

Digital Citizenship Grade6-9

Wiki guide

Respect

Before starting into the wiki – activate prior knowledge.

- Question what is digital citizenship (break the word apart if no one knows)
- The first focus is Respect online (Digital Etiquette, Digital Access, and Digital Law) question students on their thoughts on meaning of those words

Show first video- stop for discussion as directed.

Have groups read through comic strip and discuss as small group then whole group

Show Creative Commons screen cast

- Go through steps together on projector –have students give steps (we do)
- Have students on computers and complete a C.C search on their own and cite, share with instructor via Google docs/email.

Have students use devices or laptops to test their knowledge with the Digital Citizenship-Respect Kahoot

<https://play.kahoot.it/#/k/680ba7be-7890-469a-88e6-2e63277448a9>

Educate

Before starting the module – revisit key terms and ideas from *Respect* module

- Activate prior knowledge using terms under this heading (Digital Communication, Digital Literacy, Digital Commerce).

Use the Voki, follow prompts for discussions

Discuss the story of a 14 year old boy who brought a home-made clock to school and was arrested. (Note- I didn't show students the story, just linked it for background knowledge) and explained generally what had happened to him. *this lesson is NOT about what happened to the student, it is about how his digital footprint was shaped by countless others, and discussing if it is fair that his digital footprint – good or bad has been shaped forever. This lesson is to have students discuss the implications of posting about others (good or bad) and the power that we have over others online, as well as the power people hold over us.

- Follow questions and discuss

Show detecting lies video

Introduce Bibliography tools online as well as social bookmarking

- Bibliography tools are fast and easy to use – show an example using one that you are comfortable with (Easybib is fairly straightforward!)
- Social bookmarking allows you to be organized and have access to your links at any time on any device (show screen cast for setting up social bookmarking site).
- On projector, have students walk through finding a source and citing it together(we do)
- Have students (in partners) answer ‘fact questions’ and cite their sources -3 questions I used: a) Who invented the World Wide Web, and when? b) Who created Wikipedia c) Who created creative commons and when?
- Once students have completed this task, have them submit via Google docs/email

Watch Cyber tricks video

Use the infographic to revisit the rules for researching online and the importance of locating accurate information online. (If you click the Piktochart link, you can print this poster for students to use or to post)

- Where you find your information online is important because anyone can post online, and it can be opinions or inaccurate information (How can we tell if a website is reliable? – About page, when it’s published, the website suffix)
- Cross reference your information with 3 sources to be sure you have found accurate information
- When you find information you are using, you need to use your own words and cite the website you are using, or you are stealing.
- If you are using pictures or graphics, they need to have Creative Commons

Protect

Prior knowledge check: Digital Rights and Responsibilities, Digital Safety and Security, Digital Health and Wellness

Watch the Digital Dossier (footprint) video

- What does this mean?
How can you control your digital footprint?

Watch the Oversharing video

- Who/where do you need to go if you are angry with someone?
- Should we vent online when we are upset?
- How long do online posts last?

As a group, create reasons we shouldn't always be online.

- Create a 1 week challenge for students to track their time spent on technology (tv, personal devices, game consoles, etc.)
- At the end of the week, have students complete a written assignment, and reflect upon their use of technology, what their tracking revealed and any changes they want to make (if any).

Have a discussion and brainstorm the different things we learned about being digital citizens from all areas (Respect, Educate and Protect).

Give each student/group a copy of the final poster (if you click the poster, it should take you to the Canva site and you should be able to print it)- have them create a classroom statement of digital citizenship rules to follow.