

DIGITAL CITIZENSHIP UNIT

Course Name: Technology

Time Frame (in minutes): 3 lessons- 30 minutes each (90 min. total)

Unit/Theme: Digital Citizenship Unit

Grade Level: 4

CONTENT AND SKILLS
Learning Objectives: • Students will learn and explain how their actions online can have consequences. • Students will differentiate between private and personal information and understand what is safe and unsafe to share online. • Students will reflect upon the importance of digital etiquette online and treating others with kindness. • Students will learn about their digital footprint and understand that what is posted online will remain with them forever. •
Students I can statements . . . • I can understand and explain how my actions online have consequences and my digital footprint will not be erased. • I can tell the difference between private and personal information and know what is safe to share online. • I can be kind online!
How will you meet the needs of SWD and ENL students? • ENL students have the option of using Book Creator's "Translation" features to change the Digital Citizenship Book Creator book into their first language. • SWD will be supported with modifications given during a typical school day or lesson.
Content Standards List all standards and how learners will meet the standard
• 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) • 4W2c: Use precise language and content-specific vocabulary.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
• 4-6.CY.1: Explain why different types of information might need to be protected. ◦ Students will meet this standard in lesson 1 when they sort examples of personal vs. private information and participate in the discussions. • 4-6.DL.6: Describe the persistence of digital information and explain how actions in online spaces can have consequences. ◦ Students will meet this standard in lesson 3 when they learn about their online

- tracks and complete an activity with examples that are safe or unsafe online.
- 4-6.DL.7: Identify and describe actions in online spaces that could potentially be unsafe or harmful.
 - Students will meet this standard in lesson 2 when they learn about digital etiquette and how their online actions can be harmful to others, and vice versa.

NYS SEL BENCHMARKS -

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 3A.2a. Demonstrate consideration for the safety and well-being of self and others.
- 3A.2b. Demonstrate knowledge of how social expectations affect decision-making and actions in multiple contexts.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Day 1: Public vs. Private Information:

- Begin- with a quick check-in called "Sit down, stand up."
 - Stand up if you or your family speak another language besides English.*
 - Stand up if you have two or more siblings.*
 - Stand up if you have a pet.*
 - Stand up if you have ever been on YouTube.*
 - Stand up if you have ever shared something about yourself online.*
- After, students share what they learned from the activity. Make the connection between sharing information with trusted peers/friends in person and sharing information with strangers online.
- Students get their iPads, log into Book Creator, and join the library with the digital book template. Students reflect on what information is OK to share online at the beginning and end of the lesson, which allows them to think about what they've learned and how they reframe their thinking after learning about private & personal information.
- Next, students complete an interactive activity on p. 8 where they drag examples into the private or personal category. **4-6.CY.1**
- Page 9- (teachers can personalize with your own answers). Use this page to model examples of how to stay safe online. Discuss the real-world consequences of what could happen if our digital identities are not protected. **4-6.DL.7**
- OPTIONAL Homework-** p.10- interview adults about how they stay safe online. This will help them make a real-world connection and create an important dialogue between students and a trusted adult about the importance of keeping their personal information safe.
- Send home a flyer to families along with the interview assignment:
 - This book will be used again for lessons on day 2 and 3 and become a resource for students to refer to when needed in the future.

- **Lesson extension:** Post the following vocabulary words from the lesson in the classroom to easily incorporate them into your classroom expectations around digital citizenship. Continue to add the vocabulary words in lessons 2 and 3 for a complete list.

hardwired:
something you are born with

personal information:
information about you that cannot be used to identify you because it is also true for many other people (e.g. your hair color or the city you live in)

private information:
information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)

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

Day 2: Digital Etiquette: Introduce the lesson by displaying slide 1 of the “Digital Etiquette” of this Google Slide presentation. Explain that today we will practice our “digital etiquette” skills, which includes using appropriate behavior online that has a positive impact on relationships and the community. We will then learn what it means to use accountable talk when posting online, and create a list of sentence starters.

- First, we need to know what “Digital Etiquette” means. Show BrainPop video, Digital Etiquette, to the class and use the pause point questions BrainPop has built into the video. This will naturally guide class discussion, as well as reinforce the concepts and vocabulary introduced in the video.
<https://www.brainpop.com/socialstudies/culture/digitalaetiquette/movie>
- Have a brief discussion of the definition of Digital Etiquette and what was learned from the video-record answers on slide 2. Connect: When we are using digital etiquette, we are acting as Digital Citizens. **4-6.DL.6**
- After viewing, show students a sample math problem with an incorrect answer (not real student work) on slide 3. Ask students to imagine this was posted by a student on our class Seesaw blog. Class discussion: Is it okay to disagree with the answer? How can we provide constructive feedback to others when they make a mistake?
- Think, pair, share- examples of possible comments. **Formative assessment- gauge the level of understanding based on student conversations and answers.*
- **Framework and guidelines for online interactions (protocols):** Tell students- one guide for acting as Digital Citizens is to THINK before we post.
- Slide 5- Introduce “accountable talk. Explain that sentence starters can be used as a framework for writing constructive and thoughtful posts. Give a few examples.
- Students then get their iPads and use the QR code to open this Padlet:
https://padlet.com/katie_fallon/b65np5e19fmc6pug
- As a class, we will read through the examples given below each comment, then give students time to add their ideas for sentence starters that use accountable talk.
- After students finish posting, display the Padlet on the Promethean board and read through the responses as a class.

- **Learners put these guidelines into practice:** Revisit the student work sample and the hurtful comment and practice using the sentence starters to create positive, constructive comments on the sample post. Reflect- how would the student who posted FEEL when reading the comments now? What is different?
- Go through the responses and create an **anchor chart** of 4 or 5 of our favorite sentence starters in each category. Copy and paste or retype them on the Google Slide presentation. *This can be copied and handed out to students, and families, and posted in the classroom as a reference throughout the year.*
- After creating a class list, slide 7 has a place for students to sign a contract when they agree to use accountable talk online. This can also be copied on the back of the anchor chart as a reminder.
 - Optional: Digital Citizenship Canva poster (link in resources). Students can sign around the outside of the poster, which can be displayed in the classroom.

Day 3: “Our Online Tracks”

- Students log into their Book Creator book and go to page 20, “Our Online Tracks”. Use the digital book pages 20-31 to guide the lesson.
- Begin with reading the Learning Objectives together as a class (p. 21).
- Students think and respond to the question, “How does our online activity affect the digital footprints of ourselves and others?” by typing their response on the page, then share answers as a class.
- Watch the Common Sense video, “Our Online Tracks” together as a class or individually. (Video linked in book)
- As a class, look at the two images of fossils and notice/wonder about the image. Students can type, write, or audio record their thoughts. Focus on connecting a fossil to a digital footprint that lasts a long time. **4-6.DL.6**
- **Key vocab focus:** Digital Footprint- define together, then complete the activity with examples on p. 27. This will provide students with concrete examples of digital footprints and recognize what is safe or unsafe and what they can and cannot control. **4-6.DL.7**
- P. 28-29: Define “responsibility”, then use the Think/Pair/Share routine to discuss our responsibilities for being online. Students complete the chart on p. 30 to solidify their understanding of online responsibilities.

End of Unit Activities:

- End of Unit Reflection- p. 32 in digital book: “Create a short video or write a paragraph explaining one thing you learned about digital citizenship and two tips you will use to stay safe online.”
- Quiz: The last step of this multi-day lesson was to conduct a summative assessment of student understanding of the topic. I used the questions from Common Sense Media for the quiz, which I created using Microsoft Forms. The results of the quiz allowed me to know if students had a solid understanding of personal vs. private information, or if reteaching was necessary.

BACKGROUND OR PRIOR KNOWLEDGE

- This is the first unit of the year on Digital Citizenship. Students may or may not have prior knowledge from previous years.

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Remixable Book Creator Book- student template:
https://read.bookcreator.com/3PRMvBLIloWiZ05NKc-ELoWxosp9lWi-ItUllmso39g/AqKOGwD9Tmy_J4lCdPV_IQ
- Digital Etiquette Presentation (day 2):
https://docs.google.com/presentation/d/1D7id4z-JMMAWhdq3bd4e1382wJXo-1-FjN-D_0Da-CI/edit?usp=sharing
- BrainPop Digital Etiquette video:
<https://www.brainpop.com/socialstudies/culture/digital Etiquette/movie/>
- Private vs. Personal Information Quiz (example: Microsoft Forms):
https://forms.office.com/Pages/ResponsePage.aspx?id=ZLm1_AgyPkeLzTMrlV6bE1zLNq8XmjRNs9ldWnEMDgxUNDU4RTICTzcxWTdDTVA5OUdUVIc2SDZKRS4u
- Family Flyer link- "Help Boost Kid's Safety, Privacy, and Security"
<https://www.common sense.org/system/files/pdf/2020-08/grades-k-5-family-tips-privacy-security-english.pdf>
- Optional: Digital Citizenship Poster:
https://www.canva.com/design/DAF-SrJ00_c/7bMqW3rnFJZhulOUcy590Q/view?utm_content=DAF-SrJ00_c&utm_campaign=designshare&utm_medium=link&utm_source=editor