THE NORMS AND PROCEDURES NEEDED FOR SUCCESSFUL
ONE-TO-ONE DEVICE IMPLEMENTATION IN AN UPPER ELEMENTARY
CLASSROOM

by Katie Coulson

A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching.

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PROJECT SUMMARY

Technology is constantly changing and due to this, the expectations in schools regarding technology are always changing too. In order to better prepare our students for 21st century learning they need to be good digital citizens and have clear expectations set for them in the classroom as well as at home. Digital Citizenship can be defined as, “critical thinking and ethical choices about the content and impact on oneself, others, and one’s community of what one sees, says, and produces with media, devices, and technologies” (Collier, 2009, p. 1).

This capstone project focuses on the question, **what are the impacts on digital citizenship when creating the norms and procedures for integrating one-to-one iPads into an upper elementary classroom?** Any educator teaching 4th or 5th grade in my district may use this project to establish expectations in their own classroom. Other districts may need to adapt the lessons to better fit their existing curriculum.

I designed and adapted six mini lessons to utilize at the beginning of the school year to integrate into our existing community unit. The purpose of the mini lessons is to help set up the norms and procedures in the classroom and at home with one-to-one iPads. The topics that are included are digital footprints, healthy media choices, digital citizenship, credible sources, private vs personal information, and setting up expectations for home and school.

The mini lessons are designed to be utilized during the first six weeks of the school year. They may be used at the teacher’s discretion and there is no particular order. The mini lessons range from a half hour to about an hour depending on how long
classroom discussions run. The mini lessons use resources from common sense education, my district, and author, Toni Buzzeo.

The goal of this project is to better prepare upper elementary students for using iPads at school and at home. By having strong expectations in place we can ensure that the iPads are being used as tools and not toys. Technology can be a powerful force when used correctly and allows students more choice in their own learning.
Description of Class Materials

Lesson Plans (p. 5-14)

The six mini lessons that will be integrated into our community unit.

Lesson 1 Materials (p. 15-18)

All materials needed for the Digital Footprint mini lesson.

Lesson 2 Materials (p. 19-24)

All materials needed for the Healthy Media Choices mini lesson.

Lesson 4 Materials (p. 25-26)

All materials needed for the Credible Sources mini lesson.

Lesson 6 Materials (p. 26-30)

All materials needed for the Private vs. Personal Information mini lesson.
Lesson 1: Digital Footprint (Retrieved from Common Sense Education)

**Essential Questions:**
1. What is my online identity and how does this affect my online reputation?
2. How do I manage my digital footprint?
3. What kind of an online profile or reputation do I want to own and project?

**Outcomes, students will:**
1. Understand that digital actions grow with a person, which is part of the digital footprint.
2. Understand that a reputation can be built online just like in the classroom.
3. Demonstrate manners and etiquette when working face-to-face and online.
4. Reflect on online communications before sending/publishing (e.g., posting, commenting, texting, emailing).
5. Recognize actions that have a positive or negative impact on self and others.

**Outline:**

**Mini Lesson (15-20 minutes):**
1. Project image 1 of the animal footprint. Ask: *What do you notice in this image? What can you infer about the animal that left this? Take turns sharing your idea with your partner.* If necessary, clarify that an inference is *an educated guess you make based on evidence.* (Slide 4)
   a. Invite students to share out their responses. Answers may include *it had paws, it walked on land,* or *it had claws.* Push students to make deeper inferences about the animal's life based on those facts; for example: What did the animal eat? What did it look like?
2. Project image 2 of the fossil. Ask: *What do you notice in this image? What can you infer about this animal? Take turns sharing your ideas with your partner.* (Slide 5)
3. Invite students to share out their responses. Explain to students that this is a fossil. *Fossils are parts of an animal that are saved and preserved in the earth for millions of years.*
4. Say: *These images are both examples of how animals leave imprints on their world, even after they're gone. We can learn things about animals based on those imprints. In some cases, like with fossils, those imprints last forever. What about humans? What imprints do we leave on the world?*
5. Invite students to share out their responses. Answers may include our bones, our footprints, buildings, etc.
6. Say: *In addition to the physical footprints we leave on the earth, we also leave a footprint when we're online. And that footprint, just like a fossil, can tell a lot about us and can last for a very long time. This is called a digital footprint, and it is a record of what we do online, including the sites we visit and the things we post. It can also include things that others post, like pictures of us or comments about us. Not everything in our footprint is under our control.* (Slide 6)
Guided Practice (15-20 minutes):
1. Distribute the Camilla's Footprint Student Handout. Call on a student to read the directions and instruct pairs to work together to complete the handout. Allow students 10 minutes to work. (Slide 7)
2. Call on groups to share out their answers from the handout. For the last two, clarify that although Camilla has control over whether she plays the video game and hangs out with her friends, she does not have control over whether the top scorers and the photo get posted.
3. Say: Camilla's digital footprint tells us a lot about her, and it involves things that are both in and out of her control. Her footprint is like a fossil in that it will last for a very long time. Even if she tries to delete the activity, it will still be stored somewhere and be accessible to someone.

Share/ Wrap-up (15 minutes):
1. Say: Given that our digital footprints last a long time and that we're not always in control of what becomes part of our footprint, there are some responsibilities we have when it comes to being online. A responsibility is something that we should think about before we act. In this case, we have a responsibility to ourselves and to others before we do something online. (Slide 8)
2. Ask: What do you think some of our responsibilities are for being online? Both to ourselves and to others? Take turns sharing your ideas with your partner. (Slide 9)
3. Call on students to share their answers and capture them in the chart. (Slide 10)
   Possible responses include:

<table>
<thead>
<tr>
<th>RESPONSIBILITIES TO OURSELVES</th>
<th>RESPONSIBILITIES TO OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Show your best self when you're online</td>
<td>● Get permission before posting a pic of someone or tagging them</td>
</tr>
<tr>
<td>● Only post things you're comfortable showing publicly</td>
<td>● Treat others online how you would want to be treated</td>
</tr>
</tbody>
</table>

4. Have students complete the Lesson Quiz. Send home the Family Activity and Family Tips sheets.
Lesson 2: Healthy Media Choices (Retrieved from Common Sense Education)

Essential Questions:
1. How does one balance life’s commitments in a world with digital tools?
2. What are the health effects (mental and physical) of continued use of screen-based devices?

Outcomes, students will:
1. Understand that individual actions affect self and other people.
2. Understand that a balanced life includes prioritizing times and appropriate places to disconnect from the digital world.
3. Understand the importance of taking care of yourself when using digital tools.
4. Understand the effects of continual use of screen-based devices on physical and mental health.

Outline:
Mini Lesson (20-25 minutes):
1. Before the lesson: Consider giving students the My Media Choices Student Handout one week ahead of time, and ask them to track their media use throughout the week as a homework assignment or for 5-10 minutes of class time each day.
2. Ask: You all have probably heard the word "media" before. What do you think it means? What are some examples? Take turns sharing your idea with your partner. (Slide 4)
3. Invite students to share out. Explain that "media" has different meanings, but for today's lesson, you'll be talking about media as all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.). It can include everything from news articles to movies to games. (Slide 5)
4. Say: We all make choices every day about the media we watch and use. These choices include what we watch, listen to, read, or even create online. But not all media choices are the same. In fact, different choices can make us feel very differently. (Slide 6)
5. Project the activity directions from Slide 7 and read them aloud.
6. Proceed to Slide 8 and call on a student to read the example aloud. Then ask: How would this media choice make you feel? Why do you think it would affect you that way?
7. Call on students to share their answers. Depending on how students respond, ask follow-up questions to prompt them to think carefully about the example: a. How do the different parts of the example -- What? When? How Much? -- affect how you feel? b. Might you feel differently about the example later on, as opposed to in the moment? c. How would your video watching impact other people, like your family and friends?
8. Repeat step four for each of the remaining media choice examples. (Slides 9 -13)
9. For Slide 11, point out that this example would probably have a big, positive impact on someone else (Grandma).
10. For Slide 12, note that this example is of media creation, rather than consumption.

**Guided Practice (15-20 minutes):**
1. Explain the What? When? How Much? framework by helping students think through how each part of the framework can make a media choice more (or less) healthy. (Slide 14)
2. Reinforce the idea that healthy media choices involve a combination of What? When? and How Much? that's unique to each person, and each media choice.
3. Also emphasize that what feels healthy may also depend on how people's media choices affect the people around them or others online.
4. Distribute the Reflecting on My Media Student Handout and read the directions aloud. Allow students 10 minutes to complete the activity.
5. Collect the Reflecting on My Media Student Handout as students finish.

**Share/ Wrap-up (15 minutes):**
1. Show the My Media Balance video on slide 15 and ask students:
   a. *How are some media choices more healthy or less healthy than others?*
   b. *What is "media balance"? How might it be different for different people?*
2. Invite students to respond, and prompt students to connect the What? When? How Much? framework to the concept media balance. Clarify that media balance means using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.). (Slide 16)
3. Have students complete the Lesson Quiz. Send home the Family Activity and Family Tips sheets.
Lesson 3: Digital Citizenship (Retrieved from District 196)

Essential Questions:
1. What are my responsibilities to behave ethically online?
2. How can I protect myself from harm in a digital world?

Outcomes, students will:
1. Understand the definition of digital citizenship.
2. Brainstorm ways to be a positive digital citizen.

Outline:
Mini Lesson: (15-20 minutes)
1. Write Digital Citizenship on the top of a piece of chart paper, on the
   SMARTBoard, or on a Google Doc projected.
2. Pose the question, “Of these two words, which one shows more actions, digital or
citizenship?” Students will generally say that it is Citizenship. Then you can pose
the question, “What are actions that show citizenship?”
3. Have the students turn and talk then share out.
4. Scribe student responses on the chart, SMARTBoard, or in the Doc.
5. Pose the question, “If we put Digital in front of Citizenship, what actions would we notice? What actions would show citizenship in the digital world?”
6. Have the students turn and talk about actions and then have students share out.
7. Scribe student responses on the chart, SMARTBoard, or in the Doc.

Guided Practice: (5-10 minutes)
1. Have students write about what they would like to do in the school year to
demonstrate the actions of a positive digital citizen.

Share: (5-10 minutes)
1. Have students share out their writing in partners, small groups, or as an entire
   class.
Lesson 4: Credible Sources (Adapted from District 196)

Essential Questions:
1. How do I know I can trust sources of the information?
2. How do I define academically ethical behavior as it relates to information technology?

Outcomes, students will:
1. Find, evaluate and use the most valid information.
2. Understand the author’s point of view, purpose, and intent of various resources both print and digital.
3. Find information in multiple reliable sources to validate and compare points of view.
4. Use district provided databases to search for specialized content information.
5. Credit and cite all sources including books, websites, music, images, etc.
6. The importance of academic honesty and integrity (including plagiarism and copyright).

Outline:
Mini Lesson: (20-25 minutes)
1. Read But I Read it on the Internet by Toni Buzzeo. Pause periodically throughout the book for discussion like an Interactive Read Aloud (Literacy Collaborative, 2018).
2. Create a class anchor chart about what a “credible source” looks like.
3. Introduce Mrs. Skorupski’s Website Evaluation Gizmo (Buzzeo, 2013).

Guided Practice: (20-25 minutes)
1. Introduce a variety of resources that match your current unit of study (Literacy Collaborative, 2018).
2. Give time for students to work in pairs to evaluate the chosen resources.
3. Have them answer two prompts:
   a. What worked well with the Gizmo (Buzzeo, 2013)?
   b. Why do we have to check our sources?

Share: (10-15 minutes)
1. Have students share out their writing in partners, small groups, or as an entire class.
Lesson 5: Expectations at School & Home (Retrieved from District 196)

Essential Questions:
1. What are the expectations when using iPads at school?
2. What are the expectations when using school iPads at home?
3. What impact do I have on technologies?

Outcomes, students will:
1. Students will participate in a discussion about iPad expectations.
2. Students will brainstorm classroom and home expectations as a class.
3. Students will understand District 196 Acceptable Use of Information Technology - Students policy (District 196, 2013).

Outline:
Mini Lesson: (20-25 minutes)
1. Write one of the following three “I will…” statements on the top of a piece of chart paper, on the SMARTBoard, or on a Google Doc projected.
   a. I will use the device for learning.
   b. I will take care of the device.
   c. I will make responsible choices on and off-line when using the device.
2. Pose the question, “What are actions that show the “I will…” statement?”
3. Have the students turn and talk about actions and then have students share out.
4. Scribe student responses on the chart, SMARTBoard, or in the Doc.
5. Pose the question, “What are actions that do not show the “I will…” statement?”
6. Have the students turn and talk about actions and then have students share out.
7. Scribe student responses on the chart, SMARTBoard, or in the Doc.

Guided Practice: (10-15 minutes)
1. Divide the group in half and have each group go through the same process as the mini lesson with one of the other two “I will…” statements above where they create a chart that shows:
   a. “What are actions that show the “I will…” statement?”
   b. “What are actions that do not show the “I will…” statement?”

Share: (5-10 minutes)
1. Have each group share their charts with the class.
2. Post the charts for reference throughout the school year.
Lesson 6: Private vs. Personal Information (Retrieved from Common Sense Education)

Essential Questions:
1. How do you know if information is private or personal?
2. When is it okay to share information about yourself online?

Outcomes, students will:
1. Students will be able to distinguish between private and personal information.
2. Students will be able to recognize when it is appropriate to share information online.

Outline:

Mini Lesson (20-25 minutes):
1. Say: Today we're going to start with a little game. For each statement that I read, if it is true about you, stand up. If it isn't true, stay seated. After each statement, look around to see who else is standing or sitting. (Slide 4)
2. Read the statements below to your class, allowing time for students to stand or sit after each one. Prompt all students to sit back down before moving on to the next statement.
   a. Stand up if you or your family speak another language besides English.
   b. Stand up if you have two or more siblings.
   c. Stand up if you have a pet.
   d. Stand up if you have ever been on YouTube.
   e. Stand up if you have ever shared something about yourself online.
3. Have students all sit back down and ask: What did you learn from doing that activity? Did you enjoy it? Why or why not?
4. Invite volunteers to share out. If necessary, follow up with students who share by asking to explain what they found fun or not fun about it.
5. Say: The purpose of that activity was to have some fun getting to know each other better. There are many situations where sharing information about yourself can be fun and positive. One of those situations is on the internet, where sharing your likes, opinions, and other personal information -- but not private information -- can be positive and fun.
6. Say: In today's lesson, we're going to talk about being online -- and ways that you can share things about yourself that are fun and that connect you with others. We're also going to talk about ways that you can protect yourself so that you don't share more than you should.
7. Project "Did You Know?" on slide 5. Ask: What do you observe in this slide? What's the main idea it's trying to show? Share your ideas with your partner.
8. Invite students to share their responses. If necessary, clarify the meaning of hardwired as something you're born with, that sharing is something humans do naturally, and that there are many benefits to it.
9. Say: What is something about you that you might share with others that would give you one of these benefits? Take turns sharing your idea with your partner.
10. Invite students to share out their answers. Follow up by asking them to explain which benefit the example would give them (feel good, learn, connect, or persuade). If the student isn't sure, open it up to the rest of the class. Examples may connect to more than one benefit.

**Guided Practice (15-20 minutes):**

1. Say: *So there are lots of reasons to share information about yourself. However, not everything about you is okay to share. We're going to watch a short video about sharing online. As we watch, think about what information is okay to share, and which isn't.*

2. Project slide 6 and show the video Private and Personal Information. After the video, invite students to respond to the discussion question and prompt them to give examples of private and personal information. Clarify that private information is the most risky to share because it can be used to identify you individually. (Slide 7)

3. Say: *Now, we're going to play another little game. For each example that I say, you have to discuss with your partner whether it is private or personal. To decide, ask yourself, 'Is this information that would also be true for many other people?' If so, it is personal. If not, it is private.* (Slide 8)

4. Read the first example aloud, “Age”. Remind students to consider whether this is information that would be true of many others. If it is, then it is “personal.” If not, it is “private.” Give students 1 minute to discuss and decide.

5. Say: *If you think this is private information, stand up. If you think it is personal, stay seated.*

6. After students stand or stay seated, invite students to explain why they chose the answer they did. Follow-up by prompting them to refer back to the definitions for private and personal. If necessary, help students clarify that there are many people (in their school, in their city, even in the class) who are the same age as them.

7. Say: *Everyone who is still seated, you are correct! This information is personal, not private.*

8. Then give the partners some work time to identify if the following examples fall under the personal or private information category.

   a. Home address (private)
   b. Email address (private)
   c. Date of birth (private)
   d. Favorite music (personal)
   e. How many brothers and sisters you have (personal)
   f. Phone numbers (private)
   g. Credit card information (private)
   h. Favorite food (personal)
   i. The name of your pet (personal)
   j. Name of your school (personal)

9. Allow them ten minutes to make their decision and then follow steps 4-7 again.
Share/ Wrap-up (10-15 minutes):

1. Distribute the Exit Ticket Student Handout to students.
2. Say: To close out, you're going to complete two short reflection questions about what we learned today. You'll have five minutes to write. (Slide 9)
3. Give students five minutes to write their reflection. Invite volunteers to share with the class.
4. Collect everyone's handout before they leave to assess their understanding of private versus personal information.
5. Have students complete the Lesson Quiz. Send home the Family Activity and Family Tips sheets.
Materials for Lessons:

Lesson 1 Materials: (Common Sense Education, 2018)

1. Lesson Slides
2. Camilla’s Footprint Handout

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Camilla’s Footprint

**Directions**
Camilla spends a lot of time online. Below are some of the activities that are part of her footprint. For each activity, decide what it might tell you about her and whether she is in control of this activity.

<table>
<thead>
<tr>
<th>Footprint activity</th>
<th>If you saw it, what might it tell you about Camilla?</th>
<th>Is Camilla in control of this? (Circle one.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She appears in a video of the school play that her parents post on a video-sharing site.</td>
<td></td>
<td>![Thumb up, Thumb down]</td>
</tr>
<tr>
<td>She posts comments about dancing videos on YouTube.</td>
<td></td>
<td>![Thumb up, Thumb down]</td>
</tr>
<tr>
<td>She creates a wish list of things she wants for her birthday on her parent’s online shopping account.</td>
<td></td>
<td>![Thumb up, Thumb down]</td>
</tr>
<tr>
<td>She appears on the top-scorers list of an online video game that she plays regularly.</td>
<td></td>
<td>![Thumb up, Thumb down]</td>
</tr>
<tr>
<td>She appears in a picture her friend posted on social media.</td>
<td></td>
<td>![Thumb up, Thumb down]</td>
</tr>
</tbody>
</table>
3. Grade 4 - Our Online Tracks - Lesson Quiz (Common Sense Education, 2018)

1. Digital footprints are:
   a. Not like a fossil -- they can't be traced.
   b. A record of what you do online, including the things you post.
   c. Not permanent and go away after you log off of the internet.
   d. Erased if you delete an email, text, or post.

2. An example of digital activity you cannot control is when you:
   a. Text a friend.
   b. Post a picture to a photo-sharing website.
   c. Are in a picture that a family member posts online.
   d. Search about the American Revolution for a social studies project.

3. Responsible online behavior helps you to create a positive digital footprint. One example of a responsible online behavior is:
   a. Posting a nasty review of your local pizzeria.
   b. Posting a picture of your friends without asking their permission.
   c. Asking your friends if it's OK to post a picture you took of them.
   d. Sharing personal information like your address or birth date when you go online.
4. Family Activity

**GRADES 3-5: DIGITAL CITIZENSHIP FAMILY ACTIVITY**

**Digital Footprint & Identity**

Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate.

**Instructions**

We define who we are, so it’s important to be aware of our digital footprint. Follow the footprints to see what you can learn about each person. Get one or more family members together to help. Don’t forget to read the setup before doing the activity together!

**Setup**

*Read aloud:* What we do online leaves digital footprints that can give clues about what we do and who we are. We should be aware of the digital footprints we’re leaving and the person that we appear to be to others online.

**Activity**

*Read aloud:* Let’s follow the digital footprints, read the clues, and talk about what we learn.

Based on the footprints, what did you learn about this person? Discuss with each other.

Based on the footprints, what did you learn about this person? Discuss with each other.

Based on the footprints, what did you learn about this person? Discuss with each other.

Learn more about how to define your digital footprint at commonsensemedia.org!
5. Family Tips

Help Kids Post, Comment, and Upload Responsibly

Check out these 4 tips

1. **Be a role model.**
   Before you post a photo of your kid on social media, ask if it’s OK to share. Not only will you give them control over their own digital footprint, you’ll also be showing them what you expect them to do with others’ photos.

2. **Use privacy settings.**
   Together, go through all the settings on new apps to make sure you both know what information your kids are sharing. Especially in the beginning, it’s better to share very little.

3. **Question everything.**
   Before you sign school forms or register for a new online service for your kid, check the privacy policy to see what kind of information you’re giving the school or company and who they’re sharing it with. Sharing some data might be required, but you may be able to opt out of others. Talk with your kid about why it’s important to protect your personal data.

4. **Use a celebrity as an example.**
   With older kids, choose a celebrity or another famous person and look through their Twitter or Instagram posts with your kid. Discuss your impressions of them based on what they post. Ask your kid what kind of image they’d like to project online.


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Lesson 2 Materials: (common sense education, 2018)

1. **Lesson Slides**

2. **My Media Choices Tracker Handout**

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**My Media Choices Tracker**

**Directions**

Use the chart below to track the media choices you make throughout a week. Can't remember? It's OK to guess!

<table>
<thead>
<tr>
<th>What media did you use?</th>
<th>When, and what time of day?</th>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td><em>I watched cat videos on YouTube.</em></td>
<td><em>On Monday, before school</em></td>
<td><em>20 minutes</em></td>
</tr>
</tbody>
</table>

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**MEDIA BALANCE & WELL-BEING**

*We find balance in our digital lives.*

**commonsense.org/education**

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3. Reflecting on Media Choices Handout

**Reflecting on My Media**

**Directions:**
Review all the media choices from your My Media Choice Tracker. Use what you wrote to answer the five questions below.

1. What was the **most healthy** media choice you made last week? Copy the What? When? How Much? for that choice below.

2. Why was that your **most healthy** media choice?

3. What was the **least healthy** media choice you made last week? Copy the What? When? How Much? for that choice below.

4. Why was that your **least healthy** media choice?
Reflecting on My Media

5. What is one healthy media choice you plan to make next week?
4. Lesson Quiz

1. To make a healthy media choice for yourself, what's one thing to consider?
   a. How far?
   b. How tall?
   c. How much?
   d. How are you?

2. Healthy media choices are:
   a. Always the same for every person.
   b. Usually different for every person.
   c. Never really much fun.

3. Read the following scenario, then answer the question. Mia stayed up late on a school night and watched six episodes in a row of her favorite show. The next day at school she felt really sleepy. She was so tired that she nearly fell asleep during her class’s art activity and didn’t finish her project! She felt sad, because art is her favorite subject. Which choice could Mia have made to have media balance?
   a. Not watch the show at all. It is not a good choice.
   b. Watch fewer episodes of the show so she could get a full night’s sleep.
   c. Watch the same amount of episodes, and just don’t worry about not finishing her art project.
5. Family Activity

GRADES 3-5: DIGITAL CITIZENSHIP FAMILY ACTIVITY

Media Balance & Well-Being

Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate

💡 Instructions

We find balance in our digital lives, so it's important to stay aware of how our on-screen and offscreen activities fit into our lives. Do a media balance checkup on your family. Get one or more family members together to help. Read the setup before doing the activity together!

🌟 Setup

Read aloud: We balance the food we eat to stay healthy. We also need to balance our media use. Media includes the shows and videos we watch, the video games and apps we play, and the music we listen to. Let's answer questions to see if our media use is balanced. Then we can decide if we want to make some changes.

🔍 Activity

Read aloud: Let's answer these questions together.

- Do digital devices (phones, tablets, TV) ever keep us from getting enough sleep?
- Do we use them while we eat?
- Do we do activities together without devices?
- Do we ever use them together?
- Does our digital device use ever cause fights? If so, what are the fights about?
- When we use our devices, how is it fun? What do we learn?
- Is there anything we want to change about how we use our devices? If so, what?

Does the way your family uses media feel balanced and healthy? Give a thumbs up or thumbs down. Does your family agree? If you want to make changes, what are they? Think of changes that work for the whole family since you’re all on the same team!

Learn more ways to find balance in your digital lives at commonsensemedia.org!
6. Family Tips

Help Kids Balance Their Media Lives

1. **Create screen-free times and zones.**
   Help kids take breaks from tech by limiting screen time in bedrooms, during study time, or at the dinner table.

2. **Try parental controls.**
   Set content limits that make sense for your family. Alongside conversations about healthy media habits, use features such as content filtering, privacy settings, and time limits offered by the apps and platforms your family uses to help manage access and exposure to media.

3. **Establish clear family rules.**
   Decide together what kind of media and tech is OK -- and when it’s OK to use it. A family media plan can help get everyone on the same page.

4. **Watch and play together.**
   Choose quality, age-appropriate media to enjoy with your kids. Visit commonsensemedia.org to find shows, games, and more.

5. **Help kids identify healthy behaviors.**
   Practice talking about feelings -- both physical and emotional -- during screen and non-screen activities.

https://www.commonsense.org/education/family-tips/k-5-media-balance-and-well-being

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Lesson 4 Materials: (District 196, 2018)

1. *But I Read it on the Internet* by Toni Buzzeo
2. Mrs. Skorupski’s Website Evaluation Gizmo (Reprinted with permission from author):

![Website Evaluation Gizmo Image]

**INFORMATIVE?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you read and understand the information on the website?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Does the website have information that answers your questions?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Do the illustrations help you to understand the information?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Are there links to other sources you can also use?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

**EASY TO USE?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the font easy to read, and is the layout uncrowded and simple?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Are the headings clear?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Can you navigate (move about) the website easily?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Is it clear which section of the website has the information you need?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Is the website searchable?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

**ACCURATE?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who owns the website?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does the URL end with (.com, .edu, .gov, etc.)? What can you tell the website from the URL?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the website owner an organization or person with knowledge on your topic?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Is the website selling you anything?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Has the website been updated recently?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
Lesson 6 Materials: (common sense education, 2018)

1. Lesson Slides

2. Lesson Quiz:

   1. What is one benefit to sharing information about yourself?
      a. It means you're following the rules.
      b. It can help you connect with other people.
      c. It can help strangers identify you.

   2. Which of the following would be considered personal, not private, information?
      a. Your full name
      b. Your street address
      c. Your favorite movie

   3. Clara receives a message from someone asking for her address. The person says she works with Clara's mom, and she wants to send her mom a birthday card. What should Clara do?
      a. She should ask a trusted adult for permission before responding.
      b. She should go ahead and send her address. It's OK because the person says she works with Clara's mom.
      c. She should send her a fake address because she doesn't really know who the person is.
3. Exit Ticket:

**Exit Ticket**

**Directions**

Imagine that we had a new student in class today, and you were getting to know her.

1. What is one piece of personal information that you would share with her? Why?

2. What is one piece of private information that you wouldn't share? Why not?
4. Family Activity

GRADES 3–5: DIGITAL CITIZENSHIP FAMILY ACTIVITY

Privacy & Security

Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate

Instructions
We care about everyone’s privacy, so strong passwords are important. Decide which passwords are strongest. Get one or more family members together to help. Read the setup before doing the activity together!

Setup
Read aloud: First, it’s important to only share passwords with trusted adults. We don’t share with friends or log into someone else’s account. Then, think about the passwords we use online. We don’t want them to be too easy for someone else to figure out. It’s best to think of a phrase that’s easy to remember. Then we can use the first letter of each word to create our password. Including numbers helps, too. Are our passwords strong enough?

Activity
Read aloud: Let’s look at these passwords and draw a line to where they fall on the strong scale.

<table>
<thead>
<tr>
<th>WEAK</th>
<th>STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>password</td>
<td>lh2pacaad (I have 2 pets a cat and a dog)</td>
</tr>
<tr>
<td>12345678</td>
<td>angela111909 (my name and birth date)</td>
</tr>
<tr>
<td>supermariobros</td>
<td></td>
</tr>
</tbody>
</table>

Let’s talk about which ones are the strongest and why. Which two are definitely too simple? Which one has letters and numbers but also easy-to-find personal information? Which one could use some numbers? And which one has the first letters of a phrase with numbers? (That’s the strongest!)

Learn more about how to protect your privacy online at commonsensemedia.org!
5. Family Tips

Help Boost Kids' Safety, Privacy, and Security

Check out these 5 tips:

1. **Discuss personal vs. private info.**
   Talk about the difference between what’s OK to share online (favorite color) and what’s not (home address).

2. **Use privacy settings.**
   Together, go through the settings on all new apps to make sure you both know what information your kids are sharing. Especially in the beginning, it’s better to share very little.

3. **Avoid location tracking.**
   Location-aware apps can be super helpful. But apps that use a device’s location to help people find your kid or offer them ads for nearby businesses should be used with caution. Turn them off if you can.

4. **Power up passwords.**
   Work together with kids to help them come up with complex passwords. Think outside the dictionary. Use phrases and special characters that make passwords hard to guess but easy to remember. Remind kids to keep passwords private and change them regularly.

5. **Skip quizzes.**
   Help kids identify and avoid clickbait, quizzes, special offers, and anything that asks for personal or private information. This helps keep information secure and devices safe.

https://www.commonsense.org/education/family-tips/k-5-privacy-and-security

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RESOURCES


https://www.connectsafely.org/a-definition-of-digital-literacy-a-citizenship-571/


https://www.commonsense.org/education/digital-citizenship/curriculum

District 196 (2018) *District 196 1:1 staff resources* Retrieved 07 20, 2018, from District 196

https://sites.google.com/apps.district196.org/1-1staff/home?authuser=1