

# DIGITAL CITIZENSHIP SUMMATIVE PROJECT: STICKERS

**Course Name: Tech Time**

**Time Frame: 20+ 40 minutes**

**Unit/Theme: Digital Citizenship -Summative Project**

**Grade Level: 3**

CONTENT AND SKILLS
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Students have been learning about Digital Citizenship, and have completed lessons on Social Media, awareness of their online identity, communicating appropriately online, and awareness of the impact of online activities on self, community and world.</li> <li>Students will demonstrate their learning by sharing advice for being a good digital citizen on stickers they create for school laptops and computer lab computers</li> </ul>
<b>Essential Questions (optional):</b> <ul style="list-style-type: none"> <li>How can you be a good digital citizen?</li> </ul>
<b>Students I can statements . . .</b> <ul style="list-style-type: none"> <li>I can describe ways students can be good digital citizens</li> <li>I can use a digital tool (PowerPoint) to share what I know</li> </ul>
<b>How will you meet the needs of SWD and ELL/MLL students? How will you make sure this lesson is culturally responsive?</b> <ul style="list-style-type: none"> <li>Students will have the opportunity to select the piece of advice that is most meaningful to them</li> <li>Students will pre-write their message and have the opportunity to use classroom resources and adult support to craft their message.</li> </ul>
<b>Content Standards</b> List all standards and how learners will meet the standard
<ul style="list-style-type: none"> <li>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</li> <li>3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</li> </ul>
<b>NYS Computer Science and Digital Fluency Standards</b> List all standards and how learners will meet the standard
<ul style="list-style-type: none"> <li><b>2-3.IC.2</b> Compare and explain rules related to computing technologies and digital information.</li> <li><b>2-3.DL.7</b> Understand what it means to be part of a digital community and describe ways to keep it a safe, respectful space.</li> <li><b>2-3.DL.4</b> Use a least one digital tool to create a digital artifact.</li> </ul>

- **2-3.DL.2** Communicate and work with others using digital tools to share knowledge and convey ideas.

### CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

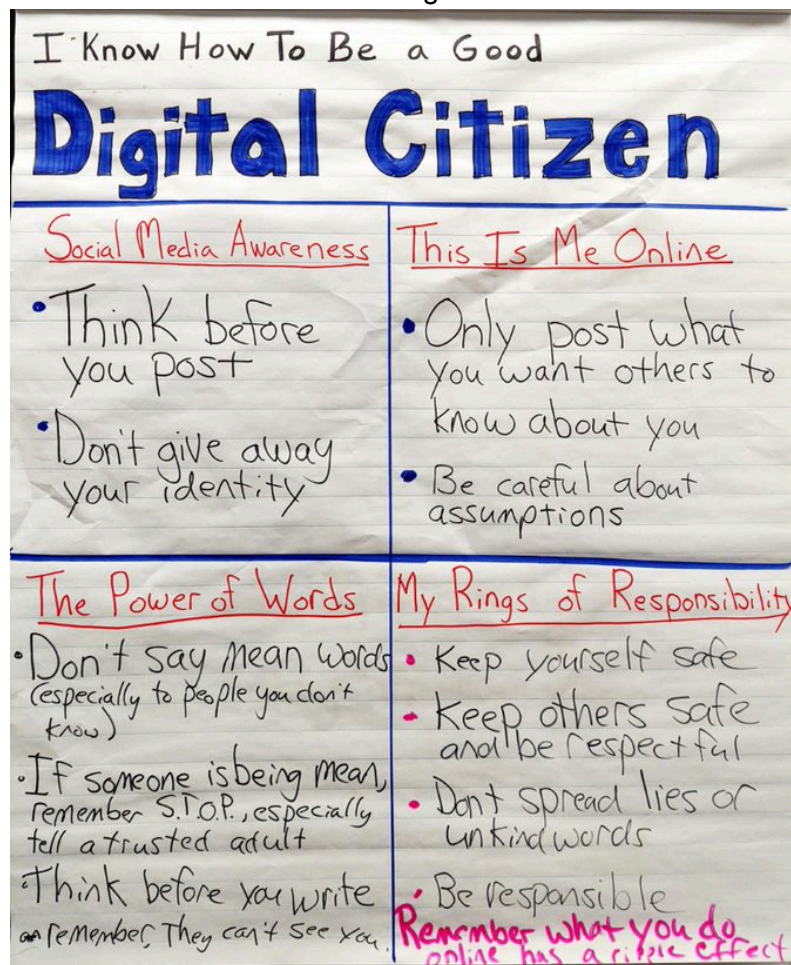
- C. Contribute to the well-being of one's school and community.

### INSTRUCTIONAL PLAN

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

Before the lesson/activity, create a [PowerPoint that can be shared](#) with all students in the class. Prepare a slide in the PowerPoint for each student.

Review the "I Can Be a Good Digital Citizen" anchor chart with the class: **2-3.DL.7**



Discuss our responsibility to share what we have learned with our fellow third graders and the rest of the school. Ask students to discuss ways they could share the information on the chart

with others. **2-3.IC.2,**

Explain that they will be creating stickers to go on school laptops to share advice for being a good Digital Citizen. They can choose 1 or 2 key points that they feel are important to share. Give students time to think about what they would want to say. Examples may include, "Think before you post," "If you see mean language online, use S. T. O. P.: Step away, Talk to a trusted adult, Only go on safe sites, Pause and think", "Remember that what you do online has a ripple effect."

Give students some time to think and choose their ideas. It is okay for more than one person to do the same thing. Optional: Split this lesson in 2 pieces and give them a night or a few hours to think about their ideas before creating.

Have students write their ideas on index cards. Support them as they check spelling and that their ideas make sense.

Direct students to the shared PowerPoint file. Make sure they can all find their designated slide.

Set expectations:

- Work only in your own slide.
- Slides should include their advice for good digital citizens and their names.
- Use formatting and images to make their slide/sticker visually appealing.

Give students 30-40 minutes to work on their slides. **2-3.DL.4, 2-3.DL.2**

As they work, circulate to support them. If you see something you'd like to encourage, point out the exemplary slide to the group.

When the file is complete, print the slides 6/page on sticker paper and apply to school computers.

Optional:

- Involve students in the work of applying stickers to strengthen the feeling of connection/ownership
- Select several slides to also print as posters for shared computing spaces, such as computer labs, libraries, or even as hallway/classroom displays
- Ask students to do a Quick write about how it feels to share what they have learned with the school, and potentially share other ideas they have for making a positive difference in the class, school or community.

### **ASSESSMENT(S) / PROJECTS / PRODUCTS**

- Completed slides/stickers

### **INSTRUCTIONAL TECHNOLOGY INTEGRATION**

- PowerPoint

### **MATERIALS / RESOURCES**

- Sharable PowerPoint Slides
- Sticker paper
- Color printer

#### **ADAPTATIONS FROM PEER FEEDBACK**

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