

Library Lesson Plan – Digital Citizenship Lesson Resources

Title or Unit Question:	
Grade Level: 6, 7, 8	Content area:
Type of Lesson:	Est. Time & duration:
<input type="checkbox"/> Individual Instruction <input type="checkbox"/> Stand-alone lesson <input type="checkbox"/> Lesson in a unit <input type="checkbox"/> Multiple unit lessons	Content topic: Digital Citizenship Personal Safety – protection from online predators and cyberbullying; Privacy and Security - protecting school passwords & personal school files, and personal information from online computer intrusions, identity theft, phishing, and Internet scams; Digital Ethics – proper offline & online behaviors, such as legal use of software & other digital material, online Netiquette and digital footprint—how the “mark” we leave is our online reputation and can impact our future.
Type of Schedule: <input type="checkbox"/> Fixed <input type="checkbox"/> Flexible <input type="checkbox"/> Combination	Scenario: Tips to keep middle school students engaged https://staysafeonline.org/teach-online-safety/middle-and-high-school/ <ul style="list-style-type: none"> • Make students part of interactive presentation/discussion. • Keep students focused by asking for their feedback. Find out what they know and reinforce key concepts to build understanding of what it means to be a good digital citizen. • Focus on open communication with trusted adults.
Collaboration Continuum: <input type="checkbox"/> None <input type="checkbox"/> Limited <input type="checkbox"/> Moderate <input type="checkbox"/> Extensive	Overview: We need to customize digital citizenship lessons for the unique mental and emotional characteristics of each grade level: <ul style="list-style-type: none"> • 6th graders are eager to explore the adult world, but are vulnerable and still want advice from adults; their lessons need simple and direct examples of what to do and what not to do, presented in an interactive way. • 7th graders are flooded by hormonal changes, and peers are way more important than adults, so they need socializing norms and skills; their lessons need to be fast-paced and varied, especially short, interactive games and videos of students, animated or real, talking about issues pertinent to them. • 8th graders are on the verge of adulthood but still naive about the ways of the world, so they need awareness and guidance to exercise good judgment; their lessons need to incorporate experiences of other teens by using real-life videos coupled with discussion and reflection.

Section 1: DESIRED RESULTS

<p>SUBJECT STANDARDS:</p> <p>CCSS RI.678.8 Trace, delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced.</p> <p>W.678.6 Use technology, including the Internet, to produce and publish writing, including linking to and citing sources, present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>ISTE STANDARDS:</p> <p>2 - Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>	<p>INFORMATION LITERACY STANDARDS:</p> <p>SKILLS Indicators:</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.1.7 Use social networks & information tools to gather & share information.</p> <p>DISPOSITIONS IN ACTION Indicator:</p> <p>1.2.4 Maintain a critical stance by questioning the validity & accuracy of all information.</p> <p>RESPONSIBILITIES Indicators:</p> <p>1.3.5 Use information technology responsibly.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p> <p>SELF-ASSESSMENT STRATEGIES Indicator:</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.4.2 Share knowledge & participate ethically & productively as members of our democratic society.</p>
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<p>Long-Term Understandings: Digital citizenship has rights & responsibilities. Online behavior affects offline life. There's no 'Delete' button on the Internet. You are in charge of your digital footprint.</p>	<p>Key Questions: How can I be safe using the Internet? WWW? How does online respect affect my & others lives? What "mark" do I leave online? How does my online image impact my future?</p>
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Library Lesson Objectives: Students will know ...

- the concept of digital citizenship regarding online behavior
- the importance of safety online: **contact, conduct, content**
- how to recognize dangers associated with using the Internet & report incidents to proper adults
- the importance of privacy & security when using digital devices & online applications
- to not share personal information with online friends, including real name, school name, passwords, or other private information
- never meet in person with someone you met online.
- how to manage your own online experience, posting only what feels comfortable with the whole world seeing, including parents, college admissions personnel, or prospective employers.
- the importance of safety when using digital devices & online applications to protect yourself, your personal information & your computer from viruses, spyware, and spam
- how to use the school district's provided tools & resources in a responsible manner
- to never spread gossip, bully or hurt someone's reputation.
- to take responsibility for electronic actions and deeds: no hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or Trojan horses, sending spam or stealing anyone's identity or property; stealing or causing damage to other people's work, identity or property online is a crime.

Critical Concepts/Vocabulary:
 FERPA, COPPA, CIPA / e-rate
 cyber=regarding a computer or computer network
 cyberpredators, cyberbullying
 cybersecurity
 cyberethics - Netiquette
 digital citizenship, online reputation, digital footprint
 social media = blogs, email, picture & video sharing sites, social networking sites, virtual worlds
 digital etiquette/Netiquette
 phishing, identity theft
 sexting, sexual predators

Section 2: ASSESSMENT EVIDENCE
Full assessment plan measures all learning goals articulated above in Standards, Understandings

Final Product: Students will be able to ...
(Digital products: audio recording, collage, comics, posters, digital books, narrated slideshows, animations, videos, screen-casts.)

Product criteria: *Rubric, checklist, graphic organizer, questions.*

Process/Performance Tasks: *Through what authentic performance task(s) will students demonstrate the desired understandings? By what criteria will performance be judged? (Specific-Measurable-Achievable-Relevant, Realistic-Time referenced)*

ISTE Performance Indicators:

2a) *Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*

2b) *Students engage in positive, safe, legal, & ethical behavior when using technology, including social interactions online or when using networked devices.*

2c) *Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*

2d) *Students manage their personal data to maintain digital privacy & security and are aware of data-collection technology used to track their navigation online.*

Info-Lit SKILLS Benchmarks: 2.1.3 *Review prior knowledge and reflect on how ideas changed with new information.*

3.1.6 *Respect privacy of others; use programs & websites responsibly & ethically.*

4.1.7 *Use social networking tools to responsibly & safely share information & ideas and to collaborate with others.*

Info-Lit DISPOSITIONS Behavior: 1.2.4 *Distinguish fact from opinion; detect bias; use additional sources to verify conflicting information.*

Info-Lit RESPONSIBILITIES Behaviors: 1.3.5 *Purchase, rather than pirate, music & videos from the Web; use digital social tools responsibly by protecting personal information & by posting only accurate & non-inflammatory information.*

4.3.1 *Act responsibly and respectfully while communicating with others.*

4.3.4 *Restrict Web posting of personal information; maintain ethical standards in personal contributions; refrain from downloading without permission or purchase.*

Other evidence: *What other evidence will show that students have understood? (prompts, observations, journal, library data)*
Info-Lit Student Self-Questioning: 2.4.3 What new understandings did I develop about the topic or idea? How do those new understandings apply to other situations or contexts?
3.4.2 How have I shown responsibility in finding & using information in an ethical way?

Section 3: INSTRUCTION & LEARNING PLAN

Instructor Resources:

Federal Trade Commission - On Guard Online - onguardonline.gov/

Protect kids online-cyberbullying, mobile phones, social networking, virtual worlds, texting sexting

Avoid Scams-hacked email, identity theft, phishing, tech support scams, text message spam

Secure your computers-malware, viruses, spyware

Be Smart online-cookies, shopping online, online auctions, mobile apps

Department of Homeland Security - Stop.Think.Connect. Campaign - www.dhs.gov/stopthinkconnect
National Cyber Security Awareness Month – in October: recognizing the importance of cyber security.

NCSA-National Cyber Security Alliance - Stay Safe Online - www.staysafeonline.org/

STOP | THINK | CONNECT™ is the national cyber security education and awareness campaign.

National Center for Missing & Exploited Children - NetSmartz Workshop - www.netsmartz.org/

Presentations: <http://www.netsmartz.org/Presentations>

Teaching Materials: <http://www.netsmartz.org/Resources>

Common Sense Media – www.common sense media.org

Digital Literacy & Citizenship Curriculum for grades 6-8 - FREE, pioneering curriculum designed to empower students to think critically and make informed choices - [Scope & Sequence](#)

National Cable & Telecommunications Association - teachinctrl.org/

Cable Impacts “InCtrl”, free standards-based lessons, originally developed by Cable in the Classroom, that teach key digital citizenship concepts, grades 4-8.

Communication & Collaboration - Working Together Digitally

Digital Citizenship - Living in a Digital World

Privacy – Your Digital Footprint: Leaving Your Mark

Media Literacy – Media: Between the Lines

Cyberbullying – Stand Up...Be InCtrl

Ethics/Copyright – What’s Mine Isn’t (Necessarily) Yours

Information Literacy – In-Credibly Informed

Interland from Google - <https://beinternetawesome.withgoogle.com/interland>

Cyberbullying Research Center – Dr. Sameer Hinduja & Dr. Justin Patchin

Educator Handouts for Students - <https://cyberbullying.org/resources/educators>

ConnectSafely.org, SafeTeens.com - Digital Citizenship & Internet Literacy

Dr. Larry Magid, Ed.D., Co-director of ConnectSafely.org, Founder of SafeKids.com & SafeTeens.com

Digital Citizenship Redefined – a slide show presentation

NYC Dept Education - <http://schools.nyc.gov/RulesPolicies/SocialMedia/default.htm>

[10 Essential Questions for Teaching Global Digital Citizenship](#)

Instructional Activities

Individual Lessons for Ongoing Infusion when using Technology or the Internet

Personal Safety	Privacy & Security	Digital Ethics
Filtered Internet: CIPA & COPPA are for YOU. <i>I believe it's important that students know that the school & its library are safe environments in which to use the Internet.</i>	Password security: <i>This is my first tech lesson; students are prompted to change PW the first time they log on a district computer.</i> NCSA lesson Creating Passwords NSTeensvideo Broken Friendship (1:50)	What rights do you have as a creator? CSM Nicole's Story-Copyrighting Creative Work (3:28) – so student know that when they record their original idea, it's copyrighted.
Communication courtesies: no flaming, ALL CAPS (yelling), or hurtful words. DHS/STC video Names Hurt (1:00)	Protecting identity & digital devices video FTC Protect Your Computer from Malware (3:46) NCSA Protect Your Computer lesson	Remix & Mashups: Fair use of copyrighted works. Fairy Use Tale (6:20-8:13)
Perspectives on Chatting Safely Online (4:24) <i>Young teens discuss feeling safe when interacting with people through online gaming and social media. PDF sheet to follow along. From CSM.</i>	Advertising & media literacy: Online Reviews & Recommendations (1:15min) You Are Here lesson & You Are Here (game)	Piracy of software & music: 10 Insane Facts about Piracy (2:02) Benders Anti-Piracy Warning (1:11)

Internet Safety Month Yearly Presentation - Be Safe in CyberSpace!

Grade/Theme	6g = Using the Internet – What are the Risks ?	7g = How does online Respect affect my & others lives?	8g = How does the “mark” I leave online affect my Reputation & impact my future?
Long-term Understandings	Use the Internet safely, securely & ethically. Stop & Think before you Click!	Digital citizenship has rights & responsibilities. Online behavior affects offline life.	You are in charge of your digital footprint. There's no 'Delete' button on the Internet.
Key Questions	How can I be safe using the Internet? WWW?	<i>Same as theme</i>	What “mark” do I leave online? How does my online image impact my future?
Learning Target	I will understand the risks of using the Internet: inappropriate contact, conduct, & content.	I will learn to Stop. Think. Connect. With Respect.	I will develop an online reputation for safety, secure information, and a positive digital footprint.
Personal Safety	Cyber safety - protect self from cyberpredators	Digital Safety - protect self & others from cyberbullying	sexual predators
Privacy & Security	Cybersecurity - protect personal information: WWW=Who is asking for personal info; What info is being requested; Why do they need this?	Digital space - protect information from intrusions and Internet scams	phishing, online shopping (credit reputation)
Digital Ethics	Cyber ethics - use Netiquette	Digital citizenship and social media/chat rooms	sexting, online reputation
Videos & online games	Federal Trade Commission Protection Connection (1:03) Share with Care (1:02) Heads Up: Stop, Think, Click (1min) Friend Finder (game) Common Sense Media Eva's Story: when messages spread (2:12)	NCTA video Living in a Digital World (2:12) Federal Trade Commission Stand Up to Cyberbullying (1:22) Spam Scam Slam (game) Beware of Spyware (game) Dept Homeland Security Sharing Online Is Serious Business #2 (:30) Stop, Think, Connect. (:33) Netsmartz: NSTeens	Federal Trade Commission Sharing Information: A Day in Your Life (1:41min) Phishing: At the store (1:01min) Phishing: At home (1:01min) Case of Cyber Criminal (game) You Are Here (game) Netsmartz NSTeens Julie's Journey (3:06) Survivor Diaries (2:43) Your Photo Fate (2:25) [alt Youtube

		Terrible Text (1:32) YouCan't Take it Back (1:37) Social Networking (2:06) <i>YouTube (orig. NSTeens)</i> Tracking Teresa (5:00) <i>Natl Cyber Security Alliance</i> Stop. Think. Connect. (2:35)	Your Photo Fate (2:26) Offline Consequences (2:07) <i>Common Sense Media</i> Digital Footprint (1:19) Oversharing: Think Before You Post <i>animated rap video (3:35)</i> <i>YouTube</i> Beware what you share #1 (:25) Beware what you share #2 (:25) Once Posted You Lose It (1:39) Megan's Story (1:53) Online Targeting & Tracking (2:28) <i>Vimeo</i> Online Tracking (1:45)
Handout	FTC booklet - <i>Heads Up: Stop, Think, Connect.</i> Order FREE booklet from Federal Trade Commission website 6-8 weeks before.	DHS Social Media Toolkit brochure Cyberbullying Crossword Puzzle	FTC booklet – Living Life Online

Section 4: REFLECTIONS & EVALUATION

Students: *What was compelling? What inquiries arose; extensions activities?*

Teacher connections: *How successful was collaboration with other teachers? What connections to other subjects?*

Assessment: *Were students able to demonstrate learning objectives?*

Data collection: *How did we decide on the data to collect? Was it useful?*

See next 2 pages for the teacher handout about Federal laws governing student use of the Internet: FERPA, COPPA, CIPA.

What are the Legal precautions for students to use online technology?

FERPA, the [Family Educational Rights and Privacy Act](#), has been around since 1974. Its purpose is to protect the privacy of a student's education records. Its impact on us as educators is that it gives us permission to publish student work and photos, but without last names or any personally identifiable information. (*The U.S. Dept of Education has a great [video for parents, "Student Privacy 101,"](#) as well as [a downloadable, printable PDF brochure](#) about their rights under FERPA.*)

Between September and December of 2016, the U.S. Dept. of Education's Privacy Technical Assistance Center (PTAC) conducted focus groups regarding teacher training on student privacy. They discovered that, while schools and districts encourage the use of technology applications, there is wide variation on vetting what teachers can use in their classrooms, with free resources often left to the teacher's discretion. With that in mind, it's especially important for educators to consider COPPA.

COPPA, the [Children's Online Privacy Protection Act of 1998](#), which took effect in 2000, gives parent say over personal information companies collect online from children under 13. It forbids Websites from collecting personal information from children under the age of 13 unless they obtain verifiable parental permission, and since 2013 COPPA also covers photos, videos, audio files, and geolocation that can identify a child. COPPA requires those sites and services to notify parents directly and get their approval before they collect, use, or disclose a child's personal information including a kid's name, address, phone number or email address; their physical whereabouts; photos, videos and audio recordings of the child, and persistent identifiers, like IP addresses, that can be used to track a child's activities over time and across different websites and online services. This is the reason Websites ask for birth dates to create an account and refuse to if the applicant is under age 13 (*so they don't have to verify parent permission.*) (*I know many students create online accounts using a fake birth year, but I sure don't advocate breaking the law and I hope you, dear reader, won't either!*)

The Federal Trade Commission, the nation's consumer protection agency, enforces the COPPA Rule. [Contracted services do have certain legal parameters so schools can use their apps](#), which is why we can use them in lessons for younger students. Also, [COPPA allows schools to act as "agents" for parents, which means we can get signed permission slips from parents in order for students to register for a public online service.](#) (*NOTE: COPPA is not COPA, the Act about pornography that never became law.*)

CIPA, the [Children's Internet Protection Act](#), enacted in 2000 and administered by the Federal Communications Commission and Federal Trade Commission, covers the e-rate discount requirements for schools, such as filtering harmful content and restricting disclosure of a minor's personal information. CIPA was augmented by the Broadband Data Improvement Act (2008) and by the FCC (2011) to incorporate the Protecting Children in the 21st Century Act-Subtitle A: Promoting a Safe Internet for Children. Those direct the FTC to create a national public awareness campaign about safe Internet use by children and requires schools to educate students about Internet safety.

Teaching Internet safety is required for schools to qualify for e-rate funding. I use **CIPA requirements** as a guide to educate students about Internet safety. The relevant passages are found in the CIPA update of 2011 which incorporates language from the Broadband Data Services Act of 2008, Title II--Protecting Children [*in the 21st Century Act*], Subtitle A--Promoting a Safe Internet for Children:

SEC. 211. INTERNET SAFETY.

... use of the Internet in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators, and helps parents shield their children from material that is inappropriate for minors.

SEC. 212. PUBLIC AWARENESS CAMPAIGN.

The Federal Trade Commission shall carry out a **nationwide program** to increase public awareness and **provide education** regarding ... safe use of the Internet by children. ... that includes--

(1) identifying, promoting, and encouraging best practices for Internet safety;
(2) establishing and carrying out a national outreach and education campaign regarding Internet safety utilizing various media and Internet-based resources;

... (4) **facilitating access** to Internet safety education...by...schools,

SEC. 215. PROMOTING ONLINE SAFETY IN SCHOOLS.

... part of its **Internet safety policy** is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

(Broadband Data Services Act from the Government Printing Office Website.)

While schools are required to teach Internet Safety, the **government provides free materials** with which to do so. All government information falls under public domain so educators can use it however we wish. The FTC's Internet safety Website—onguardonline.gov—provides videos and materials for presentations, as well as **free** handouts such as booklets, brochures, and worksheets, which can be ordered from their Website. The Department of Homeland Security's Stop-Think-Connect campaign also provides **free** materials on their Website—dhs.gov/stopthinkconnect. I reiterate, **these materials are free**, so order order enough copies for all the students in the school! Other free materials are provided by government-sponsored organizations, such as the National Cyber Security Alliance at staysafeonline.org, the National Center for Missing & Exploited Children at netsmartz.org, and Common Sense Media at commonsensemedia.org. The NCSA Website also has valuable pointers on how to teach online safety to various ages of children, and it and other government and non-profit Websites mentioned above have wonderful videos and games for each age group to use in presentations.

Here's a helpful video: “[Simple Ways Teachers Can Protect Student Data Privacy.](#)”

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