

Unit Title: Digital Citizenship

Grade Level: 3rd-5th

Subject Area: Digital Citizenship/Literacy

Duration/Length/Number of class periods: One week, 30-45 minutes each day.

Description:

Lesson #1: Each day, we make choices about the media that we watch and create. However, do students really understand what makes these choices healthy or not? The goal of this lesson is to teach students the differences between healthy and not healthy choices online.

Lesson #2: Our digital footprint lasts forever! This is why it is critical to teach students today how important it is to stay respectful, kind, responsible and safe online. Kids don't always realize that digital footprints are not just a personal matter either.

Lesson #3: We need to protect ourselves every moment that we are online. Our private and personal information is risky and we need to be cautious on when to share them. This is why we need to teach students what personal and private information is and why it is vital that we protect it.

Lesson #4: This last day is not so much a lesson, but more of a fun way to wrap up our learning on digital citizenship. To review concepts and as a formative assessments, students will be escaping from the Digital Citizenship Escape Room with a partner.

Established Goals (National, State, Local):

ISTE STANDARDS:

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

My Media Choices - Lesson #1

What [Enduring Understandings](#) are desired?

- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

What [Essential Questions](#) will be considered?

What makes a healthy media choice?

Students will know/be able to:

- Learn the "What? When? How Much?" framework for describing their media choices.
- Use this framework and their emotional responses to evaluate how healthy different types of media choices are.
- Begin to develop their own definition of a healthy media balance.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
My Media Choices Tracker - a pre-assignment for the unit where students track their media for a week. To introduce this lesson, students can share some of the media choices that they made during that week. (5 minutes).			x	x			
Discuss what the word "media" means. Media is <i>all of the ways that large groups of people get and share information</i> . Have the students brainstorm and share all the places that they could get information online. Write their ideas down! Some ideas might include movies, games, the news, and social media.			x	x			
What is a media choice? Refer back to the My Media Choice Tracker that the students completed. Were all of these media activities choices? YES! In the discussion, talk about how all media choices are different! Some make us feel good and others might make us feel bad. In the next activity, the students will determine if different media choices were good or bad.			x	x			

Guide the students in an activity where they are given different, made-up, media choices. (10-15 minutes). (From teacher presentation).				X		X	
Conclude lesson #1 with a video about My Media Balance . Have the students complete the exit ticket answering the question “what is media balance.” This exit ticket can be completed on a sticky note!	X			X		X	

Materials, tools and resources:

- [My Media Choice Tracker](#)
- Optional extension: [Twalkers game](#)
- [Lessons 1-3 Slides](#)

Unit Plan Author Madeline Ferris, Montessori Teacher, Washington Elementary School, Owatonna, MN
mferris@isd761.org

Additional credit given to: Common Sense Education

My Digital Footprint - Lesson #2

What [Enduring Understandings](#) are desired?

- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

What [Essential Questions](#) will be considered?

How does our online activity affect the digital footprints of ourselves and others?

Students will know / be able to:

- Define the term "digital footprint" and identify the online activities that contribute to it.
- Identify ways they are – and are not – in control of their digital footprint.
- Understand what responsibilities they have for the digital footprints of themselves and others.

Description	Fo rm ati ve	Su m m ati ve	Intr od uct ory Act	Le arn ing Act ivit y	Stu de nt Tec hn olo	Tea cher Tec hnol ogy	ISTE Sta nda rds
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To introduce the lesson, have the students play the online game Share Jummer. (15 minutes). This game will help introduce key concepts.			x	x	x		
Show image #1 from the slide deck. Ask the students: what do you notice in this image? What can you infer about the animal that left this? Repeat this discussion with image #2.	x		x	x		x	
Explain what a digital footprint is - <i>a record of what you do online, including the sites you visit and the things you post.</i>				z			
ENTER THE BADROMEDA with NetSmartz. Watch the 6-minute episode where the characters of NetSmartz have to make online choices and face cyberbullies.				x		x	
Using slides #9-#11, lead the class in a discussion regarding cyberbullying. 1. Slide #20: whole class 2. Slide #21 Small groups (tables) 3. Slide #22 partner share (study buddies)	x				x	x	
End with the statement: In addition to the physical footprints we leave on the earth, we also leave a footprint when we're online. And that footprint, just like a fossil, can tell a lot about us and can last for a very long time. Have this statement written on a poster paper. Have the students agree to being responsible online by creating a positive footprint for themselves and for others.				x			
Conclude the lesson by having the students take a quick <u>1-minute quiz online.</u>	x				x		

Materials, tools and resources:

Internet Safety at Home English/Spanish Infographic

Share Jumper Game

[Lessons 1-3 Slides](#)

Enter the Badromeda Episode

Quiz

Unit Plan Author Madeline Ferris, Montessori Teacher, Washington Elementary School, Owatonna, MN

mferris@isd761.org

Additional credit given to: Common Sense Education and NetSmartz

My Safety Online - Lesson #3

What Enduring Understandings are desired? • Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. • Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
What Essential Questions will be considered? What information about you is okay to share online?
Students will know / be able to: • Identify the reasons why people share information about themselves online. • Explain the difference between private and personal information. • Explain why it is risky to share private information online.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
To introduce the lesson, have the students make up a fake secret and write that secret down on a sticky-note. Once they have their secrets done, ask the following questions and guide the students in a discussion: 1. Would you share this secret with anyone? 2. Who would you share your secret with and why? 3. How would you feel if someone told everyone your secret without your permission.			X	X		X	
Explain how secrets are just one type of personal information that we want to keep private both in person and online. We one want trusted family and friends to know	X			X		X	

our private information. Have the students brainstorm what other kinds of information are private (address, phone, number, email, passwords, full name, grades, etc).							
“Stand up if” activity → see slides! <i>The purpose of that activity was to have some fun getting to know each other better. There are many situations where sharing information about yourself can be fun and positive. One of those situations is on the internet, where sharing your likes, opinions, and other personal information – but not private information – can be positive and fun.</i>			X	X		X	
Discuss the “Did you know that?” slide! Have students share their thoughts freely about the information on this slide. Students could pair up and share a “wow” thought - a bit of information that they thought was cool.				X		X	
Watch the video about Private and Personal Information.					X	X	
Discuss the definitions of private and personal information. Why is it important to know the difference? Private information is the riskiest to share because it can be used to identify you individually.				X		X	
Wrap up by having the students take the short quiz. The students can also head to the digital passport and play many of the digital citizenship games. The best game for students to play today would be Password Protect and Share Jumper.	X	X		X	X		

Materials, tools and resources:

[Lessons 1-3 Slides](#)

[Quiz](#)

[Digital Passport](#) - Games!

Additional Extension Activity: [Be Internet Awesome Game](#)

Unit Plan Author Madeline Ferris, Montessori Teacher, Washington Elementary School, Owatonna, MN

mferris@isd761.org

Additional credit given to: Common Sense Education and BIA Curriculum

Digital Citizenship Escape Room - Lesson #4

What [Enduring Understandings](#) are desired?

- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

What **Essential Questions** will be considered?

What is digital citizenship?

Do you agree to be an honorary digital citizen?

Students will know / be able to:

- Students will be able to escape from the escape room with their partner.

In the last activity, students will be participating in a Digital Citizenship Escape Room with a partner. In this escape room, students are challenged with different questions and scenarios related to digital citizenship and what they have learned over the last three lessons. I will know that students have mastered the content of this unit if they are able to escape! I will allow students to ask for help in this escape room as a form of differentiation and to meet the needs of all students. I will consider the amount of help given in my final evaluations.

Materials, tools and resources:

[Digital Citizenship Escape Room](#)

Unit Plan Author Madeline Ferris, Montessori Teacher, Washington Elementary School, Owatonna, MN

mferris@isd761.org

Additional credit given to: Newsela, BrainPop, Match the Memory,