Diversity for Digital Citizens

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Hempfield School District
CITIZENSHIP IN A DIGITAL WORLD

Remember that everything you post online is permanent.

GIVE PROPER CREDIT TO SOURCES.

Report cyberbullies to parents or teachers.

GET PERMISSION BEFORE SHARING INFORMATION ABOUT OTHERS.

What do you hope to “take home” with you from this session?

https://padlet.com/heather_lesoine/digcitdiversity

At some point, "citizenship" is the same in all realms. Kindness, not being a bully, sharing appropriately, etc - apply everywhere #digcit

11 Sep 13
“And it’s here that we have let ourselves and our students down in terms of an approach to digital citizenship. The education world has imagined mostly fear. And most importantly, it has imagined our new digital world largely without student voice.” (Foreward by Jason Ohler)

IDEAL GOAL for #digcit is to “create opportunities for students to become participatory citizens - citizens who actively engage in multiple levels of community and who can develop, as noted by Westheimer & Kahne (2004), “relationships, common understandings, trust, and collective commitments” with other citizens in those spaces.
1. Creating a Digital Space

“It’s simply not enough to give students a technology tool and ask them to use it while silently hoping for the best. In order for your students to become participatory digital citizens, they are going to need some space to practice under your mentorship.” (Mattson, pg 11)

Solution:
- Create a digital space – a space where many voices are invited to contribute, collaborate with one another, and think critically.
- Getting to know you #digcit survey
  - Questions about access, online activity, skill level
- Do you or does your district have a digital space? Website? Google Suite? Schoology?

Example:
- https://padlet.com/heather_lesoine/6rvzl7fo1gwm
2. Acknowledging Student Voice in Digital Spaces

“We must be willing to listen to our students’ experiences and empower them with a variety of skills to be successful participants in various digital communities.” (Mattson, pg.)

Solution:
- Focus on the power of digital tools, rather than rules and negative behavior

Example: https://schoology.hempfieldsd.org/course/1669920466/materials/discussion/view/1949555084

Sydney Scheuren  Fri Jan 11, 2019 at 10:24 am
I think Ghost Boys or Harbor Me will win the award. Both of them hold kind of old drama that was mainstream, but they bring them into books. The unjustified choices from some cops, and Harbor Me brings the real life into life. It was all about trusting people, trust other people who wouldn't see you be crushed by insecurities. So many people may vote for these books because they finally bring light on these dark topics.

Show Less

Like 😊 1 · Reply
3. Helping Students Understand Their Roles in Digital Communities

“A participatory citizenship approach to digital communities recognizes that all digital citizens, regardless of age, contribute to and consume from digital spaces. “ (Mattson, pg. 45)

Examples:
- Created by Students: https://sites.google.com/pisd.edu/click/digital-citizenship?authuser=0
- Hack your current standards - add “online”

Activity: Contribute or Consume

Join with the Kahoot! app or at kahoot.it
with Game PIN:

320866
4. Participating Through Respectful Discourse

“If digital citizenship curriculum focuses solely on all of the things we do not want students to do in digital spaces, are we leaving them with any suggestion for how to effectively use these powerful tools?” (Mattson, pg. 58)

Solution:
- “If we want our students to be participatory digital citizens, moving beyond a space of isolated consumption or contribution, they need something more than a list of “do not’s” so that they can interact respectfully, intelligently, and fairly - especially when they meet people whose lives may be very different from their own.” (Mattson, pg. 59)

Tools:
- Samples of effective and ineffective online discussion
- Sentence frames to help them craft their own respectful responses
- Opportunities to practice debating and deliberating various viewpoints, both in the classroom and online
<table>
<thead>
<tr>
<th>Effective Vs. Ineffective Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users take time to read &amp; understand the original post before commenting.</td>
</tr>
<tr>
<td>Ideas are exchanged by two or more users.</td>
</tr>
<tr>
<td>The digital community has agreed upon norms for interaction, and users uphold them in their discussion.</td>
</tr>
<tr>
<td>People consume as much as they contribute, reading with the intention of learning more.</td>
</tr>
</tbody>
</table>
5. Networking to Make Meaningful Connections

“Digital Citizenship messages that discourage participation by inducing fear – focusing on the negative uses of social media and the consequences of breaking rules or making mistakes – miss the mark in helping students understand how they can make connections that matter. {...} We can show our students the value of connecting for reasons other than entertainment and socialization, and help them see the possibilities for unhindered learning, collaborative problem solving, and even opportunities to change the world with the devices in their pocket.” (Mattson, pg 82.)

Solutions:

- PenPal Schools – https://www.penpalschools.com/index.html
- Global Read Aloud – https://theglobalread aloud.com/
- Network between classes in the same grade, across grade levels, schools in the same district, same county, etc.
5. Meaningful Connections (continued)

"One of the most amazing aspects of the internet is the ability to connect with so many different people who all have stories, experiences, and knowledge to share." (Mattson, pg. 89)

Questions to ask yourself:

- Whom might my students benefit from networking with?
- What one unit, lesson, or project might be even better with the help of a guest expert?
- What might my students be able to contribute to a network of other learners?

Example:
Skype with Jane Goodall:
https://mps-eventreg.com/gk/g/ovuJ8X1C7Co-813
“When students are given authentic audiences for their work, genuine opportunities to make positive contributions to their communities, and the support and guidance of adult mentors, they can do some truly amazing things!” (Mattson, pg. 92)

Example: FlipGrid for Book Fair Purchase

https://admin.flipgrid.com/manage/grids/736520/topics/2455897?ns
**Digital Citizen Literacies for Participatory Citizens**

<table>
<thead>
<tr>
<th>Media</th>
<th>Critical consumers, intelligent contributors of media in a networked world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital</td>
<td>Cecipher meaning from variety of contexts, match medium/purpose/audience when communicating, locate/analyze/use reliable sources of online information</td>
</tr>
<tr>
<td>Tech</td>
<td>Operate device, set up accounts, move around a platform or interface, troubleshoot (basic, but necessary)</td>
</tr>
</tbody>
</table>

Tech & digital literacies help students access and understand digital information; media literacy helps students critically think about the information they find.
Survey Says...

Take this survey please:

https://goo.gl/forms/qfhz4XhYlJfTNl8P2

Image: https://www.commonsense.org/education/elementary_poster
But Seriously....

What does this look like at the K-6 or elementary level? With limited time? And weekly fixed classes?

- The “curriculum” has to build upon itself, K-6.
- Digital Citizenship is not just a unit within the library skills curriculum. It is embedded (or our old curriculum and standards were “hacked.”)
- 2018–2019 Demographics = 7 elementary schools, 5 librarians, 30 cycles for 30 minutes (including book exchange and #10M2M), ALL students 1:1 with iPads
- In reality, digital citizenship is part of media literacy development!
Hempfield School District 1:1 iPad apps & websites

https://docs.google.com/spreadsheets/d/1oq4mRBiJf5ULho9d7bwq6ay7eNyWc1jMOo44ERmLiy8/edit?usp=sharing

https://www.hempfieldsd.org/Page/695

COPPA: Tech department looks at Terms of Service and Privacy Policy for each tool. Every year.
**Kindergarten**

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### K-U-D Chart

**Library Classroom Instruction - Grade K**

**Unit #6: Digital Citizenship**

#### Unit Essential Question(s):

Who owns the resources, including technology equipment in the school?

<table>
<thead>
<tr>
<th><strong>Know</strong></th>
<th><strong>Understand</strong></th>
<th><strong>Do</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to know in order to be able to do and understand?</td>
<td>What do students need to deeply understand? What’s the big idea?</td>
<td>What do students need to be able to do by the end of the unit?</td>
</tr>
<tr>
<td>Own</td>
<td>We all use equipment that is owned by the district. We should respect this equipment because it is not ours</td>
<td>Demonstrate an understanding that resources within the school belong to the school, including iPads, books, technology equipment, computers, etc.</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kindergarten

Lessons

● Is That Yours? (Ownership)
● Going Places Safely (Internet, Online, Website)
  ○ [https://www.commonsense.org/education/lesson/going-places-safely-k-2](https://www.commonsense.org/education/lesson/going-places-safely-k-2)
● PebbleGo: What is the Internet? w. Activity (Science-Technology-Internet Safety)
● Digital Stories (Pigeon App)
● Mo Willems website
● San Diego Zoo (online field trip)

[https://www.harpercollins.com/9780062287519/dot/](https://www.harpercollins.com/9780062287519/dot/)
Library Classroom Instruction - Grade 1

Unit #6: Digital Citizenship

Unit Essential Question(s):
How is information communicated differently digitally and in person?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to know in order to be able to do and understand?</td>
<td>What do students need to deeply understand? What’s the big idea?</td>
<td>What do students need to be able to do by the end of the unit?</td>
</tr>
<tr>
<td>Communicate Technology</td>
<td>The biggest difference between technology then and now is technology. Communicating digitally is different than it is face to face.</td>
<td>Choose when to communicate digitally and when to communicate face to face.</td>
</tr>
</tbody>
</table>
First Grade

LESSONS

- PebbleGo: Social Media (Spread the News)
  - PG: Communication Then & Now
  - [https://www.pebblego.com/modules/2/categories/8687/articles/8672](https://www.pebblego.com/modules/2/categories/8687/articles/8672)

- Communication - Email (Nearpod 1.5)
  - [https://www.commonsense.org/education/lesson/sending-email-k-2](https://www.commonsense.org/education/lesson/sending-email-k-2)

- Staying Safe Online - (Nearpod 2.1)
  - [https://www.commonsense.org/education/lesson/staying-safe-online-k-2](https://www.commonsense.org/education/lesson/staying-safe-online-k-2)

- My Online Community (Nearpod 3.2)
  - Communities eBook
  - [https://www.commonsense.org/education/lesson/my-online-community-k-2](https://www.commonsense.org/education/lesson/my-online-community-k-2)

- Planet NutShell- NetSafe videos #1-3
  - [https://planetnutshell.com/netsafe/](https://planetnutshell.com/netsafe/)

[Hello! Hello! Book Trailer](https://www.publishersweekly.com/978-1-4231-5906-3)
## Library Classroom Instruction - Grade 2

### Unit #6: Digital Citizenship

#### Unit Essential Question(s):

How can I make safe choices when I am on the Internet?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to <strong>know</strong> in order to be able to do and understand?</td>
<td>Following certain rules online will keep me safe.</td>
<td>With guidance and support, use a variety of <strong>digital tools</strong> to produce and publish writing including in collaboration with peers. <strong>CC.1.4.2.U</strong></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>With prompting and support, answer questions related to digital citizenship. <strong>15.3.2.T</strong></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td>Demonstrate responsible use of technology and equipment. <strong>15.4.2.B</strong></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>Identify unsafe situations that an adult needs to be involved in when concerning technology or online use.</td>
</tr>
</tbody>
</table>

**Second Grade**
LESSONS

- PG: Internet Safety (Science → Technology → Internet)
  - Activity & Discussion questions in Schoology
  - https://assets.pebblego.com/content/pdf/pgoscience_internetsafety_share.pdf
- My Creative Work (Creepy Carrots, SLO)
- Following the Digital Trail (extra)

Image:
https://www.amazon.com/Technology-Tail-Footprint-Communicate-Confidence/dp/1944882138
# Library Classroom Instruction - Grade 3

## Unit #6: Digital Citizenship

**Unit Essential Question(s):**

How do we communicate safely online? How can I be safe on the Internet?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to know in order to</td>
<td>There are rules and strategies to follow online</td>
<td>With guidance and support, <strong>use technology to produce and publish</strong></td>
</tr>
<tr>
<td>be able to do and understand?</td>
<td>to keep yourself safe and happy.</td>
<td><strong>writing</strong> (using keyboarding skills) as well as to <strong>interact and collaborate with</strong></td>
</tr>
<tr>
<td>Download</td>
<td></td>
<td><strong>others</strong>. CC.1.4.3.U</td>
</tr>
<tr>
<td>Computer virus</td>
<td></td>
<td>Identify steps to take when a stranger sends a message</td>
</tr>
<tr>
<td>Block</td>
<td></td>
<td>Identify behaviors to keep passwords protected as well as computer hardware</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td>Identify responsibilities of online and offline for self, friends and family and the larger community CC.1.4.6.U; 15.3.8.T;15.4.8.B</td>
</tr>
<tr>
<td>Plagiarism</td>
<td></td>
<td><strong>Define plagiarism and describe its consequences</strong> CC.1.4.4.W</td>
</tr>
</tbody>
</table>
Third Grade

LESSONS
● Rings of Responsibility (new CSM)
● BrainPop Internet Safety video & quiz
● Whose Is It Anyway?
  ○ https://www.commonsense.org/education/lesson/whose-is-it-anyway-3-5
● Super Digital Citizen (extra)
● BrainPop Copyright video (extra)

Image:
# Library Classroom Instruction - Grade 4

## Unit #6: Digital Citizenship

### Unit Essential Question(s):

How do I protect my private information online?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal information</strong></td>
<td>Personal information is okay to share online, but sharing private information could put me at risk.</td>
<td>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.U</td>
</tr>
<tr>
<td><strong>Private information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
<td></td>
<td>Explain the importance of digital citizenship. 15.3.5.T</td>
</tr>
</tbody>
</table>

Identify and demonstrate understanding of appropriate ethical, safe, and social online behavior and consequences of unethical, unsafe and inappropriate behavior 15.4.5.B

Demonstrate an understanding of the type of information that can put myself at risk for identity theft and other scams CC.1.4.4.U; 15.3.5.T 15.4.5.B

Distinguish the difference personal information and private information CC.1.4.4.U; 15.3.5.T 15.4.5.B

Define plagiarism and describe its consequences CC.1.4.4.W

Explain how giving credit is a sign of respect for people's work 15.3.5.T 15.4.5.B
Fourth Grade

LESSONS

- My Media Choices (new CSM)

- Personal v. Private

- Fake News - “hoax” videos, Learning About Media Literacy (Capstone eBook), LEDE activity

- Is FB making you mean? (extra)

- What is Cyberbullying?

Image:
https://www.amazon.com/Nerdy-Birdy-Tweets-Aaron-Reynolds/dp/1626721289
**Library Classroom Instruction - Grade 5**

**Unit #6: Digital Citizenship**

**Unit Essential Question(s):**

How do I create a positive online community?

<table>
<thead>
<tr>
<th><strong>Know</strong></th>
<th><strong>Understand</strong></th>
<th><strong>Do</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to <strong>know</strong> in order to be able to do and understand?</td>
<td>What do students need to deeply understand? What's the <strong>big idea</strong>?</td>
<td>With some guidance and support, <strong>use technology</strong>, including the Internet, to produce and publish writing as well as to <strong>interact and collaborate with others</strong>; CC.1.4.5.U</td>
</tr>
<tr>
<td>media</td>
<td>Expectations keep online communities positive and productive.</td>
<td>Discuss the rules of digital citizenship, 15.3.8.T</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td>Identify and demonstrate understanding of appropriate ethical, safe, and social online behavior and consequences of unethical, unsafe and inappropriate behavior 15.4.5.B</td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
<td>Create expectations for appropriate online behavior CC.1.4.5.U, 15.3.5.T,15.4.5.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate responsibly and respectfully in an online community CC.1.4.5.U, 15.3.5.T,15.4.5.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborate on a classroom motto about digital citizenship CC.1.4.5.U, 15.3.5.T,15.4.5.B</td>
</tr>
</tbody>
</table>
LESSONS

● DC Pledge
  ○ https://www.commonsense.org/education/lesson/digital-citizenship-pledge-3-5

● Copyright (fair use, public domain, etc.)

● Plagiarism v. Privacy
  ○ https://www.commonsense.org/education/lesson/a-creators-responsibilities-6-8

● Identifying High Quality Sites (altered images)
  ○ https://www.commonsense.org/education/lesson/identifying-high-quality-sites-6-8

● Plagiarism and Paraphrasing Brainpop videos (extra)

Image:
https://www.amazon.com/Tek-Modern-Cave-Patrick-McDonnell/dp/0316338052
# Unit #6: Digital Citizenship

## Unit Essential Question(s):

How do I keep myself safe in an online community?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do students need to <strong>know</strong> in order to be able to do and understand?</td>
<td>Good digital citizens practice safe online behavior, understand the consequences of inappropriate behavior, ...</td>
<td>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (CC.1.4.6.U)</td>
</tr>
<tr>
<td>Secure purchasing</td>
<td></td>
<td>Define Media Literacy and analyze the potential biases or propaganda of certain media.</td>
</tr>
<tr>
<td>Skepticism</td>
<td></td>
<td>Identify secure websites when making online purchases</td>
</tr>
<tr>
<td>Media Literacy</td>
<td></td>
<td>Identity responsibilities of online and offline responsibilities and create a media balance plan.</td>
</tr>
<tr>
<td>Sensationalism</td>
<td></td>
<td>Identify the difference between advertisements and articles in a variety of news outlets.</td>
</tr>
<tr>
<td>Data tracking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sixth Grade

LESSONS

- Finding My Media Balance- CSM
  - https://docs.google.com/forms/d/e/1FAIpQLSdFzvZc1xw3RNzrSt9MqXMluJm2uEcSFazrfcjcFWHTgRXBQ/viewform

- Media Literacy and Fake News (BrainPop and home page analysis)

- Picture Perfect
  - https://www.commonsense.org/education/lesson/picture-perfect-3-5

- Generation Plagiarism (article w. roles)
  - 10 Types of Plagiarism video
  - https://www.youtube.com/watch?v=EF5eFeJMPtA

Image:
https://www.amazon.com/Troll-Stinks-Jeanne-Willis/dp/1512439487
# digital standards & curriculums

- Hempfield School District:
  - [http://curriculum.hempfieldsd.org/_layouts/15/start.aspx#/Library/Forms/AllItems.aspx](http://curriculum.hempfieldsd.org/_layouts/15/start.aspx#/Library/Forms/AllItems.aspx)

- ISTE:
  - [https://www.iste.org/standards/for-students](https://www.iste.org/standards/for-students)

- AASL:
  - [https://standards.aasl.org/](https://standards.aasl.org/)

- Common Sense Media:
  - 2019 Update:
    - [https://www.commonsense.org/education/digital-citizenship/curriculum](https://www.commonsense.org/education/digital-citizenship/curriculum)
#digcit picture books

https://www.mrsdscorner.com/technologybooksforkids/

http://www.firstgradegarden.com/2017/02/25-picture-books-for-teaching-digital.html?m=1

https://padlet.com/shannonmiller/digitalcitizenshippicturebooks


https://www.amazon.com/ideas/amzn1.account.AHSCZ5WJK624V4YRFN4QAIZX6TRA/391GC1DWIG2W6
#digcit digital resources

PebbleGo:  [https://www.pebblego.com/modules/2/categories/8687](https://www.pebblego.com/modules/2/categories/8687)


(Media Literacy & Our Digital Planet series)

Power Library: **CyberSmarts** – Staying Safe Online
#digcit Apps/Websites/Programs

- Padlet
- FlipGrid
- Kahoot
- Nearpod
- BrainPop

- Seesaw
- DoInk
- Edmodo
- PearDeck
Practical Applications for Student Voice

- Allow students to create tours of the library & add to library website or use for primary grade orientation lessons.
- Allow students to create book reviews (text and/or audio) to link to book records.
- Makerspace FlipGrid video for students to create how-to videos.

Your Turn:

Think of one lesson or unit that you could transform to allow for practical applications for student voice!

https://flipgrid.com/8742ebe4

Diversity for Digital Citizens

Presentation:
https://goo.gl/BYN56N

Padlet:
https://padlet.com/heather_lesoine/digcitdiversity

Kahoot:
https://flipgrid.com/8742ebe4

Google Survey:
https://goo.gl/forms/qfhz4XhYljfTNI8P2