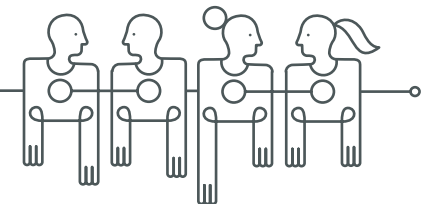


# Digital Citizenship Month Toolkit

October 2019



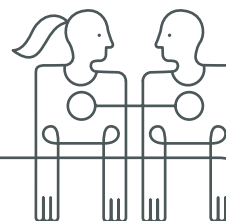
# DigCit Toolkit

EVERFI empowers educators to bring real-world learning into the classroom and equip students with the skills they need for success--now and in the future. Thanks to partners who share this mission, EVERFI's digital resources and professional development are available to K-12 schools at no cost.

EVERFI's Digital Wellness Network is a public-private coalition of corporations, nonprofits, and educators committed to mitigating the negative impact of unhealthy technology use by empowering students to make safe and healthy decisions about technology.

*This toolkit provides extension opportunities for celebrating **Digital Citizenship Month this October** at your school.*

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### 4 Printable: Digital Tips

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### 7 Printable: Smart Smartphone Use

*Print this poster and hang it up on your classroom wall so students can learn simple, smart ways to limit their smartphone use both in and out of the classroom.*

### 8 Digital Lessons to Teach #DigCit

### 9 Activity: Tree of Care

### 15 Activity: Digital Footprint

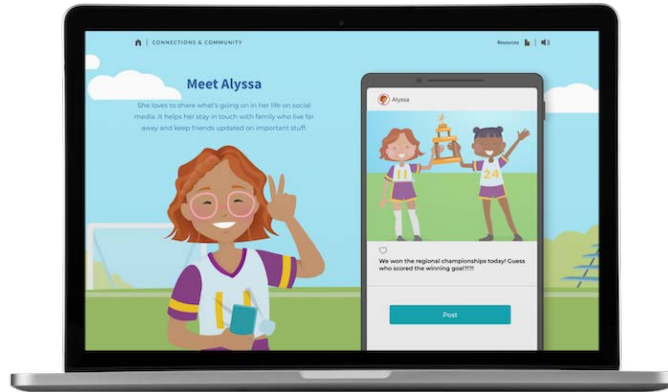
### 17 Printable: Screen Time Tracker

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*Tell us how and why you and your students navigate the online world safely, responsibly and confidently for a chance to win!*

# #DigCitCommit

EVERFI is an official partner of #DigCitCommit, a coalition convened by The International Society for Technology in Education (ISTE) to ensure educators are provided high-quality tools to teach a strengthened definition of digital citizenship and meet the growing needs of today's students.



EVERFI's refreshed digital literacy curriculum, *Ignition: Digital Wellness & Safety*, offers a digital platform for students to practice these competencies and build their skills.

Ignition leverages a digital learn-by-doing approach where students help characters make smart choices as they experience the online world through the characters' eyes.

## #DigCitCommit Competencies Aligned with *Ignition: Digital Wellness & Safety*

### Ignition Lesson 1 – Connections and Community

**Inclusive:** *I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.*

### Ignition Lesson 2 – Safety and Privacy and Lesson 4 – Technology and Data

**Alert:** *I am aware of my online actions, and know how to be safe and create safe spaces for others online.*

### Ignition Lesson 3 – Screen Time Vs. Offline Time

**Balanced:** *I make informed decisions about how to prioritize my time and activities online and off.*

### Ignition Lesson 5 – Rights and Literacy

**Engaged:** *I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.*

### Ignition Lesson 6 – Evaluating Content

**Informed:** *I evaluate the accuracy, perspective, and validity of digital media and social posts.*

# Ignition

## Digital Wellness & Safety

# Digital Tips

EVERFI

**Think before you post.** Before you post or comment, think about how the things you say online will make others feel - and the impression you're leaving of yourself.

**Remember that the online world isn't real life.** Remember that things online aren't always what they seem. Spend time with friends offline; everything will feel more real.

**Make your settings private.** Whenever you join a new social network, online game, or app, choose settings to keep certain details about yourself (including your location) private. Check the default privacy settings.

**Don't over-share.** It can be tempting to share personal details with your networks. But it's not just your friends who will see what you share. If you want to talk about an event or activity, you can share after it happens, so people you don't know won't know where you'll be at a certain time.

**Get help when you need it.** If something happens online that makes you feel hurt, uncomfortable, or unsure what to do, talk to someone! Find an adult you trust who can offer advice.



**Create strong, safe passwords.** When you make a new password, don't reuse it or share it. Try not to use things in your password that can be figured out from social media. The best passwords use a mix of lowercase and capital letters, numbers, and symbols.

**Avoid questionable links and downloads.** The best way to protect your computer from malware is to be careful when clicking links or downloading. If you don't know the person who sent you a link, don't click on it. Never download anything from sites offering free things that should cost money.

**Don't give apps too much access.** The best way to prevent too much access to your personal information is not to share it. Always check your privacy settings. If you're not sure, ask an adult.







**Find a good balance.** There are lots of ways to manage your online time. You can plan your offline activities first. Then you can save your online time for after you've finished. You can set a timer or use an app to remind you to get up and take a break. You should also try to make in-person plans with friends regularly!

**Avoid online distractions.** Online distractions can be hard to ignore. But you can control your online time. Turn off all your devices at least half an hour before you go to bed. Change your notification settings. Put your phone in another room or on silent when you need to concentrate or are hanging out with friends.

**Understand how you can use content.** Generally, it's best to assume you can't use creative content in posts, or to create something new, unless you know it's in the public domain, it's clearly "fair use" (such as for a school paper), or there are permissions for use (which might mean you need to give credit).

**Respect your relationships.** Before you post or share images, videos, or other content of other people, ask if it's okay. If they don't want it shared, keep it to yourself. That means not sharing it on social media but it also means not sharing it over text.

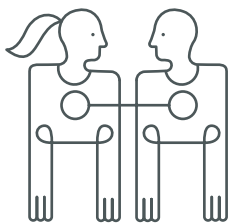
**Ask for help if you need it.** If you get comments or feedback that upset you, if someone you don't know tries to get information about you, or if your computer is acting funny, tell an adult right away. If you're not sure whether you can use creative content, ask an adult you trust (like a teacher or librarian).

**Pay attention to your searches.** When you search for information online, many search engines will list ads or sponsored content at the top. Try to find sources without personal interest or bias. Remember to check multiple sources.

**Check credentials.** When you read something online (or offline), you should check the author's credentials. A good author tells you where they got their information or sources so you can check it out yourself.

**Do your research.** The Internet gives you instant access to all kinds of information, but to know what information you can trust, you need to do your own research. If you're not sure, ask your teacher or librarian.





# Discussion Guide:

## Get the Discussion Started

It can be difficult for students to discuss their online safety and responsibility. Before you begin informing students about these critical issues related to their digital health and wellness, find out their assumptions and perspectives on the topic.

Here are some questions to help get the conversation started:

### Three Ways to Engage Students

#### 1 Graffiti Wall:

**Materials needed:** butcher paper & markers.

Procedure: Learners break into two groups: one for Q1 and one for Q2. They use the provided butcher paper and graffiti their thoughts in response to their assigned question. Wrap up with a whole group discussion.

#### 2 Gallery Walk:

**Materials needed:** posters & markers.

Posters are set up around the classroom with one question written on each. Students rotate in small groups to each poster, discuss the question, and write down their group response. They will continue to rotate around the room until they have responded to each question. Wrap up this activity with a review of each poster.

#### 3 Think-Pair-Share:

For each question, give students time to think about their response. Then, have students turn to a partner to discuss their initial ideas. Finally, have pairs share with the whole group what they discussed for each question.

#### 4 Snowball Discussion

Each learner finds a partner and discusses the question. They then find another set of partners and all four discuss the question. The group continues to double until the whole class is discussing. Wrap up with synthesizing the main conclusion of the discussion question. Wrap up with a whole group discussion.

### Discussion Questions

1. What are some positive aspects of an online community?
2. What are some negative aspects of an online community?
3. What are some things that tell you your online and offline balance isn't healthy?
4. What is a digital footprint?
5. What is social comparison?
6. What is emotional contagion?
7. What's an "alt" account?
8. What is cyberbullying?
9. What does your online social media profile say about you?
10. What does a balanced online diet consist of?
11. How can you curate your digital footprint?
12. In what ways do we benefit from internet access?
13. What content do you consume online that makes you feel \_\_\_\_? (happy, sad, anxious, etc.)



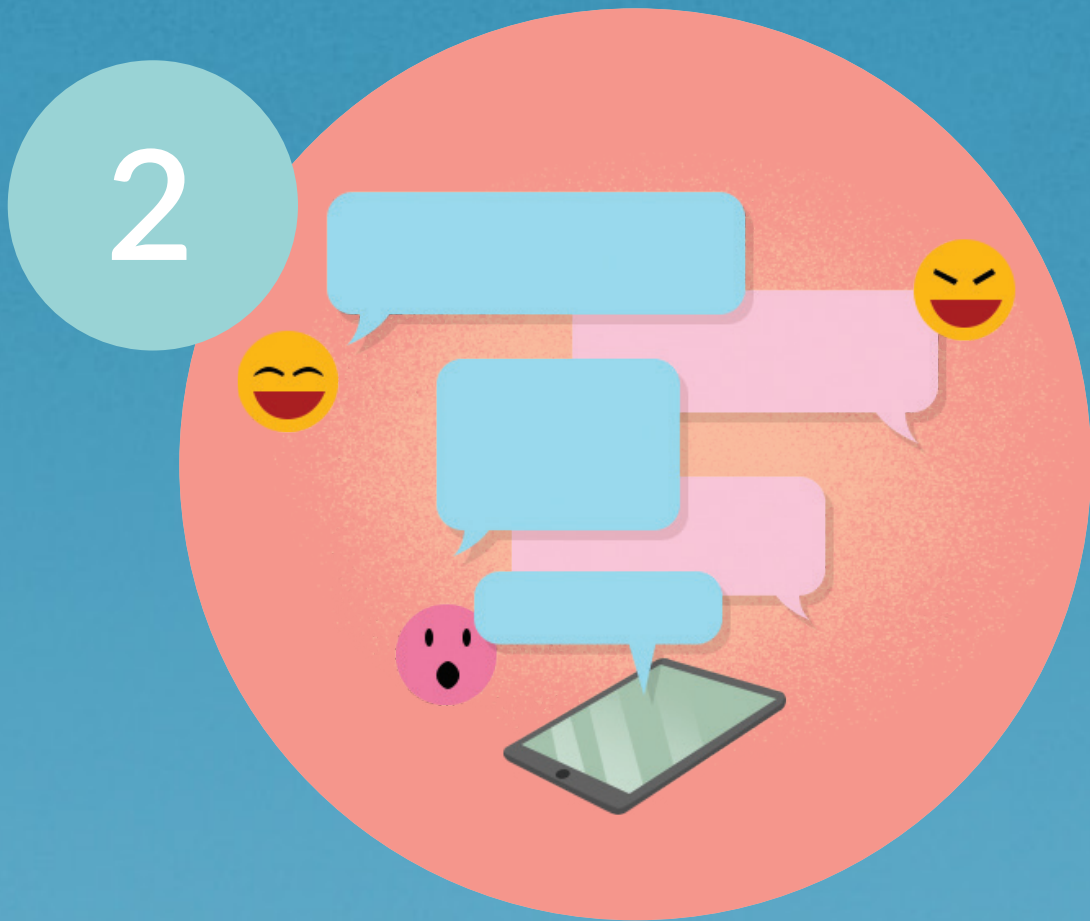
# 9 Tips for Smart Smartphone Use

Adapted from Dr. Larry Rosen's *Strategies to Enhance Your Smartphone Use*

## Improving Communication



1 Turn notifications off except for a small group (parents or guardians and close friends)



2 Check your email, texts, and social media on a schedule, and set a timer when doing so



3 Tell your phone to “forget” passwords for social media apps



4 Set your phone to Do Not Disturb while you study



5 Put your smartphone away and schedule 1-2 min. “tech breaks” every 30 min.



6 Remove all unneeded devices and close apps and windows not work-related



7 Take all devices out of your room one hour before you go to sleep



8 Change the settings on your phone to Night Shift/Night Light from evening until first thing in the morning



9 Take 10 mi. breaks every 90 min. (breaks should be device-free, such as napping, exercising, etc.)



# Ignition: Digital Wellness & Safety

**Recommended Grade Level** 6-9 **Total Lessons** 6 lessons, approximately 30 minutes each

**Subject Fit** Career Technical Education, Computer Science, Library Science

**Standards Alignment** CASEL SEL Framework, CCTC (Common Career Technical Core), ISTE Student Standards

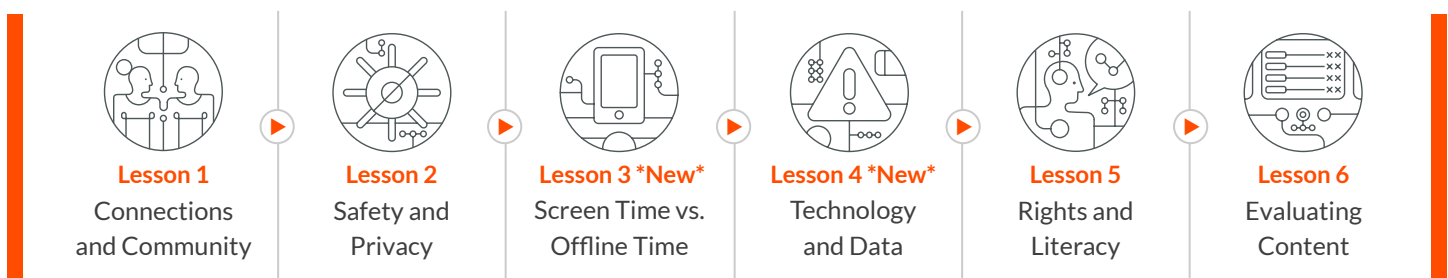
Tweens and Teens today are spending more than 8.5 hours per day in front of a screen. Online activities allow these young digital natives to connect with people with common interests, and find creative ways to create and source content. But 68% of students feel that social media has a negative impact on themselves or their peers.

Ignition is a digital literacy and citizenship course dedicated to providing students with the skills they need to safely and confidently navigate the digital world. The course helps students acknowledge the benefits of digital communities and resources while guiding them to successfully navigate potential pitfalls in their digital lives.

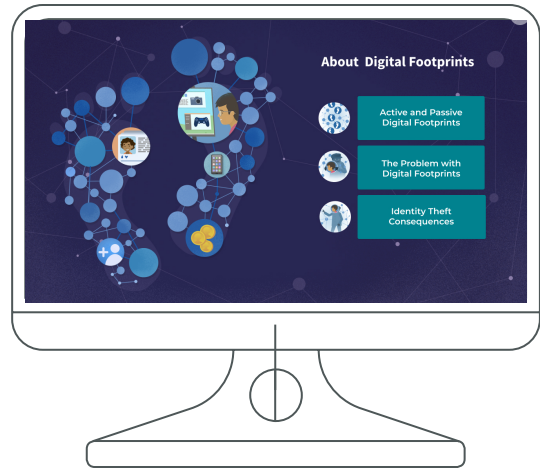
## Example Topics

- Protecting online data and personal information
- Balancing screen time vs. offline time
- Evaluating digital sources and content
- Managing online connections & respectful online communication
- Respecting digital rights and restrictions

## Course Flow



**For more information about bringing this program to your school or district, visit [everfi.com/newteacher](https://everfi.com/newteacher)**



## Comprehensive Resources

**Digital Lessons:** Self-paced digital activities put students into real-life scenarios to help make positive choices and apply what they are learning.

**Educator Resources:** Standards aligned lessons and discussion questions provide educators with effortless classroom integration, as well as supporting materials to send home to parents.

**Game Simulation:** Students test out balancing online time vs. offline time by making choices about how they spend their time, and seeing the consequences of their actions.



# Short Lesson Plan 1: Your Online Connections and Community

🕒 45min

**Prerequisite:** Online Lesson 1: Connections and Community

## Materials

- Pencils/markers
- Poster paper

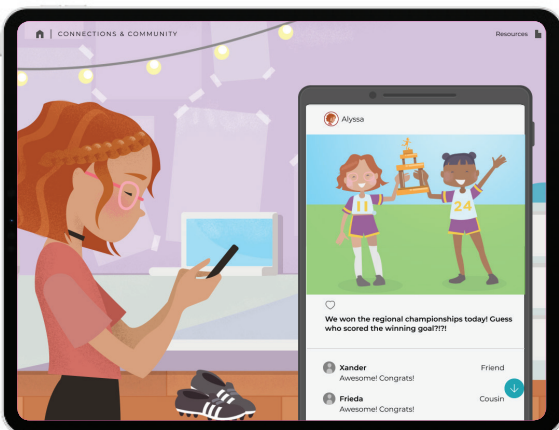
## Standards Alignment

- ISTE Digital Citizen 2a
- ISTE Digital Citizen 2b
- CTCC 1: Act as a responsible and contributing citizen
- CASEL Social Awareness
- CASEL Relationship Skills
- CASEL Responsible Decision Making

## Learning Objectives

- 1 | Build a safe and inclusive learning environment of an online community
- 2 | Differentiate the negative and positive aspects
- 3 | Identify methods to engage with others online in a respectful manner
- 4 | Identify methods to create a healthy balance between online and offline time

## MY NOTES



Lesson 1

## Short Lesson 1:

### Social Media Problems Teacher Handout (for the in-class activity)

*Instructions:* Print and cut out each problem to hand out to table groups. Students will pick their social media platform for the problem and present their solution in skit format.

#### Problem 1

##### Social Comparison

###### Skit Premise

**Mia:** "I hate my life! No one likes me. My best friend Jessica always gets 100+ likes when she travels. I only get 5, if I'm lucky!"

#### Problem 2

##### Emotional Contagion

###### Skit Premise

**Henry:** "I feel bad for Sarah, she is always getting bullied online. I stay up most nights on the phone with her, just to get her mind off of it. I've noticed that I fall asleep in class and I'm falling behind in math class. Sometimes it feels like I'm the one getting bullied online."

#### Problem 3

##### "Alt" (fake) Accounts

###### Skit Premise

**Cory (friend of a friend):** "Hey Liam, what's your number? It would be easier to communicate this way."

**Liam:** [what should Liam say or do?]

#### Problem 4

##### Cyberbullying

###### Skit Premise

**Text from unknown:** "You smell bad! You should really consider using some deodorant!"

## Short Lesson 1:

### Social Media Problems Teacher Handout (for the in-class activity)

*Instructions:* Brainstorm solutions to the social media problem. Document your script below.

**GROUP NAMES** \_\_\_\_\_

**DATE** \_\_\_\_\_

#### SOLUTION TO SOCIAL MEDIA PROBLEM

#### SKIT PRESENTATION SCRIPT

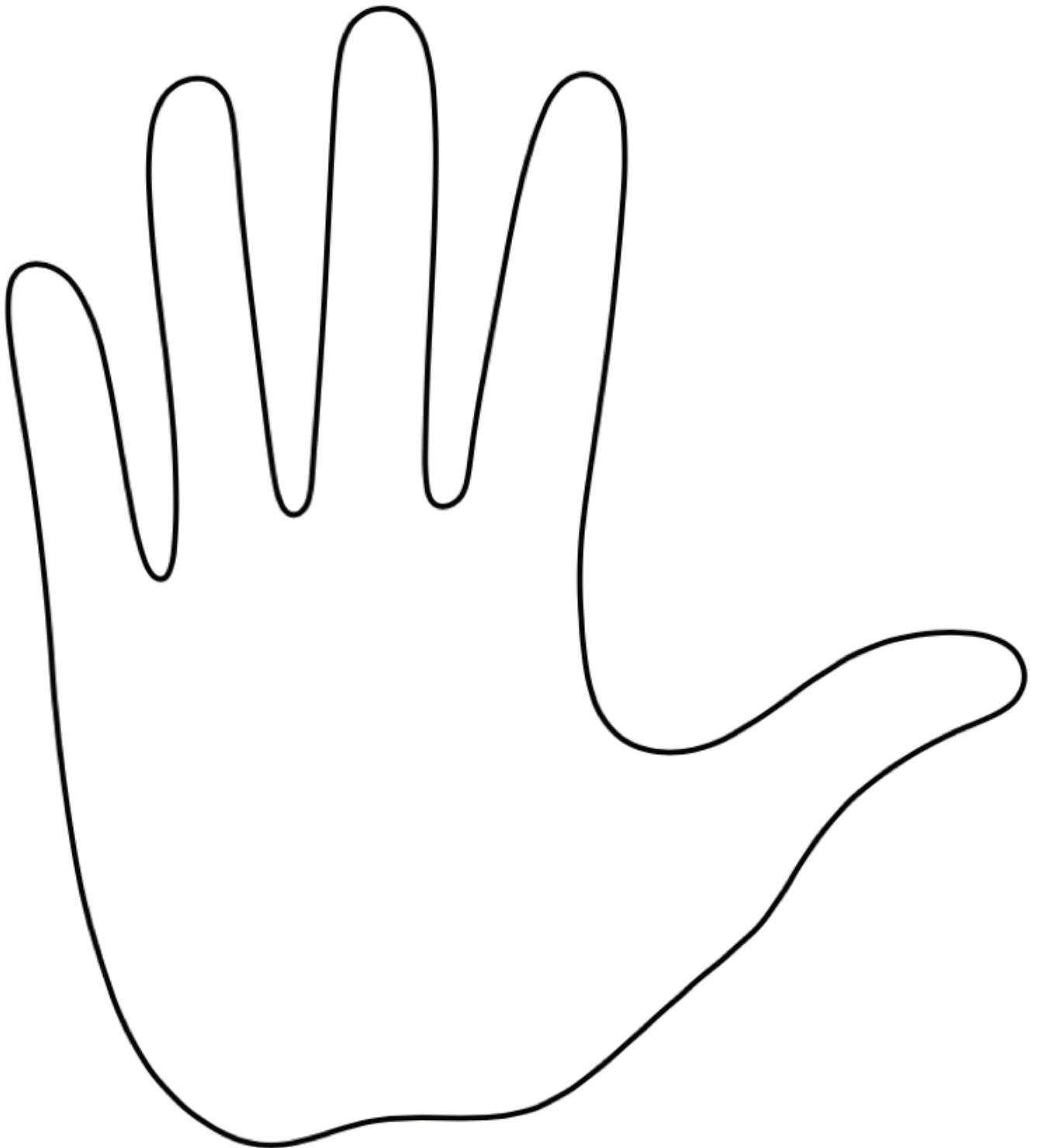
#### NOTES

## Short Lesson 1:

### Student Final Homework Handout

*Instructions:*

Write out final copy of your two social media problems and solutions and cut out the hands to place on the “Tree of Care”



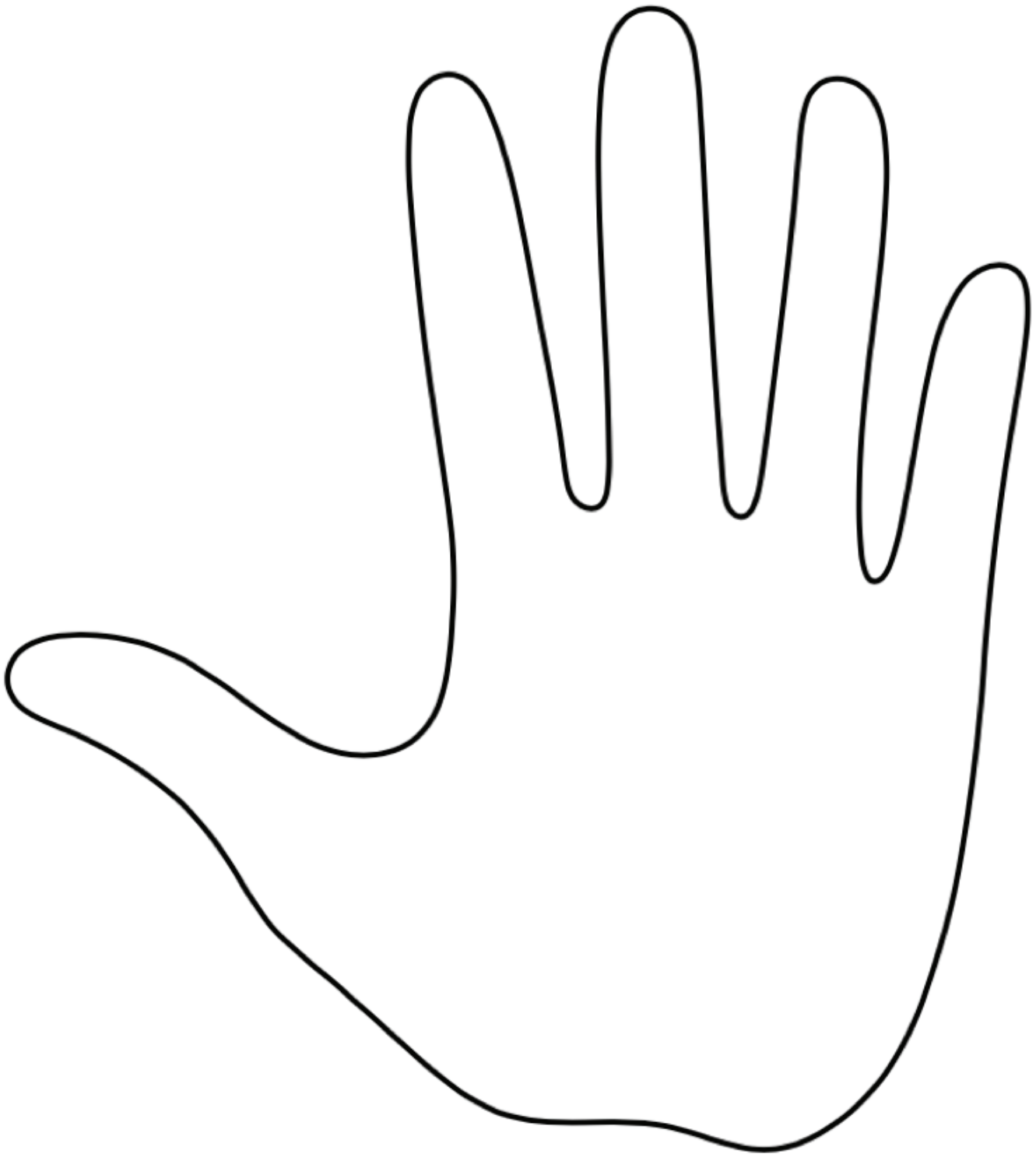


## Short Lesson 1:

### Student Final Homework Handout

*Instructions:*

Write out final copy of your two social media problems and solutions and cut out the hands to place on the “Tree of Care”



## Teacher and students will create the “Tree of Care” in the classroom

Sample:



## Short Lesson Plan 2: **Safety and Privacy**

🕒 20 min

**Prerequisite:** Online Lesson 2: Safety and Privacy

### Materials

- Pencils/Markers
- Poster paper

### Standards Alignment

- ISTE Digital Citizen 2d
- CCTC 11: Use Technology to Enhance Productivity
- CASEL Responsible Decision Making

## Learning Objectives

- 1 | Identify when to seek help from a trusted adult
- 2 | Explain what a digital footprint is and how it's created
- 3 | List steps to protect digital data from compromise
- 4 | List steps to keep personal information private online

**NOTES** (differentiation, student groupings, additional questions, etc.)



Lesson 2: Safety and Privacy

## Short Lesson 2: (in-class activity)

*Instructions:* Research three benefits and three drawbacks of your assigned social media platform. Document your findings below and prepare to share this out with the class.

**GROUP NAMES** \_\_\_\_\_

**DATE** \_\_\_\_\_

**NAME OF SOCIAL MEDIA PLATFORM OR WEBSITE/APP:** \_\_\_\_\_

Brainstorming passive and/or active information sharing features of this platform.

**Why is it important to be careful?** \_\_\_\_\_

**Benefits of sharing with this social media platform or website/app:** \_\_\_\_\_

- 1.
- 2.
- 3.

**Drawbacks of sharing with this social media platform or website/app:** \_\_\_\_\_

- 1.
- 2.
- 3.



## Short Lesson Plan 3: Screen Time vs. Offline Time

🕒 20 min

**Prerequisite:** Online Lesson 3: Screen Time vs. Offline Time

### Materials

- Pencils/markers
- Poster paper
- Computer access

### Standards Alignment

- CASEL Relationship Skills
- CASEL Responsible Decision Making

## Learning Objectives

- 1 | Differentiate the negative and positive aspects of an online community.
- 2 | Identify when to seek help from a trusted adult.
- 3 | Describe the potential consequences of spending a lot of time online.
- 4 | Identify methods to create a healthy balance between online and offline time.

**NOTES** (differentiation, student groupings, additional questions, etc.)



Lesson 2: Safety and Privacy

**3. How will you achieve all of your academic and personal goals for the week while still managing your online and offline time?** Please log how many hours you spend online and offline each day and your progress against your goals. List any apps or device tracking you used during this week. This is a work in progress, but through this exercise you will learn how to better manage your time to achieve the things that are most important to you.

**Reflection:** Did your online and offline times surprise you? Did you manage to achieve all of your goals? Would you change anything in the future? If so, what would you change and why?

*Be prepared to share your findings and next steps with your teacher next week.*

## Short Lesson 3:

### Student Handout (in-class activity)

*Instructions:* Select 1 idea in each category to try for one week as you are tracking your online time. What works best for you?

#### Idea 1

### Improving Communication

- Turn notifications off except for a small group of people (like your parents or guardians and a small group of close friends).
- Move all social media icons to the last page of your home screen.
- Check your email, texts, and social media only on a schedule (such as once an hour).
- Turn your phone to grayscale so it's less distracting.
- Set a timer for email, text, and social media so you don't stay on too long.
- Tell your phone to "forget" passwords for social media apps.

#### Idea 2

### Improving Concentration and Focus

- Set your phone to Do Not Disturb while you study (only allow calls from your parents or guardians).
- Put devices on silent when you study and close all apps and windows not related to your work.
- Set a timer for 5-10 minutes for occasional "tech breaks" to check your phone while you're working.

#### Idea 3

### Getting a Good Night's Sleep

- Take all devices out of your room one hour before you go to sleep.
- Change the blue light settings on your phone to Night Shift/Night Light from evening until first thing in the morning.
- Stay off your devices for 1 hour before you sleep; instead, read a paper book or listen to music (keeping volume low and phone away from you).

#### Idea 4

### Improving Well-Being

- Try "mindful breathing" - especially when you feel stressed or after being on a device for a long time: take three deep breaths, counting to three each time, and focusing only on your breath. You can also try a "mindful meditation" app!
- Take 10-minute breaks every 90 minutes of work (your breaks should be device-free, such as taking a nap, exercising, daydreaming, talking to someone face-to-face or over the phone - but not texting).

Adapted from ©Dr. Larry Rosen's *Strategies to Enhance Your Smartphone Use*

# Video Contest

Digital Citizenship Month is the perfect opportunity to show how you and your students practice online safety and responsibility both in and out of the classroom.

- 
- Teachers, tell us how and why you and your students navigate the online world safely, responsibly and confidently for a chance to win.

You can have students split into groups and each write their own 2-minute script. Consider filming and submitting the class favorite.

## The Details

We've seen teachers and students from across the US and Canada use EVERFI to develop real world skills for the 21st century. Now we want to hear directly from you about how EVERFI has impacted your students' learning.

Open from September 27 – November 30, 2019

## The Guidelines

- Share what real world skills your students learned from an EVERFI program and/or how they've applied those skills.
  - Keep the video at or under 2 minutes in length.
- In the video, be sure to mention your name, your school's name, EVERFI, and the name of the program(s) you're using.
  - Check that the audio is clear and easy to understand.
    - Get creative and have some fun!

## The Prizes

Winners will receive the following amounts (in the form of an Amazon gift card):

1st Place: \$1,000  
2nd Place: \$500  
3rd Place: \$250  
Honorable Mentions: \$50

We'll select winning videos based on enthusiasm, creativity, positive feedback, encouraging and clear messaging, and teacher and student involvement.

**[everfi.com/video-contest](https://everfi.com/video-contest)**