

# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital kindness.

## READ-ALOUD

Choose a picture book:

- Words and Your Heart*
- One*
- The Power of One*

These books are great to illustrate ways to demonstrate kindness. After reading, connect it to how we can transfer in-person kindness to digital kindness.

## LESSON

Read aloud this book I left to the class: \_\_\_\_\_

After reading, choose one of the activities for students to complete.

- Positive Comment Challenge - independent activity
- Kindness Scavenger Hunt - movement and writing activity. This is for older students: grades 3-6.
- Digital Hugs & High 5's - movement and/or talking activity. This is for younger students: grades PK-2.

While waiting for others to finish, students can create a Digital Kindness Poster. They'll design a poster that's about being kind a device or online.

## POSITIVE COMMENT CHALLENGE

Read the scenarios. Then write a response that is kind and empathetic.

Your friend posts something online that might be considered inappropriate or offensive.

You see people arguing and being unkind to each other in a comment thread.

Your friend shares personal information online that might not be safe to share.

You notice someone posting about a difficult time they are going through.



## DIGITAL HUGS & HIGH 5'S

Teachers, partner students up. Read the prompt. Have them share with their partner. Repeat with a different partner for each question.

What favorite toy would you text a picture of to a family member?

To whom are you most likely to text a virtual hug?

To whom would you text thank you picture?

What's your favorite positive emoji?

What's the nicest thing you've texted or sent to someone?

What's the cutest animal video or picture you've seen online?

What's the kindest video you've shared with someone?

What's the kindest video you've seen online?

Helped someone facing an online challenge.

DRAW A KIND REPLY.

Someone sends you a hurtful or mean comment.

**DRAW A KIND REPLY.**

You're playing a video game.  
Another player is being mean.

# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital etiquette.

## READ-ALoud

Choose a picture book:

- Please, Mr. Panda*
- Pig the Pug*
- Do Unto Otters*

These books are great to illustrate manners and how to speak to and treat others. After reading, explain to students that they can apply these manners when communicating with others online.

## LESSON

Read aloud this book I left to the class: \_\_\_\_\_

After reading, choose on of the activities for students to complete.

- Digital Compliment Jar - students can work with a small group, partner, or independently.
- Emoji Storytelling

While waiting for others to finish, students can create a Digital Etiquette Poster. They'll design a poster that's about being kind with a device or online.

## EMOJI MATCHUP

Read the scenario.  
Then paste the emoji that's the best response.

You are feeling very sleepy and ready for bedtime.

Your best friend is coming to play with you today.

You are enjoying a delicious meal with your family.

It's raining, and you can't go outside to play.

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## DECODE THE EMOJI STORY



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## DIGITAL COMPLIMENT JAR

Write compliments and kind statements you can use online!



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# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital access.

## READ ALOUDS

Choose a picture book:

- Elena's Serenade*
- All the Way to the Top*

These books are great to illustrate different obstacles people face & kicks off the conversation about access to technology.

## LESSON

Read aloud this book I left to the class: \_\_\_\_\_

After reading, choose on of the activities for students to complete.

- Digital Access Board Game - students can play with a partner or small group.
- Digital Access Escape Room - students work alone or with a partner to solve the puzzles.
- Internet Access Obstacle Course - this requires some set up.

If you need an early finisher activity, have students brainstorm ways to connect people to the internet and technology.

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## DIGITAL ACCESS ESCAPE ROOM

### Object of game?

Engage elementary children in a fun and interactive activity that helps them understand the importance of internet access and how obstacles can affect online experiences.

### Explain Internet Access:

Internet Access allows us to explore the online world. It's helpful to have a stable connection to have a smooth digital experience.

### Prep and Play the Game

This game requires students to use technology.

- **OPTION 1:** Print the Escape room sheets double sided. Students can work on these alone or with a partner.
- **OPTION 2:** Print, cut, and laminate the puzzle cards. Place them around the room and have groups move around to solve the clues.

### Reflect on the Game

- Ask students what was easy, challenging, and/or surprising about the Escape Room.
- How do they think these affect online experiences?
- Why is it important to have reliable internet access?

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## INTERNET ACCESS OBSTACLE COURSE

### Object of game?

Engage elementary children in a fun and interactive activity that helps them understand the importance of internet access and how obstacles can affect online experiences.

### Explain Internet Access:

Internet Access allows us to explore the online world. It's helpful to have a stable connection to have a smooth digital experience.

### Prep the Game

You can play this game as a whole group, or put them out as stations for students to experience on their own.

- Print, cut and laminate the station cards.
- Place one card at each station. There are more cards than stations needed. Choose the ones that work best for you!

### Play the Game

Children will go through the obstacle course with a partner or small group. They'll perform a specific task related to the online experience.

### Reflect on the Game

- Ask students what was easy, challenging, and/or surprising about the obstacles.
- How do they think these challenges affect online experiences?
- Why is it important to have reliable internet access?

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How can you check if your internet is fast enough to stream videos?	What kind of network is password protected and for authorized users?	Move Forward <b>2</b>	Why shouldn't you access bank accounts on public Wi-Fi?
Should you share personal information on a public network?			What should you do if your WiFi signal is weak?
<b>LOSE A TURN</b>			<b>LOSE A TURN</b>
If you have a limited data plan what should you not do a lot of?			What kind of internet connection uses radio waves?
Move Forward <b>1</b>	<b>START</b>		What is called when you go online, or access online resources and information?
			<b>FINISH</b>

You will need 1 dice and a counter for each player.

Roll the dice and move your counter. Read the square and respond to the prompts. If you answer correctly, collect a digital token. The person with the most tokens at the end, wins!

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# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital commerce.

## READ-ALOUDS

Choose a picture book:

- Bunny Money*
- Just Saving My Money*
- Alexander Who Used to Be Rich Last Sunday*

These books are great for explaining the concept of money. After reading, explain that using money digitally is different because you don't have it in your hand.

## LESSON

Read aloud this book I left to the class: \_\_\_\_\_

After reading, choose one of the activities for students to complete.

- Delivery Relay Race - needs a little prep before playing
- Virtual Store - needs a little prep before playing.
- Virtual Online Auction

If you need an early finisher activity, have students design their own product to sell online or design a digital store. They should think about what they're going to sell, who their customers would be, and how much they'd charge.

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## ONLINE DELIVERY RELAY RACE

### Object of game?

Teach elementary children about the process of online ordering and delivery.

### Prep the Game

- Print, laminate, and cut the picture of digital goods (use the same images as the ones for the virtual store) and delivery vehicles.
- Set up a relay course with start and finish lines. There should be a course for each group.
- Along the course place images of items that can be ordered online.
- At the finish line, place images of delivery vehicles.
- Divide the students into groups so each has customers, order fulfillment staff, and drivers.

### Play the Game

Place the order fulfillment staff at one end, drivers by the vehicles, and customers at the other end. The 1st delivery drivers pick up an online order and then race to put it in the delivery vehicle. The delivery drivers will then race to deliver it to the customer.

### Reflect on the Game

- What did you learn about the online ordering process?
- How does the relay race relate to the steps involved in real online ordering and delivery?
- Why is it important to choose the right delivery vehicle for different types of items?

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## VIRTUAL STORE

### Object of game?

Teach elementary children about buying and selling items online.

### Prep the Game

- Print, laminate, and cut the picture of digital goods. You can print multiple copies so there are multiple customers shopping at the same time.
- Place the products around the virtual store.
- You'll also need fake money for students to buy items.
- Divide the students into 2 groups - customers and sellers.

### Play the Game

Everyone gets a turn being a customer or a seller. Each has a certain amount of money to spend, but they shouldn't all have the same amount.

- Customers walk around the virtual store and select items they want to buy. They check the price and determine whether or not to purchase. Then they bring their items to the seller to purchase their items.
- Sellers wait for a customer to bring their purchased items, and check them out. The seller keeps track of sales on the included sales sheet.
- If time, let students switch roles!

### Reflect on the Game

- What did you learn about the process of buying and selling items online?
- What are some important factors to consider when setting prices for items?
- How was this game similar to real online shopping? How was it different?

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## VIRTUAL ONLINE AUCTION

### Object of game?

Teach elementary children about the concepts of auctions, bidding, and making informed purchasing decisions. You'll need to explain what an auction is, and the concept of bidding. Explain how they process works - items go to the highest bidder.

### Prep the Game

- Print a copy of the auction booklets for each student.
- You'll also need play money so that each student gets the same amount. OR you can tell students the amount of money they have in their accounts to spend.

### Play the Game

You'll be the auctioneer and students will be the bidders. You can even put students into partnerships or small groups to move the game along.

- Give students the auction booklet and the amount of money they can spend at the auction. Explain to them that they can decide how to spend that money at the auction. Maybe they'll want to buy one thing, or maybe they'll want to buy many things; it's up to them!
- Start the auction with an item and a starting bid.
- Let students do a fun gesture to show they're bidding on it!
- Keep going until there is a highest bidder.

### Reflect on the Game

- How did your bidding strategies during the auction?
- What influenced your bidding decisions?
- What did you learn about budgeting and purchasing decisions?

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# DIGITAL CITIZENSHIP PLAN

TODAY'S GOAL: Students will learn about digital literacy

## READ-ALOUDS

Choose a picture book:

- Not Quite Narwhal*
- The Bear Ate Your Sandwich*
- The True Story of the Three Little Pigs*

These books use unreliable narrators as a way to teach critical thinking. They require readers to examine the provided facts, and who provided them to draw their own conclusions.

## LESSON

Read aloud this book I left to the class:

After reading, choose one of the activities for the class to complete.

- Blog Writer - there are 3 options!
- Spot the Fake

If you need an early finisher activity, students can do art on Auto Draw - [www.autodraw.com](http://www.autodraw.com) or listen on Chrome Music Lab - [musiclab.chromeexperiments.com](http://musiclab.chromeexperiments.com)

### SPOT THE FAKE

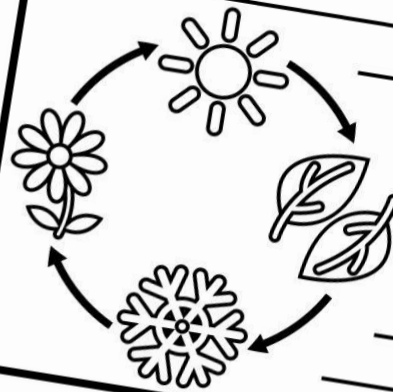
Read the headlines below. If you think it is a REAL headline, write R in the box. If you think it is a FAKE headline, write F in the box.

Scientists Discover Secret Underground City on Mars

NASA Rover Perseverance Successfully Lands on Mars, Sends First Images

Global Efforts to Combat Climate Change Intensify with New Green Initiatives

### WRITE A SHORT BLOG POST ABOUT YOUR FAVORITE SEASON



# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital law.

## READ-ALOUDS

Choose a picture book:

- What If Everybody Did That*
- The Great Paper Caper*
- Don't Let the Pigeon Drive the Bus*

These books help reinforce the concepts of digital citizenship and laws for children. After reading, explain to students that there are also digital laws for when we are online.

## LESSON

Read aloud this book I left to the class:

After reading, choose one of the activities for students to complete.

- Digital Law Chat
- Digital Law Sort

If you need another activity for early finishers or to fill time, students can play Interland -

<https://beinternetawesome.withgoogle.com/en-us/interland>

## DIGITAL LAW SORT

### Object of Game

Elementary students will sort different scenarios and determine if it is an online law, protects intellectual property, or internet safety.

### Prep the Game

- Print, cut and laminate the cards. Print one set for each partnership or small group.
- Put students into partnerships of small groups.

### Play the Game

- Students horizontally lay out the longer cards.
- They read the scenario and determine which category it best fits.
- If they have a question about a scenario they can discuss it with their partner or group.

### Reflect on the Game

- What is a strategy that you discussed that you would try if you were faced with a scenario?
- Which scenarios do you feel like you're prepared to handle?
- Which scenarios do you feel like you need to think and talk through further?

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## DIGITAL LAW CHAT

### Object of Game

Elementary students will discuss different scenarios that address digital law.

### Prep the Game

- Print a copy of the discussion cards.
- Place the cards around the room.
- Put students into groups.

### Play the Game

- Students go to a station with a card.
- They read the scenario.
- They discuss what they think they should do.
- Give students 3-5 minutes to discuss.
- Repeat as many times as you need!

### Reflect on the Game

- What is a strategy that you discussed that you would try if you were faced with a scenario?
- Which scenarios do you feel like you're prepared to handle?
- Which scenarios do you feel like you need to think and talk through further?

# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital rights and responsibilities.

## READ-ALOUDS

Choose a picture book:

- A Bike Like Sergio's*
- Franklin Says Sorry*

These books help reinforce the concepts of rights and responsibilities - what do we have the right to, and what are we responsible for?

## LESSON

Read aloud this book I left to the class:

After reading, choose on of the activities for students to complete.

- Digital Identity Collage
- Digital Comment Challenge
- Online Rights Charades

If you need another activity for early finishers or to fill time, students can play Interland -

<https://beinternetawesome.withgoogle.com/en-us/interland>

## DIGITAL IDENTITY COLLAGE

### Object of Activity

Students will create a collage that represents their digital identity.

### Prep the Activity

- Face Sheet
- Coloring materials.

### Directions

- Students will think about how they present themselves online. If there are students that don't go online, have them think about how they would like to be perceived online.
- Using the face sheet, they'll use words, images, and symbols to show how they present themselves online.

### Reflect on the Activity

- How would you describe your digital identity?
- What is one thing you would change about how you present yourself online?
- What is one thing you're pretty proud of how you present yourself online?

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## POSITIVE COMMENT CHALLENGE

### Object of Activity

Students will write positive and respectful comments to online posts.

### Prep the Activity

- Print the Comment Pages.
- Hang them around the room, or place them at different desks or tables.
- Students will need something to write with.

### Directions

- Brainstorm and list examples of positive and respectful comments
- Assign students to start at a comment page.
- Give them time to read it and then write a positive and respectful comment.
- Repeat as students move from one comment to the next.

### Reflect on the Activity

- How did it feel to write positive and respectful comments?
- How do you think it would feel to read those positive and respectful comments?

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## ONLINE RIGHTS CHARADES

### Object of Game

Elementary students will act out digital rights and responsibilities for other teams to guess. .

### Prep the Game

- Print, cut and laminate the cards. Print one set for each partnership or small group.
- Put students into partnerships of small groups.

Students work together to act out the scenario and the others try to guess what the right or responsibility.

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### Anti-Cyberbullying:

Make a "stop" gesture and then give a friendly "virtual handshake" to represent standing up against cyberbullying.

### Protecting Personal Information:

Pretend to zip your lips and then create a "lock" gesture to signify safeguarding personal data.



A friend shares a photo of their hiking trip.

# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital health and wellness.

## READ-ALOUDS

Choose a picture book:

- The Giving Tree*
- The Greedy Python*
- The Pigeon Wants a Puppy*

These books help reinforce the concepts of needs vs wants and how they impact our health and wellness.

## LESSON

Read aloud this book I left to the class:

After reading, choose on of the activities for students to complete.

- Digital Balance Plan
- Digital Wellness Challenge
- Virtual Nature Walk

If you need another activity for early finishers let students continue to explore Window Swap - [www.window-swap.com](http://www.window-swap.com)

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### DIGITAL WELLNESS CHALLENGE

Write down non-digital activities to do each day that challenge you to spend less time on a device.

M

T

W

TH

F

S/S

### VIRTUAL NATURE WALK

SCAN THE QR CODE TO VIEW WHAT IT LOOKS LIKE FROM WINDOWS AROUND THE WORLD.



### VIRTUAL NATURE WALK

SCAN THE QR CODE TO VIEW WHAT IT LOOKS LIKE FROM WINDOWS AROUND THE WORLD.



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Create a color key below for each activity.

Then, draw lines to show how frequently you do each activity in the first circle. Shade it in to show each activity.

Next, think about how you can create more media balance in your life. Show what that would look like in the other circle.



VIDEO GAMES



SOCIAL MEDIA



SCHOOL



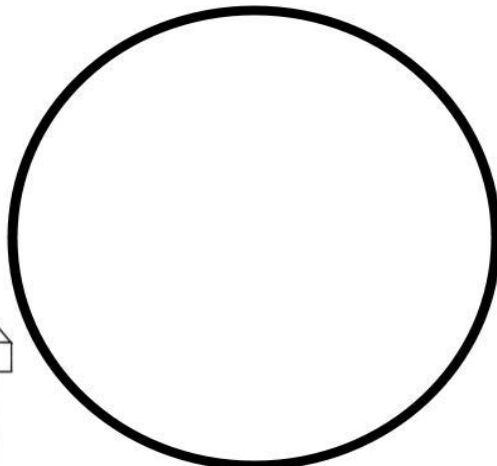
FRIENDS & FAMILY



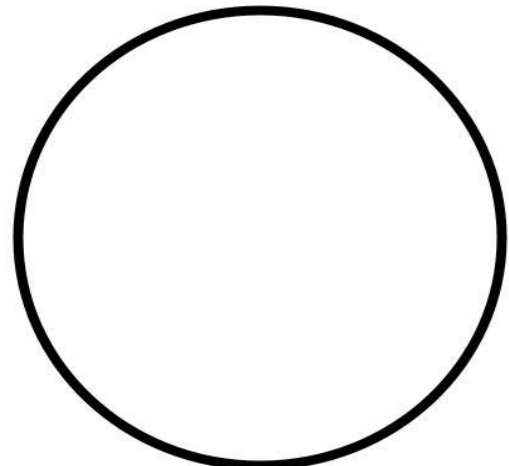
PHYSICAL ACTIVITY



ARTS & CRAFTS



WHAT I DO NOW



WHAT I CAN DO

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# DIGITAL CITIZENSHIP PLANS

TODAY'S GOAL: Students will learn about digital security.

## READ-ALOUDS

Choose a picture book:

- The OK Book
- Swimmy
- The True Story of the Three Little Pigs

These books help reinforce the concepts of feeling safe and secure.

## LESSON

Read aloud this book I left to the class:

After reading, choose on of the activities for students to complete.

- Artwork Password Challenge Plan
- Crack the Code
- Expert Encrypter

If you need another activity for early finishers let students can choose one of the above activities you didn't do!

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## CRACK THE CODE - DIGITAL LOCKS

### Object of Activity

Introduce elementary students to the concept of encryption and digital codes.

### Prep the Activity

- Print copies of 'Crack the Code'
- Print copies of 'Create the Code'.

### Explain the Activity

- Explain that information is secured online through encryption. Today they'll learn about digital codes. They'll be able to decode and encode their own!
- Display this decipher code to students and see if they can determine how it was encrypted. Answer: The letters shift 7 to the right of the alphabet.  
JVKL = CODE
- Explain to students that these are Caesar Ciphers - encryptions that use a shift in the alphabet.
- Students will 1st complete 'Crack the Code'. Note that each code follows different rules.

### Reflect on the Activity

- What strategies did you use to decipher the codes?
- What decisions did you make when writing your encryptions?
- What did you learn about encryption from this activity?

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## FIND THE PHISH

Can you spot the read online messages below?  
If it is real, write R. If it is a phishing scam, write P

URGENT: Your bank account has been compromised. Click the link to confirm your identity.

You've won a million dollars! Just send us a small fee to claim your prize.

Your email storage is full. Click here to upgrade your account.

Your online game account is suspended. Click the link to appeal.

We've noticed suspicious activity on your social media account. Click here to secure it.

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## ARTWORK PASSWORD CHALLENGE

### Object of Activity

Teach elementary students to create strong and unique passwords.

### Prep the Activity

- Print copies of 'Crack the Code'
- Print copies of 'Create the Code'.

### Explain the Activity

- Explain that it is important to have a strong password that's difficult to guess and protects your digital accounts.
- Explain that strong passwords include a mix of uppercase and lowercase letters, numbers and symbols. It's like a secret code that only you know!
- Model for students how to brainstorm a list of words, phrases, or combinations that are meaningful.
- Give students time to brainstorm their own.
- Then show them how you might create a visual password that uses color, shapes, and symbols to represent one of those words or phrases.
- Give students time to choose and create one of their own,

### Reflect on the Activity

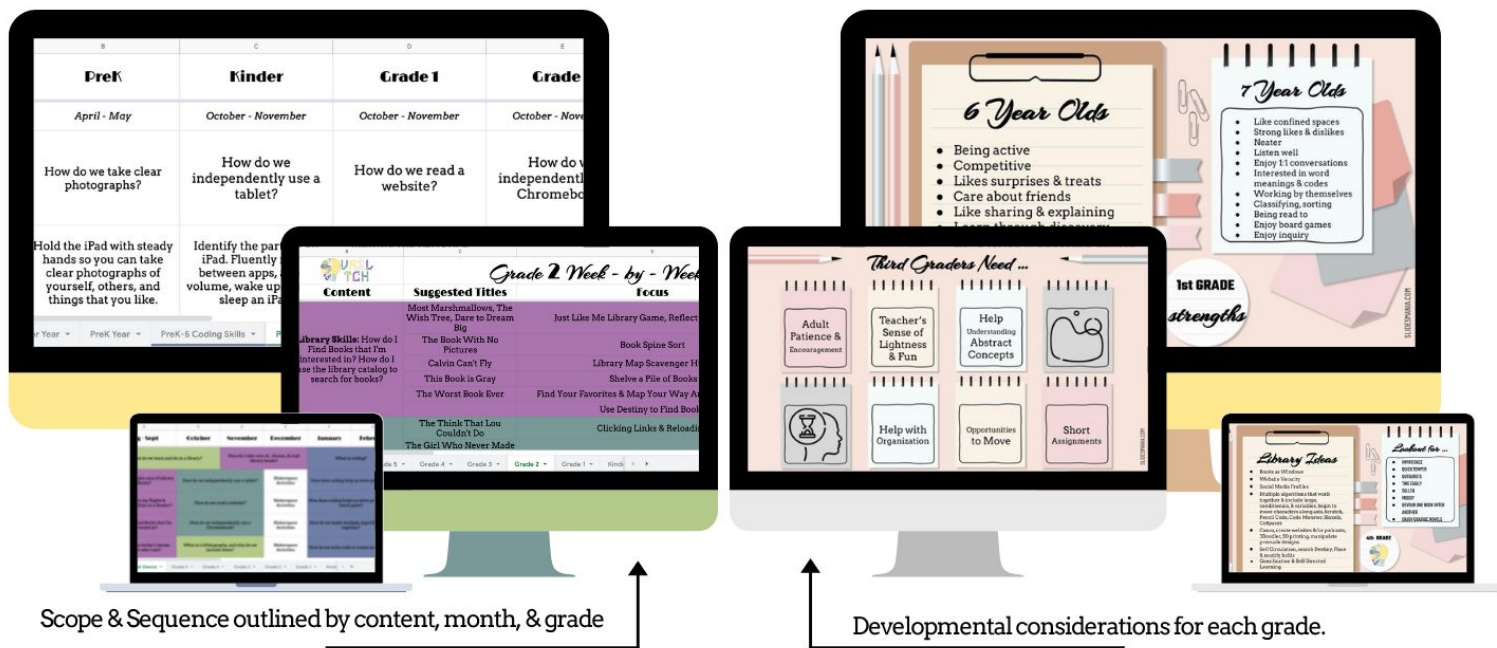
- Why are unique and strong passwords important?
- What strategies did you learn from this activity that you'll use when creating your own passwords?

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# COMPLETE

# YEAR

PreK - 6



Scope & Sequence outlined by content, month, & grade

Developmental considerations for each grade.

## Scope LIBRARY Sequence

An outline of what to teach PreK - Grade 6 students.  
 Laid out by content area, month, and grade level.  
 Developmental Considerations for each grade; includes app & content suggestions.

**PURCHASE NOW**