

**DIGITAL CITIZENSHIP****MODULE 1**

<b>ELEMENT</b>	<b>Digital Etiquette</b>
<b>SUBTOPICS</b>	<b>Email, Texting, Cell Phone Usage, Ringtones, Social Networks, YouTube, Web Browsing, Shared Storage/Usage Space</b>
<b>LEARNING GOALS</b>	Define and apply the standards of use to daily living in the digital era, understand the norms of use, and explain the purpose of digital use norms
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Watch: <a href="https://prezi.com/secure/77f19c716224cd17e1893580268531f282a96468/">https://prezi.com/secure/77f19c716224cd17e1893580268531f282a96468/</a></li> <li>2. While going through the prezi, take time to answer the questions and have a 2-3 minute open discussion with the class.</li> <li>3. Ask students to generate a one line solgan to remind others to always be a good digital citizen.</li> <li>4. Have the class vote on the best slogan and create a classroom banner on butcher paper to display.</li> </ol>

**MODULE 2**

<b>ELEMENT</b>	<b>Digital Communication</b>
<b>SUBTOPICS</b>	<b>Email, Texting, Cell Phone Usage, Wikis, Blogs, Social Networks, YouTube, Web Hosting, SKYPE, etc.</b>
<b>LEARNING GOALS</b>	Outline the major forms of digital communication, understand that the way in which we communcation evolves and technology impacts that process
<b>ACTIVITIES</b>	<p><b>Day One:</b></p> <ol style="list-style-type: none"> <li>1. Watch: <a href="http://www.youtube.com/watch?v=MpIOCIX1jPE&amp;NR=1&amp;feature=fvwp">http://www.youtube.com/watch?v=MpIOCIX1jPE&amp;NR=1&amp;feature=fvwp</a></li> <li>2. Assign students to groups of 3-4 to identify as many different forms of social media and digital communication used in 2011: (Email, texting, celluar phones, wikis, social networks, YouTube, WWW, blogs, Skype, etc.)</li> <li>3. In their groups, students will discuss the following: Are schools investing in and using these modes of digital communication to facilitate learning? How can schools use these forms of communication to impact teaching and learning?</li> <li>4. Have students work in groups to create a poster collage illustrating the benefits of using technology in the classroom.</li> </ol> <p><b>Day Two:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about how the ways in which people communicate will change in the next 20 years.</li> <li>2. Assign students to groups and have them work to create a poster illustrating how they would spread the word about a new product if they were alive in: 1100 B.C., 1434, 1672, 1796, 1850, 1960, 1978, 1989, 1996, 2000, 2010, 2025, 3000.</li> <li>3. Watch: <a href="http://www.youtube.com/watch?v=b2orMFORoV4">http://www.youtube.com/watch?v=b2orMFORoV4</a></li> </ol>

### MODULE 3

#### ELEMENT

#### Digital Access

#### LEARNING GOALS

Understand your level of access and know that there is a digital divide between individuals in the world.

#### ACTIVITIES

1. Have students watch: <http://www.youtube.com/watch?v=xvrbgKDEii0>
2. Poll the class to assess the number of hours your students are engaged in the digital world.
3. Ask students how they use digital resources on a daily basis and how their lives would be different if they did not have access to these resources.
4. Lead students in a google search on "The Digital Divide". Briefly discuss what this idea is and then:
5. Ask students to respond (in a whole group discussion) to the following questions:  
Is there a "digital divide"? If so, what are the ramifications for American society?  
Show <http://www.youtube.com/watch?v=lcboST0evqE> and ask students to think about this question:  
Do all students have the opportunity to be involved in a digital society?
5. Ask students to brainstorm ways to bridge the Digital Divide.

**MODULE 4****ELEMENT** **Digital Security****SUBTOPICS** **Phishing, Secure Passwords, Secure Websites****LEARNING GOALS**

Objectives:

1. Identify some sources of and kinds of security threats to home and public computers.
2. Share cyber security information with their families and prepare a family cyber security plan.

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**ACTIVITIES**

1. Watch: <http://www.youtube.com/watch?v=X7gWEgHeXcA&feature=related>
2. Have students read page 1 of handout and "Think About It" on page 2 of handout.
3. Ask: What is it about using computers that you cannot live without? Allow students to establish that using computers is often central to their ability to do school assignments, socialize, and have fun.
4. Acknowledge: that security issues are probably not uppermost in their minds as they do these things and then challenge them to consider how they might feel if their computer or data was attacked and they were prevented from doing these activities.
5. Showing commoncraft videos  
Phishing 2:54 min  
Secure Passwords 3:26 min  
Secure Websites 3:08 min  
<http://www.commoncraft.com/phishing>  
<http://www.commoncraft.com/secure-passwords-video>  
<http://www.commoncraft.com/secure-websites-video>
6. Have students review page 3 of handout.
7. Watch: <http://www.youtube.com/watch?v=5PlpfmoUu8s>

**MODULE 5**

<b>ELEMENT</b>	<b>Digital Rights and Responsibilities</b>
<b>SUBTOPICS</b>	<b>Cyberbullying, Sexting, Social Networking</b>
<b>LEARNING GOALS</b>	Students are to understand that although they are allotted digital rights, there are responsibilities that accompany these rights. There are also laws to enforce and protect the rights of each digital citizen amongst our social networking arena.
<b>ACTIVITIES</b>	<p><b>Day One:</b></p> <ol style="list-style-type: none"><li>1. Present Prezi entitled” Bullying: Face to Face &amp; in Cyberspace” (approx. time 10 minutes)</li><li>2. Students: Get in small groups.</li><li>3. In each group, students will generate a list of ways to prevent cyberbullying , which include “sexting” and the abuse of “social networking” . (approx. time 10 minutes)</li><li>4. Each group will share their top preventative method with the class (no idea should repeat). (no more than 5 minutes)</li><li>5. Teachers will share with students the importance of not allowing our perceptions of people to control our actions towards them, before we truly get to know them (approx. 5 minutes)</li></ol> <p><b>Day Two:</b></p> <ol style="list-style-type: none"><li>1. Students are to form the same small group from yesterday.</li><li>2. They are to think about the activity from yesterday and then generate a list of 10 reasons people bully others.</li><li>3. The groups will share out with the class. One spokesperson will use the simple script: I am a bully because, (then read the reasons the other group provided)...</li><li>4. Each group is to trade lists with another group and write ways in which we can prevent "reasons to bully"</li><li>5. Ask each group to share two ways they can't prevent bullying</li></ol>

**MODULE 6 - Part 1**

<b>ELEMENT</b>	<b>Digital Law</b>
<b>SUBTOPICS</b>	<b>Copyright and Fair Use, Intellectual Property</b>
<b>LEARNING GOALS</b>	Develop an understanding of the necessity of respecting other's work, your own work, and copyright and fair use policies.
<b>ACTIVITIES</b>	<p><b>Lesson 1 (day 1) : Personal Creativity and Copyright</b> <b>Watch video:</b> <a href="http://animoto.com/play/l1WDkOtDR6eJA7JLQ2UVOW?autostart=true">http://animoto.com/play/l1WDkOtDR6eJA7JLQ2UVOW?autostart=true</a> 1. What is copyright? What steps do you take to copyright your own unique, creative materials? 2. When is something considered copyrighted material? 3. Why should you care about copyrighting your work? In groups, discuss ways that students should protect their own works. Come up with a class document that outlines the most important rules to remember.</p> <hr/> <p><b>Lesson 2 (day 2): Copyright /Plagiarism– Other People’s Work</b> Focus on respecting the rights of others who have created works posted online. <b>Watch video:</b> <a href="http://www.xtranormal.com/watch/7355957/">http://www.xtranormal.com/watch/7355957/</a> <b>Discussion:</b> Talk about the necessity of documenting information when you use someone else’s work in your own productions (essays, videos, presentations, etc). 1. What is plagiarism and how do you avoid it? 2. What are some of the tools available to you to help you document work that you borrow from other people for your own creations? Create a class list of useful tools.</p> <hr/> <p><b>Lesson 2 continued (day 3) : Plagiarism – Consequences.</b> <b>Watch Prezi:</b> <a href="http://prezi.com/pivfwzq8hpuf/the-law-digital-citizenship/">http://prezi.com/pivfwzq8hpuf/the-law-digital-citizenship/</a> <b>Discussion:</b> Focus on why plagiarism is such a problem and has such dire consequences. 1. Why is it wrong to download music from websites like Limewire that offer free but illegal copies of songs and videos? 2. What steps should you take to ensure that the websites that you get your music and movies from are legitimate? 3. What is fair use? How does it complicate the copyright issue? 4. What steps should you take to ensure that you are being a responsible digital citizen when you access various types of information on the internet? Create a list of ideas.</p>

**MODULE 6 - Identity Theft**

<b>ELEMENT</b>	<b>Digital Literacy</b>
<b>SUBTOPICS</b>	<b>Protecting yourself from identity theft</b>
<b>LEARNING GOALS</b>	Understand the dangers of identity theft and how to avoid becoming a victim.
<b>ACTIVITIES</b>	Watch: <a href="http://www.youtube.com/watch?v=mCOMEVOVRho">http://www.youtube.com/watch?v=mCOMEVOVRho</a> 1. What is identity theft and what makes it easy for people to steal your identity? 2. How can you protect yourself from identity theft? 3. As a class or in groups, students generate a list of ways that they can protect themselves from identity theft. 4. Watch Prezi: <a href="http://prezi.com/yabh1dxpcfso/digital-citizens-identity-theft/">http://prezi.com/yabh1dxpcfso/digital-citizens-identity-theft/</a>

**MODULE 7**

<b>ELEMENT</b>	<b>Digital Literacy</b>
<b>SUBTOPICS</b>	<b>Acceptable Use Policies, Reliable Resources, Urban Legends</b>
<b>LEARNING GOALS</b>	Understand the rules and consequences of the Plano ISD AUP, learn how to conduct research on the WWW and how to determine reliability of the source, and learn to identify internet hoaxes
<b>ACTIVITIES</b>	<p><b>Day One:</b></p> <ol style="list-style-type: none"><li>1. Show the Plano ISD AUP: Photo Story</li><li>2. Students think about what they want to do after high school and decide whether or not they need to be digitally literate.</li><li>3. Pick 3-5 to share out.</li><li>4. Ask students to think about the following question: Will technology eliminate jobs that are important today? (Teachers, doctors, nurses, postman, cashier, bank tellers, telephone operators, etc.)</li><li>5. Call on a couple of students to share their thoughts.</li></ol> <p><b>Day Two:</b></p> <ol style="list-style-type: none"><li>1. Ask students to think about the information they receive from different sources: Where do you find information about the weather, crimes, important events/dates, local news, national news, world events?</li><li>2. How do you know that these sources of information are reliable and valid?</li><li>3. Watch: <a href="http://www.ikeepsafe.org/youtube.html">http://www.ikeepsafe.org/youtube.html</a></li><li>4. Using the handout, iKeepSafe: Detecting Lies, as a class, evaluate some popular information sites to determine reliability.</li></ol>

**MODULE 8****ELEMENT** **Digital Health and Wellness****SUBTOPICS** **Balancing Recreational Activities, Interpersonal Relationships, and Digital Activities****LEARNING GOALS** Define internet addiction and potential harmful effects, discuss proper computer ergonomics and the importance of active living, identify potential harmful effects of over use, inappropriate use, and abuse.

**ACTIVITIES**

**Day One:**

1. Race to define: ergonomics (students may use whatever access to the WWW available) (Students work individually and raise their hands to call the teacher over to check their definition) (STOP AFTER FIRST FIVE CORRECT or 3 min)
2. Send these 5 out into the hallway and have them create a sketch that shows the meaning of the word (2-3 min)
3. Talk about how this word relates to technology use in their lives (5-7 minutes)
4. Ask your students to brainstorm ways in which technology use, abuse, and misuse can impact their health, safety, and even kill them.
5. Watch: <http://www.youtube.com/watch?v=DebhWD6ljZs>

**Day Two:**

1. Assign students to groups. Ask them to think about the video from yesterday.
2. Assign each group one of the following tasks:
  - 1) Create a timeline illustrating the evolution of recreational activities for teens from 1910 to 2010.
  - 2) Create a PSA for teens to encourage the safe use of technology.
  - 3) Create a short skit to demonstrate appropriate uses of technology.
  - 4) Survey your classmates and create a graphic that shows the variety of recreational activities your peers like to do.
  - 5) Using the WWW, create a list of helpful websites that teens can use to learn about Digital Health and Wellness.

**MODULE 9****ELEMENT** **Digital Commerce****SUBTOPICS** **Internet Scams, Shopping Online and E-Commerce, Craigslist, E-bay, etc.****LEARNING GOALS** Identify ways to safely shop online successfully through secure websites.

**ACTIVITIES**

1. View the power point called, "Digital Commerce."
2. Use the power point as a guide to have a class discussion regarding E-Commerce.
3. Pair the students up to research the various questions asked in the power point, or research the information as a class.
4. As a class, play one or all of the games linked in the power point regarding ways to safely shop online.