



GRADE**TIME****TOPICS****3****45 mins.**•
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Our Digital Citizenship Pledge

What makes a strong online community?

Belonging to various communities is important for kids' development. But some online communities can be healthier than others. Show your students how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.

Students will be able to:

- Define what a community is, both in person and online.
 - Explain how having norms helps people in a community achieve their goals.
 - Create and pledge to adhere to shared norms for being in an online community.
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What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Group Pledge Handout
- Online Community Norms Handout
Teacher Version
- Poster: Digital Citizenship Pledge

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: What Makes a Strong Community?

15 mins.

1. **Ask:** *How would you describe the people where you live? Do most people know each other? Take turns sharing your idea with your partner. (Slide 4)*

Invite students to share out. If necessary, explain that where they live is a type of "community." It's their "neighborhood community."

2. **Invite** a student to volunteer to read aloud the definition of **community**: *a group of people who share the same interests or goals. Ask: Another community that you are a part of is this classroom. Using our definition, what makes this class a community? (Slide 5)*

Invite two to three students to share out with the class. Emphasize that a classroom is a community because students all have something in common (similar age and grade) and they all have a similar goal (to learn).

3. **Project** the images of two different classrooms on **Slide 6** and ask: *Which classroom community would best reach everyone's shared goal of learning?*

Give students a minute to view the images. Then invite students to explain their answers.

4. **Point** to the second image and say: *All the students in this classroom community have agreed to act in a certain way. These are called **norms**. Norms are ways of acting that everyone in a community agrees to. Norms help people in the community work toward their shared goals.*

5. **Ask:** *What are some norms that we all follow in this class? Take turns sharing your ideas with your partner.*

Invite students to share their responses aloud with the class. As students provide specific examples of classroom norms, capture three to five of them on **Slide 7**.

Evaluate: Online Community Norms

10 mins.

1. **Say:** *Norms are also important for online communities. There are different types of online communities and, depending on their goals, they might have different norms that members are expected to follow.*

2. **Distribute the Online Community Norms Student Handout** to each student (see the **Teacher Version** of the handout for reference). Read the directions aloud. (**Slide 8**)

Allow students five minutes to complete the handout. Then invite students to share their responses.

Create: **Group Pledge**

10 mins.

1. **Assemble** groups of four or five students and distribute the **Group Pledge Student Handout** to each group.

Say: Knowing how to follow the norms of an online community is important because it's part of being a good digital citizen. A digital citizen is someone who uses technology responsibly to learn, create, and participate. That means you get the rewards of being online -- like seeing cool videos and playing fun games -- without the negatives like people being mean or disrespectful to the community. (Slide 9)

Remind students that a pledge is a promise or an oath that a person makes.

2. **Assign** each group one of these four categories: share, respond, work, or play. It's OK if multiple groups work on the same category. Read the handout directions to students. (**Slide 10**)
3. **Give** students five minutes to agree on a norm and add it to their handout. As they work, circulate to provide support to any groups struggling to agree on a norm. Encourage students to go beyond "being nice" by coming up with specific examples, such as:

When I share with others ...

- I post things that are fun and make people feel good.
- I post things that help others.
- I ask for permission before posting something about someone else.

When I work with others ...

- I give helpful feedback.
- I ask for help when I need it.
- I am open to others' ideas.
- I disagree respectfully.

When I respond with others ...

- I read their comments carefully first.
- I respond respectfully, even if I disagree.
- I only post things I would feel comfortable saying to them in person.

When I play with others ...

- I follow the rules of the game.
- I play fair.
- I keep my comments positive.


Wrap Up: Classroom Poster

10 mins.

1. **Invite** each group, one at a time, to come to the front of the room. Have one student from the group write the norm on the **Digital Citizenship Pledge Poster**, while another reads it aloud to the class. Have each person in the group sign the poster. Ask them to explain why they chose the norm that they did.
 2. **Display** the poster in the classroom and refer to it when engaging in online activities. (Check out our additional digital citizenship **Classroom Posters**.)
 3. **Collect** the group pledge handouts.
 4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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Additional Resources:

1. Have students create a digital poster of their pledge using **Canva** or other great apps and websites for making posters. You can link to them from your classroom webpage.
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This Is Me

How does what I post online affect my identity?

From selfies to social media, many of us create unique online identities for ourselves, and our students are no different. But do kids always understand how others might perceive what they post? Help your students think critically about the online identities they're creating.

Students will be able to:

- Consider how posting selfies or other images will lead others to make assumptions about them.
 - Reflect on the most important parts of their unique identity.
 - Identify ways they can post online to best reflect who they are.
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What You'll Need

Some resources below are available in Spanish

SUPPLIES

Colored pencils, crayons, or markers · Paper

IN CLASS

- Lesson Slides
- Introducing ... Me!
Handout
- How I See You
Handout
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: **Introducing ... Me!**

15 mins.

1. **Ask:** *When and where do people take "selfies"? Why do you think they take them? Take turns sharing your ideas with your partner.* If necessary, clarify that a **selfie** is a picture you take of yourself, usually with a phone. **(Slide 4)**

Invite students to share out. Responses might include *so they can see what they look like or to show people where they are or what they're doing.*

2. **Distribute** copies of the **Introducing ... Me! Student Handout**. Have a student read aloud the directions for Part 1.
3. **Allow** students 10 minutes to create their selfies. Encourage students to be as detailed and creative as possible, using images, props, or other creative elements. **(Slide 5)** Another option is to have students create a digital selfie using **Skitch** or **Sketch Guru - Handy Sketch Pad**.

Interact: **How I See You**

15 mins.

1. **Say:** *When we post selfies or other images for people to see, that will often lead them to make assumptions about who we are. An **assumption** is something that someone thinks is true, but in reality, may or may not be true.* **(Slide 6)**
2. **Distribute** the **How I See You Student Handout**, and arrange students with partners. Have a student read the directions out loud. Allow five minutes for partners to "read" each other's selfies and complete the handout.


For question two, emphasize that students should try to identify specific adjectives they'd use based on the selfie. Remind students to be kind and respectful in what they write.

3. **Direct** students to trade or share their handout with their partner. They should also return the **Introducing ... Me! Student Handout** to their partner. Allow students a few minutes to review the assumptions their partner wrote.
4. **Ask:** *What did you think about your partner's assumptions about you? Were they mostly right or mostly wrong? Call on a few volunteers to share out. Follow up with students by asking: *How did your partner's assumptions make you feel?**

Wrap Up: **Selfie Do-Over**

15 mins.

1. **Say:** *How you felt about your partner's assumptions may have something to do with whether or not they matched your identity. Your **identity** is different parts of your culture, experiences, and interests that make you unique -- like your personality, where you live, or where your family is from. What are some other things that make you who you are? (Slide 7)*
2. **Say:** *Sharing things online that show your identity can feel good. It's like showing off who you are to the world! And we all have our own unique combination of things that make us who we are. But we should think carefully about what we share about ourselves online. And remember that others might make assumptions about us.*
3. **Prompt** students to look at Part 2 of the **Introducing ... Me! Student Handout** and have a student read the directions (Slide 8). Allow students 10 minutes to work on their brainstorm and selfie redo.
4. **Invite** volunteers to share out their new selfies, including what they changed and why.
5. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

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The Power of Words

What should you do when someone uses mean or hurtful language on the internet?

As kids grow, they'll naturally start to communicate more online. But some of what they see could make them feel hurt, sad, angry, or even fearful. Help your students build empathy for others and learn strategies to use when confronted with cyberbullying.

Students will be able to:

- Understand that it's important to think about the words we use, because everyone interprets things differently.
 - Identify ways to respond to mean words online, using S-T-O-P.
 - Decide what kinds of statements are OK to say online and which are not.
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What You'll Need

Some resources below are available in Spanish

SUPPLIES

A long string or rope • Paper

IN CLASS

- Lesson Slides
- Video: The Power of Words
- Words Can Hurt Handout
Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter

Lesson Plan

Warm Up: **Same Word. Different Meaning.**

10 mins.

Before the lesson: As an optional activity before the lesson, have students play the **E-volve** game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.

1. **Project Slide 4** and ask students: *Imagine when you walked in, I said to you [in a friendly tone, with a big smile] "Hello!" Which emoji would fit?*

Have students show their answer by holding up fingers (1, 2, 3, or 4). If anyone holds up a number other than 1, ask them to share out why.

2. **Repeat** this two more times, saying *Hello* differently each time: once with an angry tone and a scowl, and once with a nervous or scared tone.

3. **Project Slide 5** and ask: *What about if you're just reading it? How does it make you feel now?*

Point out how when something is just in text, it can be even more difficult to interpret what someone means. Explain that their responses might be different depending on who they are because we all **interpret** the world a little differently. Clarify that **interpret** means *to understand something based on our point of view*. (**Slide 6**)

4. **Say:** *Because words can be interpreted differently by different people, it's important to think about the words we use and how they affect people. We might say something just to be funny, but someone might take it seriously, and it might hurt their feelings. This can happen in person, and it can also happen online. It may even happen more online, because the words are just text -- we're not actually face-to-face with other people.*

Watch: **The Power of Words**

15 mins.

1. **Ask:** *Who has heard of the saying "Sticks and stones may break my bones, but words can never hurt me"?*

Invite students to respond. Answers will vary. Follow up by asking students if they think the saying is true.

2. **Project Slide 7** and say: *We're going to watch a video now called "The Power of Words." As we watch, continue to think about whether that statement is true or not.*

Show the video **The Power of Words** and then call on students to share out what it says about whether the statement is true or not. Emphasize that sometimes it is hard to ignore what someone is saying when it's a mean name. Names CAN make you feel sad or hurt.

3. **Ask:** *Why do you think those other players said those things to Guts? (Slide 8)*

Invite students to respond. Answers will vary, but possible reasons include *they were trying to joke around or they feel badly themselves and are taking it out on someone.*

4. **Ask:** *What does Guts do in response to the mean words?*

Invite students to respond and clarify that Guts talked to someone he trusted, who was able to empathize with him and give him some good advice. Define **empathy** as *imagining the feelings that someone else is experiencing.* (Slide 9)

5. **Project Slide 10** and review the acronym S-T-O-P for responding to mean words online.

Investigate: **What's the Problem?**

10 mins.

1. **Distribute the Words Can Hurt Student Handout** and read the directions aloud. Allow pairs five minutes to complete the activity.
2. **Invite** pairs to share their answers. Refer to the **Teacher Version** for possible responses.

Wrap Up: **Crossing the Line**

10 mins.

1. **Place** a string across the length of the classroom. Mark one half of the room "OK." Mark the other half "Not OK." Have students all stand on the OK side of the line.
2. **Project Slide 11** and read the directions aloud.

- 3. Have** students read the statements on Slides 12-16. After each statement, allow time for students to move or stay. Call on students to explain their thinking. If possible, choose students from each side to debate reasons why the statement is or isn't okay.

For the examples where students say it's Not OK, follow-up by asking them what they could do if they received that message from someone.

- 4. Review** that kids like to go online to chat, watch videos, send messages, play games, and do homework. Sometimes people say mean or scary things. Messages that make people feel bad cross the line.
- 5. Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.

Additional Resources:

- 1. Extend the lesson:** Prepare slips of paper with comments that say mildly unkind things, like:

- I can't believe you like superhero shows. Only first-graders do.
- You are weird.
- Why are you wearing THAT shirt?

Pass out one slip to each student and pair them up. Have students trade slips and read them silently. Then have them trade back and take turns saying the comment aloud to the other person. Ask them what the difference was between writing something not-so-nice and being accountable for what they were saying to someone's face. Emphasize that people sometimes hide behind the anonymity of their online activity. Remind students that if they wouldn't say something to another person's face, it's not OK to say it in their online activities.



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GRADE	TIME	TOPICS
3	45 mins.	• •

Is Seeing Believing?

Why do people alter digital photos and videos?

The web is full of photos, and even videos, that are digitally altered. And it's often hard to tell the difference between what's real and what's fake. Help your students ask critical questions about *why* someone might alter a photo or video in the first place.

Students will be able to:

- Recognize that photos and videos can be altered digitally.
- Identify different reasons why someone might alter a photo or video.
- Analyze altered photos and videos to try to determine why.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Photo Fake Example 1 Handout
Teacher Version
- Photo Fake Example 2 Handout
Teacher Version
- Photo Fake Example 3 Handout
Teacher Version
- Photo Fake Example 4 Handout
Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: Rainbow Lemons

10 mins.

1. **Project** the colorful lemon image on **Slide 4** and say: *Imagine that someone posted this photo of a lemon online. Do you think the lemon is real or fake?*
2. **Hold** a vote in your classroom on whether students think the photo is real or fake. Invite students from both sides (real and fake) to explain their reasoning.
3. **Say:** *This photo was indeed altered on a computer. **Alter** means to change the way something looks, sometimes using a computer or other digital tools. Even if you added food coloring, a lemon wouldn't look like this. Another way to say this is that it was "digitally altered." (Slide 5)*
4. **Say:** *Why do you think this photo was altered this way? What was the person who altered it trying to accomplish? Take turns sharing your idea with your partner. (Slide 6)*

Invite students to share out their responses. Example responses might be *to get your attention, to be creative, or to make you believe something that isn't true.*

5. **Say:** *There are many reasons why someone might alter a photo or video. Sometimes people alter photos just to be creative and to have fun. Other times, it's to make people believe something. This is called **persuading**. (Slide 7)*

Show **Slide 8** and say: *One way to figure out why an alteration was made is to see how obvious the alteration is. Sometimes, when it's really obvious, the goal is to entertain or to be creative, like this tiger-parrot on the left. When it's not so obvious, sometimes the intention is more to persuade, like this image on the right. This isn't always the case, but it can be a clue.*

Analyze: Photo Fakes

20 mins.

1. **Project Slide 9** and ask: *What was altered in these photos? Why do you think they were altered?*

Invite students to answer. Follow up by explaining to students that image 1 is an example of **photo retouching**, which is when a photo is digitally altered to enhance the way someone or something looks.

2. **Say:** *Photo retouching is often used in **advertising**, where photos of people are altered to make them look skinnier, have clearer skin, or look younger. **Advertisements** are messages or photos that are made to persuade someone to buy a certain product.*

Consider following up by asking: *Why would an advertiser make these types of alterations to an image?*

3. **Assemble** students into groups of three to four and distribute a different Photo Fake Example handout to each. It's OK for multiple groups to work on the same handout. Read the directions from one of the handouts aloud. (**Slide 10**)
4. **Explain** to students that they'll have 10 minutes to work together, discuss the questions, and answer them. If students are using handouts and having trouble seeing the photos, you can use **Slides 11-14** to project them.
5. **Invite** as many groups as time allows to share their answers and ideas with the class. Use the responses in the teacher versions to support students in identifying what the alterations were and why they might have been done.

Watch & Discuss: **Unbelievable Videos**

10 mins.

Note: This activity includes two (very short) YouTube videos. If your classroom's access to YouTube is restricted, consider downloading the videos beforehand so that you're able to show them easily during the lesson.

1. **Ask:** *Now that we know that images can be digitally altered, have you ever seen a video that's been altered to seem like it's something that it's not?*

Invite students to share out responses.

2. **Show** students the short video: ***How to Change Your Shirt by Zach King*** on YouTube. This video is very short -- less than 10 seconds long. Be ready to pause and/or show the video multiple times to help students process what they're seeing. (**Slide 15**)
3. **Ask:** *How was this video altered? Why do you think Zach King created this video? Take turns sharing your ideas with your partner.*

Invite students to share out their answers.

4. **Show** students another video by Zach King, ***How to Hitchhike***. This video is also very short. Offer students multiple viewings to help them process what's happening. (**Slide 16**)

- Ask:** *How was this video altered? Why do you think Zach King created this video? Take turns sharing your ideas with your partner.*

Call on students to share out their answers.

Wrap Up: Final Thoughts

5 mins.

- Ask:** *We just saw lots of examples of photos and videos that were altered. And there were many different reasons for those alterations. What do you think about altering photos? Is it OK to do? Does it depend on the type of alteration? How so? Take turns sharing your ideas with your partner.*

Invite students to share out their responses. Follow up by prompting them to include specific examples in their responses, including how obvious the alteration is and what the end goal of the person doing the alteration is.


- Have** students complete the [Lesson Quiz](#). Send home the [Family Activity](#) and [Family Tips](#).

Additional Resources:

- Extend the lesson:** Have students use Facetune or another airbrushing app to edit one of their selfies. Prompt them to reflect on what alterations they made and why.
- Visit our [News and Media Literacy Resource Center](#) for more articles, activities, and tools.

ADDITIONAL RESOURCES

For related lessons, check out the [Essential News & Media Literacy Skills for Students](#) lesson collection.

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