MENTOR SUPPORT INSPIRE

CAMPUS CONNECTIONS

Digital Citizenship Manual:

Cultivating Youth Resiliency in a Virtual World

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.

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Cybersecurity Resources

Cyber4All

CLARK is a prototype curriculum management platform that hosts diverse cybersecurity learning objects. It was created because there is a demonstrated need for a high-quality and high-availability repository for curricular and ancillary resources in the cybersecurity education community. Certain libraries that already exist do not meet all of the requirements needed for all of our diverse learning modules.

Website: https://cis1.towson.edu/~cyber4all/index.php/clark/

(ISC)²

(ISC)² is an international, nonprofit membership association for information security leaders l

Website: https://www.isc2.org/

Google's "Interland"

Google "Interland" is an online interactive game that enables participants to explore an online world with multiple "mountains" or spaces where various minigames are available.

Each mini game introduces digital citizenship concepts, then illustrates their application through specific tasks played in game format.

Website: https://beinternetawesome.withgoogle.com/en_us/interland

International Society for Technology in Education

Standards for students 2019

Website: https://www.iste.org/standards/iste-standards-for-students

Further reading on the topic of digital citizenship and resiliency:

• Cortesi, S., Hasse, A., Lombana-Bermudez, A., Kim, S. & Gasser, U. (2020). Youth and digital citizenship+ (plus): Understanding skills for a digital world (Berkman Klein Center Research Publication No. 2020-2). *Berkman Klein Center for Internet & Society.* http://dx.doi.org/10.2139/ssrn.3557518

• Kardefelt Winther, D. (2017). How does the time children spend using digital technology impact their mental well-being, social relationships and physical activity? An evidence-focused literature review (Innocenti Discussion Papers no. 2017-02). *UNICEF Office of Research.* https://www.unicef-irc.org/publications/925-how-does-the-time-children-spend-using-digital-technology-impact-their-mental-well.html

• Przybylski, A.K., Mishkin, A., Shotbolt, V., & Linington, S. (2014). A shared responsibility: Building children's online resilience. *Virginia Media and Parent Zone.* https://parentzone.org.uk/sites/default/files/Building%20Online%20Resilience%20Report.pdf

• Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens, 2019. *Common Sense Media.* https://www.commonsensemedia.org/sites/default/files/uploads/research/2019-census-8-to-18-full-report-updated.pdf

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media.*

Digital Wellness

INTRODUCTION

1) *What are some of the benefits of being connected 24/7?*
   a) Social media, search engines, music
2) Most of the activities are examples of using digital media, which is *content (text, audio, images, video) or devices that allow people to share information, communicate, and collaborate over the internet or computer networks*
3) *What are some of the benefits of doing things offline ... that don't involve digital media?*
   a) *Sports, nature, in person hang outs*
4) *So being disconnected from digital media has some benefits, but being connected has benefits, too. What is the best way to balance the two?*
   a) *Media balance is using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.). In today's lesson, we're going to think about ways we can find our own sense of media balance.*

ACTIVITY

1) Distribute the Balancing Act Student Handout. Read aloud the directions and have students complete the first column of the chart in Part 1. Clarify that "online" refers not only to being on the internet, but to all activities involving digital media: watching television, listening to music, gaming, using apps, etc.
   a) Call on students to share out.
2) Direct students to the second column of the chart and ask: *When you are not online, what activities add something fun or important to your life*? Allow a few minutes for students to complete the table and then have them share out.
3) Say: *As you can see, you have a lot of choices about the kinds of activities you do -- about how you spend your time. One way to make sure you're getting the most out of those choices is to think about how they make you feel and how they affect other parts of your life. To do that, let's look back at our lists.*
4) Allow students to circle activities they do most
5) Ask: *What is a habit? What about a digital habit*?
   a) Digital habits are *behaviors we do often or regularly with digital media and devices*. Explain that habits often are done automatically, sometimes without thinking about it. Examples of digital habits can include checking your phone as soon as you wake up, listening to music on your way to school, or playing video games before going to bed.
6) Say: *Today we're going to do a Digital Habits Checkup to think about what our online habits are, how they make us feel, and what we can do to have more balance in our lives.*
   a) A Digital Habits Checkup is a thinking routine that helps students identify their media habits and make positive changes that support well-being.
   b) Allow students three minutes to complete the "Check Your Habits" step of Part 2 on the Balancing Act Student Handout. Explain to students that they should refer to their brainstormed list in Part 1 to help them come up with specific digital habits (both positive and negative). Use the Teacher Version for guidance.
7) Share

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8) Say: *Having balance means being aware of how different activities make you feel. If certain activities or habits result in not-so-good feelings, that is a red flag. When you experience a red flag feeling, it is important that you think about what's causing it and what you can do about it.*

9) Ask: *One helpful way to handle a red flag feeling might be to find ways to "unplug." What do you think it means to unplug from online activities?*
   a) What can you do to unplug?

Balancing Act: Student Handout

Directions: Part 1

Think about the different activities you do both online and offline. Write down as many as you can think of.

What activities do you do <u>online</u>?	What activities do you do <u>offline</u>?

Look back at your list of online and offline activities. Circle the two or three activities in each that you do most.

Directions: Part 2

Complete the steps of the Digital Habits Checkup.

Check Your Habits
What are your current digital habits? (Keep in mind: Habits can be positive, negative, or both. Brainstorm and list as many of your habits as you can.)

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.   5

Next, draw (or insert) an emoji next to each habit to show how it makes you feel.

Choose
Thinking about how certain habits make you feel, choose one digital habit that you want to change or to try to do differently. Why is it important that you change this habit?

Challenge
Challenge yourself. Make a plan for how you would like to change your habit. Think about <u>when</u> you will do something different and <u>what</u> you can do instead. (When we're trying to change a habit, it's not enough just to say what we *won't* do. We also have to come up with something to do instead!)

Boost
Boost your challenge. What are some ways you can give your new habit a "boost" and make it easier to do? If you're trying to break a bad habit, what are some things you can do so that you don't slip back into old ways?

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.

1) *Let's look at our list. These are all good ideas for finding media balance, but different strategies work for different people. Which ones are right for you?*
   a) Explain to students that based on their response to the "Choose" step, they will come up with a specific challenge in order to have more balance between the activities that give them positive feelings and those that give them negative feelings. Have students work on the "Challenge" and "Boost" steps of the Balancing Act Student Handout independently.
2) *How will you challenge yourself?*

The Digital Divide

1) Discuss how different people and families have different forms of access to technology. The difference in access to technology is called the digital divide.

Activity

For this activity, the word "device" includes cell phones, iPods, iPads, landlines, TV's, tablets, consoles, laptops, and desktop computers.

1) If you have a device where you live, not provided by your school, take **a step forward**.
2) If you have more than one device where you live, not provided by your school, **take two steps forward**
3) Color in **a key for each** device you have that don't have to share with others (cell phone, tablet, laptop).
4) Color in **two keys** if you do not have to wait for others to use a device.
5) Color in **half a key** if you have to share device(s) where you live with 3 or more people. (including yourself.
6) Color in a **full key** if you have to share device(s) where you live with less than 3 people. (including yourself).
7) If you do not identify as a member of the BIPOC community (black, indigenous, people of color), Alaska Native, Native American, or Hispanic/Latino color in **half a key.**
8) If you identify as white, non-Hispanic/Latino, color in **2 keys**.
9) Color in **two keys** if one or both of the guardians in your home who have a full-time job.
10) Color in **one key** if either/both guardians in your home have at least 2 part-time jobs
11) Color in **half a key** if one of your guardians is unemployed, or laid-off, not by their choice.
12) If you have a hard time getting schoolwork done because of a lack of technology in the home, color in **half a key**.
13) If the school you go to provided you a device for e-learning color in **a key**.
14) If your family is considered middle class or higher, color in **3 keys**.
15) If your family is considered working class, color in **1 key**.
16) If you feel satisfied with your access to technology and devices, color in **two keys**.
17) If you or a family member has a good understanding of how to use technology with little difficulty, color in **3 keys**.
18) The number of keys you have filled it relates to the amount of technological privilege you have.
19) Invite mentees to share their colored keyboard with the rest of the group.

For this activity, the word "device" includes cell phones, landlines, tablets, laptop computers, and desktop computers.

Intro: Discuss how people have different levels of access and understanding of technology. Today's activity is going to help us look at how access to technology varies from person to person. The difference in access to technology is called the digital divide.

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.

1. If you have a device where you live, not provided by your school, color in a key.

2. If you have more than one device where you live, not provided by your school, color in two keys.

3. Color in a key for each device you have that don't have to share with others (cell phone, tablet, laptop).

4. Color in two keys if you do not have to wait for others to use a device.

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14. If your family is considered middle class or higher, color in 3 keys.

15. If your family is considered working class, color in 1 key.

16. If you feel satisfied with your access to technology and devices, color in two keys.

17. If you or a family member has a good understanding of how to use technology with little difficulty, color in 3 keys.

Mentees may hold up their keyboards for others to see if they feel comfortable after all questions have been asked.

Debrief questions:

- What was it like to do this activity?
- Why do you think we did this activity?
- Did this activity change the way you view technology?
- How will what you know now impact you going forward?

Debrief

1) What was it like to do this activity?
   a) Were you surprised by any of the questions?
   b) What came up while answering some of the questions?
2) Why do you think we did this activity?
3) What did you learn from this activity?
4) How will what you know now impact you moving forward?

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.

Understanding User Data and Securing Digital Devices

Introduction

1) *Who knows what a combination lock is and how it works? What do we use combination locks for?*
   a) Explain similarities between combination locks and passwords:
      i) *Passwords are a lot like combination locks because passwords are secret combinations of letters, numbers, and symbols that only you know. Passwords keep other people from seeing your private information on the Internet.*
2) *What are examples of how you use passwords when you use electronic devices?*
   a) Sample Responses:
      i) Logging on to a computer
      ii) Signing into online accounts
   b) "Unlocking" a cell phone
   c) *Also... passwords allow gamers to save their points after playing an online game, save your profiles for social media like Instagram, twitter, or TikTok, or for class when logging into online classrooms. When students are older, they will use passwords to do many things, such as keep track of their money in online banking or to shop online.*
3) *What do you think could happen if someone got ahold of your password?*
   a) Someone could…
      i) Access my online accounts
      ii) Steal my money
      iii) Pretend to be me and hurt my reputation
      iv) Find out things about me that I don't want anyone else to know
4) How to Create a Strong Password
   a) *What do you guys think makes a strong password? What doesn't make a strong password?* (Discuss)
5) Watch video **(Share screen):** https://www.youtube.com/watch?v=9LxdtaSvQ3I&t=19s

Activity

1) SHARE SCREEN and discuss image

🕐 **Activity**
Read aloud: Let's look at these passwords and draw a line to where they fall on the strong scale.

WEAK

password
12345678
angela111909 (my name and birth date)
supermariobros

STRONG

lh2pacaad (I have 2 pets a cat and a dog)

2) If there is enough time... <u>Have students create their own password</u>
   a) Allow time for students to think about and create their own passwords, remind to not share with each other in the group but to follow guidelines below:
      i) Do's
         (1) DO share your password only with your parents.

Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.   11

      (2) DO create passwords with at least eight characters.

      (3) DO use combinations of letters, numbers, and symbols, which are harder to crack than just words.

      (4) DO change your password regularly – at least every six months.

  ii) Don'ts

      (1) DON'T give a password to anyone else – not even your friends.

      (2) DON'T use passwords that are easy for people you know to guess, like your nickname or your pet's name.

      (3) DON'T use any private identity information in your password.

      (4) DON'T use a word in the dictionary as a password.

Student Handout, followed by Presentation Materials

Privacy & Security

Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate

PRIVACY & SECURITY

We care about everyone's privacy.

📝 Instructions

Strong passwords are important. Decide which passwords are strongest. Get one or more family members together to help. Read the setup before doing the activity together!

🕊 Setup

Read aloud: First, it's important to only share passwords with trusted adults. We don't share with friends or log into someone else's account. Then, think about the passwords we use online. We don't want them to be too easy for someone else to figure out. It's best to think of a phrase that's easy to remember. Then we can use the first letter of each word to create our password. Including numbers helps, too. Are our passwords strong enough?

🕐 Activity

Read aloud: Let's look at these passwords and draw a line to where they fall on the strong scale.

WEAK

STRONG

password

12345678

angela111909 (my name and birth date)

supermariobros

Ih2pacaad (I have 2 pets a cat and a dog)

Let's talk about which ones are the strongest and why. Which two are definitely too simple? Which one has letters and numbers but also easy-to-find personal information? Which one could use some numbers? And which one has the first letters of a phrase with numbers? (That's the strongest!)

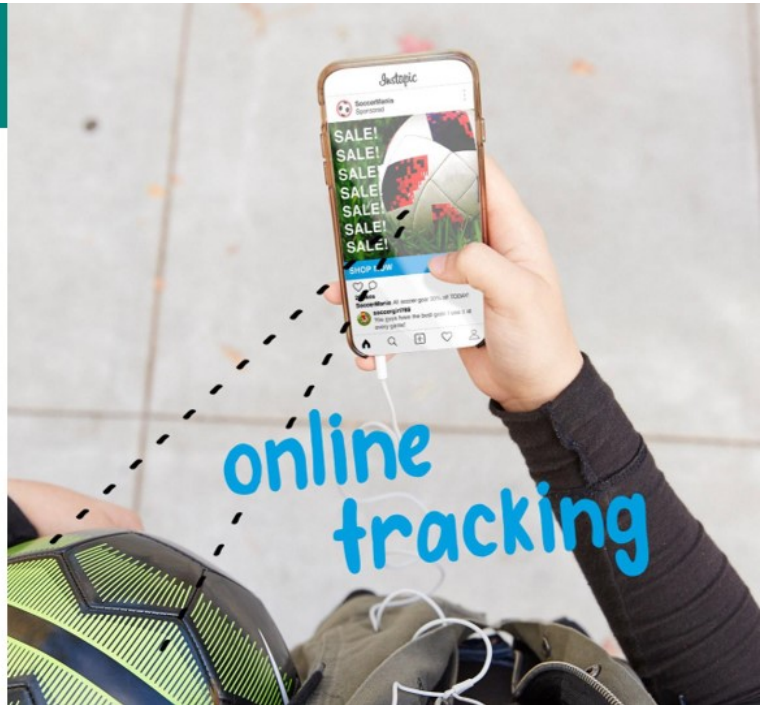Learn more about how to protect your privacy online at **commonsense.org/family-tips-on-privacy**!

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Adapted from: Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens. *Common Sense Media*.

DIGITAL CITIZENSHIP | GRADE 9

The Big Data Dilemma

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online tracking

Essential Question

what are the benefits
and drawbacks of online tracking?

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Learning Objectives

1 Define online tracking and describe how companies use it.

2 Identify the benefits and drawbacks of online tracking to both companies and users.

3 Analyze specific examples of online tracking and take a position for or against them.

KEY VOCABULARY

Online tracking

Apps, websites, or third parties collecting information about your online activity (other sites you visit, links you click, how long you stay, etc.)

Third party

A company other than the company that owns the website or app you're using

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▶️ WATCH + DISCUSS

Discuss:

● What examples of online tracking does the video show?

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Targeted advertising

Websites or apps selling you something based on information they have collected about you

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Cookies

Small text files stored on a computer that keep track of what a person does on a website

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Personalized content

Online information tailored to you by websites and apps based on your behavior and preferences about you

ACTIVITY: BOTH SIDES OF THE TRACK

Directions

In your group, choose two resources to review. For each resource, click the icon to open the link. As you review them, consider the question: *What are the benefits and drawbacks of online tracking?* Capture your notes about the resources in the Notes Tracker.

This includes the benefits and drawbacks for companies, as well as for users like you. For example, a company like Amazon might track your behavior on their site so they can advertise products you're likely to be interested in. Depending on how you feel about ads, you might see this as a benefit or a drawback. Depending on how you react, it might end up being a benefit or a drawback to Amazon.

What are the benefits and drawbacks of online tracking?

Directions:

1. Close your computer halfway.

2. Track the speaker and practice active listening.

3. If you need to refer to your notes, check your screen quickly and then close it halfway again.

We care about
everyone's privacy.

Teaching Digital Literacy - The Digital Footprint
Why Teach It

Help your students …

- become aware of the "digital footprint" they leave online and reflect on the kind of personal information to share about themselves, depending on the content, context, and audience.
- celebrate a "culture of sharing" through digital media while considering some possible harmful effects of over-sharing and Internet privacy.
- learn to respect the privacy of others online when tagging, posting, or copying other' personal information.

By guiding your students to self-reflect before they self-reveal, you can help them learn to consciously manage their own privacy online, as well as respect the privacy of others. If students aren't careful about what, how, and to whom they disclose information online, it may be used or interpreted in ways they never intended. Help them understand the public and permanent nature of the Internet so they can begin to build a positive digital presence.

This activity is a great way to help students learn about their own digital footprint after you've introduced the concept of what a digital footprint is.

Materials:

- Digital footprint handout
- Writing utensils
- Tape

Preparation:

Download the Digital Footprint handout and print enough pages for each student to have one.

If your students frequently forget a pen or pencil, make sure you have some spares!

In Class:

Pass the digital footprint handouts to your students while you give them instructions to draw or write common websites and social apps they use.

Give your students a good amount of time to gather their thoughts and get everything on the page.

Once time is up, use the tape to hang the sheets on your classroom wall (if online, students can show their footprint on the screen). Have students review the wall and note any common trends they see across the footprints.

Now that your students have a physical depiction of their own digital footprint, ask them these questions:

- What do you tell these websites and social networks about yourself?
- How long do you think that information stays visible?

From there, you can either go back to your main lesson or continue an open discussion -- whichever works best with your syllabus.

Ultimately, this activity will help to give your students a better context and personal relation to the importance of being aware of digital footprints and knowing what information they are sharing.

https://www.aeseducation.com/blog/top-4-digital-citizenship-activities-middle-school

Debrief

Now that your students have a physical depiction of their own digital footprint, ask them these questions:

What do you tell these websites and social networks about yourself?

How long do you think that information stays visible?

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