ED TECH TEACHER INNOVATION SUMMIT, BOSTON
FRIDAY, NOVEMBER 4, 2016
DESIGN THINKING
DIGITAL CITIZENSHIP CURRICULUM
googl/Umnw94
# DESIGN THINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN

**Brainstorming & Visual Thinking**

- Defer Judgement
- Be Visual
- Encourage Wild Ideas
- Stay On Topic
- Build On The Ideas Of Others
- Over Quality
- 8 Brainstorming Rules
- Quantity
- Visual Communication
- Drawing
A JUMPING OFF POINT...

- Where does digital citizenship curriculum live (if at all) at your school? - Technology class, Advisory, Social Emotional Time, Library, other?
- What is/are the biggest challenges of your digital citizenship curriculum?
- Do you have an example of your digital citizenship program having success?
- What resources are most helpful to teaching your digital citizenship curriculum?
# DESIGN THINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN

## ONLINE HABITS

"Online Habits"
Set to the beat of "Uptown Funk"

Part of 7th Grade Digital Citizenship Marketing Campaign Activity
Target: 4th Grade Students (and everyone!)
Produced by Maddie, Jordan, Sophie, Isabelle, Olivia, Apsi

Internet Habits (Uptown Funk)

- don’t sit in the corner by yourself with a computer
- Your whole life just isn’t on the internet have fun playing games and spending time outside
- or else your brain will be so very very fried
- life’s too short yes it is when you’re always on the interweb life too quick yes it is unless you have good habits
- life too fast yes it is unless your doing homework life too fun yes it is when you’re not playing a video game
- balance the real world and the internet x4 mindcraft and madden, instagram and facetime
- xbox and wii, mari kart and texting mindcraft and madden, instagram and facetime
- balance the real world and the internet x10

(chorus)
THE PROJECT

The scenario
Members of Meadowbrook’s community need some digital citizenship guidance. In your groups, create a marketing campaign that will help educate members of the community on a specific digital citizenship topic. Your campaign should:

- include a slogan and messaging
- include at minimum a print piece (to be printed on the poster printer. (See template)
- include a distribution plan (social media [#digitcit], Internet, classrooms, etc.)

Use the “Campaign Strategy” Sheet to help you complete the assignment

<table>
<thead>
<tr>
<th>Digicit Strand:</th>
<th>Safety</th>
<th>Safety</th>
<th>Security</th>
<th>Digital Footprint</th>
<th>Digital Footprint</th>
<th>Fair Use</th>
<th>Cyberbullying</th>
<th>Online habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience:</td>
<td>Parents</td>
<td>JK-2nd Graders</td>
<td>5th Graders</td>
<td>Teachers</td>
<td>Middle Schoolers</td>
<td>8th Graders</td>
<td>6th Graders</td>
<td>3rd &amp; 4th Graders</td>
</tr>
<tr>
<td>Team Members:</td>
<td>Katie</td>
<td>David D</td>
<td>Audrey</td>
<td>Griffin C</td>
<td>Olivia</td>
<td>Alexandra</td>
<td>Jessica B</td>
<td>Luke</td>
</tr>
<tr>
<td></td>
<td>David D</td>
<td>Charlie</td>
<td>Griffin S</td>
<td>Griffin S</td>
<td>Andrew Z</td>
<td>Drew</td>
<td>Ryan</td>
<td>Kali</td>
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<td></td>
<td></td>
<td></td>
<td>Tate</td>
<td>Christopher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ben S</td>
<td>Angela</td>
</tr>
</tbody>
</table>

#DESIGNTHINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN
THE PROCESS
**THE PROCESS**

Your Process:

1) **Understand**: Learn your target audience’s understanding of the topic AND how they access information. (Maybe a survey? Your teachers can help administer it/reach your audience)

2) **Define**: What are the key messages about your digital citizenship topic?

3) **Imagine (Brainstorm)**: Where is the gap between your audience’s understanding and your key messages? What will resonate with them? How can you teach them?

4) **Prototype/Design**: Create your marketing materials and identify your channels and strategy for distribution.

5) **Try**: Execute your campaign (make sure your “Campaign Strategy Sheet” is clear, easy to follow, and complete).

6) **Understand/Reflect**: Develop a 3-5 question survey to determine effectiveness of your campaign.
THE DELIVERABLES

The Digital Citizenship Marketing Campaign
8th Grade Digital Citizenship

Topic: ___________________________
Team Members: ____________________

Understand:

Define: What do you already know about this topic? Use Meadowbrook and Common Sense Media resources to help.

Key Messages:

Try/Implement:

Checklist:

Print and distribute your poster
Begin your distribution strategy
Hand in your completed project in Google Drive Folder

Understand:

Administer a follow-up survey to your audience and analyze.

What worked?
What didn’t work
Follow up Survey Questions

Prototypes/Design:

<table>
<thead>
<tr>
<th>Material</th>
<th>Channel (Twitter, Snapchat, Instagram, YouTube, etc.)</th>
<th>Copy (your “family” posts, pins, etc.)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
IMPLEMENTATION

Delivery of Campaign
If time permits for your group, you will have the opportunity to distribute/deliver your campaign to your target audience, at school, via email, and even through Meadowbrook social media channels. Mr. Scafati and Mr. Schmid will also be available to support you and your campaign, and help roll it out throughout the fall semester if your distribution strategy dictates.
WHERE TO START - UNDERSTAND YOUR AUDIENCE

*Getting Access to your Audience*

The most effective way to gather information about your audience target will likely be a survey. Develop 3-5 questions for your survey using Google Forms. Share the form with Mr. Scafati and Mr. Schmid, who will help administer your survey before the second digital citizenship class so that you have information about your users.
#DESIGNTHINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN

WHERE TO START - UNDERSTAND YOUR AUDIENCE

Survey Questions for Meadowbrook 1st Graders & 2nd Graders
Created by Meadowbrook 8th Graders

1. How do you spend most of your time on the internet/computer?

2. Have you ever talked to a stranger online? (Circle Yes or No below)
   YES  NO

3. How much time do you spend on electronics each day?

4. Do you play any video games that promote connecting with others (Minecraft, Club Penguin, etc.)?
   YES  NO
   If Yes, what games?

5. Do your parents know all the things you do on the internet?
   YES  NO

Online Habits - 3rd and 4th graders

Please fill in the following form for your 3rd and 4th grade digital citizenship cheat!

Do you have a device at home that you use almost every day?
   Yes  No

Do you have any social media accounts? (For example: Snapchat, Instagram, Twitter, Vine, Facebook, Twitter).
   Yes  No

Which applications/devices do you have or access to and how much time do you spend on them every week?

Do you parents remember what you do online?
   Yes  No  Don’t know

If there are websites or games that you play multiple times per week, are they appropriate for your age? Do they make you feel safe?

How many times do you use computers or devices at school?
   0-3 times  3+ times

If you could change anything about your digital life, what would it be?
Resources
If you need resources/information about any of this, visit Common Sense Media website. [https://www.commonsensemedia.org/educators/curriculum](https://www.commonsensemedia.org/educators/curriculum) and/or check out Meadowbrook's Youtube channel (search “digital citizenship”)

Define: What do you already know about this topic? Use Meadowbrook and Common Sense Media resources to help.

| Key Messages | People can become addicted to social media. There are predators online who can hurt you. Not all websites are kid-friendly. |
### Imagine:

<table>
<thead>
<tr>
<th>Where is the gap between your audience’s understanding of the topic and your key messages?</th>
<th>Often, adults understand the idea of being safe and secure online but they don’t know how to carry those rules out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will resonate with them?</td>
<td>Steps to follow to be safe online.</td>
</tr>
<tr>
<td>How can you teach them?</td>
<td>Post a picture of our poster on Facebook where adults check the feed.</td>
</tr>
<tr>
<td>Slogans</td>
<td>ARE YOU AS SAFE AND SECURE ONLINE AS YOU THINK?</td>
</tr>
</tbody>
</table>

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### Imagine:

<table>
<thead>
<tr>
<th>Where is the gap between your audience’s understanding of the topic and your key messages?</th>
<th>They know what to do but might be reluctant to carry through</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will resonate with them?</td>
<td>Knowing that their teachers are there for them</td>
</tr>
<tr>
<td>How can you teach them?</td>
<td>We can video teachers saying what they would tell a student that confided in them</td>
</tr>
<tr>
<td>Slogans</td>
<td>Adults are there for you.</td>
</tr>
</tbody>
</table>
## DESIGN THINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN

### Prototype/Design

<table>
<thead>
<tr>
<th>Material</th>
<th>Channel (Twitter, Instagram, Moose Mail, etc)</th>
<th>Copy (your “tweets”, posts, pics, etc)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSA</td>
<td>Youtube</td>
<td>Description, email sending it out</td>
<td></td>
</tr>
<tr>
<td>Poster</td>
<td>Put up in Forum</td>
<td>Slogan, cite sources, give credit, don’t plagiarize</td>
<td>Oct 21st</td>
</tr>
</tbody>
</table>

### Prototype/Design

<table>
<thead>
<tr>
<th>Material</th>
<th>Channel (Twitter, Instagram, Moose Mail, etc)</th>
<th>Copy (your “tweets”, posts, pics, etc)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Visits</td>
<td>Face-to-face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td>In the hallways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slideshow</td>
<td>Face-to-face</td>
<td><a href="https://docs.google.com/presentation/d/1REmc0W7nVKkdGjKH8jfEC7XCzb3FmLGrV2d_Nj-EHs8/edit?pli=1#slide=id.p">https://docs.google.com/presentation/d/1REmc0W7nVKkdGjKH8jfEC7XCzb3FmLGrV2d_Nj-EHs8/edit?pli=1#slide=id.p</a></td>
<td></td>
</tr>
</tbody>
</table>
## Try/Implement:

<table>
<thead>
<tr>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print and distribute your poster</strong></td>
</tr>
<tr>
<td><strong>Begin your Distribution Strategy</strong></td>
</tr>
<tr>
<td><strong>Hand in your completed project in Google Drive Folder</strong></td>
</tr>
</tbody>
</table>

TRY
### Understand

Administer a follow-up survey to your audience and analyze.

| What worked?       |  
|--------------------|---
| What didn’t work   |  
| Follow up Survey Questions |  

---
THE RESULTS

DIGITAL FOOTPRINTS

Being online isn’t bad, but you have to make sure that whatever you write would make Grandma proud.

Think before you post: What you post will stay there FOREVER!

Digital footprints are the traces you leave behind on the internet whenever you use it.

Game footprints you leave can be good and reflect positive actions online, but others can hurt your reputation online, and can affect your identity offline as well.

You can acquire a footprint online by posting, commenting, and contributing to the internet.

Do not share personal information online, like your full name and where you live.

Never test with someone face to face who you met online.

Ask your parents before going online.

If you tell people your name, you’ll regret playing that game.

HELLO a secret

Anonymous
THE RESULTS

ARE YOU AS SAFE AND SECURE ONLINE AS YOU THINK?

Are you worried about password or credit card hacks? Your child’s safety?

Here are a few basic rules to keep in mind:

1. Be careful of what you post on social media
2. Do not respond to unknown emails or texts
3. Be AWARE of who you are communicating with and what sites you are on
4. Keep private information PRIVATE

WHAT DO PEOPLE SEE YOU AS ONLINE?

Before doing something online, have you ever paused to think who might be able to access your profile and search you up?

Turns out anyone can look you up online! What they look up is called your Digital Footprint.

To guarantee a positive digital footprint:

1. Think before posting anything online
2. Know that anyone can see your digital footprint
3. Be appropriate online
4. ALWAYS make your grandma proud because, this could impact your life and people’s impression of you

FAIR USE AND COPYRIGHT

Don’t Plagiarize

Cite your sources!

Give credit to others!

Use fair use - it's only fair

Source: Common Sense Media

By Andy, Kendall, Benjamin U, and Zin
THE RESULTS

Digital Footprint
By Alex, Dan, Matter, Stephen and Henry

It Matters
- Nothing online can be erased
- Anything can be found
- What you say and do can and will affect you
- Remember that anyone can search anything online, think of your next job application

Fair Use, No Abuse
“Any fair use is any copying of copyrighted material done for a limited and “transformative” purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an illegal infringement.”

By Hailey, Ellie, Nikki, Eva, and Priya

INTERNET SAFETY IS ESSENTIAL
IT’S YOUR KID, AND YOUR RESPONSIBILITY. STAY INFORMED, STAY IN CHARGE.

IF USED CORRECTLY, THE INTERNET CAN BE A FUN, SAFE, AND PRODUCTIVE TOOL. YOUR CHILD’S SAFETY IS ON THE LINE
THE RESULTS

Digital Lesson for Middle Schoolers

PSA for students K-2

School Mail Delivery for Grades K-2
# DESIGN THINKING: DIGITAL CITIZENSHIP MARKETING CAMPAIGN

**IT’S YOUR TURN:**

- What are the “wicked problems” in digital citizenship?
- How might we use design thinking to help our students to address these problems?
Building a Digital Citizenship Curriculum

**HOW DO YOU BUILD A DIGITAL CITIZENSHIP CURRICULUM?**

- Find a curriculum that already exists.
- Build a curriculum map
- Secure the human resources
- Find time (make it part of technology time to start)
- Communicate to community
- Adapt curriculum...use technology resources and make it authentic

See The Meadowbrook School’s “Implementing a Digital Citizenship Curriculum” [https://sites.google.com/a/meadowbrook-ma.org/technology/digital](https://sites.google.com/a/meadowbrook-ma.org/technology/digital)
# Building a Digital Citizenship Curriculum

## Build A Curriculum Map

<table>
<thead>
<tr>
<th>STRAND</th>
<th>SAFETY</th>
<th>SECURITY</th>
<th>DIGITAL LIFE</th>
<th>DIGITAL FOOTPRINT</th>
<th>THE SOCIAL CONNECTION</th>
<th>CYBERBULLYING</th>
<th>CREATIVE WORK &amp; COPYRIGHT</th>
<th>MEDIA RESEARCH &amp; LITERACY</th>
<th>Number of Lessons</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3K</td>
<td>Behaving/Caring for Tech Devices (Sep)</td>
<td>Digital Citizenship Rules &amp; Advice for Buddies (May)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JK: 2</td>
<td>Moynieux &amp; Scafidi</td>
</tr>
<tr>
<td>SK</td>
<td>Going Places Safely (TBD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SK: 1</td>
<td>Moynieux &amp; Corbin</td>
</tr>
<tr>
<td>1</td>
<td>Avoiding the Ads (Oct)</td>
<td>Follow the Digital Trail (with animals) (Feb)</td>
<td>What is the Internet? (Sept)</td>
<td></td>
<td></td>
<td></td>
<td>Searching Inventor Inventions (April)</td>
<td>Gr 1: 4</td>
<td>Moynieux &amp; Scafidi</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Staying Safe Online &amp; Family Rules (Sep)</td>
<td>Keep My Private Usernames (Dec)</td>
<td>Online Community Map (May)</td>
<td>Screen Out the Mean (April)</td>
<td>Using Keywords (optional)</td>
<td>Gr 2: 4</td>
<td>Corbin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Talking Safely Online (Feb)</td>
<td>Strong Password (Sep)</td>
<td>Where is Your Data/Email? (Jan)</td>
<td>Showing Respect Online: Exploring Tone in Email (Nov)</td>
<td>Whose Is It, Anyway? (May)</td>
<td>Gr 3: 5</td>
<td>Moynieux &amp; Corbin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Texting &amp; Driving: Finding Your Voice (#4)</td>
<td>Phishing for Info (#2)</td>
<td>&quot;Will This Make Grandma Proud?&quot; (#3)</td>
<td>We the Digital Citizens Pledge (#7 Last Class)</td>
<td>A Creator's Responsibility (#5)</td>
<td>Gr 6: 7</td>
<td>Scafidi, Schmied &amp; Fischer Corbin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Staying Safe Online: Who's Out There? (#1)</td>
<td>Exploring Privacy Policies</td>
<td>Ups &amp; Downs of Digital Life (Media Habits Survey) (#5)</td>
<td>Build Your Ideal Online Community or Social Media Etiquette</td>
<td>Cyberbullying: Be Upstanding Case Study (Star Wars Kid) #3</td>
<td>Fair Use (Rework, Reuse) Make Your Own Video #2</td>
<td>7th Grade History Research Paper</td>
<td>Gr 7: 7</td>
<td>Scafidi, Schmied &amp; Fischer Corbin</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Class Pledge Review (1st Sep)</td>
<td>Sexting/Dope! I Broadcast It Over the Internet (Oct)</td>
<td>Design Thinking: Create Your Digi Citi Marketing Campaign</td>
<td></td>
<td></td>
<td></td>
<td>8th Grade History Research Paper</td>
<td>Gr 8:4</td>
<td>Scafidi, Schmied &amp; Fischer Corbin</td>
<td></td>
</tr>
</tbody>
</table>
Building a Digital Citizenship Curriculum

Assemble a #Digcit Crew

Mike Scafati
- Teacher
- Technology
- Marketing/Media

Jonathan Schmid
- Technology
- Teacher

Sarah Williamson
- Counselor
- Social/Emotional

Librarian
- Research

Director
- Digital Media

Matt Molyneux
- Teacher
- Technology
Building a Digital Citizenship Curriculum

Find the Time (Make it Part of Tech time to start)

- Built into K-5 Technology time
- Created a 6-8 Social Emotional Learning Time
Building a Digital Citizenship Curriculum

Communicate to Community

▸ To Faculty
  ▸ Why are we doing it?
  ▸ Holistic fit of the curriculum K-8
  ▸ Not an extra burden

▸ To Parents
  ▸ September letter home
  ▸ Post-lessons: Website/Class Page
  ▸ Not an extra burden

News
Digital Citizenship Parent Update - The Internet and Where to Click
10/20/2016

As part of Digital Citizenship week, First Graders this week explored Internet Safety during technology class. The focus of the lesson was on the Internet - where to click and where not to click. We talked about advertisements and the importance of not clicking on ads: "The same way you don’t knock on somebody’s door/address, you don’t just click on a web address/advertisement." Students were tasked with identifying advertisements on some web pages we use during class.

This activity followed up on our first digital citizenship lesson from a couple of weeks ago about "What is the Internet?," exploring how the Internet works.
Building a Digital Citizenship Curriculum

Adapt Curriculum

- Use Technology resources
- Make it authentic
- True Stories
Our Post-it Notes Activity...
Our Post-it Notes Activity...

Where does digital citizenship curriculum live at your school? (Technology class, advisory, social emotional learning, library, other)
Our Post-it Notes Activity...
Our Post-it Notes Activity...

Do you have an example of your digital citizenship program having success?
Our Post-it Notes Activity...
Our Post-it Notes Activity...
Our original Curriculum Map...where we started
Resources

- Presentations:
  - goo.gl/Umnw94

- Websites:
  - Eureka-lab.org
  - youtube.com/themeadowbrookschool
Q&A