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|  | **First Steps: Understanding the World of Work through Career Technical Education** is a standard-based, CTE focused, career development curriculum for students in grades 7-8. The First Steps logo indicates instructional resources are aligned to the [First Steps Standards](https://cte.idaho.gov/Resource_Catalog/Program_Areas/Middle_School/TheIdahoMiddleSchoolCTEInitiative.pdf) and IDCTE approved! |

**First Steps Standard(s):** Domain 1: Self-Evaluation (Who am I?) C. Informational Security (What am I good at?) iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities iv. Demonstrate basic internet and email safety v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety

**Career Activity Curriculum Topic:** Creating a Professional Online Presence

**Learning Outcomes:** Students will be able to (SWBAT):

1. Define digital citizenship.
2. Build connections between school/classroom rules to an online setting.
3. Explain ways to keep their personal information safe.
4. Understand why it is important to protect one’s personal information.

**Activity Summary:** This lesson will teach students the components of digital citizenship and prepare them to be responsible, active participants in their online community. They will view several examples of Digital Citizenship and online security, and consider how digital citizenship relates to being a citizen outside of the online world.

**Estimated Time:** Two 45-minute class periods (longer/shorter depending on discussions and optional group work)

**Suggested Grade Level:** 7th or 8th grade

**Materials Needed:**

* Teacher Materials: Computer/projector, slide deck, handout (Assignment Sheet (1 per student)), **OPTIONAL:** whiteboard/posters for creating classroom charts and brainstorming space
* Student Materials: Pen/pencil, assignment sheet

**OPTIONAL:** access to device for brainstorming activities/partner work

**Academic Vocabulary:**

* **Digital citizenship:** “the continuously developing norms of appropriate, responsible, and empowered technology use.” [(Digital Citizenship)](https://www.digitalcitizenship.net/nine-elements.html)
* **Digital footprint:** “the trail of data you leave when using the internet. It includes websites you visit, emails you send, and information you submit online.” [(Kapersky)](https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint)

**Introduction:** It is becoming increasingly important to be comfortable, safe, and fluent in the online world. This lesson will give you the tools to participate in the online community safely, productively, and by practicing digital citizenship. You’ll be better prepared to navigate the online world and establish an understanding of how your online reputation and digital footprint can impact you and your future pathway.

**Learning Activities/Procedures:** Use the slide deck.

1. Quick write: Students will work for five minutes to answer the two questions. Pair students according to your classroom procedures and give them time to share (or participate in class discussion).
2. Review the defining terms for the lesson –If desired, provide time for discussion comparing “digital citizenship” and “digital footprint” to just “citizenship” in general, and concepts like the “carbon footprint.”
3. Play the Introduction Video: As students watch the video, they will summarize the three main sections of Digital Citizenship.
4. Review the terms from the video (check to see if anyone completed the bonus activity!) and then walk students through the **FIVE COMPETENCIES** of being a digital citizen.
5. **OPTION:** Class Discussion: Students can think-pair-share with a partner or reflect individually before the discussion for each slide. Students can write their ideas on the board or share verbally with the teacher being the scribe at the board.
* How did student’s definition of digital citizenship change? Allow students to share their updated definitions and their thoughts from the video.
* Read each component and have students brainstorm ideas of what that component looks/sounds/feels like offline and online. Are there school rules or classroom procedures that connect with the 5 competencies? Why are these put in place? [Example answer: It’s the same online as offline: to create a welcoming, safe, positive environment for all participants.]
	+ **OPTIONAL:** Opportunity for group/partner work. Split students up and have them choose/assign them a component to focus on. Then have each group or partner set share their brainstorming after about 10 minutes!
1. Discuss and have students record on their handout: What are some sites or platforms that make up your digital footprint? Have students create their list on the handout. How did students access those sites or platforms?
2. Play the Online Reputation Video. When students are finished viewing they will write down two ways to manage their online reputation – use these ideas to brainstorm for the chart.
3. Discuss as a class: What personal information would be considered private and what can be shared publicly? What online actions build or tear down a reputation?
4. Self-Reflection: Students will reflect on the lesson and answer the two questions in the fifth and last section of the handout.

**Accommodations/Adaptations/Extensions:**

**Accommodation:** Students can work individually or with a partner to answer questions on the handout. Students can complete the printed handout or online version. Play videos with captions/subtitles and provide definitions or supplemented handout if needed.

**Adaptation:** Virtual: Post the “five competencies” activity to a discussion board or chat (allow students to post to the board or work in “breakout rooms” with a classmate to complete); Have online students consider how they are practicing “digital citizenship” and “classroom citizenship” at the same time. Are there different overlaps than what other students might say?

**Extension:** Students can write a “post-it” summary of their answer for the last question and then create a gallery walk around the room. Students can collaborate to create their own classroom rules on how they will practice better citizenship while online. Additionally, think about having students create a poster of their rules to post in the classroom with student-created examples.

**\*\*Suggested Additional Resources:**

https://www.commonsense.org/education/videos/private-and-personal-information

https://www.iste.org/areas-of-focus/digital-citizenship

[Rethinking digital citizenship](https://www.youtube.com/watch?v=iwKTYHBG5kk)

[Teen Voices: Who Are You on Social Media?](https://www.youtube.com/watch?v=cLFMBT1Ayls&list=PL8TjVyuBdsCmuGpSyJAdlqW0ct38q7Vuw&index=9)

https://owl.purdue.edu/owl/general\_writing/academic\_writing/documents/20071015031655\_694.ppt

https://www.futurelearn.com/info/blog/what-is-digital-citizenship-teacher-guide

Classroom posters/flyers: https://www.iste.org/explore/digital-citizenship/infographic-im-digital-citizen

https://www.missingkids.org/content/dam/netsmartz/downloadable/tipsheets/Social%20Media%20Safety%20for%20Teens.pdf

https://stopthinkconnect.org/tips-advice

<https://safesitter.org/digital-footprints/>

**Evaluation:** Students will complete and submit the handout by the end of the lesson.

**Closing:** Digital citizenship isn’t just about internet safety. It’s also about being responsible and respectful as you navigate your online space. There are rules and competencies in place for you to know what is acceptable behavior to have a positive and safe reputation, offline and online. You can now feel in control what you post and how much you share online.

**Resources/References:**

[What Does it Mean to be a (Digital) Citizen?](https://www.youtube.com/watch?v=feAuz0otApA)

[Manage Your Online Reputation](https://www.youtube.com/watch?v=w7qEbPVw3hA)

https://www.digitalcitizenship.net/nine-elements.html

https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint

https://www.livebinders.com/media/get/MTc5NzE5ODQ=