



Digital Citizenship

Unit of Work ~ Stage Two (Term 2, 2016)



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Digital Citizenship - Stage Two

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Lesson 1: Rings of Responsibility

Learning Objectives: *Students will learn to...*

- Reflect on and examine their online and offline responsibilities.
- Be a respectful and responsible citizen in the digital world and beyond.

Essential Question:

What kinds of responsibility does a good digital citizen have?

PDH Outcomes:

V2, V3

DMS2.2, INS2.3

Key Vocabulary:

→responsibility, community

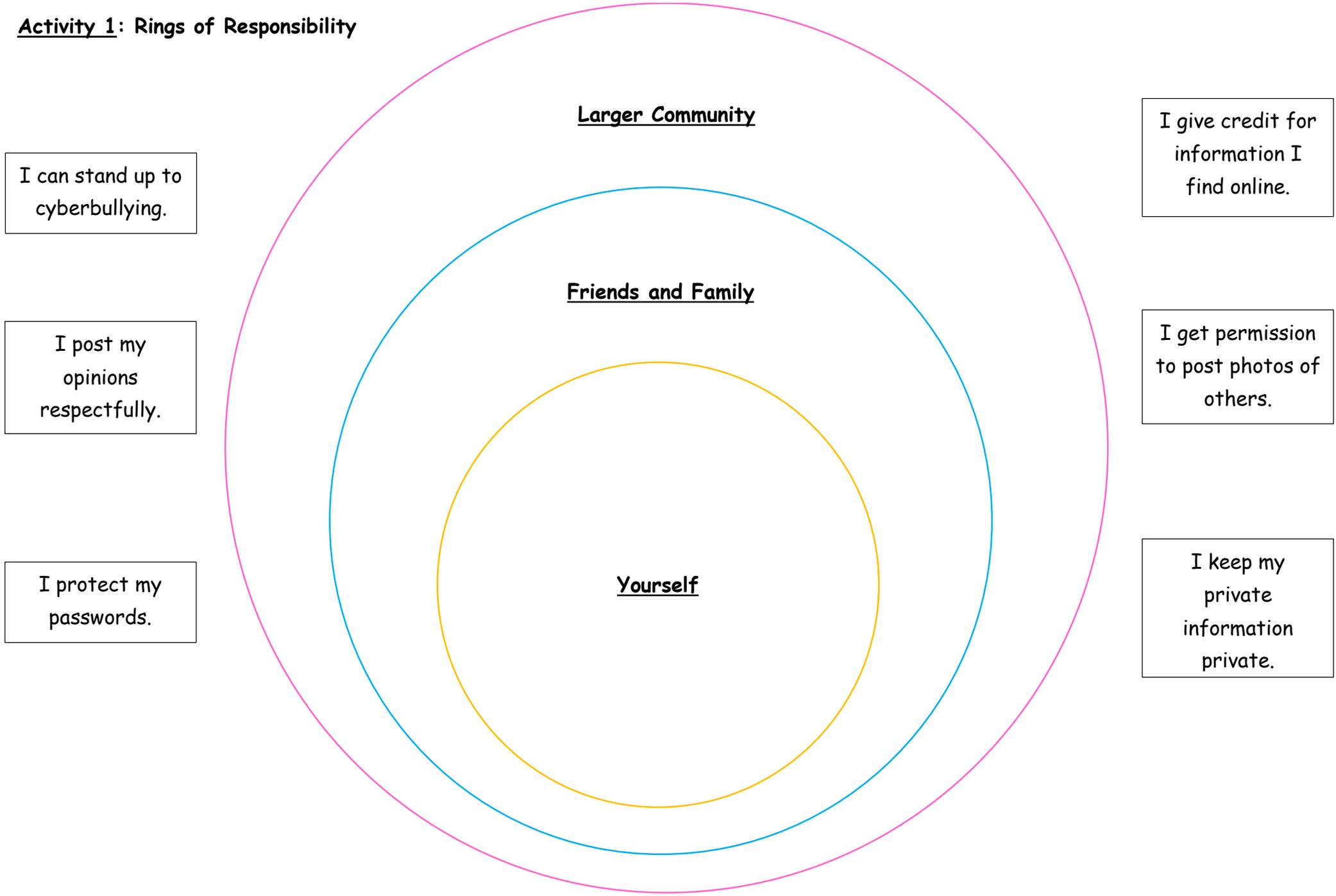
Learning Sequence:

- Introduce the *rings of responsibility*.
- Discuss and list some everyday responsibilities they have to themselves (eat healthy), friends and family (take care of siblings) and larger community (not litter).
- Discuss how the same responsibilities apply as digital citizens in the online world.
- Explain that students are going to respond to a series of statements and move to appropriate corner of the room. Assign the room with **Yourself, Family and Friends** and **Larger Community** labels. Read the following statements aloud, pausing to allow students a chance to move accordingly. Ask a couple of volunteers to justify their response.

| | | |
|---|--|--|
| I am respectful and kind when communicating online [Larger Community] | I never reveal my family's home address [Friends and Family] | I communicate only with people I know offline. [Yourself] |
| I don't tag my friends in photos or videos unless I have their permission [Friends and Family] | I never participate in online bullying [Larger Community] | I think carefully about what I read on the internet and question if it is from a reliable source [Yourself] |
| I visit sites that are safe and appropriate [Yourself] | I give proper credit when using information I find online [Larger Community] | I never share a friend's private information [Friends and Family] |
| I don't copy someone else's words and say that I wrote them [Larger Community] | I never call people mean names online [Larger Community] | I never call people mean names through text message [Friends and Family] |
| I balance my time online and offline [Yourself] | I stand up for other's when someone says mean things to them or about them [Friends and Family/ Larger Community] | |

- Complete rings of responsibility activity sheet. Draw lines from text boxes to match the correct responsibility ring.
- Review the importance of being responsible for both our online and offline behaviour and the effects it can have now and in the future.

Activity 1: Rings of Responsibility



I can stand up to cyberbullying.

I post my opinions respectfully.

I protect my passwords.

Larger Community

Friends and Family

Yourself

I give credit for information I find online.

I get permission to post photos of others.

I keep my private information private.

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Lesson 2: Keep It Private

Learning Objectives: *Students will learn to...*

- Recognise the kind of information that is private
- Understand that they should never give out private information on the internet
- Learn to create effective usernames that protect their private information

Essential Question:

What kinds of information should I keep to myself when I use the internet?

PDH Outcomes:

V2, V3, V4

DMS2.2, INS2.3

Key Vocabulary:

→private, username

Learning Sequence:

- Ask 'What would you do if someone you don't know asked you for your address and your phone number?'
- Define the key term **private** and invite volunteers to brainstorm information they should keep private (full name, age, address, phone number, email address, name of school, parents names and where they work)
- Discuss reasons why this information is important to keep private. **NB:** stress it is never ok to give private information to people you don't know.
- Ask 'What would you do if someone you don't know sent you an email or an instant message asking for your phone number or address?' and discuss ways students could deal with this.
- Ask 'What is a username?' and 'What is the purpose of a username?'
- Visit the Lego website and click on register using the following link: <http://www.lego.com/> . Discuss the process needed to register. Ask 'Do you think we should use our real names, or something that includes our real name, when we make up a username?'
- **Pair Task:** Have students interview a partner and ask them the following three questions:
 - What is your favourite pet or animal?
 - What is your favourite book, movie character or TV show?
 - What are your favourite numbers?

Students make up 3 safe usernames their partner could use that doesn't include any private information. Share with partner/ class.
- Review key concepts from lesson - private information, usernames etc.



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Lesson 3: Screen Out the Mean

Learning Objectives: *Students will learn to...*

- Analyse online behaviours that could be considered cyberbullying
- Explain how to deal with a cyberbully situation
- Recognise the importance of engaging a trusted adult when they experience cyberbullying

Essential Question:

What can you do when someone is mean to you online?

PDH Outcomes:

V2, V3, V4
DMS2.2, INS2.3

Key Vocabulary:

→online, cyberbullying

Learning Sequence:

- Ask 'What kinds of things count as bullying?' , 'How does bullying make other people feel?' and 'What is the best thing to do when you feel bullied, or when you see someone else being bullied?'
- Define the term **online** and discuss the sorts of things students might do online.
- Define the term **cyberbullying** and emphasise that when children are mean to someone else online it isn't nice. However, a cyberbully is someone that bullies repeatedly with the intention of causing hurt feelings.
- Read through **Jada's Story** and answer the 2 questions.
- Ask 'what should you do if someone starts cyberbullying you?'
- Brainstorm and discuss some suggestions for dealing with cyberbullying → e.g. stop using the computer, tell an adult, go online only when a trusted adult says it's ok.
- Develop a poster about what cyberbullying is and how to deal with it.

Activity 2: Jada's Story

Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michelle has played with her in the past and knows her username and password.

One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

Questions About the Story of Jada

1. What do you think happened?

2. How do you think this made Jada feel?

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Lesson 4: Staying Safe Online

Learning Objectives: *Students will learn to...*

- Understand that being safe when they visit websites is similar to staying safe in real life
- Learn to recognise websites that are safe to visit
- Recognise when they need adult permission to visit certain websites

Essential Question:

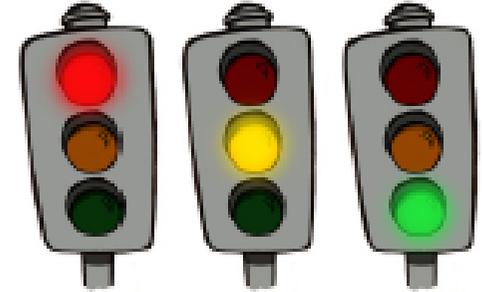
How do you stay safe when you visit websites?

PDH Outcomes:

V2, V3, V4
DMS2.2, INS2.3

Key Vocabulary:

→safe, caution, right



Learning Sequence:

- Ask 'What does it mean to be safe?' and define the term.
- Ask 'When you walk down the street or play in your neighbourhood without a trusted adult there, how do you stay safe?' and discuss how the traffic light system keeps us safe around roads.
- Introduce website traffic lights and explain that the different colours help us to choose sites that are just right for us. **Green** = good (A 'green' website is a good site for kids your age to visit, appropriate words, doesn't let you talk to people you don't know). **Yellow** = caution (A 'yellow' website is a site you are not sure is right for you, one that asks for your information, a place where you are allowed to communicate freely with others). **Red** = STOP! (A 'red' website is a site that is not right for you, a place you may have gone to by accident, filled with things for older kids or adults).
- Play Website Traffic Light game. Students stand in a row on one side of the room. Place a string or piece of tape as a line on the opposite side of the room where you'll stand. **Rules:** **Green** websites = 2 steps forward; **Yellow** websites = 1 step forward; **Red** websites = frozen in place. (see game statements on following page)
- Discuss the following questions:
 - *How is staying safe in your neighbourhood and staying safe online similar?*
 - *What would a 'green light' website look like?*
 - *What would a 'yellow light' or 'red light' website look like?*
 - *What should you do if you come across one of these sites?*

Activity 3: Website Traffic Light Game

| <u>Statement</u> | <u>Action</u> (if answered correctly) |
|--|---------------------------------------|
| You went to the Games-o-rama website by accident and a stranger asks you your name and age. | Red - frozen in place |
| The Wacky Bunny site is funny! Even your grandma would think it's just right. | Green - 2 steps forward |
| You are searching for pictures of hearts but come across a site that makes you feel uncomfortable. | Red - frozen in place |
| A site for your favourite TV show has fun things for kids your age to do. | Green - 2 steps forward |
| There's a kids sports site you visited that allows people to chat with each other. | Yellow - 1 step forward |
| You're on a game site where a screen pops up and asks you for your email address. | Yellow - 1 step forward |
| Your teacher tells you to visit a site where you can learn things about giraffes. | Green - 2 steps forward |

NB: Add appropriate further statements if needed

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Lesson 5: Going Places Safely

Learning Objectives: *Students will learn to...*

- Compare how staying safe online is similar to staying safe in the real world.
- Explain rules for travelling safely on the Internet

Essential Question:

How do I go places safely on the computer?

PDH Outcomes:

V2, V3, V4
DMS2.2, INS2.3

Key Vocabulary:

→internet, online, website

Learning Sequence:

- Ask 'What do you need to stay safe when you visit new places?'
- Define the key terms **internet** and **online**. Explain that the internet allows us to visit interesting places all over the world. Invite students to suggest places they might be able to visit online.
- Watch [My Online Neighbourhood](#) clip. Discuss the things Jeremiah likes about the internet and the three rules he follows when he goes places online. Compare to responses given at beginning of lesson.
- Define the term **website**. Explain that as a class we will visit websites that belong to real places, such as zoos and museums.
- Choose one or two of the following websites to explore as a class (or another website linked to class learning). **NB:** choose 1 Australian and 1 international based site to compare.
 - Destination Modern Art: www.moma.org
 - San Diego Zoo: <http://zoo.sandiegozoo.org>
 - Taronga Zoo: www.taronga.org.au
 - National Museum of Australia: www.nma.gov.au
- Explore the pages of the websites allowing students to guide you, making sure to demonstrate the safety rules.
- Ask 'What things did you see on the website that you've never seen before?', *How is an online excursion different from an in-person excursion? How was it similar?*
- Discuss which site they liked best and what things they liked the best on that website. Have students draw a picture of that thing and record the name and perhaps a brief description.
- Ask 'What can the internet be used for? What rules do we have for visiting a new place in real life? What rules do we have for visiting places online?'

