THINK, RESPECT AND THRIVE ONLINE: AN ETFO DIGITAL CITIZENSHIP CURRICULUM

"Students today belong to a variety of digital communities and how they relate to others in these communities is the essence of digital citizenship. As a result, schools are facing increased expectations to ensure that digital citizenship skills are taught as a part of a student's academic program."

— ETFO PRESIDENT SAM HAMMOND

Think, Respect and Thrive Online is a new resource about digital citizenship that consists of a print curriculum document and a USB flash drive containing reproducible lesson materials in English and French. This resource provides ETFO members with lessons to use with students from FDK to Grade 8 that will assist in teaching digital citizenship skills. The curriculum is focused on 5 strands: internet safety; positive relationships; managing one's digital footprint, self-image and reputation; information literacy; and health and balance. There is a lesson on each strand for every grade. These detailed lessons include the curriculum expectations, modifications and comprehensive instructions for the classroom teacher to bring the learning to life.

The excerpts that follow deal with Digital Footprint and are only a sample of what you will find in the resource. This subject seemed particularly relevant in light of the loss of candidates in the recent federal election.

Think, Respect and Thrive Online: An ETFO Digital Citizenship Curriculum is available for purchase through shopETFO.

While developing the lesson plans for this resource the authors realized that the Seven Grandfather Teachings, traditional Anishinaabe teachings, provide a wonderful lens through which students can explore digital citizenship.

Teachers wishing to incorporate this perspective in the program can introduce the concepts using *Seven Sacred Teachings* by David Bouchard and Dr. Joseph Martin with paintings by Kristy Cameron featuring White Buffalo Calf Woman.

The table on the next page has specific examples of how each of the Teachings ties into the concept of digital citizenship. At the end of lessons teachers can tie the concepts back to the Seven Teachings as a synthesis activity using grade appropriate guided questions i.e. 'how do the concepts discussed today connect back to what we learned about the Seven Grandfather Teachings?'

THE SEVEN GRANDFATHER TEACHINGS ARE:

1. Nbwaakaawin
To cherish knowledge is to know **wisdom.**

2. Zaagidwin
To know **love** is to know peace. You must love yourself in order to love another.

3. Mnaandendmowin
To honour all creation is to have **respect.**

4. Aakidehewin
Bravery is to face the foe with integrity.

5. Gwekwaadziwin
Honesty in facing a situation is to be brave.

6. Dbaadendziwin
Humility is to know yourself as a sacred part of Creation.

7. Debwewin
Truth is to know all of these things.

SEVEN GRANDFATHER TEACHINGS AND DIGITAL CITIZENSHIP

Wisdom	→ Build knowledge and wisdom with those you trust (e.g., parents, teachers, good friends, family, authors, other experts); → Understand how to be safe in your online interactions.
Love	→ Love yourself. Love others. Share positive messages and feedback in ways that honour love of other people; → Be a good friend.
Respect	→ Show respect to others online. Always give appropriate and constructive feedback; → Show that you value the work of others even if you do not agree with them; → Avoid joining in conversations and activities that show disrespect to others; → Respect your body by remembering healthy habits with technology usage.
Bravery	→ Stand up for what is right for you; → Tell someone when anything feels, looks or sounds wrong/hurtful.
Honesty	→ Show others that you can be trusted; → Keep names, addresses, personal schedules, phone numbers, family members and pictures of friends private; → Only open emails and shared links from people you know and trust; → Tell a teacher, parent, family member or someone you trust when something doesn't 'feel right' online.
Humility	→ Be a good digital citizen; → Be yourself online (i.e., not bragging or lying about yourself.)
Truth	→ Remember copyright; → Only share information that you are allowed to share; → Use your own work – including your own pictures and words; → If you use someone else's work, make sure you give them credit.

DIGITAL CITIZENSHIP STRAND:
Digital Footprint/Self-Image and Identity

TITLE OF LESSON:

MY DIGITAL FOOTPRINT

GRADE 3

CRITICAL LEARNING

- Students will learn about the concept of a "digital footprint" and understand what it means and why it is important to have a positive digital footprint. Through the learning, students will create a classroom contract of YES vs. NO examples of a "positive digital footprint."

- Students will learn that their digital footprint is the footprint or trail they leave behind when they go online (based on information they share online).

GUIDING QUESTIONS

- Why is it important to develop a positive digital footprint?

LEARNING GOALS

At the end of this lesson, students will be able to:

- Use speaking skills and strategies to appropriately communicate with different audiences for a variety of purposes;

- List examples of positive and negative digital footprints;

- Show (with example) what a digital footprint looks like.

ACTION!

Plan A

If you have access to a computer in the classroom and your students are familiar with using online tools, show students the following YouTube videos:

Digital Footprint – What Digital Footprint are you Leaving Online?

http://bit.ly/1nu8kmC

- Have students turn to their elbow partners and discuss what they think the message of the video is and why it is important?

- Have students share their ideas with the rest of the class.

Five Ways to Make a Positive Digital Footprint

http://bit.ly/SG1JLQ

- Again, have students turn to their elbow partners and discuss what they think the message of the video is and why it is important?

- Have students share their ideas with the rest of the class.

- Next, give each student a few sticky notes.

- Tell them to write ONE example of Ways to Make a Positive Digital Footprint, as it was discussed in the video (this can lead to the class creating a THINK poster to display in the classroom). If students are having a hard time with this, inform them to think of what a negative digital footprint would look like, sound like, feel like and write one idea per sticky note.

- Once completed, have them take a sticky note and place it on chart paper either under the positive or negative column.

- Go over the examples students have provided and as a class discuss if the examples are indeed YES or NO and if they represent what a positive digital footprint is.

Plan B

If you do not have access to a computer or your class does not have online experience do the following:

- Put students in groups of three to four. Give each group copies of the "Digital Footprint Information Cards" and ask them to sort the cards into positive or negative digital footprint.

- Once completed, have students share their sorting with the rest of the class.

- Give each student a few sticky notes. Tell them to write what they think are examples of a positive and negative digital footprints on each sticky note (one example per sticky note). Inform the students to think of what a negative digital footprint would look like, sound like, feel like.

- Once completed, have them take their sticky note and place it on chart paper under either the positive or negative column.

- Go over the examples students have provided and, as a class, discuss if the examples are indeed YES or NO and if they represent what positive digital footprint is.

Some examples of positive and negative digital footprint include:

Positive Digital footprint – never share personal information about where you live; never post real pictures of yourself; respond politely and respectively to online posts; use educational games or sites to help with your learning; try creating something online that will help you and your peers with their learning; think before you post anything online, the internet is a public place, things online never go away.

Negative Digital footprint – post negative comments about other people or things; post pictures of yourself online that don't show your best qualities; share full information about yourself online (e.g. full name, birthday, home address, phone number, etc.)

CONSOLIDATION

Have students write or draw in the footprint answering the question: Why is it important for us to leave a positive digital footprint?

Once students have completed their work, display the final product in the classroom.

DIGITAL CITIZENSHIP STRAND:
Digital Footprint, Self-Image and Reputation

TITLE OF LESSON:

MAKE A POSITIVE IMPRESSION

GRADE 5

CRITICAL LEARNING

- Students will learn about the various types of online communications and content that contributes to an individual's digital footprint.

- Students will learn how to build a positive digital footprint by creating an online portfolio to showcase original works.

GUIDING QUESTIONS

- What trace are you leaving with your digital communications and created content?

- How can you create a positive image online?

LEARNING GOALS

At the end of this lesson, students will be able to:

- Describe what contributes to an individual's digital footprint;

- Showcase their own online portfolio.

MINDS ON
ACTIVITIES

1. Leave an Impression

- Have the students bring in a copy of a baby picture.

- Ask the students to look at each other's baby pictures. Discuss: What do we learn about the person in the photo when we look at these? Do the photos reflect the same person in Grade 5?

OR

- Have the students create fingerprints, footprints and/or handprints using a variety of media. Discuss: What do we learn about the individual when we look at these? Do they reflect the 'real' person?

2. Google Yourself!

Ask the students to complete a Google search for a favorite author, sports person, actor or person in history.

Ask the students to google themselves.

Discuss the results of the search: What types of resources were found? What turns up first? Did you find multiple people with the same name? Were there any surprises?

Ask the students how they could narrow their search – add a location, date, organization, specific web search (ie. Twitter). How does this change the results?

Discuss: What do you learn about these people when you look at the results? Does it reflect the 'real' person?

Is there anything distorted or missing?

Note: if you encourage the students to google themselves you can bet that they will google you! You should check this prior to incorporating this option.

3. Share your findings

Students will respond in a Google Form set up by the teacher: "What were your top one, two or three findings when you did a Google search for yourself?"

Teacher (or students) will take the submitted results (displayed automatically in a Google Spreadsheet), copy them and paste them into a Wordle – this will display the final results in a graphic form.

EXTENSION

Learn about and calculate your carbon footprint at the following site: *http://www.cooltheworld.com/ kidscarboncalculator.php*

NOTES AND LINKS

To learn about using Google Forms and Spreadsheets, visit this support site:

http://www.google.com/google-d-s/create-forms.html

Wordle: http://www.wordle.net

Wordle is a wonderful tool "for generating word clouds" from text that you provide.

DIGITAL CITIZENSHIP STRAND:
Digital Footprint and Reputation

TITLE OF LESSON:

WILL MY DIGITAL FOOTPRINT HELP OR HINDER ME?

GRADE 8

CRITICAL LEARNING

- Students will analyze the long-term impact that their digital footprint will have on their future.

GUIDING QUESTIONS

- What is a digital footprint?

- What are the consequences or benefits of their digital footprint?

LEARNING GOALS

At the end of this lesson, students will be able to:

- Learn that they have a digital footprint and that information posted online is often searchable and permanent;

- Increase their awareness that their digital footprint can either be helpful or harmful to their future.

ACTION!

Either give students digital access to the article "Tweets About Teachers Get 9 Brampton Students Suspended" or print it off: *http://goo.gl/4oXMQ2.* Students can read this article individually, in pairs or in small groups.

FOCUS QUESTIONS

- What impact would the tweets have on the students' digital reputation?

- Do you think they should have been suspended?

If technology is available, show the video footage from CBC news (available in the link to the article). Ask the students if there are other examples that they know of like this.

CONSOLIDATION

- Who would you vote for?

Provide students with copies of each candidate's election poster and 'Fakebook' page.

After reading each, students will fill out the Election Worksheet.

Both candidates have a campaign promise on their election poster that is contradicted by their 'Fakebook' page (available on the USB flash drive that accompanies this resource).

- John claims that he is committed to his learning, yet talks about skipping school in his 'Fakebook 'page.

- Stephanie claims that she wants access to increased technology in the classroom, yet complains about having her phone confiscated during class because she's texting her friend.

There's no right or wrong answer, but students will need to select one of the candidates and justify their selection.

Wrap up – Review with students that the following form an individual's digital footprint:

- Photos you share;

- Browser history;

- Posts and messages on social media.

Have the students write a reflection about how online actions throughout your teen years can influence your future. What steps can they take to create a positive digital footprint?

Note: The Fakebook template was created by the New Castle Area School District and is available for free download at their website: https://ncasdtech.wikispaces.com/Facebook+Templates.

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