

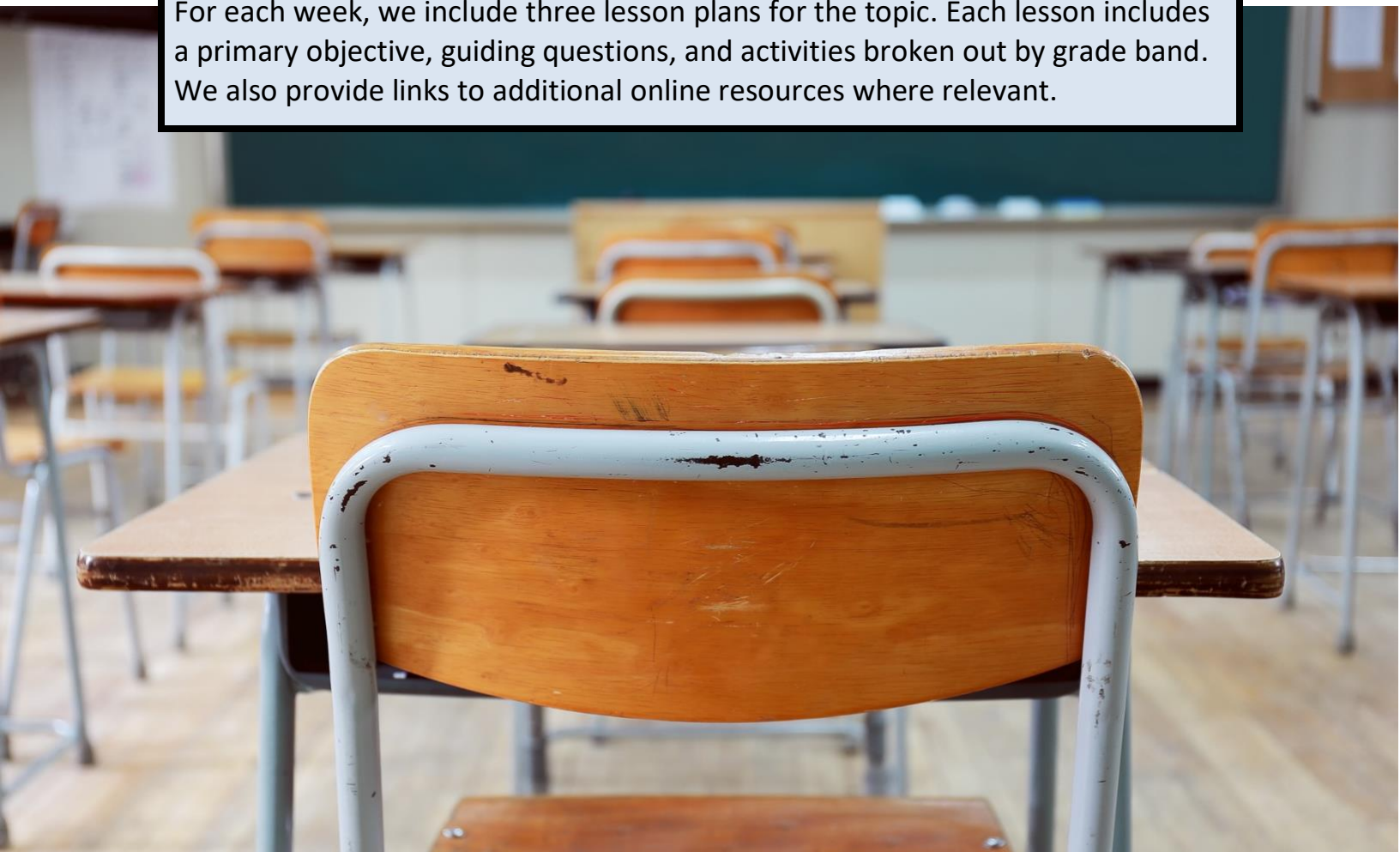


Connecting Contexts Lesson Plans for Grades K-8

This document includes lesson plans developed as part of our Security Privacy and Education for Kids (SPE4K) project to provide teachers with formal and informal curriculum for teaching children about digital privacy and security topics and connecting lessons to life-relevant experiences for children in elementary and middle school so they can develop their digital literacy skills. Working with elementary school teachers and elementary education undergraduate students, we developed four weeks of lesson plans covering the following topics:

- Digital Citizenship
- Digital Security
- Digital Privacy
- Critical Data Literacy

For each week, we include three lesson plans for the topic. Each lesson includes a primary objective, guiding questions, and activities broken out by grade band. We also provide links to additional online resources where relevant.

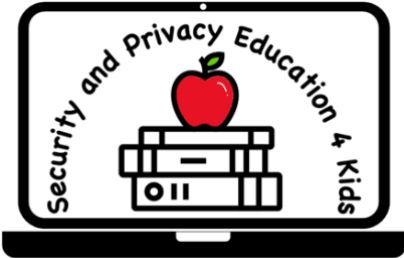


Connecting Contexts: Mini-unit Overview	
Week	Lesson Topic
<u>1</u>	<u>Digital Citizenship</u> <i>How can I learn, interact, and share online in a way that matches my values?</i>
<u>2</u>	<u>Digital Security</u> <i>How can I protect myself and others in risky online situations?</i>
<u>3</u>	<u>Digital Privacy</u> <i>How can I weigh the pros, cons, and tradeoffs of sharing different types of information in different online and offline contexts?</i>
<u>4</u>	<u>Critical Data Literacy</u> <i>How do app & game companies collect and use my information?</i>

Note: These lessons are crafted to be self-contained and independent. Lessons within topics tend to build upon each other. Teachers may need to adjust the time needed per lesson.

Additional Resource: [Terminology Sheet](#)

About the Project



Security and Privacy Education 4 Kids (SPE4K) is an ongoing collaboration between researchers at the University of Maryland’s iSchool (Drs. Jessica Vitak and Tammy Clegg) and the University of Chicago’s Computer Science Department (Dr. Marshini Chetty). With funding from the National Science Foundation (Award #1951688), the SPE4K project aims to develop and study digital security and privacy education resources by engaging with three key stakeholders in elementary education: teachers, students, and parents. The research team is collaborating (1) with elementary school teachers to design

and test curricular materials, (2) with students to understand their everyday privacy and security concerns and priorities, and (3) with parents to understand how to build and reinforce home-school connections to support student learning.

This resource was developed with significant help from two University of Maryland undergraduates majoring in education. We offer our sincere thanks to Bryant Rivera Cortez and Nicholas Marks for all their help creating these lessons.

Visit <https://SPE4K.umd.edu> for more information about the project and to access academic articles and other resources created as part of this research.

Week 1: Introduction to Digital Citizenship

Day 1 (15-20 Minutes)

Objective: Students will understand the basics of the Internet, its usage, and the concept of Digital Citizenship.

Guiding Questions:

1. What is the Internet and how does it work?
2. How and why do people use the Internet?
3. What is Digital Citizenship?

Teacher Resources:

[What Is Digital Citizenship & How Do You Teach It?](#)

[Digital Citizenship in Schools](#)

[Real World Example](#)

Note for Common Sense: *Educator accounts are free to create.*

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-1 (3:16)	Common Sense: My Online Neighborhood, How Does Technology Make You Feel?	<ol style="list-style-type: none"> 1. How does technology make you feel? 2. What do you like to do with it at school and in your neighborhood?
2-3 (2:36)	Search It Up: It's the Internet! PBS KIDS	In this episode, our young explorer is learning about the power of the Internet. What's something you've learned online that made you go, 'Wow!'? Share your 'Wow!' moment with us.
4-5 (1:52)	Common Sense: Be a Super Digital Citizen	<ol style="list-style-type: none"> 1. What do you think about the digital citizenship principles you learned in the 'Common Sense: Be a Super Digital Citizen' activity? 2. How can you apply these principles to your family's online activities?
6-8 (1:54)	Teen Voices: Presenting Yourself Online	How does the idea of 'being yourself' as shown in "Teen Voices: Presenting Yourself Online" connect with the ways you present yourself on your own social media?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-2	<p><u>Storytelling Activity</u> Materials Needed: Paper, markers, and a list of storytelling prompts</p> <p>Engage students in creative storytelling using visual representations.</p>	<ol style="list-style-type: none"> 1. Begin by introducing the concept of storytelling through visual representations. Explain that stories can be told not only through words but also through pictures. 2. Divide the class into small groups or pairs, depending on the class size. 3. Provide each group with a set of storytelling prompts. These prompts can be related to various genres such as adventure, mystery, fantasy, or science fiction. 4. Instruct the groups to create a storyboard that tells a story based on the given prompt. A storyboard is a series of drawings or images that represent different scenes in a story. 5. Each group should use paper and markers to illustrate the key events and characters in their story. Encourage creativity and imagination in their visual representations. 6. After creating the storyboards, ask each group to present their stories to the class. They can explain the plot, characters, and the emotions conveyed through their visual storytelling. 7. Encourage classmates to ask questions and provide feedback on each presentation. 8. Facilitate a class discussion on the different storytelling techniques used by each group and how visual elements can enhance a narrative.
3-8	<p><u>Interland Kind Kingdom: It's Cool to be Kind</u> Materials Needed: Device with Internet access, Interland Kind Kingdom: It's Cool to Be Kind game</p> <p>Students begin by exploring the virtual world of Interland, designed to teach digital citizenship and Internet safety. They embark on an adventure within the Kind Kingdom of Interland, divided into small</p>	<ol style="list-style-type: none"> 1. Begin by introducing students to the concept of Interland, a virtual world designed to teach digital citizenship and Internet safety. 2. Explain the objective of the activity: to embark on an adventure within the Kind Kingdom of Interland while learning about responsible online behavior. 3. Divide the class into small groups or pairs, depending on the number of students. 4. Each group should ideally consist of pairs of students to facilitate collaboration and discussion. 5. Instruct each group to enter the Kind Kingdom of Interland and explore its different areas. 6. Encourage students to interact with the characters and environments within the game.

	<p>groups, where they interact with characters and environments, facing challenges related to responsible online behavior. After completing tasks, groups gather to discuss their experiences and the lessons learned, emphasizing the significance of being responsible digital citizens.</p>	<ol style="list-style-type: none">7. Within the Kind Kingdom, groups will encounter challenges and scenarios related to digital citizenship and Internet safety.8. These scenarios may include instances of online kindness, responsible sharing, critical thinking about information, and cybersecurity.9. After completing their assigned tasks, have each group gather to discuss their experiences and the lessons they learned from the game.10. Encourage students to reflect on the importance of being good digital citizens and making responsible choices online.
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Week 1: Introduction to Digital Citizenship

Day 2 (15-20 Minutes)

Objective: Students will explore the similarities and differences between being a good citizen online and in-person, and learn how to be good digital citizens.

Guiding Questions:

1. How is being a good citizen online the same as/different from being a good citizen in person?
2. How can we be good digital citizens?

Teacher Resources

[What is Digital Citizenship?](#)

[How to Teach Digital Citizenship](#)

Note for Common Sense: *Educator accounts are free to create.*

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-1 (1:14)	Common Sense: Meet the Digital Citizens: Being Kind Online	<ol style="list-style-type: none">1. How can we be kind and use the Internet nicely, just like the kids in the 'Common Sense: Meet the Digital Citizens: Being Kind Online' video?2. What can we do to make our online world a happier place in our school and with our friends?
2-5 (2:42)	Common Sense: The Power of Words	How can you share what you've learned with your family to promote responsible online behavior at home and in our classroom?
6-8 (1:06)	The Power of Digital Footprints	How does the idea of 'being yourself' as shown in "Teen Voices: Presenting Yourself Online" connect with the ways you present yourself on your own social media?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-1	<p><u>Appropriate/Inappropriate Responses to Cyberbullying: Illustrated Scenarios</u></p> <p>Materials Needed: Posters and pens</p> <p>In this activity, students collaboratively create a Digital Citizenship Pledge, outlining key principles for responsible online behavior, and express the importance of positive digital citizenship through creative visual representations.</p>	<ol style="list-style-type: none"> 1. Start by discussing the concept of digital citizenship and its importance in promoting positive online behavior. 2. Divide the class into small groups or pairs. 3. Provide each group with a large piece of chart paper or a poster board and a set of markers. 4. Instruct each group to brainstorm and create a Digital Citizenship Pledge that includes key principles for responsible and respectful online behavior. 5. Ask each group to present their Digital Citizenship Pledge to the class. Encourage them to explain the principles they've chosen and the reasons behind their selections. 6. Use the whiteboard or flipchart to capture common themes and principles from each pledge. 7. Collaboratively create a class-wide Digital Citizenship Pledge based on the shared principles. Write this pledge on the board or a separate poster. 8. Transition to a creative expression activity. Instruct students to create visual representations (posters, drawings, or digital graphics) that convey the importance of positive online behavior and the Digital Citizenship Pledge. 9. Arrange the creative expressions around the classroom for a gallery walk. 10. Have students walk around, view each other's work, and reflect on the different ways the importance of digital citizenship is portrayed.
2-5	<p><u>What would you do?</u> <u>(Simulated Roblox chat & response scenarios)</u></p> <p>Materials Needed: Posters and pens</p> <p>Students will use the example of Roblox to discuss how in real life, sometimes people can be unkind or hurtful in online games, and this is called</p>	<ol style="list-style-type: none"> 1. Begin by discussing what Roblox is and how it's an online platform where people can interact and play games. 2. Explain that, just like in real life, sometimes people can be unkind or hurtful in online games, and this is called cyberbullying. 3. In pairs or small groups, have the students discuss and decide if the response to each scenario is appropriate or inappropriate within the context of Roblox. 4. After group discussions, ask each group to share their opinions with the class and facilitate a class discussion on the scenarios.

	<p>cyberbullying. Roblox serves as an outlet for students to connect with this lesson.</p>	<ol style="list-style-type: none"> 5. Discuss and list appropriate responses to cyberbullying in the context of Roblox. 6. Summarize the key points of the lesson, emphasizing that being kind, blocking or reporting bullies, and seeking help from trusted adults are the right things to do in the context of Roblox and other online games.
<p>6-8</p>	<p><u>What would you do?</u> <u>(Simulated Roblox chat & response scenarios)</u> Materials Needed: Posters and pens</p> <p>Students will use the example of Roblox to discuss how in real life, sometimes people can be unkind or hurtful in online games, and this is called cyberbullying. Roblox serves as an outlet for students to connect with this lesson. Since this is for middle schoolers, students can tackle more nuanced topics.</p>	<ol style="list-style-type: none"> 1. Begin by discussing what Roblox is and how it's an online platform where people can interact and play games. Possible Warm-Up Questions: <ol style="list-style-type: none"> a. What are your favorite games to play on Roblox? b. What device do you use to play? 2. Explain that, just like in real life, sometimes people can be unkind or hurtful in online games, and this is called cyberbullying. 3. Divide the class into pairs or small groups. While groups are being created make sure to display the scenarios on the screen or have students pull it up on their own devices. 4. In pairs or small groups have the students discuss and decide if the response to each scenario is appropriate or inappropriate within the context of Roblox. 5. After group discussions, ask each group to share their opinions with the class and facilitate a class discussion on the scenarios. 6. Discuss and list appropriate responses to cyberbullying in the context of Roblox. 7. Summarize the key points of the lesson, emphasizing that being kind, blocking or reporting bullies, and seeking help from trusted adults are the right things to do in the context of Roblox and other online games.

Week 1: Introduction to Digital Citizenship

Day 3 (15-20 Minutes)

Objective: Students will reflect on their accomplishments and goals as digital citizens.

Guiding Question:

What are my accomplishments and goals as a Digital Citizen?

Teacher Resources:

[What is Digital Citizenship?](#)

[Teenagers and Digital Citizenship](#)

Note for Common Sense: *Educator accounts are free to create.*

Parent Questions:

1. Have there been any lessons or discussions at school about digital citizenship that stood out to you? What did you find interesting or valuable?
2. How do you approach privacy and security measures online? Are there areas you feel uncertain about, or that you'd like more guidance on?
3. Have there been any lessons or discussions at school about digital citizenship that stood out to you? What did you find interesting or valuable?

Reflection Questions: Take 5 minutes to reflect with your class over the learning which has occurred up to this point.

Choose from any of the following:

1. What have we learned about the digital world at this point?
2. How does it relate to our community?
3. How have the activities and lessons on digital citizenship and Internet safety impacted your view of the digital world?
4. Can you identify any specific instances where the concepts we've discussed (e.g., online kindness, privacy, fact-checking) apply to your interactions within our school or local community?
5. In what ways can you share the digital citizenship principles you've learned with your peers, family, or friends?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-5	<p><u>Creating your Digital Citizen Superhero (adapted from Common Sense Lesson)</u></p> <p>Materials Needed: Posters and pens, printed out Digital Citizen Superhero</p> <p>Students will use the Digital Citizen Superhero assignment to discuss what similarities their superheroes have in common. These conversations should align with CSL principals.</p>	<ol style="list-style-type: none"> 1. Give your superhero a name and divide the classroom into small groups depending on the class size. 2. Have the class discuss what similarities their superheroes have in common and how they abide by the CSL principals. 3. Have one student from the group present the similarities in front of the class.
6-8	<p><u>Who's Looking at Your Digital Footprint? (CommonSense Quiz)</u></p> <p>Materials Needed: Digital devices, pens, posters, Who's Looking at Your Digital Footprint? (CommonSense Quiz) and pencils</p> <p>Students will use this lesson to examine what long-term impacts a digital footprint can have on them and what image they are currently portraying. This lesson will enable students to analyze the lasting consequences of their digital footprint and assess the image they presently project.</p>	<ol style="list-style-type: none"> 1. Provide each pair or student with a scenario. These scenarios should involve different online activities, such as posting a photo on social media, searching for information, or sending an email. 2. Instruct the students to brainstorm and list the potential elements of a digital footprint associated with the given scenario. They should consider what kind of data is generated, who might see it, and the possible consequences. 3. Ask students to think about what kind of digital footprint they are leaving behind and discuss how employers, colleges, or others may view or use this information.

Week 1 Optional Activity: Connection to Social and Emotional Learning

Objective: As we explore the concept of Digital Citizenship, it's essential to recognize the strong link between our online actions and our social and emotional well-being. Online behavior often mirrors our behavior in face-to-face interactions, and the skills we develop in digital spaces are interconnected with our social and emotional skills.

Guiding Question:

How does practicing empathy online contribute to creating a positive and supportive digital environment, and how can these skills be transferred to our face-to-face interactions?

Teacher Resources:

[Face-to-Face Interactions](#)

Activities (15-20 Minutes):

Grade:	Description:	Instructions:
K-8	<p>Empathy in Action: Materials Needed: Paper, markers</p> <p>The "Empathy in Action" activity is designed to help students understand the crucial role of empathy in both digital and physical environments. Through engaging discussions and creative expression, students will explore scenarios that involve online and in-person interactions, fostering a deeper understanding of the impact of empathy on social and emotional well-being.</p>	<ol style="list-style-type: none"> 1. Begin by discussing the concept of empathy and its importance in both online and offline interactions. Explain that empathy involves understanding and sharing the feelings of others. 2. Reflecting on Scenarios: Present various scenarios that involve both online and in-person situations. For example: <ol style="list-style-type: none"> a. A friend is upset about a comment made online. b. A classmate is excluded from a game during recess. c. Witnessing a mean comment about someone in a group chat. 3. Divide the class into small groups and assign each group a scenario to discuss. Encourage students to explore how they would respond with empathy to the situation. 4. Ask each group to create a visual representation (drawing, poster) that depicts how empathy can be applied in their scenario. This could include supportive words, actions, or strategies to resolve conflicts. 5. Display the visual representations around the classroom. Conduct a gallery walk where students can view and discuss the different approaches to empathy. 6. Bring the class together for a reflection on how empathy plays a crucial role in both digital and physical environments. Discuss how the skills learned in promoting positive digital citizenship align with building healthy relationships in the real world.

Week 2: Digital Security

Day 1 (15-20 Minutes)

Objective: Students will learn the basics of the security on- and offline and what makes a good (or bad) password.

Guiding Questions:

1. What is digital security?
2. Why do people use passwords online?
3. How can we create and remember strong passwords?

Teacher Resources

[Top 10 Internet Safety Rules & What Not to Do Online](#)
[Password Best Practices](#)
[Instagram Privacy Settings](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-5 (5:01)	Safe Web Surfing <i>Note: This video is age appropriate for all elementary ages.</i>	<ol style="list-style-type: none">1. How do you make sure you're safe when you use the Internet?2. Is sharing personal information and not being careful with strange websites safe?
6-8 (2:15)	Online Targeting and Tracking Animation	<ol style="list-style-type: none">1. How can you draw a comparison between this practice and the ways your personal data might be used or accessed in the physical world?2. Let's talk about the following quote "Are you guided by broad horizons or are you led down narrow roads?". How did this part of the video make you feel?3. What is something else that stood out from the video for you?

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-2	<p>Create Your Own Password</p> <p>Materials Needed: Password Worksheets</p> <p>[English] [Spanish]</p> <p>Students will practice creating a strong but memorable password.</p>	<ol style="list-style-type: none"> 1. Start by discussing the importance of keeping passwords secure and the potential risks of password theft. 2. Describe key factors in creating strong passwords: they should be hard for others to guess but easy for you to remember. 3. Hand out password worksheets and ask the students to randomly pick four images from their sheet, then write a short story that would help them remember those four words.
3-5	<p><u>Interland Tower of Treasure: Secure Your Secrets</u></p> <p>Materials Needed: Device with Internet access, Interland link</p> <p>In this game, you have to protect your personal data from hackers. Students can take turns playing through the rounds of the game, which includes selecting the strongest passwords to defend your tower of personal data.</p>	<ol style="list-style-type: none"> 1. Start by discussing the importance of keeping passwords secure and the potential risks of password theft. 2. Divide the class into small groups (2-3 students per group) and provide each group with a computer/tablet. 3. Describe how the game works, then have groups spend 10 minutes taking turns playing the game. 4. After playing, have each group share one thing they learned from the game with the class.
6-8	<p><u>Password Mania</u></p> <p>Materials Needed: Devices with Internet access, Password Mania game, handouts</p> <p>Password Mania is a card game that awards points for more secure password creation behaviors. Downloadable versions of the cards are available here.</p>	<ol style="list-style-type: none"> 1. Start by discussing the importance of keeping passwords secure and the potential risks of password theft. 2. Watch the video overview to learn how to play the game. 3. Play a round of Password Mania as a class, focusing on generating strong passwords. Alternatively, show students different combinations of cards and ask them to decide which hand is better and why. 4. After the game, engage in a class discussion about how to protect and manage passwords. 5. Present a list of password security tips, such as never sharing passwords, enabling two-factor authentication, and changing passwords regularly. 6. Provide handouts with these tips for students to take home.

Week 2: Digital Security

Day 2 (15-20 Minutes)

Objective: Students will be able to evaluate the risk of the content they view, share, and click on in order to deepen their comprehension of responsible online conduct.

Guiding Question:

How can I figure out what content might be risky for me to look at, share, and click on?

Teacher Resources:

[What Is Phishing?](#)

[Avoiding Scams and Scammers](#)

[How \(and what\) to teach your kids about phishing](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-3 (3:10)	My Online Neighborhood	<ol style="list-style-type: none">1. How are websites/app similar to offline spaces? How are they different?2. What's one thing you can do to stay safe when visiting websites or using apps?
3-5 (3:14)	Recognize phishing and scams	What steps can you take to avoid online scams?
6-8	Phishing Game	<ol style="list-style-type: none">1. In the Phishing Game, we explored the concept of phishing attacks and the importance of not falling for them. How might this knowledge be beneficial in safeguarding our school's and community's digital resources?2. Consider our community's email systems and communication. How can you help raise awareness among your fellow community members about the risks of phishing attacks and the measures they can take to stay safe online?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-5	<p><u>Detective Game</u> Materials Needed: posters, markers, pens, and a whiteboard</p> <p>Students will complete an interactive activity about phishing.</p> <p>Note: Teachers may want to prepare the game board in advance.</p>	<ol style="list-style-type: none"> 1. Tell class they are going on a "Phishing Detective Adventure" to learn about staying safe online. 2. Discuss the role of a detective in solving mysteries and staying alert. Relate this to their mission of identifying and avoiding online phishing "traps." 3. Share a simple scenario about a character receiving an email with a suspicious link. Students will need to use their detective skills to determine if it's safe. 4. Use the large poster board or whiteboard to create a game board with different spaces representing online actions. 5. Place pictures or drawings of phishing clues on some spaces (e.g., an email with a big red flag). 6. Have students take turns rolling a large dice and moving their "detective" game piece. When they land on a space with a phishing clue, discuss whether it's safe or not. 7. Emphasize the importance of asking a trusted adult for help if they ever encounter something online that feels suspicious. 8. Recap the key points learned during the activity, such as being cautious online and seeking help when something seems suspicious. 9. Invite students to make a pledge to be safe online and share one thing they will do to avoid phishing traps.
6-8	<p><u>Phishing Game</u> Materials Needed: Device with Internet access, link to Phishing Game</p> <p>In this exercise, students complete a quiz designed to test their knowledge and recognition of phishing tactics. They'll then discuss their quiz results in groups and have a chance to share their thoughts with class, fostering a collective understanding of phishing awareness.</p>	<ol style="list-style-type: none"> 1. Start by outlining the primary objective of this exercise: to cultivate students' skills in recognizing phishing attempts. 2. Proceed with the quiz (Phishing Game). 3. Encourage students to engage in collaborative discussions regarding their quiz outcomes in pairs or small groups. 4. Invite students to share their discoveries and insights with the entire class. 5. Illustrate the concept further by sharing tangible instances of phishing emails or websites, prompting students to pinpoint the indicators of phishing. 6. Initiate a conversation on the possible repercussions of succumbing to phishing scams.

Week 2: Digital Security

Day 3 (15-20 Minutes)

Objective:

Students will be able to create goals and accomplishments for staying safe and secure online.

Guiding Question:

What are my accomplishments and goals for staying safe & secure (and/or keeping others safe & secure) online?

Teacher Resources:

[How to Recognize and Avoid Phishing Scams](#)

[How to help someone if you think they're being scammed](#)

Reflection Questions: Take five minutes to reflect with your class over the learning which has occurred up to this point.

Choose from the following:

1. Why is it so important to have strong passwords?
2. What are three things you can do to keep your data secure online?
3. What insights did you gain from [previous activity], and how do you think these insights can guide your future online decisions and interactions, both in school and beyond?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-5	<p>Would You Rather? Materials Needed: Digital Security Would You Rather, Posters and pens</p> <p>In this activity, students will explore how the scenarios are relevant to real-life situations and online safety by responding to hypothetical security scenarios individually or in pairs/groups..</p> <p>Possible Extension: Students can be encouraged to create personalized action plans, which may include steps to enhance their online safety practices and improve their digital literacy.</p>	<ol style="list-style-type: none"> 1. Share the “Digital Security Would You Rather” slides with your students. 2. Ask students to individually or in pairs/groups discuss and decide which option they would choose and why. 3. Encourage them to consider the risks and benefits of each choice. 4. Have students share their decisions and reasoning with the class. 5. Foster a discussion around each scenario, emphasizing the importance of making informed and safe choices online. 6. Conclude the activity by summarizing key takeaways and reinforcing responsible online behavior. <p>Extension: Discuss the relevance of the scenarios to real-life situations and online safety. Encourage students to create a personal action plan based on what they've learned. This plan could include steps to improve their online safety practices and digital literacy.</p>
5-8	<p>Goal Setting Worksheet Materials Needed: Goal Setting Worksheet, pens</p> <p>Students will reflect their current security behaviors and set goals to develop better security habits.</p>	<ol style="list-style-type: none"> 1. Ask students to think about ways they can improve some of their security practices. 2. Hand out a copy of the Goal Setting Worksheet to each student and ask them to spend some time writing down a security behavior they want to change. 3. Have students get into pairs/small groups to share their goals or have students report out to class.

Week 3: Digital Privacy

Day 1 (15-20 Minutes)

Objectives: Students will be able to define digital privacy in their own words and apply their understanding into their own lives. Students will be able to identify the digital privacy decisions they are able to make and the influences it has on their life.

Guiding Questions:

1. What is Digital Privacy?
2. What decisions can we make about our digital privacy and what might their consequences be?

Teacher Resources:

[What is Digital Privacy?](#)

[What is Online Privacy?](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-2 (3:35)	Ruff Ruffman Privacy and You!	<ol style="list-style-type: none">1. What's one thing you will take away from Ruff Ruffman's message?2. What things do we need to keep in mind when posting online?3. What should we think about when we're using the Internet?
3-5 (0:51)	5 Surefire Ways to Protect Your Kid's Online Privacy	What are the five tips shared in the video? Which tip do you think is most important and why?
6-8 (1:54)	Teen Voices: Presenting Yourself Online	<ol style="list-style-type: none">1. How does presenting yourself online make you feel?2. How much do you pay attention to how others present themselves?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-5	<p><u>Password Sharing Activity</u> Materials Needed: paper, pencil</p> <p>Students will be engaged in a quick activity where they will try to erase a handwritten secret from a piece of paper representing how information is never truly deleted once it is online. The secrets they write do not have to be personal, but rather encourage them to share any secret restaurants/shops they know or of any hidden gems!</p>	<ol style="list-style-type: none"> 1. Have students write or draw a secret on a piece of scrap paper. Remind students this secret does not have to be real or very personal. Encourage them to press down as hard as they can with their pencil. 2. Once completed, tell students to erase their secret from their paper. Ask if they were able to fully erase it. 3. Ask students if they would be able to erase their secret if they put it online. 4. Discuss how it is difficult to erase things that you post online—it is like writing in pen! 5. Ask “What are some possible consequences of your secret getting out online?” 6. Allow students to discuss and share thoughts (embarrassment, getting someone in trouble, hurting feelings, possible danger, etc.)
6-8	<p><u>Data Defender</u> Materials Needed: A device with Internet access, Data Defender game, and Connecting Contexts Game Capture Sheet.</p> <p>Students will play the game Data Defender which has similar game mechanics to the game Candy Crush while filling out the Connecting Contexts Game Capture Sheet. This game aims to teach students about personal information mining and how easy it is for their personal information to be sold for advertising.</p>	<ol style="list-style-type: none"> 1. Allow students to play Data Defender for at least 10 minutes or once everyone has gained at least one “Privacy Tool” in their second round. While playing, remind students to fill out the Connecting Contexts Game Capture Sheet. The sheet does not need to be 100% completed, but rather keeps students grounded on the activity. 2. After students have played, pose the following questions and discuss for a few minutes <ol style="list-style-type: none"> a. What’s an ad broker? b. How did they make you feel? c. What type of information can they sell to companies? d. How do you feel knowing ad brokers can sell your information?

Week 3: Digital Privacy

Day 2 (15-20 Minutes):

Objective: Students will enhance their understanding of online privacy through learning about the value of maintaining personal information safely online.

Guiding Questions:

1. What are appropriate situations to share personal information online?
2. What are ways we can keep ourselves safe online?
3. What does keeping information safe look like?

Teacher Resources:

[Personal Information, Private Information, Personally Identifiable Information...What's the Difference?](#)

[Digital Footprint Study](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-2 (1:45)	Pause and Think Online	<ol style="list-style-type: none">1. Which Digital Citizen was your favorite reminder?2. Are there any more reminders you can think of when using the Internet?
3-5 (1:21)	Private and Personal Information	<ol style="list-style-type: none">1. What's the difference between private and personal information?2. What kind of information do you share online?
6-8 (3:27)	Chatting Safely Online: Who you're talking to online	What's different from talking to someone online vs. talking to someone in person?

Activities (10-15 Minutes):		
Grade:	Description:	Instructions:
K-2	<p><u>Pause and Think Online Activity</u></p> <p>Materials Needed: Pause & Think Online Slides Lesson Slides</p> <p>Note: To access the slides you must create a free Common Sense Education account. To find the slides click the link above, scroll down to “What You’ll Need” and click “Lesson Slides”</p> <p>Students will be engaged in a whole class discussion where students will be able to think about the best online practices.</p>	<ol style="list-style-type: none"> 1. Say “The Digital Citizens showed us how to use our head, legs, feet, arms, gut, and heart to be safe and responsible online. Let's take a look at each of the characters and what they do!” 2. Project Slide 6 and read the name of each character along with the following descriptions: <ul style="list-style-type: none"> • Arms: Use your arms when you're online to balance your time. • Guts: Listen to your gut to stay safe online. • Feet: Use your feet carefully when leaving tracks online. 3. Project Slide 7 and read the name of each character along with the following descriptions: <ul style="list-style-type: none"> • Legs: Use your legs to stand up to bullies online. • Heart: Use your heart to be kind and respectful online. • Head: Use your head to ask questions about what you see online. <p>Note: Each of the characters represents one of the six digital citizenship topics as listed below:</p> <ul style="list-style-type: none"> • Head: News & Media Literacy • Arms: Media Balance & Well-Being • Guts: Privacy & Security • Legs: Digital Drama, Cyberbullying & Hate Speech • Feet: Digital Footprint & Identity • Heart: Relationships & Communication
3-5	<p><u>My Online Connections</u></p> <p>Materials Needed: Paper copies of My Online Connections (one per student), drawing supplies and pencils</p> <p>Students will be encouraged to reflect upon the difference among individuals in their communities (local) and those parts of their world (anyone they know). They will then reflect on how they remain connected online.</p>	<ol style="list-style-type: none"> 1. Begin by discussing the concept of community and the broader world with the students. 2. In the "My Community" section, ask students to write down the names of three people they know in their community. Encourage them to consider neighbors, classmates, teachers, or local friends. 3. In the "My World" section, ask students to write down the names of two people from the broader world. These can be people they admire or look up to, even if they haven't met them personally. 4. As a creative activity, ask students to draw a picture illustrating the difference between their community and the world. They can use symbols or images that represent each concept.

		<ol style="list-style-type: none"> 5. Under their drawing, have them write a sentence explaining the difference between their community and the world. 6. Have each student share one of their online connection ideas with the class, promoting discussion and creativity. 7. Summarize the importance of both local and global connections in today's interconnected world.
<p>6-8</p>	<p>Would You Rather Materials Needed: Would You Rather Slides</p> <p>Students will be engaged in the game “Would You Rather” with an Internet safety theme.</p> <p>If you have never played would you rather, would you rather is a game where players are posed with questions with two options. One option is not necessarily better than the other, but rather they can both be argued in favor of.</p> <p>Remind students of classroom norms and expectations when engaging in discourse.</p>	<ol style="list-style-type: none"> 1. Begin by explaining the "Would You Rather" activity to the students. You can pose the following questions “Does anyone know what Would You Rather is?” and “How do you play?” This activity is designed to be engaging and encourage critical thinking and discussion. 2. If you have a projector or screen, display the slides containing the "Would You Rather" scenarios found on the slides. These scenarios should present students with two different choices or options. 3. Have students take turns reading the scenarios from the board and allow students 20 seconds before taking a class vote. 4. After a healthy discussion of the scenario, have another student read the next "Would You Rather" scenario from the slides. 5. Continue this process until you've gone through a predetermined number of scenarios or until the allotted time for the activity is up. 6. Make sure to emphasize the importance of respectful and thoughtful discussion throughout the activity.

Week 3: Digital Privacy

Day 3 (15-20 Minutes)

Objective: Students will develop their knowledge on how to maintain digital privacy while online and be able to evaluate their current digital privacy values.

Guiding Questions:

1. What do I care about most when it comes to digital privacy?
2. What goals do I have for maintaining my digital privacy in the future?

Teacher Resources:

[Americans and Privacy: Concerned, Confused and Feeling Lack of Control Over Their Personal Information](#)

Reflection Questions: Take 5 minutes to reflect with your class over the learning which has occurred up to this point.

Choose from the following:

1. What are some things we have spoken about this week?
2. What is one thing that stood out to you this week?
3. What's the difference between private and personal information?
4. What are some steps we can take to keep our private information safe?

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-2	<p><u>Digital Redlight Greenlight Game:</u> Materials Needed: string or tape, scenario cards Note: To access the scenario cards you must create a free Common Sense Educator account. To find the scenario scroll down to the Lesson Plan section and read "Go! Caution! Stop!"</p> <p>Students will be engaged in a parody of the game red light green light. Instead of calling out "red light" or "green light" the instructor will read out scenarios. Those which are just right are the green lights and those which don't feel quite right are red lights.</p> <p>Note: If you know what online games your students enjoy playing at home you can change the scenarios to be more personal.</p>	<ol style="list-style-type: none"> Engage students in a fun and interactive adaption of the game redlight and green light game! Have students form a line on one end of the room and indicate this as the "starting line" and place the tape or string on the floor, creating a "starting line" and a "finish line." Explain that you will call out different online scenarios or websites. For example, you might say, "Online library for kids" or "Stranger asking for personal information." When you call out a "just right" scenario, like "Online library for kids," the students can move toward the finish line (green light). When you call out a "not right" scenario, like "Stranger asking for personal information," the students must stop and stay at the starting line (red light). For scenarios that are in-between, like "Friend wants to play a game online," students should move with caution (yellow light). Play several rounds of this game, allowing students to have fun while practicing the concepts they've learned.
3-5	<p><u>Private and Personal Information Handout (Exit Ticket):</u> Materials Needed: One copy of the exit ticket per student Note: To access the exit ticket you must create a Common Sense Education account. To find the exit ticket click this link and scroll down to "What You'll Need". Click on "handout" underneath where it says exit ticket.</p>	<ol style="list-style-type: none"> Begin the lesson by introducing the video topic to the students. Say: "Today we are going to watch a video that explores what type of information is and is not okay to share online." Show the "Private and Personal Information" video, which is approximately 1:20 minutes long. Ensure that students are paying attention and that the video is clear and audible. After the video, lead a class discussion by asking the following questions: <ol style="list-style-type: none"> What type of information about you is okay to share? What type of information isn't okay to share? Encourage students to discuss this topic with their parents or guardians at home. Provide them with

		<p>family tips on Internet safety and the importance of being cautious about sharing private information online.</p> <p>5. If your class is conducted via distance learning, you can have students watch the video independently and complete the handout. If time permits, you can schedule a video meeting to discuss their responses and have a live interaction to reinforce the lesson.</p>
<p>6-8</p>	<p><u>Thinking Online and Keeping Yourself Safe:</u> Materials Needed: Thinking Online and Keeping Yourself Safe video</p> <p>Students will be engaged in a class wide discussion following the Thinking Online and Keeping Yourself Safe video.</p>	<ol style="list-style-type: none"> 1. After the video, lead a class discussion by asking the following questions: <ol style="list-style-type: none"> a. What did you learn from the video about staying safe online? b. Can you name some potential risks or dangers you might encounter online? c. How can you protect your personal information while using the Internet? 2. Engage the students in an interactive activity or scenario. You can present them with hypothetical situations and ask how they would respond to ensure their safety online. For example: <ol style="list-style-type: none"> a. Scenario 1: You receive a friend request from someone you don't know. What do you do? b. Scenario 2: You come across a website that asks for your full name, address, and phone number. How should you react? c. Scenario 3: You receive a mean or hurtful message from someone online. What steps should you take? 3. Ask the students to create a set of personal guidelines for staying safe online. These guidelines can include: <ol style="list-style-type: none"> a. Not sharing personal information with strangers. b. Thinking before posting anything online. c. Seeking help from a trusted adult if something online makes them uncomfortable. d. Using strong passwords.

Week 3 Optional Activity: Social and Emotional Learning Dialogue

Objective: As we explore the concept of Digital Privacy, it's essential to recognize the strong link between our online actions and our social and emotional well-being. Online behavior often mirrors our behavior in face-to-face interactions, and the skills we develop in digital spaces are interconnected with our social and emotional skills.

Guiding Question:

How does practicing empathy online contribute to creating a positive and supportive digital environment, and how can these skills be transferred to our face-to-face interactions?

Teacher Resources:

[Face-to-Face Interactions](#)

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-2	In this activity, students will be engaged in a conversation surrounding how online privacy can influence relationships in the non-digital world.	<p>Facilitate a dialogue using the questions below. Feel free to adjust questions as needed. Starting questions are similar across grades, but split into more age appropriate questions as the activity progresses.</p> <ol style="list-style-type: none"> 1. What does privacy mean to you? 2. How is online privacy different from privacy in real life? 3. What are some ways we can respect people's privacy in person and online? 4. What might be something that is not respecting someone's online privacy? 5. What private information might we know about our friends in real life? 6. How would you feel if someone posted your private information? 7. Is it okay to post their private information?

<p>3-6</p>	<p>In this activity, students will be engaged in a conversation surrounding how online privacy can influence relationships in the non-digital world.</p>	<p>Facilitate a dialogue using the questions below. Feel free to adjust questions as needed. Starting questions are similar across grades, but split into more age appropriate questions as the activity progresses.</p> <ol style="list-style-type: none"> 1. What does privacy mean to you? 2. What makes online privacy different from privacy in person? 3. How do we respect others' privacy? 4. How can we respect others' privacy online? 5. Why is it important to respect others' online privacy? 6. How would you feel if someone posted your private information? 7. How might you handle this situation?
<p>7-8</p>	<p>In this activity, students will be engaged in a conversation surrounding how online privacy can influence relationships in the non-digital world.</p>	<p>Facilitate a dialogue using the questions below. Feel free to adjust questions as needed. Starting questions are similar across grades, but split into more age appropriate questions as the activity progresses.</p> <ol style="list-style-type: none"> 1. What does privacy mean to you? 2. What are the similarities and differences between online and in person privacy? 3. How are respecting someone's online and in person privacy connected? 4. Which one do you believe is more important to respect? 5. How would you feel if someone posted your private information online? 6. Is it possible for someone to do this accidentally? 7. How would you deal with someone posting your private information online?

Week 4: Critical Data Literacy

Day 1 (15-20 Minutes)

Objective: Students will be able to define what data is and how it can appear in multiple forms to enhance their understanding of why information is collected online by companies.

Guiding Questions:

1. What is data (info)?
2. What kinds of data can companies collect about you?

Teacher Resources:

[What Is a Digital Footprint?](#)

[Big Data](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-1 (2:32)	Follow the Digital Trail	Progress to activity instructions to facilitate a class wide discussion.
2-5 (0:58)	What is Big Data? Nesta	Progress to activity instructions to facilitate a class wide discussion and dive into a poster presentation.
6-8 (5:11)	Big Data In 5 Minutes	Progress to activity instructions to facilitate a class wide discussion and dive into a poster presentation.

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-1	<p>Follow the Digital Trail: After viewing the “Follow the Digital Trail” video take time to discuss as a class any takeaways.</p>	<ol style="list-style-type: none"> 1. Begin by discussing the concept of a "footprint" with the students. Explain that, just as we leave physical footprints when we walk, our actions online leave a digital footprint. <ol style="list-style-type: none"> a. What is a footprint? b. What kind of footprints NEVER go away? c. Why can't you just clean your footprint? d. What should you never share when you are online? 2. Facilitate a class discussion on the following topics: <ol style="list-style-type: none"> a. Why is it important to know about our digital footprint? b. What does it mean to be safe, responsible, and respectful online? 3. Provide students with a set of guided questions to think about their own online activities and digital footprints. For example: <ol style="list-style-type: none"> a. Where do you share information online? b. What types of information or content have you shared online recently? c. How will you be more careful when exploring the online world? 4. Have students share their thoughts and answers to the guided questions with the class. Discuss the importance of being mindful of their online presence.
2-8	<p><u>What is Big Data? Poster Presentations</u> Materials Needed: poster paper, art supplies</p> <p>After viewing the “What is Big Data?” video, take time to discuss as a class any takeaways and then divide students into groups to create a poster informing others about big data.</p> <p><i>*Note: This activity is age-appropriate for all grades</i></p>	<ol style="list-style-type: none"> 1. Begin by asking the students if they have heard of the term "big data" before. Encourage them to share their thoughts and any prior knowledge they may have. 2. Divide the students into small groups. 3. Provide each group with a large sheet of paper or access to a digital whiteboard. 4. Instruct the groups to create a visual representation of big data. They can use drawings, symbols, or diagrams to illustrate what big data means to them. Encourage creativity and visualization. Some things they may want to think about: <ol style="list-style-type: none"> a. How would you explain big data to someone who has never heard about it? b. How does big data collection make you feel? c. How can big data be used in the future? d. Why is it important we discuss big data collection?

	<i>included.</i>	<ol style="list-style-type: none">5. Each group should present their visual representation to the class and explain the elements they included.6. Have a brief class discussion to reflect on what the students learned from the video and the visualization exercise.7. Summarize the key takeaways about big data, its applications, and its significance.
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Week 4: Critical Data Literacy

Day 2 (15-20 Minutes)

Objective: Students will be able to understand why companies collect data and the outcomes of allowing companies to collect their data.

Guiding Questions:

1. Why do companies collect your data and how do you think they use it?
2. What choices do you have and what are some of the positive/negative consequences?

Teacher Resources:

[Your Guide to Social Media Targeting](#)

[What is Data Collection? Why is it Important for Your Business?](#)

Videos & Discussion (5 minutes):

Grade:	Videos:	Video Questions:
K-5 (3:28)	Buy Things Now	<ol style="list-style-type: none">1. What is the goal of an ad?2. Has anyone seen an ad that's worked on them?
6-8	Ads on Social Media	Proceed to the activities section for more information about Ads on Social Media .

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-5	<p>Making Your Own Ad</p> <p>Materials Needed: Customer Profiles Presentation, poster paper/art supplies, devices with Internet access</p> <p>Students will view “Buy Things Now” and build connections between the information companies can buy and the ads individuals see online.</p> <p><i>Note: Teachers are free to create their own potential customer profiles as well. Activities are all age appropriate. For younger scholars a whole group ad may be more appropriate.</i></p>	<ol style="list-style-type: none"> 1. After viewing the “Buy Things Now” video and a brief discussion, students will transition into an ad-making activity. 2. Before diving in, ask students: “What kind of information do companies have/want about their customers?” Then review the type of information companies may have such as age, gender, address, interests etc. 3. Explain to students that they will be given a customer's profile with information on the individual such as age, location, and interests. With this information students are tasked to put their marketing hats on and create an ad for a product this person may enjoy. They can choose a product that already exists or make a new one. Ads can either be minute long skits, a poster, a Google Slide or any media the students seem fit. 4. Divide the class to a maximum of 5 groups and assign each group with a potential customer. 5. Allow students 10-15 minutes to make an ad and allow a few groups to share at the end to the rest of the class. When sharing, ask students the following questions. <ol style="list-style-type: none"> a. Can you tell us a little about your potential customer? b. Would this ad work only for this specific person? c. Why do you think your ad would help you sell your product?
6-8	<p>Ads on Social Media</p> <p>Materials Needed: A device with Internet access</p> <p>Students will be able to go through the Ads on Social Media and then go into a discussion centered around ads and data collection. They do not need to complete the quiz at the end of the module.</p>	<ol style="list-style-type: none"> 1. Allow students to complete the module (10-15 minutes). 2. Once students have gone through the modules pose the following questions: <ol style="list-style-type: none"> a. What is targeted advertisement? b. What are some things you can do to avoid targeted advertisements? c. When might you want targeted advertisements? d. Were you able to identify all of the advertisements? e. Why do companies collect data from people's profiles or online activity? f. Why is it important to know how to identify advertisements on social media? g. Is it wrong for companies to collect this type of information for advertisement?

Week 4: Critical Data Literacy

Day 3 (15-20 Minutes)

Objective: Students will be able to reflect over their learning so far in order to develop sustainable practices to continue exemplifying what it means to be a critical digital citizen. Students will be able to share what they have learned so far with others to encourage them to be critical digital citizens.

Guiding Questions:

1. How will I act as a critical digital citizen in the future?
2. How can I help others act as critical digital citizens?

Teacher Resources:

[What Is Digital Citizenship & How Do You Teach It?](#)

[Promoting Digital Citizenship in the Classroom](#)

Parent Questions:

1. How will you approach conflicts or disagreements online with a mindset of critical digital citizenship?
2. Are there opportunities to organize events, workshops, or discussions around digital literacy and responsible online behavior?

Reflection Questions: Take 5 minutes to reflect with your class over the learning which has occurred up to this point.

Choose from the following:

1. What was your favorite thing we covered this month?
2. What is the first thing you think about when I say “Online Privacy”? What about “Data”?
3. What are some ideas which are still unclear?
4. How has how you use the Internet changed over this month?
5. What changes have you already implemented into your life?

Activities (15-20 Minutes):		
Grade:	Description:	Instructions:
K-1	<p>Revisiting Digital Heroes Materials Needed: Digital Citizen Superheroes worksheet</p> <p>Students will be able to return to their activity from the first week to reflect over how much their knowledge has changed over time.</p>	<ol style="list-style-type: none"> Return to Digital Citizen Superheroes created earlier. If they are not there, use that activity to make some or print out new ones. Create a comic strip to show how your super hero will act as a critical digital citizen superhero and/or help others to do this. (Adapted from Common Sense) After 10-15 minutes have students share with the person next to them their comic. Ask for a few volunteers who would want to show their comic to the rest of the class.
2-4	<p>Online Travel Pamphlet Materials Needed: paper, art supplies, device with Internet access</p> <p>Students will create a pamphlet inspired by traveling pamphlets to summarize what they have learned over the course of the four weeks.</p>	<ol style="list-style-type: none"> Explain to students that this is the last lesson in this topic. Encourage students to reflect upon their favorite topics and items they do not want to forget. In this activity students will create a traveling pamphlet to help themselves and future travelers exploring the Internet. Students should be encouraged to be creative and should be given the flexibility to create it in any way they seem fit. In their pamphlet encourage students to include pictures and to address the following questions: <ol style="list-style-type: none"> What does it mean to be a digital citizen? What should citizens be wary of? What are the characteristics of a good digital citizen? What may get a citizen in trouble or what is risky behavior? What do you think is the most important thing people should know when being online? After the activity, allow students to share their pamphlet.
5-8	<p>Share the Knowledge Materials Needed: paper, art supplies, device with Internet access</p> <p>Students will create a method to share information to their older or younger loved ones to</p>	<ol style="list-style-type: none"> After the reflection discussion, pose the question “Are we the only ones who are online? Do only people your age have access?” These questions are used to help students to think about younger and older individuals who have Internet access and are not as well informed as they are now. In this activity students will create a guide to help inform a younger or older audience about online

	<p>inform them about what they have learned about online safety and security.</p>	<p>privacy and security.</p> <ol style="list-style-type: none"> 3. First encourage students to choose any audience. Some potential audiences are their younger siblings, younger cousins, grandparents or even their own parents. 4. Encourage students to think about the following question when creating their artifact: <ol style="list-style-type: none"> a. Who is their target audience? b. How does your audience currently use or navigate online spaces? c. What are some risky practices they may be involved in? d. What is something you learned over these four weeks which may be important for your audience to know? e. How would you present information? 5. Allow students the flexibility to create any type of artifact they seem fit such as a speech, a presentation, a poster or etc. 6. At the end of this activity allow students to share their artifact and what they took into consideration when creating it.
<p>All Grades</p>	<p>Warm-Up Bring it Back After this activity has been completed, students can share their experiences of teaching those they decided to share with.</p>	<ol style="list-style-type: none"> 1. Who did you decide to share this information with and why? 2. What did you learn while sharing this information? 3. What was challenging when sharing this information? 4. Who might you share this information with in the future? 5. Why is it important to share this information with others?