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GRADE	TIME	TOPICS
4	45 mins.	• •

## My Media Choices

### What makes a healthy media choice?

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We all make choices every day about the media we consume and create. But do kids understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give kids a framework for making informed media choices.

#### Students will be able to:

- Learn the "What? When? How Much?" framework for describing their media choices.
  - Use this framework and their emotional responses to evaluate how healthy different types of media choices are.
  - Begin to develop their own definition of a healthy media balance.
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#### What You'll Need

Some resources below are available in Spanish

#### IN CLASS

- Lesson Slides
- Video: My Media Balance
- Reflecting on My Media Handout
- My Media Choices Tracker Handout
- Lesson Quiz

#### FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter

## Lesson Plan

Warm Up: **How Media Can Make Us Feel**

10 mins.

**Before the lesson:** Consider giving students the [My Media Choices Tracker Student Handout](#) one week ahead of time, and ask them to track their media use throughout the week as a homework assignment or for 5-10 minutes of class time each day.

As an optional activity before the lesson, have students play the [Twalkers](#) 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. **Ask:** *You all have probably heard the word "media" before. What do you think it means? What are some examples? Take turns sharing your idea with your partner. (Slide 4)*

Invite students to share out. Explain that "media" has different meanings, but for today's lesson, you'll be talking about **media** as *all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)*. It can include everything from news articles to movies to games. (Slide 5)

2. **Say:** *We all make choices every day about the media we watch and use. These choices include what we watch, listen to, read, or even create online. But not all **media choices** are the same. In fact, different choices can make us feel very differently. (Slide 6)*

3. **Project** the activity directions from [Slide 7](#) and read them aloud.

4. **Proceed** to [Slide 8](#) and call on a student to read the example aloud. Then ask: *How would this media choice make you feel? Why do you think it would affect you that way?*

Call on students to share their answers. Depending on how students respond, ask follow-up questions to prompt them to think carefully about the example:

- *How do the different parts of the example -- What? When? How Much? -- affect how you feel?*
- *Might you feel differently about the example later on, as opposed to in the moment?*
- *How would your video watching impact other people, like your family and friends?*

5. **Repeat** step four for each of the remaining media choice examples. ([Slides 9-13](#))

- For [Slide 11](#), point out that this example would probably have a big, positive impact on someone else (Grandma).
- For [Slide 12](#), note that this example is of media creation, rather than consumption.

Explore: **My Media Choices**

15 mins.

**Note:** If students have already completed the My Media Choices Tracker Student Handout, skip this activity.

1. **Say:** *To understand how our media choices make us feel, it helps to keep track of the media we actually consume and create. Use this tracker to list the media you've watched and used over the past week.*
2. **Pass out** copies of the My Media Choices Tracker Student Handout and read the directions. Remind students that:
  - They should consider *all* types of media: TV, streaming media, mobile phones, books, tablets, games, voice assistants (e.g., Google Home, Amazon Alexa, etc.), and so on. If students have trouble remembering, tell them it's OK to guess.
  - Media use isn't just about consuming media, it's also about time spent *creating* media.Allow students 10 minutes to complete their tracker.
3. **Prompt** students to share some of the more interesting or unique media choices they listed with a partner. As time allows, have volunteers share with the class.

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Evaluate: **Media Balance Reflection**

10 mins.

1. **Explain** the *What? When? How Much?* framework by helping students think through how each part of the framework can make a media choice more (or less) healthy. (Slide 14)

Reinforce the idea that healthy media choices involve a *combination* of *What? When?* and *How Much?* that's unique to each person, and each media choice. Also emphasize that what feels healthy may also depend on how people's media choices affect the people around them or others online.
  2. **Distribute** the Reflecting on My Media Student Handout and read the directions aloud. Allow students 10 minutes to complete the activity.
  3. **Collect** the Reflecting on My Media Student Handout as students finish.
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Wrap Up: **What Is Media Balance?**

10 mins.

**1. Show the My Media Balance video on Slide 15 and ask students:**

- *How are some media choices more healthy or less healthy than others?*
- *What is "media balance"? How might it be different for different people?*


Invite students to respond, and prompt students to connect the *What? When? How Much?* framework to the concept **media balance**. Clarify that **media balance** means *using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)*. (Slide 16)

**2. Have students complete the Lesson Quiz. Send home the Family Activity and Family Tips.**

## Additional Resources:

- 1. Extend the lesson:** Build on the Wrap-Up section by engaging students in a discussion about how, for many of us, time spent with digital media occupies a large part of our lives. Help students discuss the impacts of this on individuals' health and on society overall.

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**GRADE****TIME****TOPICS****4****45 mins.**•  
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## Private and Personal Information

### What information about you is OK to share online?

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It's in our students' nature to share and connect with others. But sharing online comes with some risks. How can we help kids build strong, positive, and safe relationships online? Help your students learn the difference between what's personal and what's best left private.

#### Students will be able to:

- Identify the reasons why people share information about themselves online.
  - Explain the difference between private and personal information.
  - Explain why it is risky to share private information online.
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#### What You'll Need

Some resources below are available in Spanish

#### IN CLASS

- Lesson Slides
- Video: Private and Personal Information
- Exit Ticket Handout

#### FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

## Lesson Plan

### Warm Up: Stand Up, Sit Down

10 mins.

- 1. Say:** *Today we're going to start with a little game. For each statement that I read, if it is true about you, stand up. If it isn't true, stay seated. After each statement, look around to see who else is standing or sitting. (Slide 4)*
- 2. Read** the statements below to your class, allowing time for students to stand or sit after each one. Prompt all students to sit back down before moving on to the next statement.
  - *Stand up if you or your family speak another language besides English.*
  - *Stand up if you have two or more siblings.*
  - *Stand up if you have a pet.*
  - *Stand up if you have ever been on YouTube.*
  - *Stand up if you have ever shared something about yourself online.*
- 3. Have** students all sit back down and ask: *What did you learn from doing that activity? Did you enjoy it? Why or why not?*

Invite volunteers to share out. If necessary, follow up with students who share by asking to explain what they found fun or not fun about it.

- 4. Say:** *The purpose of that activity was to have some fun getting to know each other better. There are many situations where sharing information about yourself can be fun and positive. One of those situations is on the internet, where sharing your likes, opinions, and other personal information -- but not private information -- can be positive and fun.*

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### Analyze: Why Do People Share?

10 mins.

- 1. Say:** *In today's lesson, we're going to talk about being online -- and ways that you can share things about yourself that are fun and that connect you with others. We're also going to talk about ways that you can protect yourself so that you don't share more than you should.*
- 2. Project** "Did You Know?" on **Slide 5**.
- 3. Ask:** *What do you observe in this slide? What's the main idea it's trying to show? Share your ideas with your partner.*

Invite students to share their responses. If necessary, clarify the meaning of **hardwired** as *something you're born with*, that sharing is something humans do naturally, and that there are many benefits to it.

4. **Say:** *What is something about you that you might share with others that would give you one of these benefits? Take turns sharing your idea with your partner.*

Invite students to share out their answers. Follow up by asking them to explain which benefit the example would give them (feel good, learn, connect, or persuade). If the student isn't sure, open it up to the rest of the class. Examples may connect to more than one benefit.

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Analyze: **Private or Personal?**

15 mins.

1. **Say:** *So there are lots of reasons to share information about yourself. However, not everything about you is OK to share. We're going to watch a short video about sharing online. As we watch, think about what information is OK to share and what isn't.*
2. **Project Slide 6** and show the video **Private and Personal Information**. After the video, invite students to respond to the discussion question and prompt them to give examples of private and personal information. Clarify that **private information** is the most risky to share because it can be used to identify you individually. (**Slide 7**)
3. **Say:** *Now, we're going to play another little game. For each example that I say, discuss with your partner whether it is private or personal. To decide, ask yourself, "Is this information that would also be true for many other people?" If so, it is personal. If not, it is private. (**Slide 8**)*

Read aloud the first example, "Height." Remind students to consider whether this is information that would be true of many others. If it is, then it is personal. If not, it is private. Give students one minute to discuss and decide.

4. **Say:** *If you think this is private information, stand up. If you think it is personal, stay seated.*

After students stand or stay seated, invite students to explain why they chose the answer they did. Follow up by prompting them to refer back to the definitions of private and personal. If necessary, help students clarify that there are many people (in their school, in their city, even in the class) who are the same height as them.

Invite students to share their responses. If necessary, clarify the meaning of **hardwired** as *something you're born with*, that sharing is something humans do naturally, and that there are many benefits to it.

5. **Say:** *Everyone who is still seated, you are correct! This information is personal, not private.*

Repeat Steps 3–4 for each of the examples:

- home address (**private**)
- email address (**private**)
- date of birth (**private**)
- favorite music (**personal**)
- how many brothers and sisters you have (**personal**)
- phone numbers (**private**)
- credit card information (**private**)
- favorite food (**personal**)
- name of your pet (**personal**)
- name of your school (**private**) (Explain that although school name is something that is true for many people, it is risky to share it with someone you don't know, and you should get permission from a trusted adult first.)


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Wrap Up: **Exit Ticket**

10 mins.

1. **Distribute** the Exit Ticket Student Handout to students.
2. **Say:** *To close out, you're going to complete two short reflection questions about what we learned today. You'll have five minutes to write. (Slide 9)*
3. **Give** students five minutes to write their reflection. Invite volunteers to share with the class.
4. **Collect** everyone's handout before they leave to assess their understanding of private versus personal information.
5. **Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.

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## Our Online Tracks

### How does our online activity affect the digital footprints of ourselves and others?

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Your digital footprint can affect your online reputation for a long time. But kids don't always realize that digital footprints aren't just a personal matter. Show your students how they can contribute to a positive digital reputation, both for themselves and for others.

#### Students will be able to:

- Define the term "digital footprint" and identify the online activities that contribute to it.
- Identify ways they are -- and are not -- in control of their digital footprint.
- Understand what responsibilities they have for the digital footprints of themselves and others.

#### What You'll Need

Some resources below are available in Spanish

#### IN CLASS

- Lesson Slides
- Feet Footprint Handout Teacher Version
- Lesson Quiz

#### FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

## Lesson Plan

### Warm Up: Follow That Track!

15 mins.

1. **Project** image 1 of the animal footprint. Ask: *What do you notice in this image? What can you infer about the animal that left this? Take turns sharing your idea with your partner.* If necessary, clarify that an **inference** is an educated guess you make based on evidence. **(Slide 4)**

Invite students to share out their responses. Answers may include *it had paws, it walked on land, or it had claws.* Push students to make deeper inferences about the animal's life based on those facts; for example: *What did the animal eat? What did it look like?*

2. **Project** image 2 of the fossil. Ask: *What do you notice in this image? What can you infer about this animal? Take turns sharing your ideas with your partner.* **(Slide 5)**

Invite students to share out their responses. Explain to students that this is a **fossil**. **Fossils** are parts of an animal that are saved and preserved in the earth for millions of years.

3. **Say:** *These images are both examples of how animals leave imprints on their world, even after they're gone. We can learn things about animals based on those imprints. In some cases, like with fossils, those imprints last forever. What about humans? What imprints do we leave on the world?*

Invite students to share out their responses. Answers may include *our bones, our footprints, buildings, etc.*

4. **Say:** *In addition to the physical footprints we leave on the earth, we also leave a footprint when we're online. And that footprint, just like a fossil, can tell a lot about us and can last for a very long time. This is called a **digital footprint**, and it is a record of what we do online, including the sites we visit and the things we post. It can also include things that others post, like pictures of us or comments about us. Not everything in our footprint is under our control.* **(Slide 6)**

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### Analyze: Feet's Footprint

15 mins.

1. **Distribute** the **Feet's Footprint Student Handout**. Call on a student to read the directions and instruct pairs to work together to complete the handout. Allow students 10 minutes to work. **(Slide 7)**
2. **Call** on groups to share out their answers from the handout. For the last two, clarify that although Feet has control over whether they plays the video game and hangs out with friends, Feet does **not** have control over whether the top scorers and the photo get posted.

- Say:** Feet's digital footprint tells us a lot about them, and it involves things that are both in and out of their control. Their footprint is like a fossil in that it will last for a very long time. Even if they try to delete the activity, it will still be stored somewhere and be accessible to someone.
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Evaluate: **On Your Honor**

15 mins.

- Say:** Given that our digital footprints last a long time and that we're not always in control of what becomes part of our footprint, there are some responsibilities we have when it comes to being online. A **responsibility** is something that we should think about before we act. In this case, we have a responsibility to ourselves and to others before we do something online. (Slide 8)
- Ask:** What do you think some of our responsibilities are for being online? Both to ourselves and to others? Take turns sharing your ideas with your partner. (Slide 9)

Call on students to share their answers and capture them in the chart. (Slide 10) Possible responses include:

#### RESPONSIBILITIES TO OURSELVES

- Show your best self when you're online
- Only post things you're comfortable showing publicly

#### RESPONSIBILITIES TO OTHERS

- Get permission before posting a pic of someone or tagging them
- Treat others online how you would want to be treated


- Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.
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Additional Resources:

**1. Extend the lesson:** Give the students time to write a letter to their family and community members (coaches, babysitters, counselors, etc.). Refer the students to the responsibilities captured in On Your Honor, step 2. The letters should include:

- A description of a digital footprint.
- An explanation that sometimes people have control over their footprint and sometimes they do not.
- Two rules the student would like his or her family and community to agree to follow in their digital activities to help protect the student's digital footprint. And, two rules the student will agree to follow to protect family members' digital footprints.

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4	45 mins.	• •

## Keeping Games Fun and Friendly

**How can I be positive and have fun while playing online games, and help others do the same?**

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Social interaction is part of what makes online gaming so popular and engaging for kids. Of course, online communication can come with some risks. Show your students how to keep their gaming experiences fun, healthy, and positive.

### Students will be able to:

- Define "social interaction" and give an example.
- Describe the positives and negatives of social interaction in online games.
- Create an online video game cover that includes guidelines for positive social interaction.

### What You'll Need

Some resources below are available in Spanish

### SUPPLIES

Blank paper

### IN CLASS

- Lesson Slides
- Video: Keeping Games Fun and Friendly
- Video Observation Form Handout  
Teacher Version
- Video Game Cover Project Handout
- Lesson Quiz

### FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter

## Lesson Plan

### Warm Up: Pair-Share

5 mins.

1. **Ask:** *What are all the different ways you communicate with your friends? Face to face? On your phone or computer? Take turns sharing your ideas with your partner. (Slide 4)*

Invite two or three students to share their partner's responses. If time permits, also allow one or two volunteers to share their own answers. As students share, capture their answers on the board.

2. **Point** to the answers you captured and ask: *What do all of these types of communication have in common? Why do we engage in them?*

Invite students to share answers. Clarify that these are all **social interactions**, where the purpose is to connect with others and have fun. (Slide 5)

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### Analyze: Online Gaming Video

20 mins.

1. **Circle** the examples that students gave that involve digital media or media devices (e.g., text messaging, online chatting, video chatting, etc.). Ask: *How do you think the examples that I circled are different from the other ones?*

Invite students to answer. If necessary, clarify that the circled examples involve using **digital media**, which is *information that comes to us through the internet, often through a tablet, smartphone, or laptop.* (Slide 6)

2. **Say:** *Today we're going to be talking about online social interaction and online gaming, and ways that you can keep them fun and positive. We're going to start by watching a video and taking some notes.*

Distribute the **Video Observation Form Student Handout** and read the directions aloud.

3. **Show** the **Keeping Games Fun & Friendly** video to students on **Slide 7**, and allow one to two additional minutes afterward for students to capture notes.

Invite students to share their notes about the social interactions in the video. Capture these responses on the board or in a projected version of the student handout. Prompt students to be as detailed as possible in their responses, including specific quotes and actions from the different characters in the video (see the **Teacher Version** of the Student Handout for examples).

- 4. Ask:** *Overall, do you think the interactions in the video were mostly fun and positive? Or mostly negative? Why? Write your response in the second box on the handout. Allow students three minutes to write. (Slide 8)*

Invite students to share out their responses with the class, and prompt them to provide specific examples from the video to support their answer. Clarify that what Cody was doing can be called **griefing**: *irritating or angering people in a video game by being mean or destructive or by cheating. (Slide 9)*

- 5. Say:** *Today we just talked about social interaction in an online game. But social interaction can take place in many different ways when you're online, such as through messaging, on social media, or in comments on a website. It's important to remember that you're comments and interactions have an impact on others.*

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#### Apply: Video Game Cover Project

20 mins.

- 1. Distribute the Video Game Cover Project Student Handout** and read the directions aloud. Remind students that the video game must be school appropriate, and if they aren't sure, they should check with you first. **(Slide 10)**
- 2. Allow** students 15 minutes to work. As necessary, vet video game ideas to make sure they don't include mature or explicit themes or any other ideas inappropriate for your classroom.
- 3. Ask** one or two student volunteers to share their work with the class.

Invite other students to share what they liked about their classmates' presentations.


- 4. Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.

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#### Additional Resources:

- 1. Extend the lesson:** After they've done a draft of their cover, you can have students complete a final draft using a web tool such as Canva, Ready Maker, or FlipSnack EDU.

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GRADE	TIME	TOPICS
4	45 mins.	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

## Be a Super Digital Citizen

### How can we be upstanders when we see cyberbullying?

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Online tools are empowering for kids, and they also come with big responsibilities. But do kids always know what to do when they encounter cyberbullying? Show your students appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need.

#### Students will be able to:

- Reflect on the characteristics that make someone an upstanding digital citizen.
- Recognize what cyberbullying is.
- Show ways to be an upstander by creating a digital citizenship superhero comic strip.

#### What You'll Need

Some resources below are available in Spanish

#### SUPPLIES

Colored pencils or markers

#### IN CLASS

- Lesson Slides
- Video: Super Digital Citizen
- Digital Citizen Superhero Handout
- What Would A Super Digital Citizen Do? Handout  
Teacher Version
- Lesson Quiz

#### FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter



## Lesson Plan

Warm Up: **Secret Superhero**

5 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. **Ask:** *Do you have a favorite superhero? If so, who is it and why? If not, why not? Take turns sharing with your partner. (Slide 4)*

Invite students to share out. Follow up by asking students to name specific super powers from their favorite superhero. Point out that one thing that all superheroes have in common is that they use their powers to help other people.

2. **Say:** *Today we're going to talk about how we can all be superheroes and help others. We're going to watch a video about being super digital citizens. As we watch, think about the question, "What does a super digital citizen do?"*
3. **Show** the video **Super Digital Citizen** on **Slide 5**.
4. **Invite** students to share out their responses. Their answers should be based on what the Super Digital Citizen helps Guts do:
  - *Changes his password to be secure.*
  - *Protects his tablet with a case and carries it in his backpack so that it won't break.*
  - *Asks permission from Heart first before sharing a photo of her online.*
5. **Ask:** *You might have noticed that Guts became a superhero too. How did he do that?*

Invite students to respond. Explain that Guts became a superhero because he took steps to help himself and others be responsible online. Define **digital citizen** as *someone who uses technology responsibly to learn, create, and participate*. (Slide 6)

Learn: **Being an Upstander**

10 mins.

1. **Say:** *One situation a super digital citizen might see online is cyberbullying. **Cyberbullying** is when someone uses digital devices, sites, or apps to intimidate, harm, or upset someone. (Slide 7)*

Explain that cyberbullying can take many forms, including:

- Someone making fun of or pressuring someone else repeatedly
- Comments, memes, private messages, or chatting
- The person being bullied not knowing everyone who's doing the bullying (as people can hide their identity online)
- A group of people ganging up on someone

2. **Ask:** *So if you saw someone being cyberbullied, what's something you could do to stop it? Take turns sharing with your partner.*

Invite students to respond. Point out three ways that cyberbullying can be addressed:

- Defending or supporting the person being bullied
- Telling a trusted adult
- Addressing it directly with the bully

3. **Explain** to students that doing any of these things makes you an upstander. An **upstander** is a person who supports and stands up for someone else. (Slide 8)
4. **Distribute** the What Would a Super Digital Citizen Do? Student Handout to each student and have a student read the directions for Part 1 aloud. Allow students five minutes to complete the activity. (Slide 9)

Create: **Your Digital Citizen Superhero**

15 mins.

1. **Distribute** colored pencils or markers and tell students: *You're going to create your own digital citizen superhero, who will help people like Guts to become super digital citizens.*
2. **Distribute** the Digital Citizen Superhero Student Handout and read the directions aloud. (Slide 10)

**Optional:** Have students use Marvel's Create Your Own Superhero, save the image, and paste the image into the handout.

3. **Allow** students 10 minutes to work on their superheroes. If time permits, have students share out their superheroes with the class, or have them on display for a gallery walk.
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Wrap Up: **Save the Day! Comic Strip**

15 mins.


1. **Have** students go back to their [What Would a Super Digital Citizen Do? Student Handout](#) and go to Part 2. Have a student read the directions aloud before students create their comic strip stories. ([Slide 11](#))

**Optional:** Have students use a digital comic creation tool. See our recommendations: [Classroom-Friendly Websites and Apps for Making Comics](#).

2. **Have** students complete the [Lesson Quiz](#). Send home the [Family Activity](#) and [Family Tips](#).
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Additional Resources:

1. **Extend the lesson:** Have students brainstorm and write an opinion piece on what the quote "with great power comes great responsibility" means in the digital world. How is having access to the internet a "great power"? What responsibilities do we have to ourselves and others? Students can post their work to a blog or your class page.
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