

What Is Digital Citizenship and How To Practice It

DIGITAL CITIZENSHIP

Objectives:

Students will be able to:

- Understand what digital citizenship is and practice using their digital citizenship skills.
- Familiarize themselves with the concept: if it isn't right to say in person, it isn't right to say online.
- Learn strategies to behave as digital citizens and begin to develop responses to cyberbullying.

Challenge Overview:

- **Intro:** The Claud has descended on the Youville Post Office. It installed a Negativity Amplifier to boost negative messages in texts, emails, and chats in games — drowning out the positive messages all over Youville. Once these messages go out, the Youville Post Office can't take them back.
- **Challenge:** Help the Youbies intercept the Negativity Amplifier by using the five strategies to craft positive responses to each negative message.
- **Outcome:** Respond to all six negative messages to knock the Negativity Amplifier offline and get rid of The Claud.

Materials:

- *What Is Digital Citizenship and How To Practice It* slide deck
- *Can't Take It Back* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (10 minutes):

1. Project slide 3 from the *What Is Digital Citizenship and How to Practice It* slide deck, and ask: "Can anyone describe what actions make a good neighbor?" [Give students a minute or two to work with their shoulder neighbor to write up a definition. Ask a

few students to present examples of their definition.]

2. **Say:** “When you’re online, you’re a digital citizen — essentially like a neighbor. You participate in the online communities you’re a part of. What actions do you think make a good digital citizen? How would they behave online?” [Wait for responses.]
3. **Say:** “Whether you’re in your actual neighborhood or online, treat others as you would like to be treated. When you’re online, remember that there are real people with real feelings behind the screen names, avatars, and profiles. Think about what you’re saying and doing online. And if it isn’t right to say something in person, don’t say it online either.”

Mini Lesson (5 minutes):

1. **Say:** “Technology is a great way to connect with others, especially when we treat each other with respect. If you’re going online, whether on social media, gaming sites, video streaming sites, or somewhere else, try to be a positive digital citizen. Always be careful what you say online, since you can’t take it back. Also, remember what you say online often reaches further than it would in person. Even if you delete your message, or it automatically disappears, other people might have seen or recorded it. Here are some things to think about when you send a message online to ensure you are modeling good digital citizenship.”
2. **Project slide 4, and say:**
 - **“Pause** before sending. Take a moment to think about the message before you send or post it. Ask yourself, ‘What does it say? Could it cause a misunderstanding? Might it hurt someone’s feelings? How would I feel if I got a message like this?’ Make changes to the message before you send it. Because once you send it, you can’t take it back!
 - **Ask** yourself, ‘Who needs to see this message?’ This is really important if you’re sending a group message. Think about who you want to see this message and make sure that it goes only to them. How will your message make others in the group feel?
 - **Think** about any unintended audiences. Remember that, once a message is out there, someone could take a screenshot or forward the message, and your name, avatar, or profile will be attached.
 - **Promote** positivity. You can become a positive digital citizen by stopping the flow of negative comments or information — not forwarding, liking, or supporting them. Instead, make an effort to contribute positively to any group you’re part of. Think, ‘Is this how I would want to be treated?’ If the answer is no, don’t send or promote the message.
 - **Get help.** If you’re ever unsure how to respond or react, ask a parent or trusted adult to help you decide what to do.”

Challenge Activity (20 minutes):

1. **Project slide 5, and say:** “Now, let’s move into our challenge activity — *Can’t Take It Back.*”

2. **Project slide 6, and say:** “The Claud has descended on the Youville Post Office. It installed a Negativity Amplifier to boost negative texts, emails, and chats in games, and other messages above positive ones all over Youville. Once these messages go out, the Youville Post Office can’t take them back. Help the Youbies intercept the Negativity Amplifier by using the five strategies we just discussed to craft positive responses to each negative message.”
3. **Divide class into small groups.** Pass out one *Can’t Take It Back* activity sheet for each group.
4. **Project slide 7, and say:** “With your group, follow the mail route to write how you would respond to each scenario. Use the following strategies to help you with your responses:
 - Pause before sending.
 - Ask, ‘Who needs to see this message?’
 - Think about any unintended audiences.
 - Promote positivity.
 - Get help.”

Wrap-up (10 minutes):

1. **Bring the class back together.** Once all groups complete the activity, tell the class: “Let’s look at the scenarios again.”
2. **Project slide 8, and ask:** “Has anyone ever sent a negative message like these to a friend? Did you use any of the five strategies before you sent that message?” [Wait for responses.] Follow up with: “Since you can’t take the message back, how would you make it right?” [Call on different students and discuss which strategies might help. Encourage them to come up with their own.]
3. **Project slide 9, and say:** “Good job! Looks like the Youbies intercepted the Negativity Amplifier. The Claud has moved on to another part of Youville.”
4. **Reward the class** with a piece of the JumboFan, which they can decorate and glue or tape to the JumboFan sheet.
5. **Say:** “When we finish all the challenges and collect all the pieces of the JumboFan, we’ll take it up to the highest point in Youville and blow The Claud away for good.”

Assessment:

- Monitor each student’s participation during the activities.
- Collect the sheets the group leader used to record responses and determine if students were accurate in their responses.

Learning Standards:

International Society of Technology in Education Standards (ISTE)

1.2 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.

- 1.2.a. Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.
- 1.2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Common Core State Standards (CCSS)

English Language Arts (ELA) Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.CCR.6 Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Writing

- W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

American Association of School Librarians (AASL) National School Library Standards

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

B. CREATE: Learners participate in personal, social, and intellectual networks by:

2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW: Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

SHAPE America National Health Education Standards

Standard 4

Use interpersonal communication skills to support health and well-being of self and others.

Standard 5

Use a decision-making process to support health and well-being of self and others.