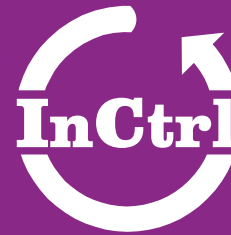


living in a digital world



about this lesson

Living in a Digital World is part of **InCtrl**, an engaging collection of hands-on lessons covering seven key **digital citizenship** topics. These free lessons, for grades 4-8, empower students to be smart, safe and effective participants in a digital world. Get **InCtrl** at www.ciconline.org/InCtrl.

LESSON SUMMARY

We live and interact daily in a digital world. Therefore, we are all digital citizens. But how we should act and behave in this world is not always clear, especially to our students. In this lesson students will learn about digital citizenship and how they can be safe and secure, as well as smart and effective participants in the digital world. They will gain an awareness of the rights and responsibilities of digital citizens, how they personally fit into the digital world, and how to embody healthy attributes of a digital citizen.

LEARNING OBJECTIVES

Students will...

- Define digital citizenship
- Understand the rights and responsibilities of a digital citizen
- Evaluate the appropriate use of technology
- Participate respectfully and responsibly in an online community

BACKGROUND

In preparation for the lesson, watch the teacher video prior to starting the lesson. Show the student video to your class after the introductory activity:

Living in a Digital World/Teacher Video [3.5 minutes]

Digital citizenship is a holistic and positive approach to helping students learn how to be safe and secure, as well as smart and effective participants in a digital world. This video explains the importance of digital citizenship and offers advice on helping students manage their digital lives.

Living in a Digital World/Student Video [2 minutes]

458 minutes – that's how much time the average teen spends using media each day. This video explores how students can practice good digital citizenship skills every minute they're online. Challenge your students to be smart and effective participants in the digital world!



TEACHER TIP!

This lesson is designed to work for 4th-8th grade students and be adaptable to varying abilities. Activities build upon one another and increase in depth and complexity as the lesson progresses.

TOPIC: DIGITAL CITIZENSHIP

TIME REQUIRED

Two 2-3.5 minute videos,
Three 30-minute sessions,
One 40-minute session,
One 10-minute reflection

SUPPLIES*

- Process Journals
- Computers/Tablets
- Internet Access
- Projector/Interactive whiteboard
- Chart Paper/Poster board/Markers

*Lesson activities can be adapted for use without supplies

PREPARATION

- **Watch:**
Living in a Digital World/Teacher Video (for you)

Living in a Digital World/Student Video (for the class)

TEACHER HANDOUT

- Being Digital Citizens

STANDARDS*

- **Common Core English Language Arts**
- **Common Core Math**
- **American Association of School Librarians**
- **National Education Technology Standards (NETS), ISTE**
- **Partnership for 21st Century Skills (P21)**

*See page 8 for a complete list of standards strands met.

• LESSON LINKS • • •

Check out the following lessons to explore these digital citizenship topics in-depth:

Working Together Digitally
(Digital Collaboration and Communication)

**Your Digital Footprint:
Leaving a Mark** (Privacy)

In-Credibly Informed
(Information Literacy)

TODAY'S MEDIA GENERATION

Did you know that on average, 8-18 year olds devote 7.5 hours to using media devices (smart phones, computer, TV, etc.) on a typical day? That's the equivalent of a work-day, and amounts to more than 53 hours a week! And because most of that time is spent multitasking using other media, it boosts up the average time to more than 10 hours a day. This time does not include daily use of computer for school work, or texting time (1.5 hours), or talking on their cellphone (30 minutes).[†]

[†]Source: 'Generation M2: Media in the Lives of 8- to 18- Year Olds', a national survey by Kaiser Family Foundation, 2010.

24/7

Have your students track and measure the time they spend online, using technology or digital media, or generally interacting in the digital world in 24 hours. They should track their day hour by hour and list what they used or interacted with, and for how many minutes. At the end of the exercise, have them calculate the number of hours they spend using technology or interacting digitally.

To get a better idea of how many hours this translates to, have them multiply their estimated daily amount:

- by 7 = weekly
- weekly hours by 4 = monthly
- monthly hours by 12 = annual

Results may be shocking! Students will gain an awareness of how much a part of their lives the digital world truly is. For advanced students, have them create infographics sharing their personal or class technology usage visually. (See extension bar on page 4 for free resources.)

• WORDS TO KNOW • • •

Digital: characterized by electronic and computerized technology.

Citizen: an inhabitant or member of a community, one who is entitled to the rights and privileges of it; a native who owes allegiance to a government or organizing body, and is entitled to protection from it.

Digital Citizenship: Cable in the Classroom defines digital citizenship as a holistic and positive approach to helping children learn how to be safe and secure, as well as smart and effective participants in a digital world. That means helping them understand their rights and responsibilities, recognize the benefits and risks, and realize the personal and ethical implications of their actions. Helping a child become a good digital citizen cuts across all curricular disciplines and includes knowledge, awareness, and skills in three key areas:

- **Safety & Security:** Understanding the risks that we face from others as well as from our own conduct, and the dangers posed by applications like viruses and phishing.

- **Digital Literacy:** Learning how to find, sort, manage, evaluate and create information in digital forms. These literacy skills build on but are somewhat different from the traditional literacy of reading and writing.

- **Ethics & Community:** Becoming aware of and practicing appropriate and ethical behaviors in a variety of digital environments. This area includes shaping your digital reputation and being a responsible citizen of the communities in which you participate, from social networks, to games, to neighborhood civic forums.

Rights and Responsibilities of a Digital Citizen*:

- Rights include access & participation, free speech, community, privacy, physical & psychological safety, safety of identity and of material and intellectual property.

- Responsibilities include respect & civility to self & others; protecting own/ others' rights & property; respectful interaction; demonstrating the blended literacy of a networked world: digital, media, social.

*Source: **Anne Collier, ConnectSafely**

introduction [40-minutes]

Living in a Digital World Your students have grown up with the Internet, so they often don't think about or see a difference between being offline and online. In their world, it's seamless. Begin by posing the following question to your students: **How do you socialize and interact online?** Invite students to share with the class. Next, ask: **How is this different than communicating and interacting with people face to face?** Give students some time to compare and discuss the difference between digital and face-to-face interactions.

Define. Write the words **digital citizen** on the board and ask students to define it. Explain that just as we are citizens of countries, large organized societies, if we interact in any of the ways discussed earlier, we are automatically citizens of the digital world. By that definition, we are all digital citizens.

Digital Citizenship. List the three areas of digital citizenship (see **Words to Know** on page 2) on the board: **Safety & Security**; **Digital Literacy**; and **Ethics & Community**. Invite students to describe what each term means to them using their own words while thinking about the communities they belong to.

Ethics & Community. Ask your class to think about and then list the various communities they belong to and participate in, online and offline. For example: social media (Facebook, Instagram, Twitter, Snap Chat, etc.), blogs, web memberships, online chat rooms, or gaming communities, families, after school clubs, sports teams, neighborhoods, churches. List them on the board.

Ask: *What roles do you play within these communities? What are the expectations within these various communities? How do you know what these expectations are?*

Invite students to share their thoughts. Explain that just as there are different ways to interact and communicate online and offline, there are different expectations in communities offline and online. Prompt students to think about how different online communities share their policies with their users.

Compare & Contrast. Divide the class into teams of 4 students, and provide each with chart paper or poster board, and markers. Have each team choose 2 communities; 1 offline, 1 online. Give them 10 minutes to discuss and jot down each community, the similarities and the differences between the two. Using their chart paper, groups can draw a Venn diagram to clarify their thoughts. To dig deeper and study the potential of each community, ask: *What can you achieve or accomplish in one community that you cannot in another?* Have each group display their posters and share with the rest of the class. Open it up for other students to contribute their additional thoughts.

activity 1 [30-minutes]

Digital Time. Give students a few minutes to think about, then estimate how much time they spend each day interacting with others and in their communities online. Have them note their time estimation in their process journal, along with a description of how they communicate with others.

Have them think about how much time they think they use a specific tool, digital technology, or interact in an online community or social media platform each day. Again, have them write down in their process journals along with their time estimations.



TEACHER TIP!

Show the student video to your students before moving on to the next step of the activity.

Share the Statistics. (See sidebar on page 2) Share how much time the average youth spends interacting and using digital technology and media. Assign the 24/7 activity (see sidebar on page 2) as a homework assignment. Explain that students will track their actual usage of online media and technology for a period of 24 hours in order to figure out how much time they actually spend interacting with and in the digital world. After your students have completed the assignment, regroup to share, compare, and calculate the actual time spent per day, per week, per year as a class.

activity 2 [40-minutes]

Being Digital Citizens. This next activity is sure to incite a lively discussion from your class! First, remind students that digital citizenship is about being a smart, safe and effective participant in the digital world. Dig deeper about the rights and responsibilities of digital citizens by asking: **What is a right? What is a responsibility?** Give students a few minutes to jot down their ideas in their process journals. Encourage them to think about their own personal experiences interacting in the digital world, and various scenarios, and what they concluded in the introductory activity.

Being a digital citizen is also about having rights in the digital world, connecting with other people, and being able to make a positive impact and a real difference in the world. For example, you can use an online community to connect with new friends who share the same hobbies, spread awareness of an important cause, sign or start a petition for a skating park in your neighborhood, or raise money or gather donations for victims of natural disasters in another state or country!

Discuss & Evaluate. Divide students into groups of 3-4 students. Provide each group with at least two scenarios from the **Being Digital Citizens** teacher tool handout on page 6. Explain that they will have a few minutes (give 4-5 minutes per example) to discuss the scenarios given.

Ask students to answer the following questions: **Is this an example of being a good digital citizen? Why or why not? What are the rights and/or responsibilities being demonstrated (or not) in each scenario? What possible consequences (good and bad) may occur because of the actions in each scenario? What would you do differently (if anything) to make this scenario an example of being a good digital citizen?**

Note: Most scenarios are open-ended and can be categorized as both being and not being a good digital citizen. Encourage students to think of the possibilities not mentioned in each case and within the three areas of digital citizenship: **Safety & Security; Digital Literacy; and Ethics & Community.**

Share. Have groups to share their scenarios, and their analysis and conclusion of each, clearly explaining their rationale to the rest of the class. Invite other groups to contribute their opinions and perspectives for each case of digital citizenship.

activity 3 [30-minutes]

Blog & Share. Set up a class blog or wiki for your students to contribute to over the course of the semester or year. It will provide students with an opportunity to share what they are learning, while also giving them practical experience collaborating, communicating, and interacting safely and successfully as a digital citizen.

Try these ideas:

- Share images, graphics or media.
- Set a weekly publication schedule and assign students to contribute.
- Assign homework using the blog or wiki.
- Share resources or links to aid in student learning.

Collaborate. Work with your students when setting up your blog or wiki. The following are free, have tutorials, and several design templates to get you started!

- Blogger
- Wordpress
- Wikispaces

reflection [10-minutes]

Invite students to reflect on what they have learned by writing in their process journals.

Ask: **What is digital citizenship? What are the rights and responsibilities of a digital citizen? How can I be a good digital citizen?**

Invite volunteers to share and discuss their definitions of digital citizenship with the rest of the class.

Based on your students understandings and experiences, collaborate to come up with 10 attributes or values that describe a responsible digital citizen. Revisit the definition from time to time (or as you progress through **InCtrl** lessons) to see if any have changed or evolved. If so, discuss how or why they have changed?

● EXTENSIONS ● ● ●

Digital Citizen Infographics. Have students work in pairs to create infographics to communicate the rights and responsibilities of a digital citizen.

Visually engaging infographics can be easily created with the help of tools such as:

- **Easel.ly**
- **Infogr.am**
- **Piktochart**

Share student-generated infographics on the class blog or website. Or print them out to display and share with the school community.

Provide groups of 3-4 students at least two of the following scenarios to discuss. Ask them to discuss, evaluate, and answer the following questions:

- *Is this an example of being a good digital citizen? Why or why not?*
- *What are the rights and/or responsibilities being demonstrated (or not) in each scenario?*
- *What possible consequences (good and bad) may occur because of the actions in each scenario?*
- *What would you do differently (if anything) to make this scenario an example of being a good digital citizen?*



1. Helene took photos at a party last week. Liz posts the photos she thinks she looks great in on Facebook. Then she tags other friends who are in it.

2. Matthias is doing research on a famous author for his English class paper. In his online search, he finds some interesting information and facts on Wikipedia and a blog. He's not a great writer so he copies and pastes the parts he likes from both websites into his paper. After adding some of his own words, he hands it in to his teacher.

3. Sybel has a hard time taking notes and listening to her teacher Mr. Smith's lecture at the same time. She records his lecture with her phone so she can use it as a study aid later on. She posts it online on YouTube.

4. Andre is on an online gaming site playing with his friends. He knows who his friends are by their user names. A new user name pops up and starts chatting with him. After some time, the new user asks Andre his name and what school he goes to.

5. Shane updates his social media status with a post that brags about how he got "a pack of smokes", even though he doesn't smoke.

6. Zane needs to print his homework in the computer lab. He inserts his USB drive from home into the computer. A message pops up that the security scan has detected a virus. He really needs his homework, so he opens and prints it anyway.

7. James takes a photo of his test in science class. At lunch, he talks his friend Kai who is taking the same test the next period. He shows him the photo.

8. Brooke's best friend Kim lives in Oklahoma where a tornado damaged her home and school. Brooke decides to raise money to help Kim, her family, and her community rebuild. She starts a Facebook page to raise awareness and spread the word, then keeps track of all the donations in a Google Doc spreadsheet.

9. Kiki is bored in class. She's already finished her homework and doesn't feel like talking to anyone. She pulls out her Dsi gaming console and starts to play.

10. Prem is creating a presentation for history class. He found some great photos online on Google and Flickr to add to his presentation. He includes the source for each in his presentation.

11. Aitana is filling out an online survey for her English class. Under a comment box asking who her favorite poet is, she writes: "IDK."

12. Ichiro's soccer coach leaves him out of the starting line up of their game. On the bus ride home, Ichiro tweets about how much he hates his coach.

13. Nam is surfing the web for movies. Her friend had told her about a new movie she had downloaded. She comes across a site where she can download music and movies for free from other users.

14. Ernesto is making a music video "mash-up" of skating for fun to his favorite song. He uses movie-editing software to combine images and videos he's found on YouTube and Facebook. He adds in some of his own footage that he took of his buddies skateboarding. A few weeks later he sees that someone else on YouTube has taken his video mash-up and used it in his own video without asking Ernesto or giving him any credit.

15. Jade wants to spread the word and raise money about her favorite animal: the endangered Leatherback Sea Turtle. To raise awareness, she starts a blog with photos and information on the turtle, and she sends weekly email updates to friends, family, and people in her community.

Common Core ELA Standards

Reading: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas
Writing: Production and Distribution of Writing; Research to Build and Present Knowledge
Speaking and Listening: Comprehension and Collaboration; Presentation of Knowledge and Ideas
Language: Vocabulary Acquisition and Use

Common Core Math Standards

Operations and Algebraic Thinking: 4.OA, 5.OA
Number and Operations in Base Ten: 4.NBT, 5.NBT
The Number System: 6.NS

American Association of School Librarians

Standard 1: 1.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.3, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3
Standard 2: 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 2.4.4
Standard 3: 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.4.1
Standard 4: 4.1.5, 4.1.8, 4.2.3, 4.3.1, 4.3.4

National Education Technology Standards (NETS), ISTE

1. Creativity and Innovation: a, b, c, d
2. Communication and Collaboration: a, b
3. Research and Information Fluency: c
4. Critical Thinking, Problem Solving, and Decision Making: a, c
5. Digital Citizenship: a, b, c, d
6. Technology Operations and Concepts: a, d

Partnership for 21st Century Skills (P21)

Learning and Innovation Skills:

1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Information, Media and Technology Skills

3. ICT Literacy

Life and Career Skills

1. Flexibility and Adaptability
2. Initiative and Self-Direction
4. Productivity and Accountability
5. Leadership and Responsibility