

Unit Overview

Introduction to the unit:

Unit 4 helps students understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks encourage students to develop authentic responses to scenarios that involve adhering to copyright laws, creating a positive digital identity, addressing cyberbullying, and managing data privacy.

Students Will Know and Be Able To:

- conduct online searches that are responsible, safe, and evaluate the use and/or truth of online content and information;
- use technology to safely and effectively solve a problem and grow their digital citizenship;
- understand and apply copyright of factual materials to develop authentic information and support a claim;
- evaluate online information and determine if resources are reliable, useful, and truthful;
- demonstrate an understanding of copyright and correctly cite materials and online content;
- evaluate online behavior and determine characteristics of good digital citizens;
- evaluate how online behavior can help or harm transitions into postsecondary education and employment;
- apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships;
- take active steps to safeguard personal online information and data;
- take active steps to create a positive digital footprint and understand the negative consequences of risky online behavior.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are adapted from [Common Sense Education](#).

- **anonymous:** unknown authorship or origin (*unit plan- lesson 2*)
- **bystander:** one who is present but not taking part in a situation or event (*unit plan- lesson 3*)
- **commercial purposes:** to use in connection with a business, usually for profit (created definition) (*unit plan- lesson 1*)
- **consequence:** something produced by a cause or necessarily following from a set of conditions (*unit plan- lesson 1*)
- **copyright:** the exclusive legal right to reproduce, publish, sell, or distribute something such as written, musical, or artistic work (*unit plan- lesson 1*)
- **creative commons:** a kind of copyright that makes it easy for people to copy, share, and build on someone's creative work – as long as they give the creator credit for it (created definition) (*unit plan- lesson 1*)
- **criteria:** standards on which a judgment or decision may be based (*unit plan- lesson 1*)
- **cyberbullying:** the electronic posting of mean-spirited messages about a person often done anonymously (*unit plan- lesson 3, PT.3*)
- **de-escalate:** to decrease in extent, volume, or scope (*unit plan- lesson 3*)
- **derogatory:** expressive of a low opinion, detracting from the character or standing of something (*unit plan- lesson 3*)
- **digital citizenship:** navigating the digital world safely, responsibly, and ethically (created definition) (*unit plan- lesson 2*)
- **digital media:** electronic or media platforms that allows users to create, communicate, and interact with one another via device or application (created definition) (*unit plan- lesson 2*)
- **escalate:** to increase in extent, volume, number, amount, intensity, or scope (*unit plan- lesson 3*)
- **ethics:** principles and morals that guide people's behavior, including honesty and respect toward others (created definition) (*unit plan- lesson 2*)
- **fair use:** the ability to use a small amount of someone's copyrighted materials without permission, as long as it does not negatively impact the value or potential profits by the owner (created definition) (*unit plan- lesson 1*)
- **harass:** to annoy persistently; to create an unpleasant or hostile situation (*unit plan- lesson 4*)
- **hate speech:** speech or writing that makes negative attacks on a person or group of people because of their race, religion, nationality, ability, age, gender, sexual orientation, or gender identity (created definition) (*unit plan- lesson 3*)

- **identity theft:** the illegal use of someone else’s personal information especially in order to obtain money or credit (*unit plan- lesson 4, PT 2*)
- **online ethics:** principles and morals that guide people’s behavior on the Internet or digital devices (created definition) (*unit plan- lesson 2*)
- **persona:** an image and personality that you show to others (created definition) (*unit plan- lesson 2*)
- **phishing:** a scam by which an Internet user is duped (as a deceptive e-mail message) into revealing personal or confidential information which the scammer can use illicitly (*unit plan- lesson 4*)
- **privacy:** the quality or state of being apart from company or observation; freedom from unauthorized intrusion (*unit plan- lesson 4, PT 4*)
- **public domain:** creative work that is not protected by copyright and is free for anyone to use (created definition) (*unit plan- lesson 1*)
- **publish:** to disseminate to the public; to produce or release for distribution; to issue the work of (an author) (*unit plan- lesson 1*)
- **scam:** a fraudulent or deceptive act or operation (*unit plan- lesson 4*)
- **stereotype:** an oversimplified idea about a particular group of people that is prejudice or judgmental (*unit plan- lesson 3*)
- **trustworthy:** worthy of confidence; dependable (*unit plan- lesson 1*)
- **upstander:** a person who stands up for someone who is being mistreated (created definition) (*unit plan- lesson 3*)
- **vulnerable:** capable of being physically or emotionally wounded; open to attack or damage (*unit plan- lesson 4*)
- **wiki:** a website that allows visitors to make changes, contributions, or corrections (*unit plan- lesson 1*)

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student’s comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a [word-wall](#) to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card “drills,” and complete work sheets or quizzes generally “teach” vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- [Internalization of Vocabulary Through the Use of a Word Map](#)
- [Grades 3-8 EngageNY ELA Appendix](#)
- [15 Vocabulary Strategies in 15 Minutes](#)
- [12 Vocabulary Activities and Mini-Lessons for High School Students](#)
- [5 Brain-Based Vocabulary Activities for the Secondary Classroom](#)

To be completed prior to the lesson

The Digital Citizenship Unit uses instructional materials and resources from the following sources:

- [Common Sense Education](#) – all instructional materials including Digital Bytes, Common Sense, Common Sense Media, Common Sense Education, and Common Sense Kids Action, associated names, associated trademarks, and logos are trademarks of Common Sense Media, a 501(c)(3) nonprofit organization © 2018.
- [EVERFI](#) – all instructional materials including EVERFI Financial Education, Conduct & Culture, Health & Wellness, Social & Emotional Learning, STEM & Career Readiness, associated names, associated trademarks, and logos are trademarks of EVERFI, Inc. © 2018.

One week prior to the start of the unit, the teacher must log into *Common Sense Education* and create usernames for students in *EVERFI* in order for students to complete assignments.

How to create account in Common Sense:

- Go to <https://www.common sense.org/education/user/register>.
 1. Enter your email address and create a password.
 2. Complete your personal and school profile by following the prompts.
 3. Click “Continue to site.”

How to create account and set up classes in EVERFI

- Go to https://platform.everfi.net/new_registration. (Access can take up to a week.)
 1. Select “K12 Teacher” and follow the prompts.
 2. Choose “Ignition: Digital Citizenship & Responsibility.”
 3. Once you receive the email that your access has been granted, login and locate “Ignition” on your dashboard.
 4. Click “Create Class” under the Ignition course.
 5. Complete by following prompts.
 - *What do you want to call this class?* (Suggestions)
 - Create one section per class period
 - Name the class using course title and class period, ex: *Career Readiness Fourth Hour*
 - Repeat the process until you have created a class in EVERFI for every section you teach.
- Class codes are saved under the “Classes and Codes” tab located along the top of the screen under the EVERFI button. (Class codes are needed in order for students to begin Unit 1. Students will need these class codes in order to create their own username and begin the Ignition curriculum.)
- Access the [ignition one-pager for more information on EVERFI Ignition](#)

TIP: *If pacing is a problem during the unit or over the course of the year, teachers are advised to skip the EVERFI lessons in this unit.*

Lesson 1: Navigating the Net

Day 1: The teacher will visit [Common Sense: Strategic Searching](#) and lead an introductory activity with the class using a KWL chart to capture past and prior knowledge of effective Internet searches. Students will work in groups to plan and perform an effective search, making recommendations to the class.

The teacher will introduce the Common Sense: KWL activity.

Activity: KWL Chart

Time Frame: 10 minutes

Class Configuration: Individual, pairs

Materials: Paper, pencil, board

Description: Students will identify what they know and want to learn about Internet searching.

1. Prompt a warm-up discussion by asking, “How do you find something online?”
2. Write on the board, *KNOW*, *WANT*, and *LEARN* and introduce the idea of a KWL chart.
3. Have students copy the chart from the board or hand out the K-W-L chart sample.
4. Have students complete the KWL with the following prompts:
 - What search strategies do **I know**?
 - What do **I want to know** about strategic searching?
 - What did **I learn** about strategic searching?
5. Let students briefly share their KWL chart with a peer and identify similarities and differences in how they approach Internet searches.
6. Ask students to share their responses with the class and record best practices on the board.
7. Introduce the Plan and Perform a Search activity.

Activity: Plan and Perform a Search

Time Frame: 40 minutes

Class Configuration: individual, small group

Materials: Computers, Internet access

Description: Students will conduct an Internet search to select a site for an employee appreciation gathering.

1. The teacher will write the mnemonic term “S-E-A-R-CH” on the board and explain what each letter/letter combination represents. Students will discuss the mnemonic term.
2. Explain to students that they should (**Select**) one or more questions about what they want to find in their search. They should also choose search engines and tools that are most relevant to the topic and type of information they are seeking.
3. Students will understand that they can search more effectively if they (**Extract**) keywords or areas to highlight from their research questions.
4. Students will (**Apply**) some of the search strategies they discussed in the KWL.– You will want review: adding quotation marks, a minus sign, or specifying what type of information they need.
5. Students will (**Run**) a search on the terms they have chosen and review the results. Remind students that they should check multiple sources.
6. Students will (**Chart**) their search to avoid repeating work they have already done by jotting down what they have searched for and what resources they have used to perform their search.
7. Students will divide into groups of three or four and imagine the following scenario found in the Common Sense lesson plan¹:
 - Choose a large city in another state. Imagine that you work at a company located in that city. Each year, your company has an “employee appreciation” gathering. You are part of a group that is planning the event, and your

¹ <https://www.common sense.org/education/lesson/strategic-searching-6-8>

boss asked you to find a park in the local area where you can have a picnic. The company has 50 employees. Money is tight, so you have to find a free or inexpensive location. Here is what you know you need:

- public park (not private)
- area to play games and do team-building activities
- covered area in case it rains
- restrooms

Your boss needs a recommendation in 25 minutes. Take 10 minutes to plan your search, using the strategies you have already learned, and 15 minutes to come up with a suggestion.

8. Students will use the mnemonic term “S-E-A-R-CH” to plan their search:
 - **Select** research questions.
What question(s) do you have? Write the question(s) below.
 - **Extract** keywords and terms.
Be broad or specific, depending on your goals. Write your keywords below.
 - **Apply** search strategies.
What strategies can you use to help you find the information you need? Write down what search strategies you have applied.
 - **Run** your search.
Search using the terms that you chose and document the results. Remember to review several resources.
 - **Chart** your search.
Keep track of what you searched for and how the search was conducted, so that you don’t repeat work. Record this information to save future time and effort.

9. Students will make a recommendation and share that information with the class. Recommendations should include: the city where the gathering will take place, the name of the park, and the URL for the park.

Tip: Make sure the scenario, questions, and mnemonic are available to students during the task.

Formative assessment will be captured through teacher observation of search plans and information shared with the class.

Day 2: The teacher will visit [Common Sense: Identifying High-Quality Sites](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. Online videos are also available to support the lesson. The teacher will lead an introductory activity with the class using an article about Hurricane Sandy to capture past knowledge of Internet communication. Students will work in groups to evaluate information online and make recommendations to the class.

Activity: Hurricane Sandy Photos

Time Frame: 25 minutes

Class Configuration: Pairs

Materials: [Huffington Post: Fake Hurricane Sandy Photos Spread on Internet...](#)

Description: Students will identify credible Internet sources and evaluate online information.

1. The teacher will handout a document titled “At first I was thinking...”. This document has three questions that students will need to answer.
 - At first, I was thinking...
 - As I was reading, I was thinking...
 - In the end, we were thinking...

2. The teacher will show students slides of fake photos in the article and real photos of Hurricane Sandy that are found at the bottom of the article (in the slideshow). Have students spend a few minutes writing down a response to the first

statement after looking at the pictures.

3. Students will read the Huffington Post article in pairs. When students have completed the article, students will independently write down a few sentences in response to the second statement. Students will share their written responses with each other.
4. Together, pairs will then discuss the article and together write two or three sentences that address the third statement.
5. The teacher will then lead a whole group discussion on the article. Center the discussion on these two questions:
 - How did the Internet help people stay informed about Hurricane Sandy?
 - How did the Internet misinform people about Hurricane Sandy?
6. The teacher will facilitate a brief class discussion based on student responses. The teacher should ensure students discuss how easy it is to publish information on the Internet. The teacher should ask: “Were the people’s perceived “facts” about a situation always true?” The teacher should relate this information to the day 1 activity, the appropriateness of Internet searches, and using reliable sources.

Activity: Identifying High-Quality Sites

Time Frame: 40 minutes

Class Configuration: Pairs

Materials: [Common Sense: Test Before You Trust](#) in Identifying High-Quality Sites Lesson Plan

Description: Students will review identified websites and score their usefulness. Students will compare scores and discuss the reasons for their score with a partner.

Tip: Before the activity the teacher should identify four or five (research) websites that students will typically visit to conduct research (will vary by grade/class).

1. The teacher will provide students with a relevant topic to research using these identified websites (examples may also vary by grade/class)
 - Example:
 - Topic: Year-round School
 - Website: Wikipedia [Year-long school in the United States](#)
 - Website: PBS NewsHour [PBS Hour Year Round School](#)
2. Students will divide into pairs and the teacher will give each group the name of a website and the URL. The teacher will explain that they will be evaluating websites to see if they are trustworthy sources of information.
3. Students will complete the “Common Sense: Test Before You Trust” check sheet for the URL. Students will be encouraged to write their observations in the “Add details to explain” column.
4. When complete, students with the same website will be grouped together to compare scores. Student teams will discuss any differences in scoring and their rationale.

Formative assessment will be gathered through a teacher-led review of search strategies for identifying high-quality sites.

Day 3: The teacher will visit [Common Sense: Copyrights and Wrongs](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead an introductory activity with the class about copyright. Students will work in groups to complete

the Common Sense: Mad Men activity and share their results with the class.

Students will watch the Commonsense video [Copyright and Fair Use Animation](#). Students will discuss ways they can be respectful of people's creative work.

The teacher will discuss common tips, including:

- Check who owns it
- Get permission to use it
- Give credit to the creator
- Buy it (if necessary)
- Use it responsibly

The teacher will facilitate a class discussion on the difference between fair use and commercial purpose. The teacher should remind students when using someone's creative work in a way that isn't covered by fair use, they are required to investigate the material/information's copyright status and work accordingly.

Activity: Mad Men

Time Frame: 30 minutes

Class Configuration: small groups

Materials: [Common Sense: Mad Men](#) in Copyrights and Wrongs Lesson Plan

Description: Students will review copyright and fair use policy by completing an activity using an ad campaign.

1. Students will work in groups of three or four to complete the [Common Sense: Mad Men](#) activity. Students will weigh the following factors when choosing their photos:
 - the rules of copyright
 - the values and intent of the original creator
 - the audience and purpose
2. Students will share their results with the class.

Tip: Each photo includes sample responses and discussion questions. You may also use these overarching questions to discuss any of the photos:

- For all the photos, what might be the consequences of using these creative works?
- How would the owners of the content react?
- How might the original creator react?
- How would the VFA react?
- How might the public react?
- How might these different reactions affect your decision about which photo to use for the ad campaign?

3. Students will share their results with the class.

Formative assessment will be gathered by a teacher-led review of copyright and fair use policy with the class. The teacher should make sure that students know they should reference information and materials.

Day 4: The teacher will visit [Common Sense: Collective Intelligence](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. The teacher will lead a group discussion on collective intelligence. Students will work independently and in groups to update the school wiki.

The teacher will ask students to discuss the meaning of the phrase "The whole is better than the sum of its parts."

The teacher may prompt students' responses by asking the following:

- What is meant by this phrase?
- How does this phrase apply to teamwork?
- What are some instances demonstrating this phrase is true?
- Are there any situations when this phrase is untrue?

Students will discuss the idea of collective intelligence and share examples of ways for people to collaborate online.

The teacher will show students the website [PhilaPlace](#), an interactive map made by the Historical Society of Pennsylvania. The website allows ordinary people to add their histories and stories about the city of Philadelphia. Experts or organizations considered an authority on the topic often create websites. However regular people collaboratively developed [PhilaPlace](#). It is a good example of collective intelligence.

The teacher will introduce the Common Sense: My School activity.

Activity: My School

Time Frame: 35 minutes

Class Configuration: individual, pairs

Materials: [Common Sense: My School](#) in Collective Intelligence Lesson Plan

Description: The teacher will use [Common Sense: My School](#) for resources and student directions. The teacher will introduce the activity asking students to first work independently and then in groups of two to choose materials to place on a school wiki.

Formative assessment will be captured through a teacher led review the idea of collective intelligence and how students' can generate and record their perspectives effectively.

Digital Bytes by Common Sense has been discontinued.

Days 5 and 6: The teacher will introduce Performance Task #1 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Creator" tab in the multi-colored circle or the "Innovation" category to complete the "Copy-Paste Culture" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Copy and Paste Culture" activity, students are asked what's the difference between being inspired by others' creative work and copying others' creative ideas and what crosses the line legally and ethically. Teens discuss the fundamental concept of copyright by exploring the gray area of accreditation. Student teams should develop an independent project that ties together the ideas within the "Copy and Paste Culture" activity and develop a reflection paragraph (3 to 4 sentences) on how the ability to research and apply copyright will help them to complete academic and technical coursework. If student teams have additional time, they can complete the "Entrepreneurship" or "Micro-Lingo" activities from the "Creator" tab or the "Innovation" category.

1. The teacher will introduce Performance Task 1 and the Performance Task Rubric. Students will have time to ask questions in the "Copy and Paste Culture" activity. Students are asked what the difference is between being *inspired* by others' creative work and *copying* others' creative ideas, and what crosses the line legally and ethically. Students will discuss the fundamental concept of copyright by exploring the gray area of accreditation.
2. Students will individually navigate to the Digital Bytes website and watch the introductory video. Students may choose to watch the "see other projects" section of the website.

Tip: *The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.*

- The teacher will assign students to work in groups of two. Student groups should select from the “Creator” tab in the multi-colored circle or the “Innovation” category to complete the “Copy-Paste Culture” activity.

Tip: There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the “Copy-Paste Culture” activity, which should appear, at the top of the students’ computer screen. Students will start over if they are not on the “Copy-Paste Culture” activity. The website may need to be refreshed if the “reflect” video/prompt does not immediately appear.

- Student teams should follow the instructions provided in the introductory video:
 - Reflect on the Mash-Up:** Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
 - Watch a Case Study:** Students will choose one of two case study videos to watch. Students will click on the video, and as a team discuss the provided questions.
 - Discuss the Questions:** Students will review and discuss the provided questions.

Tip: Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.

- Engage in an Activity:** Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: Activity A asks student teams to research a product and map (using images/videos) the evolution of that product. Activity B asks student teams to develop a matching game or interactive presentation using technology. For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.

- Share their Creation:** Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.

Formative assessment data can be gathered if the teacher asks student teams share their reflection paragraphs with the class. Teachers may also use the “Entrepreneurship” or “Micro-Lingo” activities from the “Creator” tab or the “Innovation” category.

As a culminating activity, students will individually reflect on the “Copy and Paste Culture” activity and develop a reflection paragraph (3 to 4 sentences) on how the ability to research and apply copyright will help them to complete academic and technical coursework.

Day 7: Students will complete [EVERFI](#) Ignition Lesson 5: Creating Multimedia Products.

Tip: If pacing is behind, skip the *EVERFI* lessons.

Every student must create a login for EVERFI by clicking the link: [EVERFI Login](#)

- Click “Register”, select “Student/Learner”, provide the students with the appropriate class code to enter - select next
- Student completes profile by following prompts
- Advise students to record their username & password for future reference

Day 8: Students will complete [EVERFI](#) Ignition Lesson 4: Internet Resources and Credibility.

Lesson 2: My Digital Identity

Day 1: The teacher will visit [Common Sense: Digital Life 102](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on digital media. Students will complete a quiz on social media and use collective intelligence to generate responses. Students will work independently to complete a social media activity.

1. Students will answer the prompt: “What is digital media?”
2. The teacher will lead a student discussion and lead them to define collective intelligence and generate examples. The teacher will record a group definition and examples on the board.

Activity: Got Media Smarts

Time Frame: 25 minutes

Class Configuration: Small group

Materials: **Common Sense:** [Got Media Smarts](#) in Digital Life 102 Lesson Plan

Description: Students will complete an activity that will expose them to the effects of digital media on teens. Students will be able to identify statements as the upside or the downside of digital media.

Tip: Download the handout *Common Sense: Got Media Smarts and Answer page* prior to the start of class.

1. Students will complete “Common Sense: Got Media Smarts” quiz. Students will work in small groups to discuss their responses and determine their final answer.
2. The teacher will present the correct responses to the group and student teams will record the number of correct responses. The teacher will provide time for students to react and ask questions.

The teacher may use the following prompts to support the discussion:

- Which one or two answers surprised you the most?
- Which one or two facts best describe how you use digital media in your own life?
- Which are the farthest from your own personal experience?
- How big of a role does digital media (Internet, texting, video games) play in your life (a little, some, a lot)?
- What are your favorite and least favorite things to do with digital media?
- Do you use digital media to create things or connect with people?
- What are the positive and negative aspects of having digital media in your life?

Tip: The teacher may wish to recognize the group with the most correct responses in some way.

Activity: Life in a Connected Culture

Time Frame: 25 minutes

Class Configuration: individual, whole class

Materials: **Common Sense:** [Perspectives on Social Media](#), Upsides and Downsides of Digital Media

Description: Students will learn about the positives and negatives of using social media.

1. Students will watch the video [Common Sense: Perspectives on Social Media](#).
2. Students will complete the Common Sense: Upsides and Downsides of Digital Media activity sheet individually.
3. The teacher will lead a class discussion on student responses.

Formative assessment will be gathered through a teacher-led review of the positives and negatives of social media use and completion of the Exit Ticket.

Exit Ticket: Explain how you have used social media effectively.

Day 2: The teacher will visit [Common Sense: My Online Code](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. The teacher will lead a group discussion on ethics and online ethics. Students will evaluate online profiles in groups and ethical behavior.

1. The teacher will write on the board the terms “ethics” and “online ethics”. The teacher will ask students to define the terms and give examples of people within their lives that they believe are ethical. The teacher may choose to provide examples of people in their life.
2. The teacher will ask students to reflect on “unethical” behavior and draw comparisons between what this looks like and how it makes them feel when someone acts unethically. The teacher will ask students what it means to behave unethically online.

Tip: There are many questions to help you lead these discussions in the lesson that the teacher needs to review before leading the lesson.

Activity: Judging Jeff’s Profile

Time Frame: 50 minutes

Class Configuration: Whole class, small group

Materials: [Common Sense: Judging Jeff’s Profile](#) in My Online Code Lesson Plan

Description: Students will determine the difference between ethical and unethical social media behavior via an online activity.

Tip: Download the student handout from [Common Sense: Judging Jeff’s Profile](#) prior to the start of class.

1. The teacher will facilitate a class discussion and definitions of these four topics:
 - **Privacy:** Respecting the privacy of others online
 - **Self-Expression and Identity:** Presenting yourself in an honest and genuine way in the online world
 - **Connected Culture:** Treating others in a kind and respectful manner, and avoiding cyberbullying
 - **Respecting Creative Work:** Giving credit to others and/or asking their permission when you use their work
2. The teacher will divide students into groups of 2 or 3 to read and discuss the four profiles in the activity sheet.
3. Student groups will respond to the questions for each profile, allowing 10 minutes for each profile, before moving to the next.

Tip: The teacher can choose to pause between profile reviews to allow students time to discuss each profile.

Formative assessment will be captured through a teacher-led review discussion on ethical and unethical social media behavior and review of the Exit Tickets.

Exit Ticket: How have you used social media effectively?

Day 3: The teacher will visit [Common Sense: Who Are You Online?](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the

lesson. The teacher will lead a group discussion on the differences between in-person and online personalities. Students will work in teams to make recommendations for remaining ethical online.

1. The teacher will ask students to individually reflect on “Does the way you represent yourself online differ from the way you represent yourself offline?”
2. The teacher will ask students to characterize their online persona and how this is similar and different than the way they represent themselves offline.

Tip: The teacher may ask students to share their reflections or save this content until the formative assessment portion of the lesson.

Activity: Exploring Avatars

Time Frame: 20 minutes

Class Configuration: Individual

Materials: [New York Times: Avatars Slideshow](#)

Description: Students will view avatars and reflect on the similarities and differences in people and how they represent themselves online.

1. Students will watch the slide show [New York Times: Avatars Slideshow](#).
2. Students will individually record the similarities and differences between real people and their avatars.
3. The teacher will encourage students to identify characteristics beyond physical appearance and remind students that they should avoid passing judgment or making fun of anyone’s avatar. The teacher should remind students of ethical and unethical behavior.

Tip: The teacher should encourage students to speculate on why the people in the photos might have created these avatars. (Students will understand that they cannot be certain of these people’s intentions without talking to them – they can draw conclusions based only on the information available in the photos.)

4. Students will share their observations for each slide. The teacher may use the following sample responses found in the Common Sense lesson² to help guide the discussion:
 - **Slide 1:** Choi Seang Rak might represent himself as a girl because he’ll do better in the game he’s playing. Or maybe he wants to explore how others might treat a girl online.
 - **Slide 2:** Tommy D. Graves might represent himself as a superhero who looks nothing like him because he wants to be anonymous and live out a total fantasy when he plays the game.
 - **Slide 3:** Jean-François de la Fage might want to feel like a stronger, tougher version of himself.
 - **Slide 4:** Ailin Graef might want an avatar that looks like her, wearing her favorite dress and with her best qualities exaggerated.
 - **Slide 5:** Lucas Shaw seems to have created a barbarian character to match the virtual world of the game he is playing, rather than an avatar that resembles him. He might want to escape to a fantasy world.
 - **Slide 6:** Andreas Fisher is posing like his avatar, so he seems to be exploring the side of himself that wants to act like a superhero.

Activity: Real or Fake

Time Frame: 25 minutes

Class Configuration: small groups, whole class

Materials: [Common Sense: Ramon's Story - Being Real Online](#)

Description: Students will complete an online activity that focuses on the difference between real and fake online personas.

² <https://www.common sense.org/education/lesson/who-are-you-online-9-12>

1. The teacher will ask students to define the terms “real” and “fake”.
2. The teacher will ask students if they believe it is easier for people to be “real” or “fake” online. And why or why not?
3. Students will watch the video [Common Sense: Ramon's Story - Being Real Online](#)
4. The teacher will facilitate a class discussion about the video and the risks associated with creating an online presence. The teacher will ask students to define the terms “anonymous” and “inhibited”. The teacher will ask students to draw inferences in how these terms influence someone’s online behavior. There are many questions to guide this discussion in the Common Sense lesson.
5. Students will work in groups of 2 or 3 to develop advice for other students on “staying real” online. Students will record their recommendations. The teacher may use the following prompts to help with discussion:
 - How should you represent yourself?
 - How should you treat other people?
 - How to you make sure you stay safe?
 - How can you make sure you are represented in a positive way?
6. Students will share their recommendations with the class.

Formative assessment will be gathered by listening to student recommendations.

Exit Ticket: Does your persona change with your setting? Do you respond differently when you are anonymous?

Day 4: The teacher will visit [Common Sense: Oops! I Broadcast It On The Internet](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on the positive and negative consequences of sharing information on the internet. Students will work in teams to review two case scenarios.

*An optional [Common Sense: Overexposed: Sexting And Relationships](#) lesson for high school level students can be adapted into this sequence based on need. Parallel resources are available for the optional lesson.

The teacher will ask students to discuss what benefits and negatives exist with sharing information online. The teacher may use the following prompts to help generate discussion:

- Sharing information online can be beneficial but remember the Internet is public because:
 - “private” information can become public if passed on
 - posts in many online communities are public by default
- Most information posted online:
 - can be searched
 - can be seen by HUGE, invisible audiences
 - can be copied, altered, and sent to others
 - cannot be completely deleted- the minute it is posted, it can start to spread
- Information that people post can get out of their control fast, so it is important to consider the consequences beforehand.

The teacher will remind students of the vocabulary term *consequence* and ask students, “How do you share information for fun with others online?” and “Did anything happen that you did not plan because the information was shared?”

Activity: Brittney’s Story/ Eva’s Story

Time Frame: 40 minutes

Class Configuration: small group

Materials: [Common Sense: Brittney's Story - Posting Something You Regret](#) , [Common Sense: Brittney's Story Discussion Guide](#), [Common Sense: Eva's Story - When Messages Spread](#), [Common Sense: Eva's Story Discussion Guide](#) Discussion guides are found in the Oops! I Broadcast It On the Internet Lesson Plan

Description: Students will complete an online activity to better understand how others have been impacted by information shared online.

Tip: Download and print the discussion guides prior to the start of class.

1. The teacher will divide students into an even number of groups, typically 3 or 4 per group, but the total number of groups should be an even number.

Half of the groups will watch the video [Common Sense: Brittney's Story - Posting Something You Regret](#) and complete the [Common Sense: Brittney's Story Discussion Guide](#)

Half of the groups will watch the [Common Sense: Eva's Story - When Messages Spread](#), video and complete the [Common Sense: Eva's Story Discussion Guide](#)

2. Students will work in groups to respond to the questions.
3. The teacher will lead a discussion with the whole class using the Video Discussion Guides.

Formative assessment will be collected through the observation of student discussion and completion of the exit ticket or students may complete the optional [Common Sense: Overexposed: Sexting and Relationships](#) lesson for high school level students.

Exit Ticket: What are the benefits and risks of sharing information online?

Digital Bytes by Common Sense has been discontinued.

Days 5 and 6: The teacher will introduce Performance Task #2 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the “see other projects” section of the website. Students will select from the “Doer” tab in the multi-colored circle or the “Activism” category to complete the “Disconnected” activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the “Disconnected” activity, students are asked what it means to have a healthy media diet. Students will discuss the pros and cons of our daily connection with our devices and how our relationships and self-identity can be impacted by our use of devices. Student teams should develop an independent project that ties together the ideas within the “Disconnected” activity and develop a reflection paragraph (3 to 4 sentences) on how the development of both their in-person and online personalities will help them to achieve their personal and career goals. If student teams have additional time, they can complete the “Movers and Shakers”, “Step Forward”, or “Myselfie, Myself” activities from the “Doer” tab or the “Activism” category.

1. The teacher will introduce Performance Task 2 and the Performance Task Rubric. Students will have time to ask questions (see PBT 2 and rubric 2). In the “Disconnected” activity, students are asked what it means to have a healthy media diet. Teens discuss the pros and cons of our daily connection with our devices and the impact these devices can have on our relationships and self-identity.
2. Students go to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the “see other projects” section of the website.

Tip: The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.

- The teacher will assign students to work in groups of 2. Students will select from the “Doer” tab in the multi-colored circle or the “Activism” category to complete the “Disconnected” activity.

Tip: There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the “Disconnected” activity, which should appear, at the top of the students’ computer screen. Students will start over if they are not on the “Disconnected” activity. The website may need to be refreshed if the “reflect” video/prompt does not immediately appear.

Students will work in pairs to follow the instructions provided in the introductory video and then complete the following steps:

- Reflect on the Mash-Up:** Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
- Watch a Case Study:** Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
- Discuss the Questions:** Students will review and discuss the provided questions.

Tip: Teachers may wish to have students print the questions and record responses as a team.

- Engage in an Activity:** Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Day 7: Students will complete [EVERFI](#) Ignition Lesson 1: Choosing a Computer.

If pacing is an issue, the teacher should skip all EVERFI Lessons.

Day 8: Students will complete [EVERFI](#) Ignition Lesson 2: Wireless Communications.

Day 9: Students will complete [EVERFI](#) Ignition Lesson 7: The Future of Technology and You.

Lesson 3: The Price of Cyberbullying

Day 1: The teacher will visit [Common Sense: Turn Down The Dial On CyberBullying](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on cyberbullying. Students will work in teams to review case scenarios.

- Students will watch the video [Common Sense: Ricardo's Story: Making Fun of Others Online](#) and discuss cyberbullying.
- The teacher will lead class discussion on cyberbullying. The teacher may use the following prompts from Common Sense Education Lesson to generate class discussion:
 - Do you think Ricardo is a cyberbully? Why or Why not?
 - Ricardo says information “gets around really quick”? What does he mean?
 - Have you ever encountered online cruelty? How did it make you feel?

Tip: The lesson plan contains the points that need to be brought out for each question. Make sure to read the question and essential points before the lesson.

Activity: Dial it Down

Time Frame: 40 minutes

Class Configuration: Small group

Materials: [Common Sense: Stacey's Story: When Rumors Escalate](#)

Description: Students will watch a video and determine the roles of those involved. Students will discuss the roles of each person and identify how upstanders and targets can de-escalate online cruelty.

1. The teacher will have students define the key vocabulary terms *escalate*, *de-escalate*, *bystander*, and *upstander* through a class discussion.
2. Students will watch the video [Common Sense: Stacey's Story: When Rumors Escalate](#)
3. Students will work in groups of 2 or 3 to identify the roles of those involved in the story. Specifically, student groups will identify who were the:
 - Targets
 - Offenders
 - Bystanders
 - Upstanders
4. Student groups will discuss the difference between online and offline cruelty. Student groups will identify and record ways in which “targets” and “up standers” can de-escalate online cruelty. An example framework from the Common Sense online lesson plan³ is provided below.

Targets	Upstanders
EX. Ignore and block the bully. Offenders often want attention. Take it away, and they may give up.	EX. Stand up to the offender when appropriate. If you see something negative, say something. Make it clear that you think online cruelty is wrong and tell the offender to back off. (It may be easier to do this if you have good standing with the offender.)

5. Student groups will complete the [Common Sense: Turn down the Dial on Cyberbullying Handout](#). Student groups will complete the left-hand column of the handout for Stacey’s Story to show how the situation escalated. Student groups will then fill in the “Turn Down the Dial on Cyberbullying” version of her story to show how the situation could have been de-escalated.
6. Student groups will turn their handouts into maps, using elements such as size and color to indicate escalation and de-escalation and arrows to show the flow of events.
7. Student groups will work together to compare their results with another group. Examples of similarities and differences should be discussed in large groups or with the class.

Formative assessment information will be collected by the teacher observation of students’ discussion on the ways that they can help to eliminate cyberbullying and reflect on how they have used social media effectively. Teachers can also use the 3-question assessment at the end of the lesson as an exit ticket.

³ <https://www.common sense.org/education/system/files/uploads/classroom-curriculum/9-12-unit1-turndownthedial.pdf?x=1>

Day 2: The teacher will visit [Common Sense: Breaking down Hate Speech](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Students will complete a writing prompt on hate speech. Students will work in teams to review case scenarios.

1. The teacher will lead a student discussion of the key vocabulary terms *hate speech*, *stereotype*, and *derogatory*. The teacher will have students give examples from their experience.
2. The teacher will ask students to write a 3 or 4 sentence reflection paragraph sharing a time when they or someone they know was the target of hate speech.

Activity: Hate Speech Mediation

Time Frame: 35 minutes

Class Configuration: Small group

Materials: [NBC News: Hate speech corrodes online games](#)

Description: Students will read the article and determine the main idea or one thing the author wants the reader to realize beyond the title. Students will work in teams to develop ways they could deal with hate speech. Each team will develop a policy on hate speech and present it to the class.

1. Students will read the [NBC News: Hate speech corrodes online games](#) article.
2. Students will divide into groups of 3 or 4. As a team, each group will determine the main idea of each paragraph. Use this information to come up with the one thing the author wants readers to realize (beyond the title).
3. Students should stay with their current teams. The teacher will lead a discussion on the term *mediation*.
4. Each group will act as a Mediation Committee. Each committee will decide what to do when students behave in an unacceptable way online or offline. Committees will imagine a student has written letters filled with hate speech targeting the groups mentioned in the article.
5. The committees will brainstorm ways to deal with hate speech when it happens online. Use the following examples to help guide student discussion:
 - Flagging videos or comments;
 - Making counterpoint comments;
 - Linking to educational resources;
 - Using social networks to reach out to large bodies of people;
 - Encourage groups to think of positive approaches, such as rewarding students who stand up against hate speech or who educate others about hate speech
6. Committees will create a class policy on hate speech and present their ideas to the class. The class will discuss and create a classroom anti-hate speech policy.

Formative assessment data will be gathered through teacher observation of team discussions and presentation of anti-hate speech policies.

Day 3: The teacher will visit [Common Sense: Private Today, Public Tomorrow](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a class discussion on persistence and reputation. Students will work in teams to develop a decision tree matrix to inform their social media activity.

The teacher will lead a class discussion on the key vocabulary terms *persist* and *reputation*. The class will discuss why things persist

online and how information you post online can be helpful or harmful to your reputation. The teacher may use the following prompts to generate discussion:

- Why do things persist online even if we don't want them to?
- What kinds of things could you post online now that might be good for your reputation in the future? What kinds of things might be harmful?

Activity: Posting Decisions

Time Frame: 40 minutes

Class Configuration: Individual, pairs

Materials: [Common Sense: College Sued Over "Drunken Pirate" Sanctions](#)

Description: Students will determine the best (and worst) things to post online and how posts may impact one's future reputation.

Tip: Download the *Common Sense: Unintended Consequences of Sharing* student handout prior to the start of class.

1. The teacher will lead a class discussion on the quote "A picture is worth a thousand words".
2. The teacher and students will read the article [Common Sense: College Sued Over "Drunken Pirate" Sanctions](#) in the student handout in a whole group activity.
3. Teacher will lead a discussion on the article and the key vocabulary terms *context* and *tag*.
4. Students will individually brainstorm a list of questions that someone should ask him- or herself before posting something about another person. Students will record their responses on paper or on the backs of their student handouts.
5. The teacher will review the flow chart instructions and allow time for students to ask questions.
6. Students will work in teams of 2 to review their ideas and create a decision tree based on their list of questions. Student teams should develop a flow chart of decisions on a large sheet of paper.

Tip: The teacher may alternatively have students create a flow chart using tools on Microsoft Office (e.g., shapes and lines in MS Word and PowerPoint, or the flowchart tool in Excel) or by using the free online flowchart maker Gliffy (www.gliffy.com).

7. Student teams will start their decision tree with the first question they would ask themselves when deciding whether to post something online. Students will then continue to additional steps or questions based on a "yes" or "no" answer. Below is an example of the first steps of a decision tree found in the Common Sense online lesson plan⁴:
 - *Could what I am about to post be harmful or embarrassing to my friend(s) in this context?*
 - If the answer is Yes > Do not post it.
 - If the answer is No or Not Sure > Go to the next question.
 - *Have I asked my friend(s) if it's okay with them to post something?*
 - If the answer is Yes > Go on to the next question.
 - If the answer is No > Go ask them if you can.
 - If you can't ask them, go on to the next question but remember to ask them soon.
 - *Did your friend(s) say it was okay to post something about them?*
 - If Yes > Go on to the next question.
 - If No > Do not post.
8. Student teams will display and share their decision trees and discuss how they share responsibility for protecting the privacy of their friends and anyone with whom they connect online.

⁴ <https://www.common sense.org/education/system/files/uploads/classroom-curriculum/9-12-unit4-privatetodaypublictomorrow.pdf?x=1>

Formative assessment data will be collected during student presentations of their decision trees and review of Exit Tickets.

Exit Ticket: How could you use this matrix to inform your social media activity?

Digital Bytes by Common Sense has been discontinued.

Days 4 and 5: The teacher will introduce Performance Task #3 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the “see other projects” section of the website. Students will select from the “Pioneer” tab in the multi-colored circle or the “Our Generation” category to complete the “Haters and Trolls” activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the “Haters and Trolls” activity, students are asked what the differences among teasing, harassing, cyberbullying, and trolling online. Teens analyze the motives behind, for example, trolling (deliberately provoking or upsetting others online, with the intent of inciting an angry response) and explore how it affects individuals, groups, and entire communities. Student teams should develop an independent project that ties together the ideas within the “Haters and Trolls” activity and develop a reflection paragraph (3 to 4 sentences) on how their online activity and behavior will help or hurt them as they apply to postsecondary education and pursue competitive employment. If student teams have additional time, they can complete the “Would You #YOLO”, “Instafamous”, or “Gender and the Media” activities from the “Pioneer” tab or the “Our Generation” category.

1. The teacher will introduce Performance Task 3 and the Performance Task Rubric. Students will have time to ask questions (see PBT 3 and rubric 3). In the “Haters and Trolls” activity, students are asked what the differences among teasing, harassing, cyberbullying, and trolling online. Students will analyze the motives behind, for example, trolling (deliberately provoking or upsetting others online, with the intent of inciting an angry response) and explore how it affects individuals, groups, and entire communities.
2. Students will individually go to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the “see other projects” section of the website.

Tip: The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.

3. The teacher will assign students to work in teams of two. Students will select from the “Pioneer” tab in the multi-colored circle or the “Our Generation” category to complete the “Haters and Trolls” activity.

Tip: There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the “Haters and Trolls” activity, which should appear at the top of the students’ computer screen. Students will start over if they are not on the “Haters and Trolls” activity. The website may need to be refreshed if the “reflect” video/prompt does not immediately appear.

4. Students will follow the instructions provided in the introductory video and complete the following:
 - **Reflect on the Mash-Up:** Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
 - **Watch a Case Study:** Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
 - **Discuss the Questions:** Students will review and discuss the provided questions.

Tip: Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.

- **Engage in an Activity:** Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: Activity A asks student teams to develop a social media pledge that promotes free speech while also ensuring all members of the site/blog/group are not discriminatory. Activity B asks student teams to capture members of the team/class/school writing motivational messages to support individuals who may be feeling upset.

Tip: For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.

- **Share their Creation:** Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.
5. Students will individually reflect on the “Haters and Trolls” activity and develop a reflection paragraph (3 to 4 sentences) on how their online activity and behavior will help or hurt them as they apply to postsecondary education and pursue competitive employment.
 6. Students teams will share their reflection paragraphs with the class.

Formative assessment data will be collected through teacher observation of student teams sharing their reflection paragraphs with the class.

As an alternative formative assessment measure, students can complete the “Would You #YOLO”, “Instafamous”, or “Gender and the Media” activities from the “Pioneer” tab or the “Our Generation” category.

Day 6: Students will complete [EVERFI](#) Ignition Lesson 6: Digital Relationships and Respect.

Lesson 4: Your Data, Your Privacy

Day 1: The teacher will visit [Common Sense: Safe Online Talk](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. Students will work in teams to respond to case scenarios.

Activity: Safety Video Vignettes

Time Frame: 50 minutes

Class Configuration: pairs

Materials: [Common Sense: Perspectives on Chatting Safely Online](#), [Common Sense: Take Three](#) handout, [Online Talk: Common Sense: What's Safe and What's Risky](#), [Common Sense: Internet Traffic Light](#), paper, and red, yellow, and green markers.

Description: Students will better understand online safety and how to avoid risky behavior.

1. Students will watch the “Common Sense: Perspectives on Chatting Safely Online” video.
2. Students will work in teams of two to complete the graphic organizer in the “Common Sense: Take Three” handout. Students will discuss the key vocabulary terms *harass* and *risky*. Students will discuss how flirting online can be considered harassment.
3. Students will watch and discuss the video [Common Sense: Online Talk: What's Safe and What's Risky](#).
4. Students will review [Common Sense: Internet Traffic Light](#) and complete the handout.

Formative assessment data will be collected through a teacher-led discussion to review Internet safety tips and review of the exit tickets.

Exit Ticket: How can you use this information to inform your social media/online activity?

Day 2: The teacher will visit [Common Sense: Does It Matter Who Has Your Data?](#) and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish.

The teacher will lead a class discussion on the key vocabulary term *scam*. The discussion will include the purpose of a scam and common tricks people play to carry out online scams. The teacher may use the following prompts to generate class discussion:

- Do you know someone who has been scammed? What happened?
- What is the purpose of a scam? What tricks to people use to carry out a scam.

The teacher will ask students to define the key vocabulary terms *identity theft* and *vulnerable*. The teacher will record responses on the board. Students will brainstorm a list of information and/or materials that can be helpful to scammers.

Activity: Spotting Scams

Time Frame: 40 minutes

Class Configuration: individual, pairs

Materials: [Common Sense: Spotting Scams Handout](#), [Huffington Post: Facebook Scams You Need to Know About](#)

Description: Students will read an article about Facebook Scams and be able to identify how to spot a phishing scam.

1. The teacher will introduce the key vocabulary term *phishing*.
2. Students will read and discuss in groups of 2 the article [Huffington Post: Facebook Scams You Need to Know About](#). As students read, student groups will discuss how to avoid phishing scams. The following prompts may be provided to help generate class discussion and could be written on the board or used for EL students for support:
 - Avoid opening the message or email in the first place
 - Don't click on any links or download any attachments; they might contain viruses or spyware
 - Don't reply
 - Mark as "junk mail" or "spam" for your email provider or report it to your social network site
 - If you are concerned about an account you have with a company, contact its customer service by phone. Make sure you verify the company's contact information elsewhere online first
3. Student groups will complete the [Common Sense: Spotting Scams Handout](#). Students will discuss their results with the class.

Formative assessment data will be collected through a teacher-led review discussion of common methods of phishing and online scams and completion of the Exit Ticket.

Exit Ticket: How could you use this information to inform your social media/online activity.

Digital Bytes by Common Sense has been discontinued.*

Days 3 and 4: The teacher will introduce Performance Task #4 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Thinker" tab in the multi-colored circle or the "Interpretation" category to complete the "Online Tracking" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Online Tracking" activity, students are asked who is keeping track of what we do online, and why. Teens will learn about data tracking and targeted advertising and analyze how these practices affect people's

privacy. Student teams should develop an independent project that ties together the ideas within the “Online Tracking” activity and develop a reflection paragraph (3 to 4 sentences) on how social media and Internet safety can help to protect their identities and prevent financial scams. If student teams have additional time, they can complete the “Internet Hoaxes”, “News Literacy”, “Selling Out”, or “The Power of Likes” activities from the “Thinker” tab or the “Interpretation” category.

1. The teacher will introduce Performance Task 4 and the Performance Task Rubric. Students will have time to ask questions (see PBT 4 and rubric 4). In the “Online Tracking” activity, students are asked who is keeping track of what we do online, and why. Teens will learn about data tracking and targeted advertising and analyze how these practices affect people’s privacy.
2. Students will individually navigate to the [Digital Bytes](#) website. Students will watch the introductory video. Students may choose to watch the “see other projects” section of the website.

Tip: The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.

3. The teacher will assign students to work in groups of 2. Students will select from the “Thinker” tab in the multi-colored circle or the “Interpretation” category to complete the “Online Tracking” activity.

Tip: There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the “Online Tracking” activity which should appear at the top of the students’ computer screen. Students will start over if they are not on the “Online Tracking” activity. The website may need to be refreshed if the “reflect” video/prompt does not immediately appear.

4. Students will work in teams of 2 to follow the instructions provided in the introductory video and:
 - **Reflect on the Mash-Up:** Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
 - **Watch a Case Study:** Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
 - **Discuss the Questions:** Students will review and discuss the provided questions.

Tip: Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.

- **Engage in an Activity:** Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: Activity A asks student teams to download the Firefox-Lightbeam add-on to track their internet activity and watch in real-time how their information is shared. Activity B asks student teams to create a two- to three- minute news report that educates the public about online tracking and targeting.

Tip: For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.

- **Share their Creation:** Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.
5. As a culminating activity, students will individually reflect on the “Online Tracking” activity and develop a reflection paragraph (3 to 4 sentences) on how social media and Internet safety can help to protect their identities and prevent financial scams.

- Student teams to share their reflection paragraphs with the class.

Formative assessment data will be collected through listening to students share culminating paragraphs.

An alternative formative assessment measure would be to have students complete the Internet Hoaxes, News Literacy, Selling Out, or The Power of Likes activities from the Thinker tab or Interpretation category.

Day 5: Students will complete [EVERFI](#) Ignition Lesson 3: The Viral World.

Website Links Referenced in Unit 4

- <https://everfi.com>
- <http://education.msu.edu/te/secondary/pdf/Designing-Lessons-for-Diverse-Learners.pdf>
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