

# LPS K-5 Digital Citizenship

LPS has curated Digital Citizenship resources to be implemented consistently across the district. Most of the resources come from the [Common Sense Curriculum](#) and all are organized by the following six themes:

- Media Balance & Well-Being
- Privacy & Security
- Digital Footprint & Identity
- Relationships & Communication
- Cyberbullying, Digital Drama & Hate Speech
- News & Media Literacy

At each grade level, there are two topics that should be implemented within the first 30 days of school.

As needed throughout the school year, teachers are encouraged to use and implement any of these resources in their classrooms.

By learning these skills, students will be better prepared to stay safe in a digital world and to leverage technology, including AI, to their benefit.

In addition to the digital citizenship resources below, the Technology Usage Agreement (AUP) and Email slides are linked below for your convenience.

[Elementary Technology Usage Agreement \(AUP\) Slides](#)

[Elementary Student Email Slides](#)

Updated information and progress can be found at: <https://www.lps53.org/resources/technology/digital-citizenship>

**K-2**

**3-5**

**Additional Resources**

| Topics K-2                 | Grade Level | Student Outcomes                                                                                                                                                                 | Quick Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Full Lesson                                                                                                                                        |
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| Media Balance & Well-Being | K           | Students go beyond screen time to explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives. | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>Have you ever had the feeling that you've spent too much time using a device like a tablet? What were you doing? (Sometimes we are having so much fun we lose track of time.)</li> </ul> <p><i>Today, we're going to listen to a song called "Balance Is Important." This song is about some good times to put our tech away even when we don't want to. In this song, you're going to hear the word "balance" a lot.</i></p> <ul style="list-style-type: none"> <li>What does it mean to be in balance? (Define <b>balance</b> as "having equal weight or importance of something." In this case, that means keeping online and offline activities equal or in the "right" amount for you.)</li> </ul> <p><b>Watch Video:</b> <a href="#">Balance is Important</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>Why should you take a break from your device when a friend says "hi"?</li> <li>Why should you invite your friend to play when they are all alone?</li> <li>Why is it a good idea to turn off your device before going to bed?</li> <li>Why should you ask permission before taking someone's phone?</li> </ul> | <p><a href="#">Lesson Plan</a></p> <p><a href="#">Slides</a></p> <p><a href="#">Student Handout</a></p> <p><a href="#">Family Activity</a></p>     |
| Privacy & Security         | K           | Students learn how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others.                  | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>What do you need to do to stay safe when you visit new places? (go with adult, don't wander off, talk only with people you know)</li> </ul> <p><i>Today we're going to talk about how visiting places on the internet is a lot like visiting places in real life. Just like there are rules to keep safe when you visit new places in the world, there are ways to keep yourself safe online.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><a href="#">Lesson Plan</a></p> <p><a href="#">Slides</a></p> <p><a href="#">Student Handout</a></p> <p><a href="#">Safety Rules Poster</a></p> |

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|                                |     |                                                                                                                                                         | <p><b>Watch Video:</b> <a href="#">My Online Neighborhood</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• What did Arms like about the internet? What kinds of things can he do on the internet?</li> <li>• What three rules does Arms follow when he goes places online? <ul style="list-style-type: none"> <li>○ Always ask an adult you trust first.</li> <li>○ Only talk to people you know.</li> <li>○ Stick to places that are just right for you.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <p><a href="#">Family Tips</a></p>                                                                                                                                                                                  |
| Digital Footprint              | 1st | Students learn the benefits and risks of online sharing and explore how a digital persona can affect one's sense of self, reputation, and relationships | <p><i>Today we're going to watch a video called "Follow the Digital Trail."</i></p> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• Have any of you heard of the word "trail" before? (Define <b>trail</b> as "a path or track that someone can follow.")</li> </ul> <p><b>Watch Video:</b> <a href="#">Follow the Digital Trail</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• In the video, Feet was talking about a digital footprint. What is a digital footprint? (a record or trail of what you do online, including the sites you visit and the things you share)</li> <li>• What information does Feet say NOT to share online? (private information such as full name, address, phone number, age, birthday, school name)</li> <li>• What information does Feet think is OK to share online? (personal information such as hobbies, favorite things)</li> </ul> | <p><a href="#">Lesson Plan</a><br/>designed for 2nd grade</p> <p><a href="#">Slides</a></p> <p><a href="#">Digital Trail Squares</a></p> <p><a href="#">Student Handouts</a></p> <p><a href="#">Family Tips</a></p> |
| Relationships & Communications | 1st | Students reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can                  | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• What is the internet? How would you describe the internet to a younger sibling, cousin, or friend? (Define <b>the internet</b> as "a worldwide network that connects people using computers, phones, or other devices.")</li> <li>• Is the internet a place? (While the internet is not a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><a href="#">Lesson Plan</a><br/>designed for 2nd grade</p> <p><a href="#">Slides</a></p>                                                                                                                         |

best lend themselves to certain mediums.

physical place that you can visit, like a playground or the zoo, it's made up of real people who can interact with one another through devices -- even when they are not in the same place.)

[Student Handouts](#)

[Family Tips](#)

### **Activity**

- Display Slide 10 from [this presentation](#)
- Talk through “Rings of Responsibility,” asking students to share examples.
  - Self
  - Community: People you know either from your family, neighborhood, school, or church. This could be people you know well and interact with regularly (parents, siblings, friends) or people you don’t know well, but interact with sometimes (neighbors, dentist, soccer coach).
  - World: People you don't personally know and haven't met face-to-face (the president, famous musicians, professional athletes)
- Create a T-chart to explore how we interact with people in our community vs people in our world.
  - Community
    - Play games together
    - FaceTime/video call
    - Send messages
    - Share funny videos
    - Send emails
  - World
    - Read about the person (e.g., in news articles, stories)
    - Watch videos of the person
    - Listen to their music
    - Watch them play sports

### **Discuss**

- Do you notice a difference in the way you interact with people in your community and the world? (Emphasize that students have more direct communication and

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|                                                        |            |                                                                                                                                                                 | <p>interactions with people in their community than they do with people in the world. They won't directly communicate with people in the world, but instead will be able to watch and read about them online.)</p> <p><i>Remember that you should only interact with people from your community, and you should only do so with permission from a trusted adult!</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                    |
| <p>Cyberbullying, Digital Drama, &amp; Hate Speech</p> | <p>2nd</p> | <p>Students take on these tough topics and play the active role of an upstander to build positive, supportive online communities and combat online cruelty.</p> | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>Why do you think someone would be mean to someone else online? (Possible Answers: They were trying to joke around, or they feel badly about themselves and are taking it out on someone. Students might also note that people might say things online that they wouldn't face-to-face.)</li> </ul> <p><i>It can sometimes be easier for people to be mean online versus in person, because they don't have to actually see the person face-to-face and see the other person's emotions.</i></p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Display slide 9 from <a href="#">this presentation</a>.</li> <li>Review the four rules for dealing with online meanness: <ul style="list-style-type: none"> <li>S: Step away (<i>Why do you think you should stop using your device and step away?</i>)</li> <li>T: Tell a trusted adult (<i>If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?</i>)</li> <li>O: OK sites only (<i>Why is it important to go online only with an adult, or when an adult says it is OK?</i>)</li> <li>P: Pause and think (<i>Would it be helpful to talk to the person who was being mean?</i>)</li> </ul> </li> <li>Complete the Pause &amp; Think reflection from the <a href="#">student handouts</a>.</li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>Which of the 4 rules in S-T-O-P do you think is the most important? Why?</li> </ul> | <p><a href="#">Lesson Plan</a></p> <p><a href="#">Slides</a></p> <p><a href="#">Student Handouts</a></p> <p><a href="#">Family Activity</a></p> <p><a href="#">Family Tips</a></p> |

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| <p>News &amp; Media Literacy</p> | <p>2nd</p> | <p>Students identify credible and trustworthy information sources and reflect on their responsibilities as thoughtful media creators and consumers.</p> | <p><i>A lot of times when you do school projects, you look online to find information about things you're learning about. You might find images, articles, or videos that you want to use in your project. It's totally fine to do that, but we just have to remember to give credit to the person who created what you use.</i></p> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>● Display slide 5 from <a href="#">this presentation</a>.</li> <li>● As a class, practice constructing citations for the fictitious websites imagined on slides 6-8. <ul style="list-style-type: none"> <li>○ Slide 6 <ul style="list-style-type: none"> <li>● Author: Layla Conrad</li> <li>● Title: Olympic Sports!</li> <li>● Website: <a href="http://www.sports.olympicgames.com">www.sports.olympicgames.com</a></li> </ul> </li> <li>○ Slide 7 <ul style="list-style-type: none"> <li>● Author: Jay Gomez</li> <li>● Title: Reduce, Reuse, Recycle</li> <li>● Website: <a href="http://www.recyclingforall.org">www.recyclingforall.org</a></li> </ul> </li> <li>○ Slide 8 <ul style="list-style-type: none"> <li>● Author: The National Birding Association</li> <li>● Title: Bald Eagles</li> <li>● Website: <a href="http://www.learningfunfacts.com">www.learningfunfacts.com</a></li> </ul> </li> </ul> </li> </ul> <p><b><u>Discuss</u></b></p> <ul style="list-style-type: none"> <li>● Why is it important to provide credit for work we find online?</li> </ul> | <p><a href="#">Lesson Plan</a></p> <p><a href="#">Slides</a></p> <p><a href="#">The Digital Citizens Report, Teacher Version</a></p> <p><a href="#">The Digital Citizens Report, Student Version</a></p> <p><a href="#">Student Handout</a></p> <p><a href="#">Family Activity</a></p> <p><a href="#">Family Tips</a></p> |
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| Topics - 3-5               | Grade Level | Student Outcomes                                                                                                                                                                 | Quick Lesson (10 - 15 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Full Lesson                                                                                                                                                                                                                          |
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| Media Balance & Well-Being | 3rd         | Students go beyond screen time to explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives. | <p><b>Watch Video:</b> <a href="#">Rings of Responsibility</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>What responsibilities do you have to yourself online? (I don't share my password; I only use apps that are okay for my age, etc.)</li> <li>What responsibilities do you have to your community (family/friends)? (I treat others with respect; I don't share things about my friends that they wouldn't want others to know.)</li> <li>What responsibilities do you have to your world? (I don't post things that are not true.)</li> </ul>                                                                                                                                                                                                                                                                | <p><a href="#">Full Lesson</a></p> <p><a href="#">Lesson Slides</a></p> <p><a href="#">Ring of Responsibility Worksheet</a></p> <p><a href="#">Family Activity</a></p>                                                               |
| Privacy & Security         | 3rd         | Students learn how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others.                  | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>How do you limit who can access something that you want to protect? (password, finger scanning, device lock, not letting others use your ipad)</li> <li>Why would you not want other people on your i-pad, game accounts or apps?</li> </ul> <p><b>Activity:</b> Have students work through different scenarios.</p> <ul style="list-style-type: none"> <li><a href="#">If...Then...Scenarios Worksheet</a></li> <li><a href="#">If...Then.. Scenarios Teacher Version</a></li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>Why are strong passwords important?</li> <li>How do you make sure your password is strong? (8 digits, share your password with only your parents, never use private information, use numbers, letters, and symbols)</li> </ul> | <p><a href="#">Full Lesson</a></p> <p><a href="#">Lesson Slides</a></p> <p><a href="#">Password Practice Worksheet</a></p> <p><a href="#">Password Practice Worksheet Teacher Version</a></p> <p><a href="#">Family Activity</a></p> |
| Digital Footprint          | 4th         | Students learn the benefits and risks of online sharing and                                                                                                                      | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>What do you think some of our responsibilities are for being online?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><a href="#">Full Lesson</a></p>                                                                                                                                                                                                   |

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|                                 |     | explore how a digital persona can affect one's sense of self, reputation, and relationships                                                                                     | <p><b>Activity</b></p> <p><i>Feet's digital footprint tells us a lot about them, and it involves things that are both in and out of their control. Their footprint is like a fossil in that it will last for a very long time. Even if they try to delete the activity, it will still be stored somewhere and be accessible to someone.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Feet's Footprint</a></li> <li>• <a href="#">Feet's Footprint Teacher Version</a></li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• What do you think some of our responsibilities are for being online? Both to ourselves (only post things you are comfortable showing in public; show your best self) and to others? (get permission before posting a picture; be kind)</li> </ul> | <p><a href="#">Lesson Slides</a></p> <p><a href="#">Feet's Footprint</a></p> <p><a href="#">Feet's Footprint Teacher Version</a></p> <p><a href="#">Family Activity</a></p>                                                                                                        |
| Relationships & Communications  | 4th | Students reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can best lend themselves to certain mediums. | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• What are all the different ways you communicate with your friends?</li> <li>• How is communication through a device (text, email, video, etc.) different from talking to someone face to face?</li> </ul> <p><b>Watch Video:</b> <a href="#">Keeping Games Fun and Friendly</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• What interactions do you notice in the video? Who talks to whom? What do they say?</li> <li>• Do you think the interactions in the video were mostly fun and positive? Or mostly negative? Why?</li> </ul>                                                                                                                                                                                          | <p><a href="#">Full Lesson</a></p> <p><a href="#">Lesson Slides</a></p> <p><a href="#">Video Observation Form</a></p> <p><a href="#">Video Observation Form Teacher Version</a></p> <p><a href="#">Video Game Cover Project handout</a></p> <p><a href="#">Family Activity</a></p> |
| Cyberbullying, Digital Drama, & | 5th | Students take on these tough topics and play the active                                                                                                                         | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• Is there a difference between joking, being mean, and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><a href="#">Full Lesson</a></p>                                                                                                                                                                                                                                                 |

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| <p>Hate Speech</p>               |            | <p>role of an upstander to build positive, supportive online communities and combat online cruelty.</p>                                                 | <p>bullying? What is it? Can you give some examples of each?</p> <p><b>Watch Video:</b> <a href="#">What's Cyberbullying?</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• What should you do if you see cyberbullying? (reach out to the target to see how they are feeling; inform a teacher, coach, parent or trusted adult; encourage the target to not respond or retaliate; encourage the target to reach out to a trusted adult)</li> <li>• What should you do if you are cyberbullied? (block the bully; ignore the message; use reporting tools; take a screenshot of messages; talk to a friend; tell a trusted adult)</li> </ul> | <p><a href="#">Lesson Slides</a></p> <p><a href="#">Sondra's Story Handout</a></p> <p><a href="#">Sondra's Story Handout Teacher Version</a></p> <p><a href="#">Family Activity</a></p>                      |
| <p>News &amp; Media Literacy</p> | <p>5th</p> | <p>Students identify credible and trustworthy information sources and reflect on their responsibilities as thoughtful media creators and consumers.</p> | <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• When you want to get the latest news, where do you look? (Students may say they get news from their parents, teachers, television, newspapers, etc.)</li> </ul> <p><b>Watch Video:</b> <a href="#">Reading News Online</a></p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• What are some things to look out for when reading a news article online?</li> <li>• How do you think knowing more about the parts of an online news article can help you?</li> </ul>                                                                                                                     | <p><a href="#">Full Lesson</a></p> <p><a href="#">Lesson Slides</a></p> <p><a href="#">Mix and Match Handout</a></p> <p><a href="#">Label a News Page Handout</a></p> <p><a href="#">Family Activity</a></p> |

## Additional Resources

| Topics - K-2               | Videos                                                                                                                                                                                                                                                | Read Alouds                                                                                                                                                                                              | Other                                                                                                                          | Family Connection                                                                                                                                                                                                                                                                                                                            |
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| General                    | <ul style="list-style-type: none"> <li>• <a href="#">Pause and Think Online</a></li> <li>• <a href="#">We the Digital Citizens</a></li> <li>• <a href="#">Safety Smart with Timon &amp; Pumba</a></li> </ul>                                          | <ul style="list-style-type: none"> <li>• <a href="#">The Internet is Like a Puddle</a></li> <li>• <a href="#">Once Upon a Time Online</a></li> <li>• <a href="#">Chicken Clicking</a></li> </ul>         | <ul style="list-style-type: none"> <li>• <a href="#">Character Posters</a></li> <li>• <a href="#">NetSmartzKids</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Common Sense Resources for Engaging Families</a></li> <li>• <a href="#">Family Online Safety Institute</a></li> </ul>                                                                                                                                                                   |
| Media Balance & Well Being | <ul style="list-style-type: none"> <li>• <a href="#">Balance Is Important</a></li> <li>• <a href="#">Pause for People</a></li> <li>• <a href="#">How Technology Makes You Feel</a></li> <li>• <a href="#">Device-Free Moments</a></li> </ul>          | <ul style="list-style-type: none"> <li>• <a href="#">When Charlie McButton Lost Power</a></li> <li>• <a href="#">If You Give A Mouse An iPhone</a></li> <li>• <a href="#">Clicker the Cat</a></li> </ul> |                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">How much screen time is okay?</a></li> <li>• <a href="#">How to Tell if an App or Website is Good for Learning?</a></li> <li>• <a href="#">5 Signs of Screen Overload</a></li> <li>• <a href="#">My kid won't do anything but watch TV and play video games. HELP!</a></li> </ul>       |
| Privacy & Security         | <ul style="list-style-type: none"> <li>• <a href="#">Safety In My Online Neighborhood</a></li> <li>• <a href="#">Internet Traffic Light</a></li> <li>• <a href="#">That's Private!</a></li> <li>• <a href="#">Internet Safety for Kids</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The Fabulous Friend Machine</a></li> </ul>                                                                                                          |                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Parents Guide to Parental Controls</a></li> <li>• <a href="#">How do I set parental controls in the YouTube kids app?</a></li> <li>• <a href="#">How can I protect my family's data privacy?</a></li> <li>• <a href="#">5 Myths &amp; Truths about Kids' Internet Safety</a></li> </ul> |
| Digital Footprint          | <ul style="list-style-type: none"> <li>• <a href="#">Digital Trails</a></li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">The Technology Tail</a></li> <li>• <a href="#">The Tale of Two Beasts</a></li> <li>• <a href="#">#Goldilocks</a></li> </ul>                         |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |

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| Relationships & Communications              | <ul style="list-style-type: none"> <li>• <a href="#">Sesame Street: Try a Little Kindness</a></li> <li>• <a href="#">Sesame Street: Respect</a></li> </ul>                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Kindness Rocks</a></li> <li>• <a href="#">The Color Monster</a></li> <li>• <a href="#">Kindness is My Superpower</a></li> </ul>  |                                                                                                       |                                                                                                                            |
| Cyberbullying, Digital Drama, & Hate Speech | <ul style="list-style-type: none"> <li>• <a href="#">Sesame Street: Will.i.am Sings "What I Am"</a></li> <li>• <a href="#">Sesame Street: I Love My Hair Song</a></li> <li>• <a href="#">Kindness Counts</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Black is a Rainbow Color</a></li> <li>• <a href="#">You Hold Me Up</a></li> <li>• <a href="#">The Rabbit Listened</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Putting a Stop to Online Meanness</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">What should I teach my kid about safe online behavior?</a></li> </ul> |
| News & Media Literacy                       |                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• <a href="#">But I Read it on the Internet!</a></li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Let's Give Credit!</a></li> </ul>                | <ul style="list-style-type: none"> <li>• <a href="#">How to Talk to Kids About Difficult Subjects</a></li> </ul>           |

| Topics - 3-5               | Videos                                                                                                                                                                                                     | Read Alouds                                                                                                                                                                                                                | Other                                                                                                                                                                                              | Family Connection                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                            |                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Common Sense Resources for Engaging Families</a></li> <li>• <a href="#">Family Online Safety Institute</a></li> </ul>                                                                                                                                                                                                                                                                           |
| Media Balance & Well Being | <ul style="list-style-type: none"> <li>• <a href="#">My Media Choices</a></li> <li>• <a href="#">Rings of Responsibility</a></li> <li>• <a href="#">Screen Time: How Much is Too Much? KQED</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">It's A Book</a></li> <li>• <a href="#">Tek the Modern Cave Boy</a></li> <li>• <a href="#">Doug Unplugged</a></li> <li>• <a href="#">Nerdy Birdy Tweets</a></li> </ul> | Student Work <ul style="list-style-type: none"> <li>• <a href="#">Rings of Responsibility</a></li> <li>• <a href="#">Media Balance Tracker</a></li> <li>• <a href="#">My Media Plan</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Tips &amp; Tricks for Managing School Issued Device</a></li> <li>• <a href="#">What is the difference between technology addiction and problematic use?</a></li> <li>• <a href="#">How does technology affect my kid's sleep?</a></li> <li>• <a href="#">5 Signs of Screen Overload</a></li> <li>• <a href="#">My kid won't do anything but watch TV and play video games. HELP!</a></li> </ul> |

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|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Privacy & Security                          | <ul style="list-style-type: none"> <li>• <a href="#">Private &amp; Personal Information</a></li> <li>• <a href="#">Smart Crew</a></li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Technology Tail</a></li> <li>• <a href="#">Fabulous Friend</a></li> <li>• <a href="#">The Internet is Like a Puddle</a></li> <li>• <a href="#">Once Upon a Time Online</a></li> <li>• <a href="#">Chicken Clicking</a></li> <li>• <a href="#">The Couch Potato</a></li> </ul> | <p>Student Work</p> <ul style="list-style-type: none"> <li>• <a href="#">Password If/Then Scenarios</a></li> <li>• <a href="#">Power Up Your Password</a></li> </ul> <p>Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Passport: Password Protect</a></li> <li>• <a href="#">Digital Passport: Share Jumper</a></li> <li>• <a href="#">Media Smarts: Data Defender</a></li> <li>• <a href="#">Think U Know</a></li> <li>• <a href="#">Band Runner</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Parents Guide to Roblox</a></li> <li>• <a href="#">Parents Guide to TikTok</a></li> <li>• <a href="#">Parents Guide to Minecraft</a></li> <li>• <a href="#">How to Teach my kids to protect themselves online?</a></li> <li>• <a href="#">How can I protect my family's data privacy?</a></li> <li>• <a href="#">5 Myths &amp; Truths about Kids' Internet Safety</a></li> <li>• <a href="#">The Facts about Online Predators Every Parent Should Know</a></li> </ul> |
| Digital Footprint                           | <ul style="list-style-type: none"> <li>• <a href="#">Google Education Internet Safety &amp; Privacy</a></li> <li>• <a href="#">Who Do You Share Your Details With?</a></li> <li>• <a href="#">Safety Smart w/ Timon &amp; Pumbaa</a></li> <li>• <a href="#">Safe online w/ Low Road</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The Technology Tail</a></li> <li>• <a href="#">A Tale of Two Beasts</a></li> <li>• <a href="#">A Tale of Two Beasts</a></li> </ul>                                                                                                                                            | <p>Student Work</p> <ul style="list-style-type: none"> <li>• <a href="#">Introducing Me</a></li> </ul> <p>Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Passport: Share Jumper</a></li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Help Kids Navigate Viral Social Media Stunts</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Relationships & Communications              | <ul style="list-style-type: none"> <li>• <a href="#">Understanding Online Friends</a></li> <li>• <a href="#">Posting Pictures Online</a></li> <li>• <a href="#">Netsmartzkids</a></li> <li>• <a href="#">Keeping Games Fun and Friendly</a></li> </ul>                                             | <ul style="list-style-type: none"> <li>• <a href="#">Kindness Rocks</a></li> <li>• <a href="#">I Am Enough</a></li> </ul>                                                                                                                                                                                                          | <p>Student Work</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Friendships</a></li> <li>• <a href="#">Video Game Cover Project</a></li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <a href="#">Surprising Apps Kids Can Use to Chat</a></li> <li>• <a href="#">Should I Let My Tween Girl Use Social Media?</a></li> <li>• <a href="#">Imagine Neighborhood Podcast</a></li> </ul>                                                                                                                                                                                                                                                                                   |
| Cyberbullying, Digital Drama, & Hate Speech | <ul style="list-style-type: none"> <li>• <a href="#">Power of Words</a></li> <li>• <a href="#">Super Dig Cit</a></li> <li>• <a href="#">Bullying &amp; Cyberbullying</a></li> <li>• <a href="#">Kindness is a Muscle</a></li> </ul>                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Black is a Rainbow Color</a></li> <li>• <a href="#">The Proudest Blue</a></li> <li>• <a href="#">We are Water Protectors</a></li> <li>• <a href="#">My Papi has a Motorcycle</a></li> <li>• <a href="#">Sulwe</a></li> </ul>                                                  | <p>Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Passport - E-volve</a></li> <li>• <a href="#">Interland</a></li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• <a href="#">Social Media Red Flags Every Parent Should Know</a></li> <li>• <a href="#">What should I teach my kid about safe online behavior?</a></li> </ul>                                                                                                                                                                                                                                                                                                                      |
| News & Media Literacy                       | <ul style="list-style-type: none"> <li>• <a href="#">5 Ways to Spot Fake News</a></li> <li>• <a href="#">Reading News Online</a></li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Rent Party Jazz</a></li> <li>• <a href="#">As Fast As Words Could Fly</a></li> <li>• <a href="#">But I Read It On The Internet</a></li> <li>• <a href="#">Same Same But Different</a></li> </ul>                                                                              | <p>Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Media Smarts: Reality Check</a></li> <li>• <a href="#">Digital Passport: Mix N Mash</a></li> </ul>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">How to Teach Kids to Spot Fake News</a></li> <li>• <a href="#">How to Talk to Kids About Difficult Subjects</a></li> </ul>                                                                                                                                                                                                                                                                                                                                            |

