Digital Citizenship

Teacher Resources to help Students Become Responsible Online Users

Units	K-1	2-3	4-5	6-8	
gital Life	**Sending Email** How do you connect with others through email? Students explore how they can use email to communicate with real people within their schools, families, and communities.	**My Online Community** How does the Internet connect you to others? Students explore the concept that people can connect with one another through the Internet.	**Rings of Responsibility** What is good digital citizenship? Students explore what it means to be responsible to and respectful of both their offline and online communities.	**Digital Life 101** What is digital media and what role does it play in our lives? Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary. **My Media** What are your media habits, and how much time do you spend with different forms of media? Students review their media habits and reflect media's role in their lives. **Ups & Downs of Digital Life** Students reflect on the possibilities and pitfalls of digital media for themselves, for	**My Onlin** Students concept c citizenshi be ethica when the **My Digit** Students media in t by keepin media use

it are designed to harness ouraging them to talk about the their lives, their communities, discuss the positive and negative are introduced to the concept of

tudents' online, mobile, and 'digital life" but to young people ons in this unit are designed to sm, encouraging them to talk media on their lives, their re. Students discuss the positive gital life and are introduced to enship.

e role that digital media play in ety. They are introduced to the

t of digital citizenship and digital ethics, and r how they can harness the power of digital media d.				relationships with people close to them, and for society at large. **With Power Comes Responsibility** What is a good digital citizen? Students explore what it means to be responsible and respectful to their offline and online communities.	
Privacy & Digital Footprints n a world in which everyone is connected and g created can be copied, pasted, and sent to of people, it is important that students bring a f ethical responsibility to the online spaces where nsume, create, and share information. In this unit's , students learn to manage their own privacy and r the privacy of others. n a world in which everyone is connected and g created can be copied, pasted, and sent to of people, it is important that students bring a f ethical responsibility to the online spaces where nsume, create, and share information. In this unit's , students learn to manage their own privacy and r the privacy of others. tudents learn to manage their own privacy and r the privacy of others. They reflect on how ation they post online can affect getting into college r future opportunities, as well as how it might others.		**Follow the Digital Trail** What information is appropriate in a digital footprint? Students learn that the information they put online leaves a digital footprint or "trail."		**Trillion Dollar Footprint (6-8)** What is a digital footprint, and what does yours convey? Students learn that they have a digital footprint with information that can be searched and sent on to a huge audience.	**Private Today, Public Tomo (9-10)** How can you respect the priv others online? Students refl their responsibility to prote privacy of others when posti information about them onlin **College Bound (11-12)** How can information you pos the Internet affect getting college or other future opportunities? Students lear about the impact of their di footprint on their future
Connected Culture tudents explore the ethics of participating in and g positive online communities, as well as how nities are upset because of cyber bullying and other g behaviors. The lessons explore the impact of s' individual actions – both negative and positive –		**Screen Out The Mean** Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.	**Group Think** How can you take action when you witness cyberbullying? Students examine the role of bystanders vs. upstanders in group cyberbullying situations.	**What's Cyberbullying? (6-8)** What is cyberbullying, and how do you deal with it? Students will explore how it feels to be cyberbullied, and learn strategies for handling cyberbullying.	**Building Community Online (** How can websites foster community online? Students examine websites that foste positive community by explor factors that increase commu engagement.

friends and on the broader communities in which participate.

tudents explore the ethics of participating in and positive online communities, as well as how nities are upset because of cyberbullying and other ng behaviors. The lessons explore the impact of rs' individual actions – both negative and positive – friends and on the broader communities in which rticipate

Students reflect on what they can do to strengthen elationships and communities. They also consider onymity and public posting can intensify bullying, eech, and abusive relationships online.

Show Respect Online
How can I make sure my emails are clear and respectful? Students explore the similarities and differences between in-person and online communications.

The Power of Words
What should you do if someone uses mean or scary language on the Internet? Students explore how to handle upsetting online language and cyberbullying.

Writing Good Emails
Students think about the purpose and audience of their message as they learn how to communicate effectively by email.

Cyberbullying: Crossing The Line (6-8)
Students learn to distinguish teasing from cyberbullying and learn about its serious forms, including harassment, deception, "flaming," and threats to safety.

Cyberbullying: Be Upstanding (6-8)
Students learn about the difference between being a passive bystander versus a brave "upstander" in cyberbullying situations.

Forms and Norms (6-8)
What are the norms of positive online communication? Students will learn the forms and norms of effective communication in an online context.

Chart It (7-8)
How do you judge people's intentions online? Students will learn to assess people's intentions and the impact of their words and actions, both positive and negative, online.

Build Your Ideal Community (7-8)
How do you build a positive online community? Students will consider the characteristics of positive online communities that promote responsibility and respect.

Overexposed: Sexting & Relationships (9-10)
What are the risks and responsibilities when you sho online in a relationship? Stuc explore the risks and responsibilities of carrying o their romantic relationships

Turn Down the Dial on Cyberbullying & Online Crue (9-10)
What factors intensify cyberbullying and what can y to lessen it? Students learn cruelty can escalate quickly

Breaking Down Hate Speec 12)
How can you create a commu culture in which hate speech unacceptable, both online and offline? Students learn how speech affects individuals, g and communities.

Taking Perspectives on Cyberbullying(11-12)
How does online cruelty affe people involved? Students le about the dynamics of online cruelty and how it affects al the people involved.

Self Expression and Identity				My Online Self	Who Are You Online? (9-10
tudents show who they are to the online world with , social networking profiles, and posts. The lessons unit are designed to help students explore their ersus their offline identity. Students learn how the ey present themselves online can affect their aships, sense of self, and reputations. Students think critically about how they present lves online. They consider what their profiles, nd avatars convey to others about them, and on whether this image is "true" to who they are.				**My Online Self** How do you present yourself to others on the Internet? Students reflect on how they present themselves online by reflecting on their online and offline roles. **Which Me Should I Be?** What are the benefits and risks of presenting yourself in different ways online? Students learn that presenting themselves in different ways online carries both benefits and risks.	**Who Are You Online? (9-10** What kind of person are you and how is this similar to or different from your offline : Students explore how they represent themselves online, reflecting on what it
Respecting Creative Work			Whose Is It Anyway?	A Creator's Rights	Copyrights and Wrongs (9-
he lessons in this unit address students' rights and ibilities about respecting creative work, as well as topics ranging from copyright to fair use. ts reflect on the ethics of using creative work from and they are encouraged to celebrate their role as ntury creative artists. oung people are creating and publishing their own , music, videos, and artwork. They live in a world nformation is easily available to copy, paste, and The lessons in this unit address students' rights ponsibilities about respecting creative work, as well ore topics ranging from copyright to fair use. ts reflect on the ethics of using creative work from and they are encouraged to celebrate their role as ntury creative artists. Students reflect on how to respectfully give and dit in an age of remixed work. They consider unities for creating using new media tools, and thorny ethical topics ranging from copyright to g.			**Whose Is It Anyway?** How can you show respect for people's work? Students learn that although the Internet makes it very easy, presenting the work of others as one's own is called plagiarism.	**A Creator's Rights** What rights do you have as a creator? Students are introduced to copyright, fair use, and the rights they have as creators. **A Creator's Responsibilities** What responsibilities do you have to respect others' creative work? Students reflect on their responsibilities as creators and users of creative work. **Rework, Reuse, Remix** How do creators apply fair use? Students expand their understanding of fair use, apply it to case studies, and create an original work of fair use.	**Copyrights and Wrongs (9-** How does copyright affect o choices in using images? Stu learn about respecting creat work through learning about copyright and licensing. **Rights, Remixes, & Respec 12)** What are different perspect of the ethical dimensions on remixing and appropriating o people's work? Students appl knowledge of copyright and f by debating

Common Sense Media was used as a resource guide to create this document.