

Common Sense Media Resources for Teaching Digital Citizenship Grades 3-5



LEAP #3 Connect & Collaborate
Stephanie Walsh & Diane Watt

EDC 534

March 2016

What is Digital Citizenship?

According to Common Sense Media Digital Citizenship is the ability to “think critically, behave safely, and participate responsibly in our digital world.”

This can also be closely related to digital literacy which is defined as “ability to read and understand mass media messages and language. “access, analyze, evaluate and communicate.” (Micheli, 2013)

Concept that creates an understanding of how media affects everyday life and help people understand the world around them. By creating a community of active readers, those readers can decide for themselves their positions on those aspects such as social, economical and political. (Kavoori & Matthews, 2004)

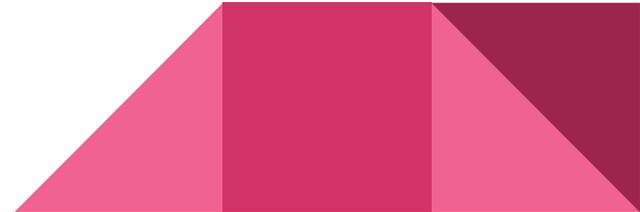
Why is Digital Citizenship Important?

1. Creates participatory learning. (Micheli, 2013)
2. Children use media everyday for many hours a day. (Micheli, 2013)
3. Can reduce the negative impact of media on youth. (Micheli, 2013)
4. Encourages youth to be more active and critical participants in the media culture that surrounds them. (Micheli, 2013)
5. "Enables individuals to resist media manipulation and to increase their freedom and individuality." (Kavoori & Matthews, 2004)
6. "Teaching them that this media does have the power to manipulate and by teaching critical media Pedagogy as a way to empower them in order for them "to gain sovereignty over their culture." (Kavoori & Matthews, 2004)

What is the problem?

Hammer (2011) tells us that unfortunately teachers are not receiving adequate education and training on media literacy.

Even more concerning is that many parents, administrators, and government officials don't believe this is valuable knowledge.



Our Response as Digital Literacy Leaders

Introduce non-specialist elementary educators to quality media education curricula to help them integrate digital citizenship in the classroom.

We recommend the **Common Sense Media Curriculum on Digital Citizenship** <https://www.commonsensemedia.org/educators/digital-citizenship>



The screenshot displays the Common Sense Education website. At the top, the navigation bar includes links for "Donate", "Sign Up", and "Sign In". The main header features the Common Sense Education logo and the tagline "We rate, educate, and advocate for kids, families, and schools." Below the header is a search bar and a navigation menu with categories like "Graphite", "Digital Citizenship", "Connecting Families", "1-to-1 Essentials", "Professional Development", "Videos", and "Blog". The "Digital Citizenship" section is highlighted, showing a sidebar with a list of resources: "Scope & Sequence", "iBooks Lessons", "Nearpod Lessons", "Unit Assessments", "Student Interactives", "Digital Passport", "Digital Compass", "Digital Bytes", "Certification Program", and "Certified Educator". The main content area features a large image of a teacher and students, with the text "common sense digital citizenship" overlaid. Below the image, the text reads: "Lesson Plans. Interactive Games. Professional Development. Family Education." and provides a brief description of the curriculum's focus on digital safety and responsible technology use.

Why the Common Sense Media Curriculum?

*Easy to access online *Free *Comprehensive *Research-based

*Appropriate for non-specialists *Linked to Common Core Standards

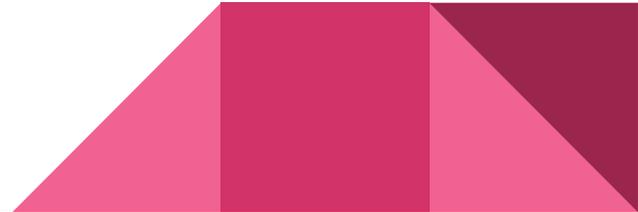
*Ready-made lesson plans *Varied pedagogies *Assessments with answer key

*Multimedia *Blackline masters *Engaging for students *Easy for teachers



Teacher Resources: A) Professional Development

These resources help educators learn how to empower students to think critically, behave safely, and participate responsibly. Included: videos, webinars, tips on best practice, teaching & assessment strategies, professional learning communities, and certification.



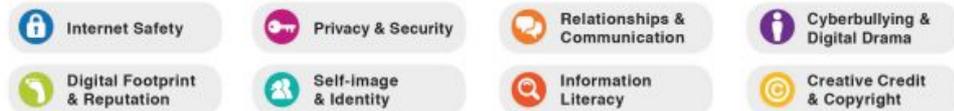
Teacher Resources: B) Curriculum Planning

1. Scope and Sequence
2. Links to Common Core Standards



Scope and Sequence: Grades K-2

Use our Scope & Sequence to find the lessons that are just right for your classroom and school. Our cross-curricular approach covers eight categories:



Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

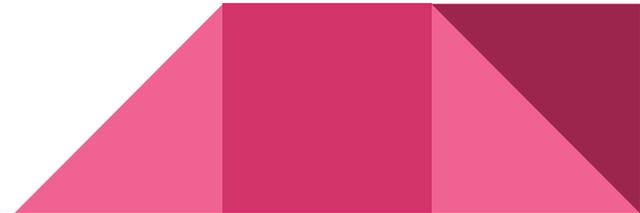
grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

NETS-S: 1b, 5a, 5b

Teacher Resources: C) Lesson Plans on Digital Citizenship

- There are 3 Units for each grade level: k-2, 3-5, 6-8, and 9-12
- Under each unit there are multiple lessons covering 8 different digital citizenship topics: Self-Image & Identity; Relationships & Communication; Digital Footprint & Reputation; Cyberbullying & Digital Drama; Information Literacy; Internet Safety; Privacy & Security; and Creative Credit & Copyright.
- Each lesson tells which which of the above topics are being discussed.
- Interactive unit-level assessments measure understanding and attitudes.
- Videos about digital citizenship for the curriculum, teaching strategies, lessons in action are included: <https://www.commonsemmedia.org/video/educators/digital-citizenship>



Common Sense Media: A Closer Look

Ten Lessons on Digital Citizenship (Grades 3-5)

1. Private and Personal Information (Protecting yourself from online identity theft)
 2. Rings of Responsibility (The responsibilities of a good digital citizen)
 3. The Power of Words (What if someone uses mean or scary language on the Internet?)
 4. Whose is It, Anyway? (Showing respect for people's work)
 5. Digital Citizenship Pledge (Creating a positive online community)
 6. Strong Passwords (Protecting your private information with a secure password)
 7. Privacy Rules (How to tell if a website protects your private information)
 8. Super Digital Citizen (How to help others to be good digital citizens)
 9. Talking Safely Online (What is the difference between online and in-person friends?)
 10. What's Cyberbullying? (What is it and how you should deal with it).
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Lesson Plan Components

- 1) **Common Core Standards** links are provided
- 2) Lessons are framed with an **Essential Question** (McTighe & Wiggins, 2013)
- 3) **Lesson Overview** and **Objectives** are clearly stated
- 4) **Materials** and **Preparation** are briefly outlined
- 5) Each lesson follows the format, **Introduction**, **Teaching Points**, and **Closing**
- 6) **Blackline Masters** are included
- 7) **Assessment Tools** with **Teacher Answer Key** are included

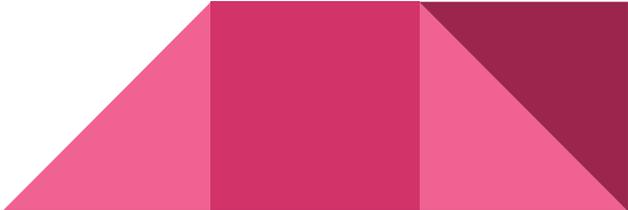


Lesson 10: *What is Cyberbullying?*

Essential Question: What is cyberbullying and how do you deal with it?

Lesson Overview: Students discuss positive and negative aspects of interacting online. They learn definition of cyberbullying and create a Venn Diagram to compare/contrast in-person bullying to cyberbullying. They read and discuss a story about a student who is cyberbullied.

Learning Objectives: Students learn to empathize with the targets of bullying; recognize how in-person and cyberbullying are similar and different; and identify strategies to deal with it.



What is Cyberbullying?

Materials & Preparation: Copy of student handout & whiteboard or chalkboard.

Introduction: Students discuss positive and negative aspects of going online.

Teach 1: Explore bullying vs. cyberbullying; define terms; discuss; draw Venn diagram to compare/contrast.

Teach 2: Identifying cyberbullying. Define empathize; discuss a time when you felt empathy; read scenarios on student handout; answer questions with a partner; whole class debrief to deepen understanding; introduce strategies.

Closing: Use questions provided to assess student understanding of objectives.

Assessment: Replicates lesson activities (two page blackline master); uses scenarios, compare/contrast chart, and multiple choice



Our Multimedia Text for Elementary Teachers (On Storify)

Teaching Digital Citizenship for Non-Specialists (Grades 3-5)

<https://storify.com/DianeWatt/teaching-digital-citizenship-grades-3-5>



Works Cited

Hammer, R. (2011). Critical media literacy as engaged pedagogy. *E-Learning and Digital Media*, 8(4), 357-363.

Kavoori, A., & Matthews, D. (2004). Critical media pedagogy: The Thinking Television project. *Howard Journal of Communication*, 15, 99 – 114.

McTighe, J., & Wiggins, G. (2013). *Essential Questions: Opening Doors to Student Understanding*. Alexandria, VA: ASCD Books.

Micheli, M. (2013). New media literacies in after-school settings: Three curricula from the program 'Explore Locally, Excel Digitally' at Robert F. Kennedy Community Schools in Los Angeles. *Journal of Media Practice*, 14(4), 331–350.

Common Sense K-12 Digital Citizenship Curriculum, *Common Sense Media*. (n.d.). Retrieved March 12, 2016, from <https://www.commonsensemedia.org/educators/scope-and-sequence>

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Appendix: Summary of Our “Connect and Collaborate” Process

DATE:	RESOURCES: DIGITAL TOOLS & TEXTS	DIALOGUE: CONTENT & PROCESS
March 3	Twitter	Stephanie tweeted she was looking for a partner; Diane messaged her back. We shared contact information (email & phone) via Twitter message.
March 3-7	Email	Discussed how and when we could connect. Stephanie is in Rhode Island and Diane is Tokyo (14 hours ahead) so we discussed best times to connect.

March 7/8	<p>1) Skype</p> <p>2) Academic Publications:</p> <p>Micheli, M. (2013). <u>New media literacies in after-school settings: Three curricula from the program 'Explore Locally, Excel Digitally' at Robert F. Kennedy Community Schools in Los Angeles</u>. <i>Journal of Media Practice</i>14(4), 331–350.</p> <p>Kavoori & Matthews (2004) Hammer (2011) Buckingham (2003)</p>	<p>Introduced ourselves; we soon found a common interest in media literacy at the elementary school level; Stephanie shared lessons she has been doing as a librarian on digital citizenship in the context of the <i>Safe, Respectful, and Responsible</i> program in local schools; Diane talked about teacher education and how working with Stephanie would be an opportunity to learn directly from a teacher in the field; we discussed how librarians in RI are responsible for media literacy and that this knowledge is not always integrated into the classroom via teachers; we wanted to create a resource to share with elementary educators and identified a possible project involving the creation/authoring of a multimedia text to introduce digital citizenship; Stephanie suggested texts to get us thinking about a possible focus (Mitcheli, 2013 & two videos</p>
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March 7/8

<p>3) YouTube Videos (Common Sense Education):</p> <p>a) Pause & Think Online https://www.youtube.com/watch?v=rgbZAWnOWOo "Published on Sep 24, 2013 Common Sense Media introduces "Pause & Think Online" and original song and video highlighting ways that students can use their hearts and minds to stay safe online and to protect their emotional well-being online and in life."</p> <p>b) Super Digital Citizen Published on Jul 14, 2015 Students explore how to be a super digital citizen in a digital world. This video works in collaboration with our Digital Citizenship Curriculum, Grade 3-5, unit 3, Super Digital Citizen.</p> <p>4) Google Docs 5) Lesson Plans on Digital Citizenship 6) Evernote</p>	<p>on Common Sense Media she uses with her students to teach digital citizenship); Diane suggested we might also look at Stephanie's lesson plans – we could draw on Stephanie's classroom experience and student response to the lessons; we discussed how we could document our dialogue and options for representation (e.g., Google Slides, Storify, Screencast, Prezi); we decided to start with a colour-coded Google Document; we planned to look at these videos and texts, jot down ideas/ thoughts and reconnect later in the week via email; Diane is using Evernote to keep track of messages, documents, videos, and texts; Stephanie took extensive notes on related academic readings and summarized in our Google doc.</p>
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March 5	Google Doc Course Website for EDC 534	Stephanie summarized our first meeting to share with the class on the Google Doc created by Dr. Hobbs and posted to the course website; Stephanie created a Google Doc for us to keep track of our ideas and the collaborative process.
March 11-13	Email Google Slides Common Sense Media Website Google Docs Wikimedia Commons Database	Stephanie sent lesson plans from Common Sense Media to Diane & suggested we review these as a means to introduce teachers to the lessons in digital citizenship in the elementary classroom; Diane agrees and we divide up tasks; we have been communicating well via email; Diane sends link to new Google slides to Stephanie, who creates an outline; Diane responds to a question Stephanie asked about a particular slide via the Google slides comments; we also continue to communicate via our Google document to share ideas, work we have done, next steps, and feedback to one another.
March 13	Storify	We decided to create our final text on Storify to communicate our message on teaching digital citizenship with elementary teachers. Limitation: we can't share drafts.