using multiple words, synonyms, and alternative words and</p>	<p>http://www.commonsensemedia.org/educators/lesson/the-key-to-keywords-3-5</p>	<p>45 minutes</p>

<p>phrases.</p> <p>draw inferences to explain their search results.</p>		
<p>3. Lesson – Whose is it anyways</p> <p>Learning Overview and Objectives</p> <p>Students are first introduced to the feeling of having someone pretend to have written work they created. Then they judge whether or not different situations involving students and schoolwork are acceptable. Students are introduced to proper ways to cite people’s words and ideas from the Internet, including how to write a citation.</p> <p><i>Students will be able to ...</i></p> <p>define plagiarism and describe its consequences.</p> <p>explain how giving credit is a sign of respect for people’s work.</p> <p>articulate when it is acceptable to use people’s work, and how to write a citation.</p>	<p>http://www.commonsensemedia.org/educators/lesson/whose-it-anyway-4-5</p>	<p>45 minutes</p>
<p>Digital Security and Rights and Responsibilities</p> <p>1. Lesson – Power of words</p> <p>Learning Overview and Objectives</p> <p>Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids’ game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.</p> <p><i>Students will be able to ...</i></p> <p>empathize with those who have received mean and hurtful messages.</p>	<p>http://www.commonsensemedia.org/educators/lesson/power-words-4-5</p>	<p>45 minutes</p>

judge what it means to cross the line from harmless to harmful communication online. generate solutions for dealing with cyberbullying.		
Health and Wellness For this section, a discussion or outside agency may be contacted to discuss the importance of balance between the amount of time spent “online” versus physical activity and collaborating face to face with peers.		15 – 30 minutes

Grade Four		
Learning Activities/Instruction: Digital Citizenship	Resources	Timeline
Digital Communications and Etiquette 1. Lesson – Digital Citizenship Pledge Learning Overview and Objectives Students collaborate in creating a digital citizenship pledge outlining their collective social norms for exploring in and interacting with the digital world. <i>Students will be able to ...</i> 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.	http://www.commonsensemedia.org/educators/lesson/digital-citizenship-pledge-3-5	45 minutes

<p>Digital Literacy, Law, and Health and Wellness</p> <p>1. Lesson – Picture Perfect</p> <p>Learning Overview and Objectives</p> <p>After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad. Finally, students work in groups to analyze the messages on two magazine covers featuring digitally altered photographs.</p> <p><i>Students will be able to ...</i></p> <p>recognize that photos can be altered digitally, and consider the upsides and downsides of this practice.</p> <p>discuss how photo alteration can distort our perceptions and affect our self-image.</p> <p>analyze how advertising uses photo alteration to help sell products.</p>	<p>http://www.commonsensemedia.org/educators/lesson/picture-perfect-3-5</p>	<p>45 minutes</p>
<p>Digital Law</p> <p>1. Lesson – How to Cite a Site</p> <p>Learning Overview and Objectives</p> <p>Students learn how to write citations for two different types of online sources in Modern Language Association (MLA) style, and practice doing so.</p> <p><i>Students will be able to ...</i></p> <p>explain the value of giving proper citations.</p> <p>name the components of an MLA style citation for different types of websites.</p> <p>create MLA style citations for online articles and professional sites.</p>	<p>http://www.commonsensemedia.org/educators/lesson/how-cite-site-6-8</p>	<p>45 minutes</p>

<p>Digital Security</p> <p>1. Lesson – Strong Passwords</p> <p>Learning Overview and Objectives</p> <p>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.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> identify the characteristics of strong passwords. apply characteristics of strong passwords to create new passwords. create secure passwords with their family members. 	<p>http://www.commonsensemedia.org/educators/lesson/strong-passwords-3-5</p>	<p>45 minutes</p>
<p>2. Lesson - You've won a prize</p>	<p>http://www.commonsensemedia.org/educators/lesson/youve-won-prize-4-5</p>	<p>45 minutes</p>

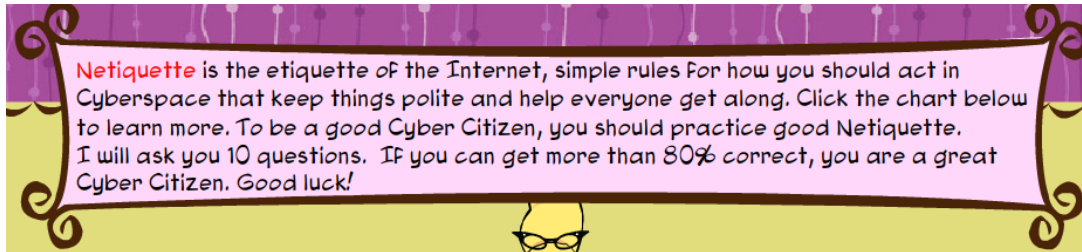
Grade Five		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Communications</p> <p>1. Lesson - Talking safely on-line (Digital Security)</p> <p>Learning Overview and Objectives</p> <p>Students discuss the difference between online and in-person friendships, explore an online chat scenario, and complete and sign a checklist for safe online chatting.</p> <p><i>Students will be able to ...</i></p> <p>compare and contrast online-only friends and in-person, face-to-face pals.</p> <p>analyze why private information should not be given to anyone online without the permission of a trusted adult.</p> <p>debate how to respond if an online-only friend asks them personal questions</p>	<p>http://www.commonsensemedia.org/educators/lesson/talking-safely-online-3-5</p>	<p>45 minutes</p>

<p>2. Lesson – Super Digital Citizen (Digital Rights and Responsibilities)</p> <p>Learning Overview and Objectives</p> <p>Students create digital superheroes who exhibit exemplary attributes and are able to solve digital dilemmas in a responsible way.</p> <p><i>Students will be able to ...</i></p> <p>compare and contrast their responsibilities to their offline and online communities.</p> <p>reflect on the characteristics that make someone an upstanding citizen.</p> <p>devise resolutions to digital dilemmas.</p>	<p>http://www.commonsensemedia.org/educators/lesson/super-digital-citizen-3-5</p>	<p>45 minutes</p>
<p>3. Lesson - Privacy Rules (Digital Law and Security)</p> <p>Learning Overview and Objectives</p> <p>Students discuss a scenario in which their private information is shared without their permission. They then learn about private information and privacy laws regulating kids' websites. Using the Privacy Checklist Student Handout, students explore the privacy policies on kids' websites.</p> <p><i>Students will be able to ...</i></p> <p>learn which information they should avoid sharing online because it is private.</p> <p>understand which kinds of websites have privacy policies, and why.</p> <p>practice checking websites they visit for privacy policies and privacy seals of approvals.</p>	<p>http://www.commonsensemedia.org/educators/lesson/privacy-rules-3-5</p>	<p>45 minutes</p>

<p>4. Lesson - What is Cyber Bullying (Digital Rights and Responsibilities)</p> <p>Learning Overview and Objectives</p> <p>Students 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.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> 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. 	<p>http://www.commonsensemedia.org/educators/lesson/what-is-cyberbullying-3-5</p>	<p>45 minutes</p>
<p>Digital Literacy and Health and Wellness</p> <p>1. Lesson – Selling Stereotypes</p> <p>Learning Overview and Objectives</p> <p>Students first watch and discuss a video of a little girl questioning why companies market boys’ and girls’ toys differently. Then they compare and contrast gender stereotypes portrayed in two LEGO® online activity zones.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> compare and contrast gender stereotypes. evaluate online media messages that convey gender stereotypes. reflect on why gender stereotypes sometimes can be limiting. 	<p>http://www.commonsensemedia.org/educators/lesson/selling-stereotypes-3-5</p>	<p>45 minutes</p>

Digital Etiquette

1. Lesson – This is a video quiz that discusses....



At the end of the quiz it gives the total in percent and asks if you would like to try again.
Also you can extend this activity by going to the blog and reading more about

- Scams
- Personal Information
- Phone Etiquette
- Public Tweets
- Bulletin Board Systems

<http://www.carnegiecyberacademy.com/unStuff/netiquette/netiquette.html>

10 – 20 minutes

Grade Six		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Communications and Rights and Responsibilities</p> <p>1. Lesson - Cyberbullying – Be Upstanding</p> <p>Learning Overview and Objectives</p> <p>Students reflect on what it means to be brave and to stand up for others. They fill out the Why Care? Student Handout, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • reflect on what it means to be brave and stand up for others offline and online. • learn to show empathy for those who have been cyberbullied. • generate multiple solutions for helping others when cyberbullying occurs. 	<p>http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8</p>	<p>45 minutes</p>
<p>Digital Literacy</p> <p>1. Lesson - Strategic Searching</p> <p>Learning Overview and Objectives</p> <p>Students learn a five-step method for planning and carrying out an online search. Students then apply what they have learned to a scenario in which they pretend they are employees in a workplace, searching for information for their job.</p>	<p>http://www.commonsensemedia.org/educators/lesson/strategic-searching-6-8</p>	<p>45 minutes</p>

<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • understand the importance of using a variety of search strategies. • master new strategies for effective and efficient online searches. • learn to create and execute a five-step plan for conducting an online search. 		
<p>Digital Law</p> <p>1. Lesson – A Creators Rights</p> <p>Learning Overview and Objectives</p> <p>Students first watch a video of young writer who talks about posting and protecting her original work online. Students then learn key vocabulary terms that will help them conceptualize issues surrounding creative work and copyright. Finally, students explore the copyright history of the “Happy Birthday” song and create an original happy birthday song of their own.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • understand that copyright is a legal system that protects their rights to creative work. • compare different ways people license their copyrighted work. • create an original song, perform it in front of the class, and reflect on their copyright for the song. 	<p>http://www.commonsensemedia.org/educators/lesson/creators-rights-6-8</p>	<p>45 minutes</p>
<p>Digital Security</p> <p>1. Lesson – Scams and Schemes</p>	<p>http://www.commonsensemedia.org/educators/lesson/scams-and-schemes-6-8</p>	<p>45 minutes</p>

<p>Learning Overview and Objectives</p> <p>Students learn what identity theft is, what kinds of information identity thieves want, and what can be done with that information. Students then analyze phony emails and identify tricks that identity thieves use online. Finally, they create a phishing email that includes the features that they have learned about, and see if classmates can identify the scams.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • understand what identity theft is and why it is important to guard against it. • learn to recognize strategies that scam artists use to access private information. • learn how to guard against phishing and identity theft. 		
<p>Digital Health and Wellness</p> <p>1. Lesson – Digital Life 101</p> <p>Learning Overview and Objectives</p> <p>Students watch the video “Digital Life 101,” which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students’ familiarity with digital media and vocabulary associated with digital life.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • learn about the 24/7, social nature of digital media. • explore their digital lives. • learn that it is important to act responsibly when carrying out relationships over digital media. 	<p>http://www.commonsensemedia.org/educators/lesson/digital-life-101-6-8</p>	<p>45 minutes</p>

<i>Grade Seven</i>		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Commerce</p> <p>1. Lesson – Music Downloading - Paying the Piper</p> <p>Through case studies students learn about the legal and ethical aspects of illegal downloading offers the best opportunity to minimize the ethics gap which allows otherwise law-abiding kids to break the rules. Research links, polls and questions are also included in this resource.</p>	<p>http://powertolearn.com/internet_skills/arts/interactive_case_studies/music_downloading/classroom/index.shtml</p>	<p>30 – 45 minutes</p>

<p>Digital Communications and Security</p> <p>1. Lesson – Safe Online Talk</p> <p>Learning Overview and Objectives</p> <p>Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the Internet Traffic Light Student Handout.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • describe positive aspects of online talking and messaging. • identify situations in which flirting and chatting become inappropriate and risky. • understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. 	<p>http://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8</p>	<p>45 minutes</p>
<p>Digital Literacy, Law and Health and Wellness</p> <p>1. Lesson – My Media</p> <p>Learning Overview and Objectives</p> <p>Students log the time they spend with different forms of digital media. From this log, students create a My Media Bar Graph, a visual snapshot of their digital media lives that illustrates the amounts of time they spend with different forms of media. Students then reflect on the role that digital media play in their lives.</p>	<p>http://www.commonsensemedia.org/educators/lesson/my-media-6-8</p>	<p>45 minutes</p>

<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • assess how much time they spend with media activities. • record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos). • formulate a viewpoint on the role that digital media play in their lives. 		
<p>Lesson 2 - Creator's Responsibilities</p> <p>Learning Overview and Objectives</p> <p>Students view and discuss the video vignette, a documentary-style story of a young creator who uses video and music clips to make his own creations. Students then read case studies and discuss the particular ethical challenges that a “cut and paste” digital culture poses with respect to creative work.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. • understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. • brainstorm solutions to dilemmas creators might encounter. 	<p>http://www.commonsensemedia.org/educators/lesson/creator%E2%80%99s-responsibilities-6-8</p>	<p>45 minutes</p>
<p>Lesson 3 - Gender Stereotypes On-line</p> <p>Learning Overview and Objectives</p> <p>Students first discuss stereotypes about boys and girls: where they come from, how we learn them, and why they can be restrictive. Students then identify and discuss gender</p>	<p>http://www.commonsensemedia.org/educators/lesson/gender-stereotypes-</p>	<p>45 minutes</p>

<p>stereotypes in the “Dress Up Your Avatar” feature of a virtual world for kids.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • define gender stereotypes and their impact on people’s identities, both online and offline. • identify gender stereotypes in a virtual world for kids. • analyze opportunities and limitations for gender expression in virtual worlds. 	<p>online-6-8</p>	
<p>Digital Health and Wellness</p> <p>Lesson 1 - Which Me Should I Be?</p> <p>Learning Overview and Objectives</p> <p>Students first consider what it means to adopt a different identity online. Next, they watch the video, “Henry’s Story – Creating Online Identities,” and discuss their responses to the different ways Henry presents himself to others on the Internet. Students complete the Take a Stand Student Handout, where they explore the ethics of exaggerating, deceiving, or adopting a different identity online. They complete the lesson by reflecting on the choices they make when they present themselves in different ways online, and the benefits and risks involved in doing so.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • reflect on the benefits and risks of presenting their identities in different ways online. • evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. • judge whether certain ways people present themselves online are harmless or harmful. 	<p>http://www.common Sense Media.org/educators/lesson/which-me-should-i-be-6-8</p>	<p>45 minutes</p>

Grade Eight		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Commerce</p> <p>Lesson 1 – Jo Cool or Jo Fool</p> <p>In the CyberTour, students accompany Josie and Joseph Cool (our two "Jos") as they visit twelve of their favourite Web sites. At each site, students must decide whether the Jos are making the right decisions. (Each scenario represents specific issues and challenges faced by kids when they surf the World Wide Web.)</p> <p>These situations are intended as springboards to help kids surf wisely and begin to think critically about online privacy, online marketing, responsible Internet use, authenticating online resources and Internet safety.</p> <p>For each scenario, students are asked to consider some key questions:</p> <ul style="list-style-type: none"> • What kind of Web site is this? What is its purpose: To inform? To sell? To entertain? To persuade? • Is it a commercial Web site? A personal home page? An educational site? How can students tell? • What decision does Jo have to make? • What should Jo look out for? What should he or she take into account before acting? • What's the "big picture" here? Is this a privacy or safety issue? A matter of authentication? Does this relate to good citizenship online? • Does Jo make the right decision? Why or why not? • <p>Students can write their answers in media journals and compare them with classmates after viewing each of the Web scenarios, or when the entire module has been completed. The CyberTour is followed by a 20-question multiple-choice CyberQuiz that reinforces the lessons that have been learned. It's recommended that students complete the CyberTour before beginning the quiz.</p> <p>At least two periods will be needed in order for students to complete both online activities. The Jo Cool/Jo Fool module is supported by a 50-page Teacher's Guide (available in PDF</p>	<p>http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers</p>	<p>30 minutes</p>

<p>format). In this guide, the Web scenarios have been categorized according to the Internet issues they raise -- authenticating online information, online safety, privacy and marketing, and responsible Internet use. Each section contains background information on the issue; links to summaries, questions and activities for related Jo Cool online scenarios; and links to additional resources on the MediaSmarts website. The Teacher's Guide also includes a print version of the CyberQuiz and accompanying answer sheet.</p>		
<p>Digital Communications, Etiquette, Literacy and Health and Wellness</p> <p>Lesson 1 - Reality of Digital Drama</p> <p>Learning Overview and Objectives</p> <p>Students compare and contrast two videos — one featuring a candid discussion between middle school students about online drama and the other featuring clips from <i>The Real Housewives</i> reality TV series. Students are encouraged to analyze generalizations about men and women in both videos, and to think critically about the ways that gender stereotypes can play out in mass media, as well as in their own lives online.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • reflect on their own impressions of digital drama. • compare underlying messages about drama on reality TV with “real world” digital drama among young teens. • think critically about the gender stereotypes associated with drama. 	<p>http://www.commonsensemedia.org/educators/lesson/the-reality-of-digital-drama-6-8</p>	<p>45 minutes</p>

<p>Lesson 2 - Cyberbullying Crossing the Line</p> <p>Learning Overview and Objectives</p> <p>Students watch the video “Stacey’s Story – When Rumors Escalate,” a documentary-style story in which a girl reflects on what it was like to be the target of cyberbullying. Students then discuss the video and related case studies in the Cyberbullying: Crossing the Line Discussion Guide.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • analyze online bullying behaviors that “cross the line.” • learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. • adopt the point of view of teens who have been cyberbullied, and offer solutions. 	<p>http://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8</p>	<p>45 minutes</p>
<p>Lesson 3 - Rework, Reuse, Remix</p> <p>Learning Overview and Objectives</p> <p>Students learn how to judge whether something is protected by fair use by using the Four Points of Fair Use Student Handout. They apply the four points of fair use to two case studies, a remixed video and a mashup song, to judge whether or not they fall under fair use. Students then create an original work of fair use by reworking copyrighted material to create a collage or a remix video.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • identify the key points required for a creative work to fall under fair use. • judge whether or not the two case studies can be called fair use. • understand the value of fair use by reworking and remixing copyrighted material in 	<p>http://www.commonsensemedia.org/educators/lesson/rework-reuse-remix-6-8</p>	<p>45 minutes</p>

<p>a collage or video.</p>		
<p>Digital Literacy</p> <p>Lesson 1 - Identifying High-Quality Sites</p> <p>Learning Overview and Objectives</p> <p>As a class, students discuss how print materials (books and newspaper or magazine articles) are published. Then they compare and contrast this process with publishing on the Internet, learning that there are no built-in checks for accuracy or quality on the Internet. Therefore, they must use their own criteria to judge the trustworthiness and usefulness of websites.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. • learn criteria that will help them evaluate websites. • apply the criteria to a site to determine how trustworthy and useful it is. 	<p>http://www.commonsensemedia.org/educators/lesson/identifying-high-quality-sites-6-8</p>	<p>45 minutes</p>
<p>Digital Law, Security and Rights and Responsibilities</p> <p>Lesson 1 - Trillion Dollar Footprint</p> <p>Learning Overview and Objectives</p> <p>Students watch the video “The Digital Footprint” to learn how information online can easily get out of one’s control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called “Trillion Dollar Footprint” and decide which would make a more honest host who works well with others. A key message of the</p>	<p>http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8</p>	<p>45 minutes</p>

<p>lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent. • recognize that people's online information can be helpful or harmful to their reputation and image. • consider their own digital footprints and what they want those footprints to be like in the future. 		
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<i>Grade Nine</i>		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Commerce</p> <p>Lesson 1 – Watch a 3 minute video about shopping online. A little research can help you get the best deal and avoid unnecessary hassles.</p> <p>Discuss the messages as a group.</p>	<p>http://www.onguardonline.gov/media/video-0082-online-shopping-tips</p>	<p>10 minutes</p>

<p>Lesson 2</p> <p>Powerpoint presentation on digital commerce –</p> <p>Digital Citizenship Teacher: Miss Lindsay Students presenting: Aya & Aisha Class: IT Grade: 9</p> <ul style="list-style-type: none"> • The electronic buying and selling of goods. • Nine Themes of Digital Citizenship 1. Digital Etiquette : electronic standards of conduct or procedure . 2. Digital Commerce : electronic buying and selling of goods. 3. Digital Literacy : process of teaching and learning about technology and the use of technology. 4. Digital Access : full electronic participation in society . 5. Digital Communication : electronic exchange of information. 6. Digital Law : electronic responsibility for actions and deeds Digital Rights & Responsibilities : those freedoms extended to everyone in a digital world . 8. Digital Health & Wellness : physical and psychological well-being in a digital technology world . 9. Digital Security (self-protection) : electronic precautions to guarantee safety. • Benefits of digital commerce A large share of market economy is being done electronically. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace. Students need to be taught that options in a non-electronic society are also found in an electronic society. The rise of the digital economy does not change the issue of right and wrong, but it does enhance the user’s access to buying and selling goods • Limitations of Digital commerce Even though Digital commerce has a lot of benefits it also has some limitations. A limitation of digital commerce is that it may be misused for example in online gambling. • Anything, anytime, anywhere . . We no longer live in a material world. Do you remember the mechanical typewriters. When was the last time you typed something using it? How we acquire and use information is undergoing dramatic change. This is largely due to the combined use of computer, database, and communications technologies . • Insight By looking at different sites showing electronic commerce you might gain insight in this topic. Therefore we are going to show you a video previewing some 	<p>http://www.slideshare.net/guest163e23/digital-citizenship-248146</p>	<p>30 minutes</p>
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<p>websites that include and you are able to buy and sell things through the website</p> <ul style="list-style-type: none"> • Impact Digital Commerce has a huge impact on the society. Electronic publication and dissemination of information may someday alter society and cultures of the world. 		
<p>Lesson 3 - Play the game answering a series of questions to learn about internet scams and phishing schemes.</p> <p>Phishers are looking to lure you with bogus emails and pop-ups that seem safe. Will you take the bait or live to swim another day?</p>	http://www.onguardonline.gov/media/ga-me-0011-phishing-scams	20 minutes

<p>Digital Communications and Rights and Responsibilities</p> <p>Lesson 1 - Oops Broadcast on the Internet</p> <p>Learning Overview and Objectives</p> <p>Students view one of two student vignette videos. Students then discuss, role-play, and offer solutions to an online privacy dilemma from the corresponding video discussion guide to demonstrate their understanding of the possible consequences of inappropriate sharing (oversharing).</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • identify some of the benefits of sharing information online. • reflect on the risks of sharing inappropriate information (oversharing) online. • think critically about what they choose to post and share about themselves online. 	<p>http://www.commonsensemedia.org/educators/lesson/oops-i-broadcast-it-internet-6-8</p>	<p>45 minutes</p>
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<p>Lesson 2 - Turn Down the Volume on Cyberbullying and Cruelty</p> <p>Learning Overview and Objectives</p> <p>Students view the video, “Ricardo’s Story – Making Fun of Others Online,” and identify the factors that contribute to online cruelty. Students then watch the video, “Stacey’s Story – When Rumors Escalate,” identify the roles of various players in the video, and describe what upstanders can do to lessen the effects of this online cruelty. Students then create diagrams on their Dial It Down Student Handout to show how online cruelty can either escalate or de-escalate.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • reflect on the factors that intensify online cruelty and cyberbullying. • identify what targets and upstanders can do when online cruelty occurs. • recognize their own role in escalating or de-escalating online cruelty. 	<p>http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10</p>	<p>45 minutes</p>
<p>Digital Literacy and Etiquette</p> <p>Lesson 1 – Feelings on Display</p> <p>Learning Overview and Objectives</p> <p>Students watch a video in which teens candidly discuss the atmosphere of judgement and criticism they associate with photo sharing on social network sites, and the double standard that applies to boys and girls. Students then reflect on their own experiences with photo editing, posting, commenting, and tagging – and draw connections between these experiences and broader social messages about gender.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • identify examples of teens evaluating one another’s photos online. 	<p>http://www.commonsensemedia.org/educators/lesson/feeling-on-display-9-12</p>	<p>45 minutes</p>

<ul style="list-style-type: none"> • compare and contrast attitudes toward boys and girls regarding editing, posting, and commenting on personal photos that are posted on social network sites. • analyze broader gender norms and media messages that may frame the way people use and interpret photos on social network sites. <p>Note: This lesson centers on photos on social network sites, specifically sites that allow users to choose profile pictures and upload personal images. Before starting this lesson, you may want to take an informal survey of the kind of social media that your students use. For students who do not have social network profiles, you can ask similar questions about students' headshots or "senior pages" in the school yearbook. Or, alternatively, have them imagine what it would be like to upload personal photos to an online profile.</p>		
<p>Digital Law</p> <p>Lesson 1 - Copyrights and Wrongs</p> <p>Learning Overview and Objectives</p> <p>First, students learn a basic foundation of legal principles and vocabulary related to copyright. They understand how such factors as the rules of copyright law, the values and intent of the original creator, and the audience and purpose should affect their decisions about using the creative work of others. Using the Mad Men Student Handout, students then apply these principles to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • identify the legal and ethical considerations involved in using the creative work of others. • understand an individual's rights and responsibilities as a creator and consumer of content. • practice critical thinking and ethical decision making about the use of creative 	<p>http://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs-9-12</p>	<p>45 minutes</p>

works.		
<p>Digital Security</p> <p>Lesson 1 - Using an interactive site, investigate the dangers and safety issues of chat rooms and mobile phones.</p> <p>The CyberNetrix computer-based activities have been designed for secondary students from years seven to nine as a cross-curricula, cross-year level resource. There is a teacher guide and 11 downloadable student activities.</p> <p>Please select from the following links to access the resources. Teachers are advised to review this resource to determine its suitability and relevance for students.</p>	<p>http://www.cybersmart.gov.au/cybernetrix/index.html</p>	45 minutes
<p>Digital Health and Wellness</p> <p>Lesson 1 - Digital Life 102</p> <p>Learning Overview and Objectives</p> <p>Students test their knowledge of digital media and learn some statistics about media use by taking the Got Media Smarts? Student Handout quiz. They then create written similes, collages, or digital animations to express the role media plays in their lives. After watching the video, "Perspectives on Social Media," they draw conclusions about the positive and negative ways digital media affect them and influence the larger culture.</p>	<p>http://www.commonsensemedia.org/educators/lesson/digital-life-102-9-12</p>	

<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • learn basic statistics about the current digital landscape. • explore the role that media plays in their lives. • reflect on the positive and negative impact digital media have on themselves and on society. 		
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<i>Grade Ten</i>		
Learning Activities/Instruction: <i>Digital Citizenship</i>	Resources	Timeline
<p>Digital Commerce</p> <p>A detailed presentation with youtube video about digital commerce, with the goal of teaching individuals how to participate safely.</p>	<p>http://prezi.com/msn0kjlddcsr/digital-commerce/</p>	<p>30 - 45 minutes</p>

<p>Digital Communications and Health and Wellness</p> <p>Lesson 1 - My Online Code</p> <p>Learning Overview and Objectives</p> <p>Students analyze a mock social networking page based on these ethical considerations. Students then learn about digital citizenship and the different levels of online responsibility (to self, friends and family, and community).</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • understand the concept of online ethics as it applies to four key areas. • define digital citizenship and identify their online responsibilities. • explore online ethics by analyzing a mock social networking page. 	<p>http://www.commonsensemedia.org/educators/lesson/my-online-code-9-12</p>	<p>45 minutes</p>
<p>Lesson 2 - Overexposed, Sexting and Relationships</p> <p>Learning Overview and Objectives</p> <p>Students watch a video about a girl who sent a “sext” message to her boyfriend, which he shared with others. After discussing the video, students create an ending to a story about a girl who is being pressured to “sext.” They brainstorm ways to avoid sexting and to use digital technologies responsibly in romantic relationships.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • explore the role of digital technologies in romantic relationships. • understand risky forms of self-disclosure and their possible consequences. • identify strategies for avoiding sexting while enhancing positive relationships. 	<p>http://www.commonsensemedia.org/educators/lesson/overexposed-sexting-and-relationships-9-12</p>	<p>45 minutes</p>

<p>Digital Literacy</p> <p>Lesson 1 - Building Community On-line</p> <p>Learning Overview and Objectives</p> <p>Students explore the factors that increase community engagement on the Internet, such as social media messaging and sharing photos, videos, information, or opinions. They then apply what they have learned about building online community by designing their own websites that foster community.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • observe and analyze the factors that foster positive community, both offline and online. • identify characteristics of websites that excel at creating positive online community. • demonstrate their understanding of how to build positive community online. 	<p>http://www.commonsensemedia.org/educators/lesson/building-community-online-9-12</p>	<p>45 minutes</p>
<p>Digital Etiquette</p> <p>Lesson 1 - by Tracy Anderson</p> <p>Part I: Digital Etiquette</p> <p>Opener: Power point of images from computer chats, etc. that demonstrate mostly poor computer etiquette. Teacher to create since this could be campus specific.</p> <p>Have students talk with their shoulder partner about how the images make them feel. If the class is one that will openly discuss then allow open discussion of the images for a brief moment. Maybe you will hear things like: "I don't think there is anything wrong with how this is typed" or "the internet is secret so I can type whatever I want"</p> <p>Transition to the BrainPop video on Computer Etiquette. (3:58)</p>	<p>http://www.brainpop.com/technology/computersandinternet/digitaletiquette/</p>	<p>20 minutes</p>

<p>http://www.brainpop.com/technology/computersandinternet/digital etiquette/</p> <p>Once the video has stopped give shoulder partners time to discuss the brainpop video once a few minutes have gone by then open up the images from the beginning of the lesson and then have each partner grouping discuss how/why this might not be demonstrating proper digital etiquette.</p> <p>Have the groups brainstorm how the slide could be corrected if it can be.</p>		
<p>Digital Law</p> <p>Lesson 1 - Beg, Borrow Steal – Case Study</p> <p>This lesson also comes with a quiz, research links and questions.</p>	<p>http://powertolearn.com/internet_smart/s/interactive_case_studies/fair_use/fair_use_school/start.shtml</p>	<p>30 minutes</p>
<p>Digital Security and Health and Wellness</p> <p>Lesson 1 - Risky On-line Relationships</p> <p>Learning Overview and Objectives</p> <p>Students learn why the term “online predator” is misleading, and how to identify more realistic forms of inappropriate contact. Students then discuss a story about a teen’s risky online relationship, and draw conclusions about how to stay safe online.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • compare and contrast stereotypes and realities when it comes to Internet “stranger danger.” • learn guidelines for determining safe online relationships, especially with strangers 	<p>http://www.commonsensemedia.org/educators/lesson/risky-online-relationships-9-12</p>	

<p>or casual acquaintances.</p> <ul style="list-style-type: none"> brainstorm ways to help teens avoid risky online behavior. 		
<p>Digital Rights and Responsibilities</p> <p>Lesson 1 - Who Are You Online</p> <p>Learning Overview and Objectives</p> <p>Students begin by looking at a slideshow of people and their avatars and reflecting on how people can present themselves online. Students then watch a video of a teen talking about what it means to be “real” or “fake” online and discuss the video in groups, relating these issues to their own online selves. They learn that assuming different personas online carries both benefits and risks.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> reflect on the similarities and differences in how people represent themselves online and offline. understand that they might choose to show different parts of themselves online, depending on context and audience. consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context. 	<p>http://www.commonsensemedia.org/educators/lesson/who-are-you-online-9-12</p>	

Grade Eleven		
Learning Activities/Instruction: Digital Citizenship	Resources	Timeline

<p>Digital Commerce</p> <p>Go over the list of guidelines for teen use. Show the video which provides detailed information about using specific sites such as iTunes, Amazon, eBay and Kijiji safely.</p>	<p>http://www.youtube.com/watch?v=e7jCzedYgj0</p> <p>http://digiteen.wikispaces.com/Digital+Commerce</p>	<p>40 – 45 minutes</p>
<p>Digital Communications, Health and Wellness and Rights and Responsibilities</p> <p>Lesson 1 - Taking Perspective on Cyberbullying</p> <p>Learning Overview and Objectives</p> <p>Students begin by exploring a scenario from the TV show <i>Friday Night Lights</i>, in which a teen girl creates a hate website about another girl. Students take the perspective of different characters and brainstorm alternative decisions each character could have made. Finally, students discuss what actions they can take when they encounter online cruelty in their own lives, including how to be an upstander. (Note: The term “online cruelty” encompasses what is often referred to as “cyberbullying,” but it covers a broader range of behaviors and may speak more effectively to teens than the term cyberbullying. We use the term “online cruelty” throughout this lesson.)</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • articulate why it’s important to consider the perspectives of others in online (and offline) communities. • consider the motivations and feelings of all the parties involved in an incident of online cruelty. • draw conclusions about how they should respond when someone is the target of online cruelty. 	<p>http://www.commonsensemedia.org/educators/lesson/taking-perspectives-cyberbullying-11-12</p>	<p>45 minutes</p>

<p>Lesson 2 - Becoming a Web Celeb</p> <p>Learning Overview and Objectives</p> <p>Students analyze the journeys of real “Web celebs,” including some of the harsh comments they’ve received online, and recognize how these comments may affect other viewers as well as their targets. Students then engage in a discussion about gender roles, thinking critically about the different pressures men and women may face in the public eye.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • evaluate the benefits and drawbacks of becoming an online celebrity, using case studies to frame and support their arguments. • identify the different kinds of criticism that men and women receive as they gain public attention, and how this reflects broader gender roles. • discuss the impact that negative comments can have on both their targets and their viewers. 	<p>http://www.commonsensemedia.org/educators/lesson/becoming-a-web-celeb-9-12</p>	<p>45 minutes</p>
<p>Digital Literacy and Law</p> <p>Lesson 1 - Rights, Remixes, and Respect</p> <p>Learning Overview and Objectives</p> <p>Students review their knowledge of copyright and fair use, and examine a case study involving the appropriation of music by a popular band. Students then form groups in which they role-play different stakeholders in the music industry, and then debate the ethical and legal issues involved in using other people’s creative work in practices such as remixes and sampling.</p> <p><i>Students will be able to ...</i></p>	<p>http://www.commonsensemedia.org/educators/lesson/rights-remixes-and-respect-9-12</p>	<p>45 minutes</p>

<ul style="list-style-type: none"> • define the key concepts of inspiration, appropriation, copyright, and fair use and examine how they relate to creative work. • understand the legal and ethical debates that surround using other people's creative work. • consider the perspectives of the original creator, potential audiences, and the broader community when using others' material. 		
<p>Lesson 2 - College Bound</p> <p>Learning Overview and Objectives</p> <p>Using the Admissions Packet Student Handout, they view elements of two students' digital footprints and consider how the footprints might affect those students' admission to college. Students then discuss what kinds of information they would want included in their own digital footprints, and learn strategies for shaping a positive online presence.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • learn that they have a public presence online called a digital footprint. • recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment. • consider how to present an authentic and positive image of themselves online. 	http://www.commonsensemedia.org/educators/lesson/college-bound-9-12	<p>45 minutes</p>
<p>Digital Etiquette</p> <p>Lesson 1 - Nicole Lewandowski</p> <ol style="list-style-type: none"> 1. PRIOR KNOWLEDGE: Provide students with the dictionary.com definition of "Etiquette" :conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any occasion. 2. Students will brainstorm examples of how they demonstrate etiquette via "Partner 	<p>http://www.educationworld.com/a_lesson/lesson/lesson274.shtml</p> <p>http://meodm.edu.glogster.com/digital-security-digital-citizenship/</p>	<p>30 minutes</p>

Pass”

3. After the timer is up, students will highlight any of their ideas in the list that are specific to digital etiquette/the use of technology
4. Students will be called on at random to share their digital examples, and add to their existing lists

ACTIVITY: Create a set of classroom norms following the topic “Cell Phone Use in the Classroom”

1. Students will each receive a sticky note to write one norm to contribute to the class
2. Remind students to write a norm they honestly believe in and would follow-remember, etiquette is a social construct, it only exists if the majority accept and follow it!
3. Require students to write in complete sentences, the teacher is not “editing” their proposed norms
4. Teacher-generated poster of the completed, agreed upon norms
5. There are tons of other ideas for activities at
http://www.educationworld.com/a_lesson/lesson/lesson274.shtml

CHECK FOR UNDERSTANDING: Ticket out the Door

1. On a half sheet of paper have the students write one example of how they can demonstrate digital etiquette for each letter in the word “etiquette”:

E: ____

T: ____

I: ____

Q: ____

U: ____

E: ____

T: ____

T: ____

E: ____

Glogster Poster: Example - http://meodom.edu.glogster.com/digital-security-digital-citizenship/		
Digital Security Lesson 1 - What's the Big Deal about Internet Privacy Learning Overview and Objectives Students examine a scenario in which a research company collects information about them. They reflect on concerns they might have, and they learn about the kinds of information websites collect. They learn that sites are required to post their privacy policies and that kids should check those policies on the sites they visit. <i>Students will be able to ...</i> <ul style="list-style-type: none"> • explore the concept of privacy in both a real-world setting and online. • understand how and why companies collect information about visitors to their websites. • learn and use online privacy terms. • learn that websites are required to post privacy policies. 	http://www.commonsensemedia.org/educators/lesson/whats-big-deal-about-internet-privacy-6-8	45 minutes

Grade Twelve		
Learning Activities/Instruction: Digital Citizenship	Resources	Timeline

<p>Digital Communications</p> <p>Lesson 1 - Breaking Down Hate Speech</p> <p>Learning Overview and Objectives</p> <p>Students learn to recognize hate speech by reading an article or by analyzing a brief video. They then explore school-wide solutions for addressing hate speech by role-playing a student mediation committee and creating guidelines for online and offline communities.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • recognize hate speech and its impact on individuals, groups, and communities, both online and offline. • analyze situations to determine if they constitute hate speech. • create a set of community guidelines for dealing with online and offline hate speech at school. 	<p>http://www.commonsensemedia.org/educators/lesson/breaking-down-hate-speech-9-12</p>	<p>45 minutes</p>
<p>Digital Literacy, Law, and Rights and Responsibilities</p> <p>Lesson 1 - Private Today, Public Tomorrow</p> <p>Learning Overview and Objectives</p> <p>Students read a true story about the unintended consequences of sharing a compromising photo, and then they consider how this situation might be different if someone else shared the photo. Next, students brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information about others online, and create a decision</p>	<p>http://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-12</p>	<p>45 minutes</p>

<p>tree to guide them through future choices.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • consider the possible benefits and risks of sharing information online. • recognize the importance of context in posting or viewing online images. • understand what choices they need to make to protect the privacy of others online. 		
<ul style="list-style-type: none"> • Lesson 2 - Retouching Reality <p>Learning Overview and Objectives</p> <p>Students explore various benefits and drawbacks of photo manipulation with three case studies. The first prompts students to think about photo editing as a fun and artistic activity. The second raises ethical questions about altering photos, specifically within the context of journalism. The third invites students to think about the impacts that digitally manipulated photos have on different audiences. All three case studies highlight various ways that online communities both celebrate and regulate digital photo manipulation.</p> <p>Note: Though the issue of digital photo manipulation may seem specific, it can be used as an example of the much larger and more general problem of what happens when easy access to user-friendly new technologies outpaces the formation of an ethical roadmap regarding their use.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • consider both the creative benefits and ethical drawbacks of digital photo manipulation. • understand the importance of purpose and context in evaluating digitally edited images. 	<p>http://www.commonsensemedia.org/educators/lesson/retouching-reality-9-12</p>	<p>45 minutes</p>

<ul style="list-style-type: none"> think critically about how the Internet allows users to both celebrate and regulate our “copy-change-paste” culture. 		
<p>Lesson 3 - Collective Intelligence</p> <p>Learning Overview and Objectives</p> <p>Students consider both the benefits and drawbacks of using collective intelligence in different contexts. Students work in groups to develop materials for a website about their school, and then compare their experiences.</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> learn about the concept of collective intelligence, and how it works both online and offline. consider when collective intelligence may be valuable or not. explore the benefits and drawbacks of working as a team to create new information or products. 		
<p>Digital Security</p> <p>Lesson 1 - Does It Matter Who Has Your Data?</p> <p>Learning Overview and Objectives</p> <p>Students then break into small groups and, using the Same Search Student Handout, examine the fictionalized Web results of two people with different demographic backgrounds who search on the same topic. Based on this analysis, they explore the benefits and risks of online tracking and targeting, and learn strategies for managing what happens with their own online data.</p>	http://www.commonsensemedia.org/educators/lesson/does-it-matter-who-has-your-data-9-12	<p>30 minutes</p>

<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • recognize that companies collect several types of information about them when they go online. • think critically about the benefits and risks of online tracking and targeting, and of the content that is offered based on collected data. • learn strategies for managing what happens with their information online. 		
<p>Health and Wellness</p> <p>Lesson 1 - Possibility to invite a member of an outside agency to talk to students on anxiety issues due to texting, stress, addictive behaviours.</p>		45 minutes