

Marcus's CyberCitizenry Assignment

Grade Level/Subject

Grade Level: 6th, 7th, and 8th Grade Students

Subject: Keyboarding Exploratory

Professional Group: All Middle School Teachers

Explanation: Even though I mostly teach high school business classes, I teach keyboarding exploratory to middle school students. I have a section of students for six weeks. Even though I am teaching proper keyboarding skills to them, I like to throw in other topics while they are working on their typing skills. Since many middle school students are getting more and more into online activities, I figured this would be a good age to start integrating cybercitizenry topics into my lessons. I will also try to get the other middle school teachers involved. We will also get the students' parents involved to help enforce the information at home. I have put the grades in order of when I teach them throughout the year.

Topics

6th Grade- Safety and Security

I chose Safety and Security for the 6th grade classroom to make sure they understand how to stay safe and secure online. At our school, 6th grade is considered middle school and their computer use at school increases. Since they have more opportunities to use computers, it is important their parents and them understand how to stay safe and secure online.

8th Grade- Privacy and Digital Footprints and Self-Expression and Identify

During 8th grade exploratory, I do a career unit. I picked these two units because I feel they tie in with the students learning about how what they do online can affect their future employment possibilities.

7th Grade- Digital Life and Connected Culture

In 7th grade, students have increased their online use and are having more freedoms on the computer. We have also noticed an increase in cell phones at the 7th grade level as students are getting more involved in activities at school. Due to these increases, the number of "online issues" have seemed to arise where our principal is dealing with behavioral issues that have started online. So I chose Digital Life and Connected Culture to discuss their digital life with the students and help them to see how their actions can impact others.

Resources

Middle School Teacher Resources

1) [Curriculum Overview Online Resource](#)

6th Grade Resources:

- 1) [Safe Online Talk Lesson Plans](#)
- 2) [What's the Big Deal about Internet Privacy Lesson Plans](#)
- 3) [Strong Passwords Lesson Plans](#)
- 4) [Private and Personal Information Lesson Plans](#)
- 5) [Smart, Safe, and Secure Online Lesson Plans](#)
- 6) [Internet Safety Quiz](#)

8th Grade Resources:

- 1) [Privacy and Internet Life Lesson Plans](#)
- 2) [Trillion Dollar Footprint Lesson Plans](#)
- 3) [Oops! I Broadcast It on the Internet Lesson Plans](#)
- 4) [My Online Self Lesson Plans](#)
- 5) [Which Me Should I Be? Lesson Plans](#)

7th Grade Resources:

- 1) [My Media Lesson Plans](#)
- 2) [The Ups and Downs of Digital Life Lesson Plans](#)
- 3) [With Power Comes Responsibility Lesson Plans](#)
- 4) [What's Cyberbullying? Lesson Plans](#)
- 5) [Cyberbullying: Crossing the Line Lesson Plans](#)
- 6) [Cyberbullying: Be Upstanding Lesson Plans](#)

Teaching Schedule

Middle School Teachers Schedule:

Our school has half day professional development days each month. Throughout the year, I will meet with the middle school teachers and present the information planned for the students. We will then discuss activities they can do in their classroom that emphasizes the material being taught. Here is when we will have the inservices:

6th Grade- August (Beginning of School Year) Inservice

8th Grade- October Inservice

7th Grade- February Inservice

Evaluation- May Inservice

Student Schedule:

Since I will be teaching these lessons during my middle school keyboarding exploratory and only have the students for six weeks, I have decided to have Wednesday to be my "CyberCitizenry" Day. This will help to break up the week for the students with their typing lessons.

6th Grade Schedule:

Wednesday 1- Internet Safety: The Basics

Wednesday 2- Smart, Safe, and Secure Online

Wednesday 3- Safe Online Talk

Wednesday 4- What's the Big Deal about Internet Privacy

Wednesday 5- Strong Passwords

Wednesday 6- Private and Personal Information

8th Grade Schedule:

Wednesday 1- Privacy and Internet Life

Wednesday 2- Trillion Dollar Footprint

Wednesday 3- Oops! I Broadcast It on the Internet

Wednesday 4- My Online Self

Wednesday 5- Which Me Should I Be?

Wednesday 6- Internet Life Contract and Presentation Preparation

7th Grade Schedule:

Wednesday 1- My Media
Wednesday 2- The Ups and Downs of Digital Life
Wednesday 3- With Power Comes Responsibility
Wednesday 4- What's Cyberbullying?
Wednesday 5- Cyberbullying: Crossing the Line
Wednesday 6- Cyberbullying: Be Upstanding

Parent Schedule

6th Grade:

Wednesday 2- Fill out "What's Private?" Handout with student
Wednesday 4- Take "Safe vs. Unsafe Quiz" with student
Wednesday Evening Following Six Weeks- Safety and Security Informational Meeting

8th Grade:

Wednesday 2- Fill out the "My Digital Footprint" handout with student.
Wednesday 4- Develop avatars online, discuss why chose that avatar, and if a true self identity with student.
Wednesday Evening Following Six Weeks- Privacy and Digital Footprints and Self-Expression and Identify

7th Grade:

Wednesday 1- Take the media survey to determine the types of technology they use, for how long, and for what. Discuss with student their similarities and differences from the survey on a Google Doc.
Wednesday 5- Go over anonymous reporting system with student.
Wednesday Evening Following Six Weeks- Digital Life and Connected Culture

Content to be Taught

Middle School Teachers

August Inservice- 6th Grade Planning Session

- 1) Go through the Curriculum Overview Online Resource.
- 2) Discuss why important to have cybercitizenry curriculum.
- 3) Go through 6th grade content.
- 4) Discuss how can work together to incorporate into curriculum and to reiterate information in all classrooms.
- 5) Each teacher develop a plan on how will use curriculum in classroom.

October Inservice- 8th Grade Planning Session

- 1) Go through 8th grade content.
- 2) Discuss how can work together to incorporate into curriculum and to reiterate information in all classrooms.
- 3) Each teacher develop a plan on how will use curriculum in classroom.

February Inservice- 7th Grade Planning Session

- 1) Go through 7th grade content.
- 2) Discuss how can work together to incorporate into curriculum and to reiterate information in all classrooms.
- 3) Each teacher develop a plan on how will use curriculum in classroom.

May Inservice- Evaluation

- 1) Do an evaluation over the material.
- 2) Each teacher explain what they did in their classroom.
- 3) Discuss what to keep and what to change for next year.

6th Grade Students (All content is taken from the resources above):

Wednesday 1: Safe Online Talk

1. Ask students questions and have a discussion about how they would deal with strangers face-to-face and online. Discuss what inappropriate and risky behavior is online.
2. Go over the Warning Signs Handout and scenarios. To get all students to discuss, have a Google Form with questions where students will all respond to the questions about scenarios.
3. Go through the Internet Traffic Light Handout. Students get into groups and discuss several scenarios by choosing what traffic light color they would choose.
4. Discuss as a group what they have learned and the rules for staying safe online.
5. Using Microsoft Word, have students create posters on staying safe online to hang around the school.

Wednesday 2: What's the Big Deal about Internet Privacy?

1. Tell the students a story about people watching their every move at school. Ask students a series of privacy questions on a Google Form. Discuss their answers about privacy.
2. Go over the "What's Private?" Handout over terms of privacy (put handout online as a Google Form so students can work on keyboarding skills). Students will look at a website's privacy policy and check for the following terms: personally identifiable information, cookies, third party, and privacy options. Share results with the class..
3. Have students write own privacy policies. (See if Literature teacher can incorporate this into her lessons)
4. Discuss how students can share what they have learned with their parents. Assign for the students to go home and explain to parents or an adult the privacy policy on one of their favorite sites. Send home the "What's Private?" Handout to fill out together. Both the parent/adult and student must sign that they discussed a website.

Wednesday 3: Strong Passwords

1. Discuss with students how they would keep people out of their house/locker/purse to prevent something being stolen. Ask how they would protect their electronic information and what could happen if someone got access to their password.
2. Discuss the "Do's and Don'ts" of creating a password. Discuss several scenarios on people creating passwords.
3. Have the students create posters to hang around the school on the password tips.

Wednesday 4: Private and Personal Information

1. Have students write down the 5 websites they go to the most on a Google Doc. Discuss whether they had to register at this website or not. Discuss how some kinds of user information can put them and their family privacy at risk.
2. Choose the website that is most frequented by the students. Discuss the kinds of information that the website requires.
3. Discuss what information is safe versus unsafe to share by creating a Google Form with what sites may ask for to register. Explain how the unsafe information can lead to identity theft. Discuss the difference between private and personal information.
4. Have the students take the "Safe vs. Unsafe Quiz" home to give to their parents (online or on paper). Have the students discuss with their parents what they learned about identity theft.

Wednesday 5: Smart, Safe, and Secure Online

1. Ask the students how their parents and/or them deal with unwanted junk mail and telephone calls.
2. Ask the students if they know if they have had computer problems due to a unwanted email or if they have

- ever clicked on an advertisement that said they could get something for free.
3. Discuss with students about spam, attachments, free downloads, chain letters, and phishing by giving scenarios of each one on a Google Form and asking the students how they would deal with it.
 4. Discuss how firewalls and antivirus software will not always catch everything.
 5. Using bitstrips.com, have students create a cartoon about what can happen if a person is not smart online.

Wednesday 6: Internet Safety Quiz and Presentation Preparation

1. Take the Internet Safety Quiz and create a Google Form. Have the students take the quiz to assess what they have learned.
2. Have the students get into five different groups. Each group will have one of the five topics we discussed on the previous five Wednesdays. Each person will present information from their topic to their parents and the public at an evening informational meeting about being safe and secure online.
3. If a student cannot attend, they will be asked to go over all the presentations at home with their parents or another adult.
4. Students will also need to come up with questions over their presentation to quiz their parents at the end of the informational meeting.

6th Grade Parents

1. Parents will be asked to attend an informational meeting about being safe and secure online.
2. The students will be presenting their information to the parents.
3. The teachers will be present to ask any questions the parents may have.
4. Parents will be asked to take an "Internet Safety Presentation Quiz" with questions the students created over their presentation. They will go over their answers with their students before they leave.

8th Grade Students (All content is taken from the resources above):

Wednesday 1: Privacy and Internet Life

1. Discuss what privacy means to the students.
2. Have the students create a privacy diary online. Have them write down every time in the next week they think they give up some of their privacy.
3. Have the students take "Who Can See Me on Facebook?" survey. Discuss how this may affect their future career.

Wednesday 2: Trillion Dollar Footprint

1. Ask students different things that they have done on the Internet. Watch "The Digital Footprint" video and explain how what they put on the Internet represents their digital footprint.
2. Go over "Choose a Host" handout where information for two applicants for a game show are given. The information given is what has been found on the Internet. Discuss which one the students would choose based on the information found.
3. Discuss with students how what they are putting on the Internet now will have an affect on their future.
4. Have students go home and discuss with parents about their digital footprints. Together they must come up with five images, Web hits, and types of information that they want to see linked to their name. They will fill out the "My Digital Footprint" handout together.

Wednesday 3: Oops! I Broadcast It on the Internet

1. Review how information online can get into the hands of anyone.
2. Show and discuss "Brittney's Story" video about a real girl who shared something online that she later regretted.
3. Have students type a story about something that was supposed to remain private but became public

online It can be about themselves, their friends, or someone else they have heard of but will remain anonymous by using a Google Doc.

Wednesday 4: My Online Self

1. Discuss what the word identity means to the students.
2. Have the students type four things about themselves, where one statement is fiction and the other three are fact.
3. Ask if it was easier to lie when typing than if they were saying the statements face-to-face.
4. Watch the "Self-Expression and Identity Student Intro Video" and discuss the student's identity online and offline.
5. Have the students fill out the "Offline/Online" handout to decide how their offline and online self is portrayed. Create an online document for students to work on typing skills.

Wednesday 5: Which Me Should I Be

1. Review the definition of identity. Discuss how students feel when people exaggerate who they are online.
2. Watch the video, "Self-Expression and Identity Student", about a boy who participates in an online world where he does not fully reveal his identity. Discuss video.
3. Discuss the benefits and risks of trying different identities online by completing "take a Stand Student" Handout.
4. Have the students work with an adult family member to make avatars for themselves. Have them discuss questions on a Google Form about why they created the avatar that they did and if it created a true identity of who they are.

Wednesday 6: Internet Life Contract and Presentation Preparation

1. Have the students create a contract for themselves on how they will create an online identity that will not be harmful for their future career.
2. Have the students get into five different groups. Each group will have one of the five topics we discussed on the previous five Wednesdays. Each person will present information from their topic to their parents and the public at an evening informational meeting about privacy, digital footprints, self-expression, and identity online.
3. If a student cannot attend, they will be asked to go over all the presentations at home with their parents or another adult.
4. Students will also need to come up with an outline of a contract they will give to their parents to sign on how they can help their student keep a true identity online.

8th Grade Parents

1. Parents will be asked to attend an informational meeting about privacy, digital footprints, self-expression, and identity online.
2. The students will be presenting their information to the parents.
3. The teachers will be present to ask any questions the parents may have.
4. The parents and students will go over the contract their student created on how their parents can help them create a true identity online. The parent may add anything to the contract.

7th Grade Students (All content is taken from the resources above):

Wednesday 1: My Media

1. Survey the students on the type of media they use every day, for how long, and for what. Discuss survey and their results.
2. Have students create a photo story of their digital lives with captions using Glogster.

3. Students are to have their parents take the media survey at home to see how their results are similar and different. Write down similarities and differences on Google Doc.

Wednesday 2: The Ups and Downs of Digital Life

1. Ask students if they engage in a series of questions about different media activities.
2. Play the video, "The Upsides and Downsides". Go over discussion questions.
3. Have students reflect on the positive and negative possibilities of their participation in digital life.

Wednesday 3: With Power Comes Responsibility

1. Discuss the communities students are a part of and the qualities that make these a community.
2. Have students discuss the rights and responsibilities that come with being a member of their communities.
3. Have students create a list of ten rights and responsibilities they have for being an online citizen

Wednesday 4: What's Cyberbullying?

1. Discuss ways people hurt other people's feelings online.
2. Discuss what it feels like to be bullied. Go over the differences between bullying and cyberbullying.
3. Have students read different cyberbullying scenarios. Discuss with students what they would have done.

Wednesday 5: Cyberbullying: Crossing the Line

1. Discuss how students tease each other online for fun. Explain how the teasing can go too far.
2. Show the video, "Stacey's Story", about a real cyberbullying story.
3. Have the students go over discussion guide to discuss the video.
4. Students brainstorm about an anonymous reporting system that could be used at school.
5. Students share their reporting system with their parents and make any adjustments.

Wednesday 6: Cyberbullying: Be Upstanding

1. Discuss what it means to be brave and stand up for someone being cyberbullied.
2. Students share their anonymous brainstorming reporting system with the class.
3. The class works together to create an anonymous reporting system for the school.
4. Have the students get into five different groups. Each group will have one of the five topics we discussed on the previous five Wednesdays. Each person will present information from their topic to their parents and the public at an evening informational meeting about digital life and connected culture.
5. If a student cannot attend, they will be asked to go over all the presentations at home with their parents or another adult.

7th Grade Parents

1. Parents will be asked to attend an informational meeting about digital life and connected culture.
2. The students will be presenting their information to the parents.
3. The teachers will be present to ask any questions the parents may have.
4. The students share with the parents their anonymous reporting system. The students and parents will sign the report saying they agree to the terms and will help to report cyberbullying.

Visible Outcomes

Middle School Teachers:

For each age level, teachers will develop a plan on how each will integrate curriculum being taught in my exploratory classroom into their classroom. This will help keep each other accountable for using the curriculum in the classroom as well as to know different ways the students are getting the information. At

each inservice, teachers will be expected to share how things went in their classroom and what could work better the next year.

Students:

6th- Internet Safety Quiz on Google Form and Presentation Artifact

8th- Internet Life Contract and Presentation Artifact

7th- Cyberbullying Anonymous Reporting System and Presentation Artifact

Parents:

6th- "What's Private?" Handout, "Safe vs. Unsafe" Information Quiz, and "Internet Safety Presentation Quiz"

8th- "My Digital Footprint" Handout, Avatar Activity, and Internet Life Contract

7th- "My Media" Survey and Cyberbullying Anonymous Reporting System