

Digital Literacy & Citizenship

A free scheme of learning available at www.swgfl.org.uk/digitalliteracy



Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 4</p> <div> Self Image & Identity </div> <div> Relationships & Communication </div>	<p>Lesson 1</p> <p><u>Rings of Responsibility</u></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p>	<p>Childnet – Only a Game Drama resource on gaming</p> <p>Digizen – Digital Values Lesson plans and activity.</p> <p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p> <p>Further lesson idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>	<p>PSHE: SEAL Good to be me</p> <p>English: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>ICT: Exchanging and sharing information – in a variety of forms Idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>

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<p>Year 4</p> <div>  Privacy & Security </div> <div>  Information Literacy </div>	<p>Lesson 2</p> <p><u>Private and Personal Information</u></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<p>Childnet - Young People and Social Networking Sites Advice for teachers and parents.</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>Further lesson idea: Google Digital Literacy Tour</p> <p>Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>	<p>PSHE: Personal Wellbeing Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior.</p> <p>ICT: Developing ideas Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p>Idea: Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>



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<p>Year 4</p> <div>   </div>	<p>Lesson 3</p> <p><u>The Power of Words</u></p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p>	<p>Childnet – Who should you tell? Skills School – Safety features explained</p> <p>Cybersmart - Cyberbullying Teachers resources</p> <p>Artisancam – Super action comic maker software to create a comic book</p> <p>BBC - CBBC – What is cyberbullying? BBC newsround series with video</p> <p>Kidscape - Cyberbullying Advice for young people</p> <p>DfE - Preventing and Tackling Bullying Advice for schools October 2014</p> <p>Further lesson idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p>	<p>PSHE: SEAL Getting on and falling out, Bullying</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>Draft and write by describing the setting of feelings and atmosphere to convey the character.</p> <p>Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p>

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<p>Year 4</p> 	<p>Lesson 4</p> <p><u>The Key to Keywords</u></p> <p>Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<p>Childnet – What is reliable? Smart Rules</p> <p>Kidsmart – Safe Searching</p> <p>Google – How search works</p> <p>Further lesson idea:</p> <p>Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>	<p>ICT: Finding information - Pupils should be able to: consider the online information needed to solve a problem, complete a task or answer a question, and explore how information will be used</p> <p>Literacy: consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers</p> <p>Idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>

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Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 4</p> <div> Creative Credit & Copyright </div> <div> Information Literacy </div>	<p>Lesson 5</p> <p><u>Whose is it, Anyway?</u></p> <p>Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>	<p>All About explorers - <u>Link to website</u> A website developed by teachers to help children to understand research skills</p> <p>TES - <u>Alleyk@tz Video</u> Teachers resource on plagiarism</p> <p>Further lesson idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>	<p>English: Reading - distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction by being clear about the information they have been asked to locate.</p> <p>PSHE: SEAL - Relationships</p> <p>Idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>



Private and Personal Information

Essential Question

How can you protect yourself from online identity theft?

Estimated time: 45 minutes

Lesson Overview

As students visit sites that request information about their identities, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft. In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online.

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

NETS•S: 1b, 5a, 5b

Learning Objectives

Students will be able to ...

- learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.
- understand what type of information can put them at risk for identity theft and other scams.
- distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.

Key Vocabulary –

register (online): to enter your information in order to sign up and get access to a website

personal information: information that can't be used to identify you, such as your age, gender, how many siblings you have, your favorite food, etc.

private information: information that can be used to identify you, such as your Social Security number, street address, email, phone number, etc.

identity theft: when a thief steals someone's private information in order to pretend to be that person

Materials and Preparation

- Copy the **Protect Yourself Student Handout**, one for each student.
- Copy the **All About Me Student Handout**, one for each student.
- Preview the websites Neopets (www.neopets.com), Nickelodeon (www.nick.com), and BookAdventure (www.bookadventure.org) and be prepared to show them to the class.
- Chalkboard or white board

Family Resources

- Send home the **Online Security Family Tip Sheet (Elementary School)**.



introduction

Warm-up (5 minutes)

ASK:

What types of information do you think are okay to share publicly online, on a profile that others will see, for instance?

Sample responses:

- Interests and favorite activities
- Opinions about a movie
- First name

INVITE students to share the names of websites they visit that require or request user information before allowing people to participate in online activities.

ASK:

What are some examples of websites where you must register in order to participate?

Review the Key Vocabulary term **register**.

Sample responses:

- Social networking sites
- Video-sharing sites
- Youth discussion sites
- Ask-an-expert sites
- Game sites

WRITE the names of the websites on the board. Explain that it's important to know that sharing some kinds of user information can put you and your family's privacy at risk.

teach 1

Log In (15 minutes)

PROJECT for the class, or have students go online to, www.neopets.com, www.nick.com, www.bookadventure.org, or one of the websites that your students suggested.

Note: As an offline alternative, print out and copy two of the website pages that ask for registration and log-in information. Distribute copies of the pages to each student.

DISCUSS with students the kinds of information that each website requires or requests before users can participate.

ASK:

What information is required and why do you think it is required?

This may include first name, user name, password, password hint, birth date, gender, the state you live in, parent's permission, etc. Let them know that the information may be required because it helps distinguish one person from another. Or perhaps the website is keeping a record of who uses it.

ASK:

What information is optional, and why do you think it is optional?

This may include parent's email, birthday, state, country, gender, etc. Maybe this information is optional because the website does not require it for payment, to distinguish people from one another, or so the website can keep track of this kind of information.

Why do you think websites ask for this kind of information?

Answers may include: They want to get people to pay in order to use the site, they want to send messages to people who are signing up, or they want to try to sell things to those people.

POINT OUT that you do not have to fill out fields on websites if they are not required. Required fields are usually marked by an asterisk (*) or are highlighted in red.

teach 2

Private and Personal (10 minutes)

EXPLAIN to students that some kinds of information are generally safe to share on the Internet and some are not. However, the information that's considered safe should not be shared one-on-one with people they don't already know offline.

DEFINE the Key Vocabulary terms **personal information** and **private information**. Emphasize that personal information is usually safe to share online. Private information is usually unsafe to share online (students should get permission from a parent or guardian).

SHARE the following examples of information that is safe or unsafe to share:

SAFE – Personal Information	UNSAFE – Private Information
<ul style="list-style-type: none"> • Your favorite food • Your opinion (though it should be done respectfully) • First name 	<ul style="list-style-type: none"> • Mother's maiden name • Social Security number • Your date of birth • Parents' credit card information • Phone number

ASK:

Why would someone want to steal someone else's identity on the Internet?

Sample responses:

- To steal money
- To do something bad or mean
- To hide their real identity

DEFINE Key Vocabulary term **identity theft**.

EXPLAIN that an identity thief uses private information to pretend to be the person whose identity he or she has stolen. Once the thief has taken someone's identity, he or she can use that person's name to get a driver's

license or buy things, even if the person whose identity they stole isn't old enough to do these things! It's often not until much later that people realize their identity has been stolen. Identity thieves may also apply for credit cards in other people's names and run up big bills that they don't pay off. Let students know that identity thieves often target children and teens because they have a clean credit history and their parents are unlikely to be aware that someone is taking on their child's identity.

EMPHASIZE the difference between private information (which can be used to steal your identity) and personal information (which cannot be used to steal your identity). Invite students to answer the following questions (write their answers on the board):

ASK:

What kinds of private information could an identity thief use to find out and steal your identity?

Examples include: first and last name, postal address, email address, phone numbers, passwords, credit card numbers, Social Security number, mother's maiden name.

What kinds of personal information could you share about yourself without showing your identity?

Examples include: your age, gender, how many brothers and sisters you have, your favorite band, your favorite food, what pets you have, the name of your pet, your opinion about an important issue.

EXPLAIN to students that on the Internet, people you interact with could be your friends next door or strangers who live on the other side of the world. Because it's hard to know the intentions of people who you've never met before, it is best to remain cautious when sharing your information. You wouldn't give strangers your private information in the real world, and you need to be just as careful when you're online.

REMIND students how important it is each time they share information online to stop and think: "Am I giving out information that I should keep private?" Point out that it can sometimes be safe to give out some private information. For example, a website might ask for your birth date or email address. But students should always ask their parent or guardian before giving out private information.

DISTRIBUTE the **Protect Yourself Student Handout** and have students complete the activity. Review the correct answers (listed below):

- **Personal Information:** Your age, gender, how many brothers and sisters you have, your favorite band, your favorite food, the name of your pet.
- **Private Information:** Full name, street address, email address, your date of birth, phone numbers, credit card information, mother's maiden name, name of school.

teach 3

What's Safe to Share Online? (10 minutes)

DISTRIBUTE the **All About Me Student Handout**. Have students write down all the personal information they would like to share on a public profile in an online community. Emphasize that even though personal information is safe to share online, it is okay to choose not to share it. Remind students that everything on the list should be safe to share; none of it should be private information that can put their identity at risk.

ENCOURAGE students to share their lists with the class.

ASK:

Is there anything on the lists that could be used by an identity thief? Why?

Guide students to explain their answers and encourage them to use the Key Vocabulary terms.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What is identity theft?

Using someone else's private information to pretend to be that person.

How does personal information and private information differ?

Private information, such as a Social Security number, is unsafe to share. It should be kept private so that identity thieves cannot use it. Personal information, such as your favorite food, cannot be used by identity thieves and is safe to share. Even though personal information is usually safe to share online, you might choose not to share this information, and that's fine.

What would be a good rule for kids about giving out private information online?

They should not share it online without the permission of a teacher, parent, or guardian.

Private and Personal Information

Directions

Pretend you have a public profile in an online community. There are people you know, and people you don't know, who can view your profile.

Write down personal information that you would want to share about yourself. Make sure that everything on your list is safe to share and that it is not private information that could reveal your identity.

Use Common Sense!

Each time you share information about yourself online, stop and think: "Am I giving out information that I should keep private?"

Personal information often is safe to share. But you should never share private information without the permission of a parent, guardian, or teacher.

Private and Personal Information

Directions

Decide if each piece of information below is an example of personal information or private information. Then check the box to show your answer.

Information	Personal	Private
Full name (first and last)		
Age		
Street address		
Email address		
Date of birth		
Gender		
How many brothers and sisters you have		
Favorite band		
Phone numbers		
Credit card information		
Favorite food		
The name of your pet		
Mother's maiden name		
Name of your school		

Private and Personal Information

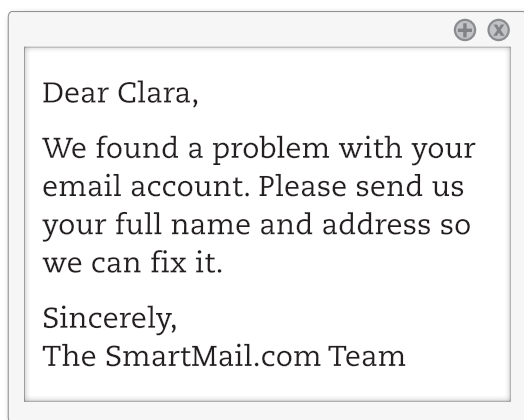
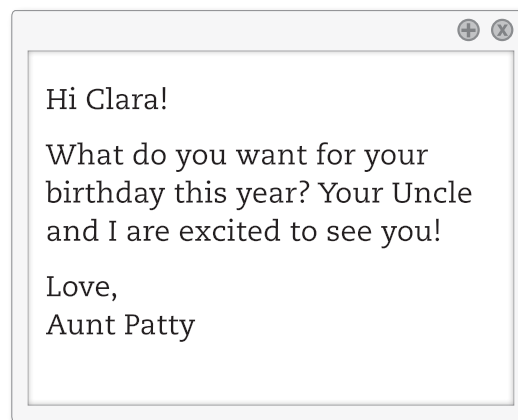
1. If a website asks you for your _____ online, you should talk to a parent or family member.

- a) favorite color
- b) date of birth
- c) screen name

2. An identity thief probably would not be interested in your personal information, such as _____.

- a) our full name
- b) your street address
- c) your favorite movie

3. Clara received two emails. Which email should she NOT respond to? Circle your answer.



Private and Personal Information

1. If a website asks you for your _____ online, you should talk to a parent or family member.

- a) favorite color
- b) date of birth**
- c) screen name

Answer feedback

The correct answer is **b**. Your date of birth is an example of private information. If a website asks for private information, you should ask a trusted adult before doing anything.

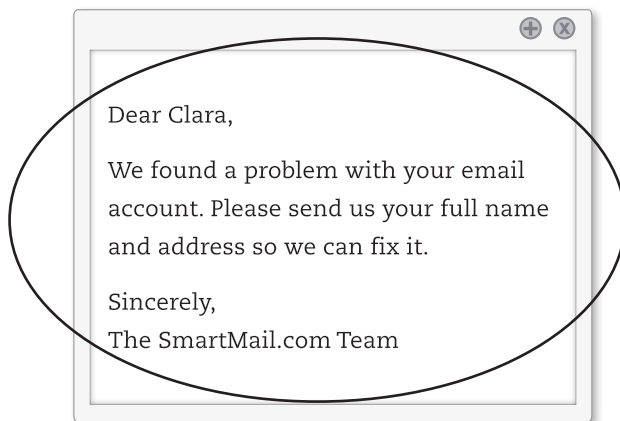
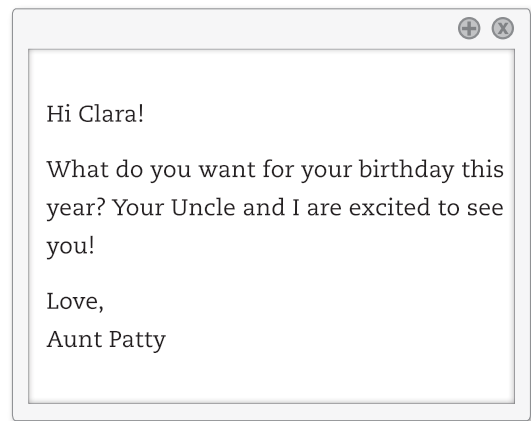
2. An identity thief probably would not be interested in your personal information, such as _____.

- a) your full name
- b) your street address
- c) your favorite movie**

Answer feedback

The correct answer is **c**. Both your full name and your street address are examples of private information. Personal information, like your favorite movie, would probably not be useful for an identity thief.

3. Clara received two emails. Which email should she NOT respond to? Circle your answer.



Answer feedback

If an email asks you for private information, such as your full name or address, you should not respond—especially if you do not know the person who sent the message.



Rings of Responsibility

Essential Question

What kinds of responsibilities does a good digital citizen have?

Lesson Overview

Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens.

Students sit in circles, which depict the Rings of Responsibility, in order to explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online.

Learning Objectives

Students will be able to ...

- reflect upon their offline responsibilities.
- examine their online responsibilities.
- learn that good digital citizens are responsible and respectful in the digital world (and beyond).

Materials and Preparation

- Prepare to draw the Rings of Responsibility (refer to Teach 1) on the board.
- Create a version of the Rings of Responsibility in your classroom, large enough for students to sit or stand in. You may want to outline the three rings using masking tape or by forming concentric circles with chairs. You could also use chalk outside if possible.
- Copy the **My Rings of Responsibility Student Handout**, one for each student.
- Review the **My Rings of Responsibility Student Handout – Teacher Version**.

Family Resources

- Send home the **Digital Life Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

grade 4: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

grade 5: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.6

NETS-S: 3a, 3b, 5a, 5b, 6a

Key Vocabulary –

responsibility: an obligation or duty you have to yourself or others

community: a group of people with a common background or shared interests

digital citizen: a member of a worldwide community linked by the Internet



introduction

Warm-up (10 minutes)

INVITE students to gather around you. Drop a pebble or a penny into a bowl or cup of water and watch the concentric circles grow.

ASK:

What do these circles remind you of?

Sample responses:

- a bulls-eye
- the Target company logo
- tree rings
- a dart board

EXPLAIN that the circles remind you of the Rings of Responsibility.

DEFINE the Key Vocabulary term **responsibility**.

DRAW or project a large version of the Rings of Responsibility graphic (below) on the board for students to see. Explain that these rings show how one's sense of responsibility grows, from the self to the larger community. Each ring represents a different person or group to which they have responsibilities.

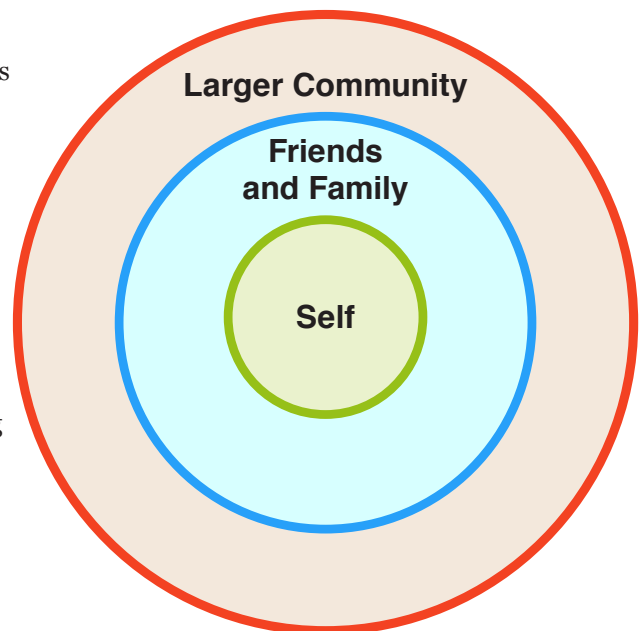
teach 1

Identify Offline Responsibilities (15 minutes)

INTRODUCE the Rings of Responsibility by telling students that you are going to explore some of the everyday responsibilities they have to themselves, to their friends and family, and to the larger community.

- **Self:** The center ring has to do with responsibilities students have to themselves, such as keeping themselves safe and healthy, and protecting their reputations.
- **Friends and Family:** The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances, or just listening to them when they are having problems.
- **Larger Community:** The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely at the playground.

DEFINE the Key Vocabulary term **community**.



INVITE students to sit in the center of the Rings of Responsibility circles that you have outlined in your classroom.

POINT OUT to students that they are standing in a circle that represents Self.

HAVE students take a minute to think of at least one example of a responsibility that they have to themselves.

INVITE three volunteers to stand up in the center Self ring to answer the following question.

ASK:

What responsibilities do you have to yourself?

Sample responses:

- I eat healthy food.
- I do my homework.
- I brush my teeth.

INVITE students to scoot backward into the next ring, which represents Friends and Family. Challenge students to take a minute to think of a couple examples of responsibilities that they have to people to whom they're close. After a minute, ask students to turn to their neighbors, and share one responsibility they have to their friends and family.

ASK:

What responsibilities do you have to your good friends and to your family?

Sample responses:

- I take care of my sibling.
- I help my mom and dad with chores.
- I go to my friends' sporting games to support them.

INVITE students to scoot backward into the last ring, which represents the Larger Community. Challenge students to take a minute to think of a couple examples of responsibilities they have to others, not all of whom they might know personally. After a minute, go around the circle and ask each student to share at least one way in which they're responsible to the larger community.

ASK:

What responsibilities do you have to the larger community?

Sample responses:

- I get to practice and appointments on time.
- I don't litter.
- I am polite to other people, even if I don't know them.

teach 2

Identify Online Responsibilities (15 minutes)

DEFINE the Key Vocabulary term **digital citizen** while students are still seated.

DISCUSS that as digital citizens, students have responsibilities to themselves, their friends and family, and the larger community in the online world.

EXPLAIN to students that you are going to have them stand outside of the Rings of Responsibility. You are going

to read a series of statements regarding online responsibilities, and the students should move silently to stand inside the ring that they think the responsibility corresponds to. For example, if you were to say, “I never reveal my full name online,” students would walk into the innermost ring, Self (because people protect themselves by not revealing such private information online).

READ the following statements aloud, and pause between each to give students a chance to move accordingly:

<i>I am respectful and kind when communicating online.</i>	(Larger Community)
<i>I never reveal my family’s home address.</i>	(Friends and Family)
<i>I communicate only with people I know offline.</i>	(Self)
<i>I don’t tag my friends in photos or videos unless I have their permission.</i>	(Friends and Family)
<i>I never participate in online bullying.</i>	(Larger Community)
<i>I think carefully about what I read on the Internet and question if it is from a reliable source.</i>	(Self)
<i>I visit sites that are safe and appropriate.</i>	(Self)
<i>I give proper credit when using information I find online.</i>	(Larger Community)
<i>I never share a friend’s private information.</i>	(Friends and Family)
<i>I don’t copy someone else’s words and say that I wrote them.</i>	(Larger Community)
<i>I never call people mean names online.</i>	(Larger Community)
<i>I balance my time online and offline.</i>	(Self)

REVIEW with students that they are responsible for their own behavior, whether it is in the offline world or in the digital (online) world. Encourage them to take their responsibilities – online and offline – seriously, because being responsible is crucial to being good members of the community and to becoming good digital citizens.

INVITE students to complete the **My Rings of Responsibility Handout**. Use the **My Rings of Responsibility Handout – Teacher Version** to review the correct answers.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are the three Rings of Responsibility? Friends and Family

What is one important responsibility you have in the online world?

Students' answers will vary. Encourage them to consider the three different rings, and how people have different responsibilities to themselves and others online.

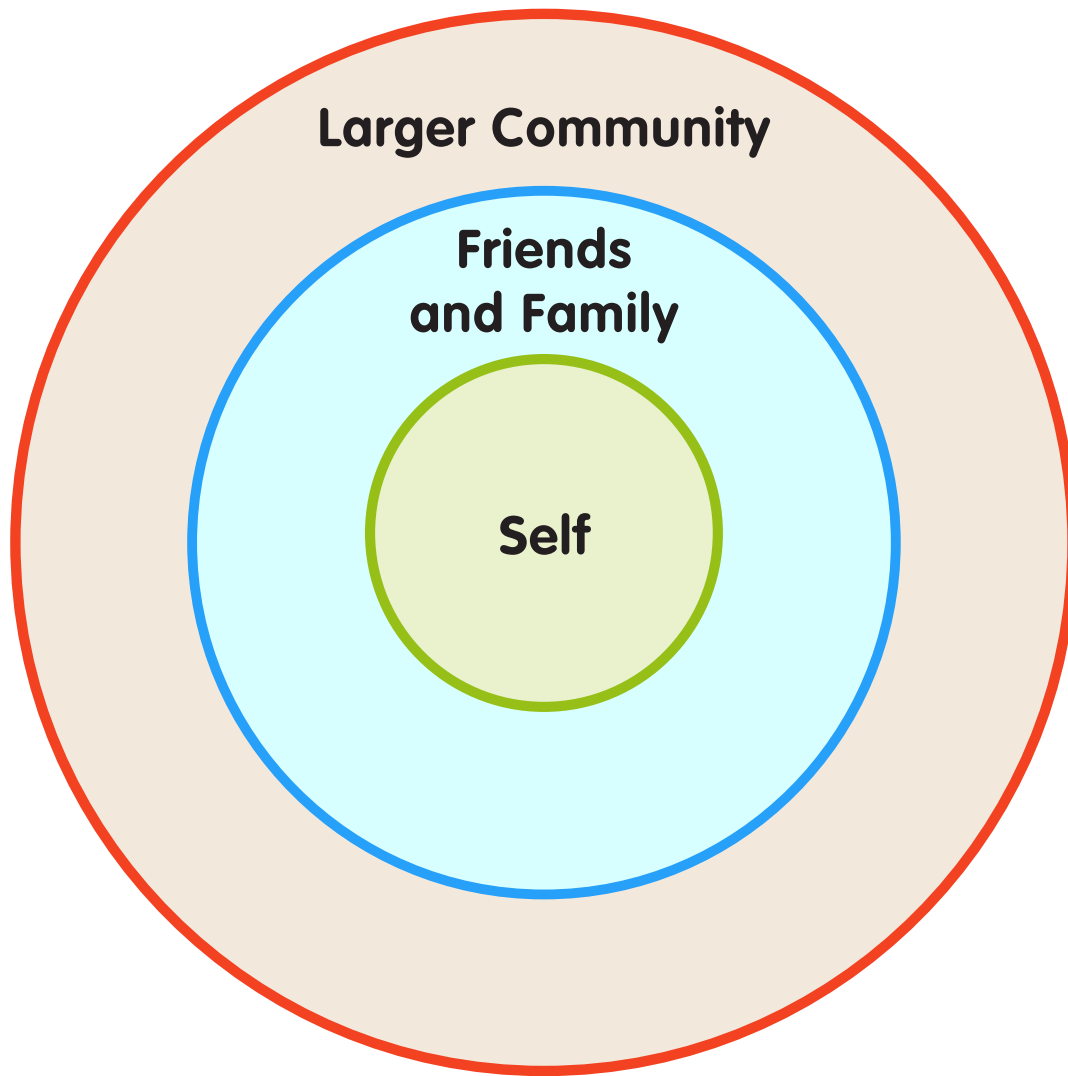
Is there a responsibility that you have to others both online and offline?

Students' answers will vary. Some may mention The Golden Rule: "Treat others as you would like to be treated." They may share that they always should be kind to others, both online and offline.

Rings of Responsibility

Directions

At the bottom of the page, cut out each online responsibility. Tape or glue each online responsibility into the correct Ring of Responsibility.



cut along dotted lines

I protect my passwords.

**I stand up
to cyberbullying.**

**I post my opinions
respectfully.**

**I give credit for
information I find online.**

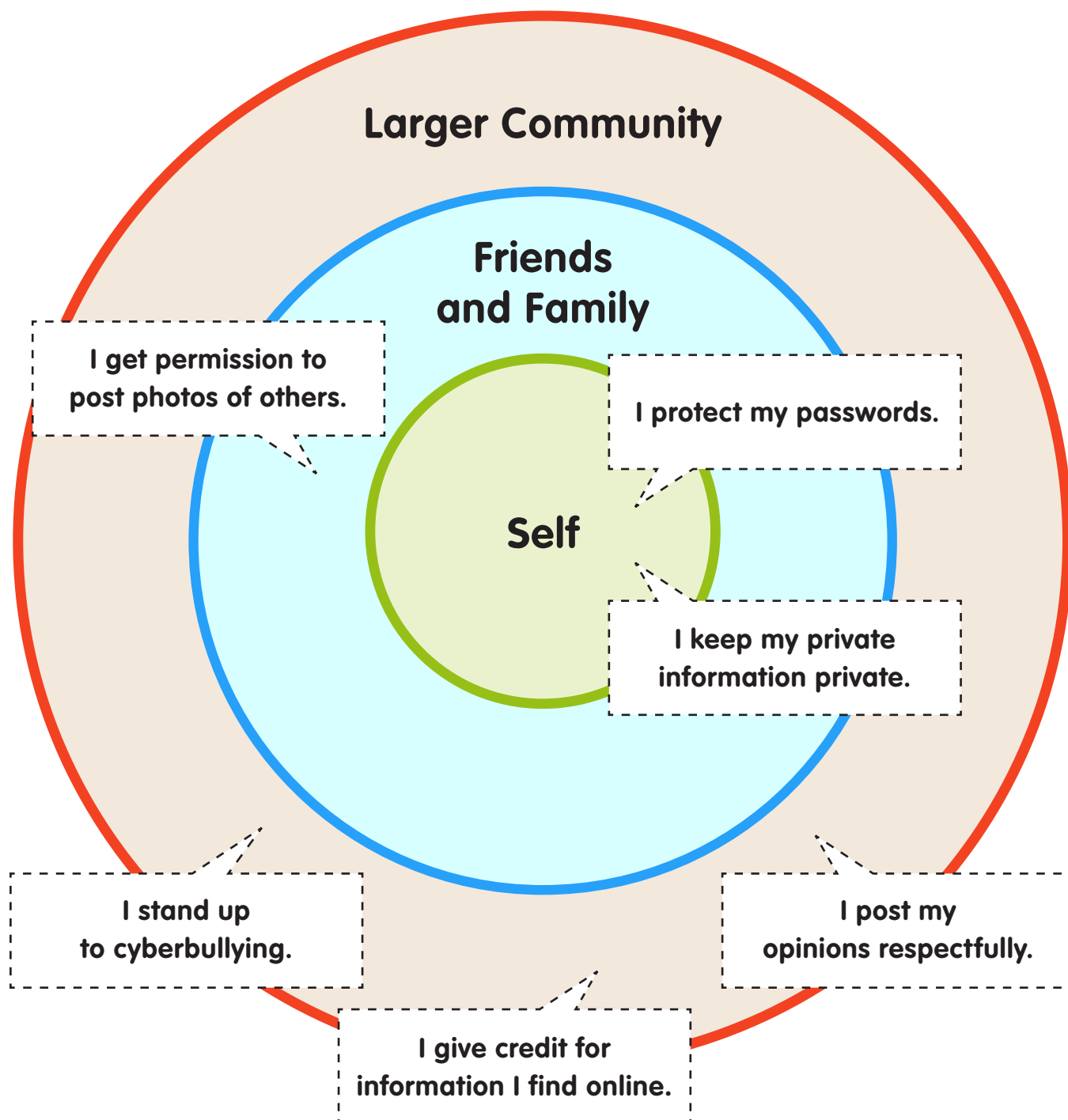
**I get permission to
post photos of others.**

**I keep my private
information private.**

Rings of Responsibility

Directions

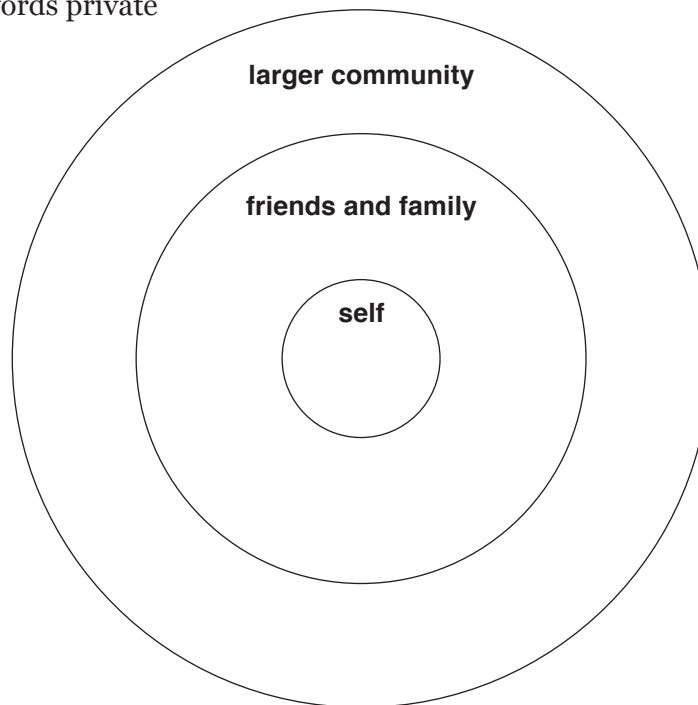
At the bottom of the page, cut out each online responsibility. Tape or glue each online responsibility into the correct Ring of Responsibility.



Rings of Responsibility

1. Read the answer choices below. Each is an example of being responsible to yourself, your friends and family, or the larger community. Write the letter of each answer choice in the correct ring below.

- a) Asking permission before posting a silly photo of a classmate
- b) Using only kind language in a virtual world
- c) Keeping your passwords private



2. Friends on social network sites, players in online games who chat with one another, and teammates on soccer teams are all members of _____.

- a) sports
- b) communities
- c) digital media

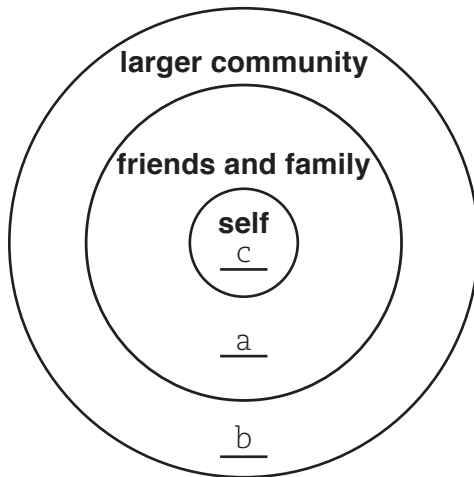
3. What does it mean to be a good digital citizen?

- a) Being a good friend offline
- b) Being good at online games
- c) Being respectful of others online

Rings of Responsibility

1. Read the answer choices below. Each is an example of being responsible to yourself, your friends and family, or the larger community. Write the letter of each answer choice in the correct ring below.

Answer feedback



- a) Asking permission before posting a silly photo of a classmate
- b) Using only kind language in a virtual world
- c) Keeping your passwords private

2. Friends on social network sites, players in online games who chat with one another, and teammates on soccer teams are all members of _____.

- a) sports
- b) communities**
- c) digital media

Answer feedback

The correct answer is **b**. A community is a group of people with a common background or with shared interests within society.

3. What does it mean to be a good digital citizen?

- a) Being a good friend offline
- b) Being good at online games
- c) Being respectful of others online**

Answer feedback

The correct answer is **c**. Good digital citizenship is about being thoughtful and respectful while using the Internet.

The Key to Keywords

Essential Question

Which keywords will give you the best search results?

Estimated time: 45 minutes

Lesson Overview

Students learn strategies to increase the accuracy of their keyword searches. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.

Working in pairs, students use the **Fetch! Student Handout** to answer an assigned question. They use one, two, then multiple keywords, and discover that when it comes to keyword searches, more words are better than one. Using the **Doggy Data Student Handout**, students then devise their own search strategies to find information, using multiple keywords, synonyms, and alternative words and phrases.

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.3, W.4, W.6, L.3a, L.6

grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.4, W.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.4, W.6, L.3a, L.6

NETS•S: 3b, 3c, 3d

Learning Objectives

Students will be able to ...

- experiment with different keyword searches and compare their results.
- refine their searches by using multiple words, synonyms, and alternative words and phrases.
- draw inferences to explain their search results.

Key Vocabulary –

keywords: the most important words related to a subject, which you type into a search engine to find the information you want

precise: clear and exact

results page: the screen showing what a search site found in response to your keyword search

synonyms: two or more words with the same meaning or nearly the same meaning

alternative: a different way to say or do something

Materials and Preparation

- Copy the **Fetch! Student Handout**, one for every two students.
- Copy the **Doggy Data Student Handout**, one for every two students.

Family Resources

- Send home the **Smart Searching Family Tip Sheet (Elementary School)**.

introduction

Warm-up (10 minutes)

To help students understand that precisely worded descriptions produce the best search results, start out with the following activity.

- **PLACE** several small items on a desk at the front of the room, behind a book or other barrier that prevents students from seeing them. (Use different types of objects, such as a tape dispenser, an apple, and a computer mouse.)
- **INVITE** a student volunteer to come to the front, look at the objects, and describe one of them to the class, without using any of the words in the item's name. (Students describing a tape dispenser, for example, could not use the words *tape* or *dispenser*.)
- **REPEAT** the exercise at least three times. (Students who have seen the items can't guess!) Afterwards, encourage students to think about what they learned from the game.

ASK:

How do you use words when you search the Internet?

Students should know that they input keywords into a search engine.

DEFINE the Key Vocabulary term **keywords**.

DISCUSS with students how the game they played is like doing Internet searches: A search engine uses computer programs to look for information on the Internet. However, users need to tell the search engine what to look for. That's what keywords are used for.

DEFINE the Key Vocabulary term **precise**.

EXPLAIN that in order for students to get the best search results, they need to choose their keywords carefully. The most precise keywords will yield the best results.

teach 1

Fetch! (20 minutes)

GROUP students into pairs. If your class has access to a limited number of computers, two or more pairs may take turns using one computer.

DISTRIBUTE the **Fetch! Student Handout**, one for each pair of students.

ASK:

How do you think search engines, like Google, work?

Search engines crawl the Internet, gathering information about millions of websites. At the click of a button, a search engine sorts through what it “knows” and lists the sites it “thinks” you want. You tell the search engine what you want by using keywords.

DEFINE the Key Vocabulary term **results page**.

EXPLAIN that when it comes to keyword searches, it is important to choose accurate and precise words. Let students know that adding more of these keywords can help narrow a search. A search for a single word may

“fetch” a million sites to display on their results page. Adding more words fetches fewer sites that are closer to what you need. Another tip is to put words that belong together (such as a phrase, a full name, or lyrics of a song) in quotation marks. The search engine looks only for instances where these words are lumped together.

TELL students they will conduct an experiment that involves finding information by using more and more keywords.

ASSIGN a search engine for students to use in this activity, such as Google, Yahoo, or Bing. Have all students use the same search engine, so that the only variable is the keywords they choose. Then assign each pair of students one of the following questions to answer. Each question should be assigned to at least two pairs of students. Have them write down their assigned question on their **Fetch! Student Handout**.

- What foods are toxic to dogs? (Name four)
- What breeds of dogs are the smartest? (Name four)
- What jobs do dogs do for people? (Name four)
- What are some of the smallest and largest dog breeds? (Name two of each)

GUIDE pairs of students through a multi-step search to find the answers to their question. Have each pair complete the following steps, allowing 10-15 minutes:

- **SEARCH** for the answer to their question using a single keyword – for example, *dog*.
- **RECORD** the total number of sites included in the search results. (The location of this number varies from search engine to search engine, although it is always located somewhere on the first search results page.)
- **INVESTIGATE** the top three sites on their results page to see if they can quickly find the answers to their questions.
- **REPEAT** the previous three steps, using two keywords. If the answers to their questions still do not appear in the first three search results, students should continue to add additional keywords until they find what they are looking for.
- **WRITE** the answers to their question on their handout. Students should also note how many searches they had to do to find the answers, and how many keywords they used. Finally, they should write down the names of two sites from which they got answers.

INVITE pairs of students to join with others who answered the same question. Encourage them to compare and contrast the keywords they used and the sites where they found their answers. Explain to students that their answers may vary slightly, because there are more than four correct answers to each question.

teach 2

Doggy Data (10 minutes)

GROUP students into pairs, or keep them in the pairs established for the previous section of the lesson. If your class has access to a limited number of computers, two or more pairs may be combined into larger groups.

DISTRIBUTE the **Doggy Data Student Handout**, one for each student.

EXPLAIN to students that they will now see how quickly they can hunt down specific information about dogs. Have them read through the questions on the **Doggy Data Student Handout**, and choose one group member to record information on the handout. In addition to the answers, students will record the keywords they used to search, and at least two sites where they found their answers.

CHALLENGE students to find the answers to the three questions in as few searches as possible. Remind them

that they will need to choose their keywords carefully, using words that are accurate, relevant, and precise. Remind students that they should group terms that go together in quotation marks (e.g., “Fancy Feast”). Have all groups begin their searches at the same time.

DEFINE the Key Vocabulary terms **synonym** and **alternative**.

ASSIST students as needed with the special instructions in Question 3. For Question 3, they should include in their keywords one or more synonyms for the word *strong*. (If students have difficulty coming up with synonyms, suggest *powerful* or *sharp*.)

INVITE each group to raise their hands when they have answered all the questions and filled in all the required information. When all groups are finished, have recorders take turns reading aloud the answer, keywords, and websites for one of their three questions.

ENCOURAGE students to discuss how and why they chose the keywords for their searches.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are keywords?

Keywords are the most important words related to a subject, those which you type into a search engine to find the information you want.

Is it better to use more than one keyword in a search? Why or why not?

When you use more words, you get fewer sites in your search results, but they are more likely to contain what you’re looking for. Remind students that though more words are usually better, it is important that the words you type in be precise and relevant to the subject you are researching.

How does using synonyms or alternative phrases help when submitting a search?

Sometimes websites use different words or phrases to describe the information you are looking for. A synonym for a word may bring better results than the word itself.

The Key to Keywords

Directions

Find answers to the questions below. Use precise keywords to get the best results. To make sure your answers are correct, recheck the facts by finding them on at least two sites. Write down the names of the two sites where you found the answer.

1. How many teeth does an adult dog have?

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

2. What is the most popular dog breed in the United States?

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

3. Which is the strongest of a dog's five senses?

Try this! Use a keyword that has a similar meaning to "strong."

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

The Key to Keywords

Directions

In some ways, a search engine is like a well-trained dog. It will fetch what you want, but only if you use the right commands. Although single words are better commands for dogs, more words are better for search engines.

Our question: _____

Our search site: _____

Searching with ONE keyword

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

Searching with TWO keywords

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

Searching with _____ keywords

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

What keywords did you use?

Round 1: _____

Round 2: _____

Round 3: _____

How many searches did it take to find the answer? _____

How many keywords did it take to find the answer? _____

Our answer: _____

Two sites that had the answer I was looking for were:

Site 1: _____

Site 2: _____

The Key to Keywords

1. _____ are the most important words related to a subject. You type these into a search engine to find the information you want.
- a) Passwords
 - b) Keywords
 - c) Crosswords
2. Mike is getting ready to search for information about gardening. Which set of keywords will NOT help Mike find information about gardening?
- a) planting, season, water
 - b) fire, forest, horse
 - c) temperature, soil, seeds
3. Keena wants to find information about great restaurants in Florida. Which keywords could she use to search?
- a) best restaurants Florida
 - b) top eats Florida
 - c) a or b

The Key to Keywords

1. _____ are the most important words related to a subject. You type these into a search engine to find the information you want.

- a) Passwords
- b) Keywords**
- c) Crosswords

Answer feedback

The correct answer is **b**. Keywords are the most important words related to a subject. Different keywords will give you different search results online.

2. Mike is getting ready to search for information about gardening. Which set of keywords will NOT help Mike find information about gardening?

- a) planting, season, water
- b) fire, forest, horse**
- c) temperature, soil, seeds

Answer feedback

The correct answer is **b**. Keywords should relate to the information you are looking for.

3. Keena wants to find information about great restaurants in Florida. Which keywords could she use to search?

- a) best restaurants Florida
- b) top eats Florida
- c) a or b**

Answer feedback

The correct answer is **c**. You can use different keywords to find similar information online.



The Power of Words

Essential Question

What should you do when someone uses mean or scary language on the Internet?

Lesson Overview

Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.

Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.

Learning Objectives

Students will be able to ...

- empathize with those who have received mean and hurtful messages.
- judge what it means to cross the line from harmless to harmful communication online.
- generate solutions for dealing with cyberbullying.

Materials and Preparation

- Preview the video “**The Power of Words**,” and prepare to show it to students.
- Copy the **Words Can Hurt Student Handout**, one for every four students.
- Copy the **Talk and Take Action Student Handout**, one for each student.
- Colored pencils
- String (cut string the length of the classroom)

Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.1, RI.3, RI.4, RI.10, RF.4a, W.4, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

grade 4: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

grade 5: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.6

NETS-S: 2b, 5a, 5d

Key Vocabulary –

cyberbully (verb): using technology tools such as the Internet and cell phones to deliberately upset someone else



introduction

Warm-up (5 minutes)

DRAW a series of expressive faces, or emojis, on the board:



INVITE students to suggest emotions that match each face's expression. Answers will vary.

Faces	Responses will vary
	happy, glad, excited, content, thrilled, pleased
	mad, angry, frustrated, grouchy, furious, upset
	bored, calm, relaxed, lonely, disinterested (note: this face may evoke opposing emotions as it is pretty neutral)
	sad, unhappy, upset, depressed, miserable
	surprised, scared, shocked, amazed

TELL students that not everyone will react to a particular situation the same way, but just because a reaction is different from our own, that doesn't mean we should discount others' feelings.

EXPLAIN to students they are going to watch a video about how words, whether typed or spoken, can impact how someone else feels.

 **SHOW** students "The Power of Words."

ASK:

• Who has heard of the saying, "Sticks and stones may break my bones, but words will never hurt me"?

Responses will vary.

• What did Guts mean in his text that sometimes words can hurt?

Despite the old saying, "Sticks and stones may break my bones, but words will never hurt me," words are powerful. Sometimes it is hard to ignore what someone is saying when it's a mean name. Names CAN make you feel sad or hurt.

REMIND students to keep Legs's question in the back of their minds during this lesson: *How do you treat others online?*

teach 1

What's the Problem? (15 minutes)

ORGANIZE students into groups of four, and have each group pick a person to record their ideas.

DISTRIBUTE the **Words Can Hurt Student Handout**. Have the groups of students read the scenario about Rani and Aruna receiving mean messages through a children's game website.

HAVE each group answer the questions, and then have them share their responses with the class. Look for responses that show empathy for Rani and Aruna and acknowledge that the messages are mean and hurtful and should be stopped. Ask students to read the Use Common Sense! section on the **Words Can Hurt Student Handout**.

INVITE students to share their own stories.

ASK:

Have you seen mean messages sent to you or others online? Tell us about it, but do not use real names.

Answers will vary.

DIVIDE students into pairs.

INVITE one partner to write the phrase "You're weird" on a piece of paper, and then hand it to their partner. Tell them that they just received this text.

ASK:

What are the reasons the person might have texted "You're weird"?

They're continuing an inside joke; the first person did something silly at an earlier time; a group of kids is teasing the kid; the person who sent the text really does think the person is weird but is afraid to say it to his or her face.

How did the partner feel who was called weird?

Possibly like the other person was kidding around, but maybe that the person was teasing or being hurtful.

TELL one person from each pair to say to the other person, "You're weird," with a smile on his or her face.

ASK:

Why might you feel differently if you could see the person?

People give non-verbal cues through facial expressions and body language.

teach 2

Crossing the Line (10 minutes)

PLACE the piece of string across the length of the classroom. Ask students to stand on one side of the line. Then ask them to imagine that they are online and somebody has sent them a message, which you will read to them. Tell the students to stay where they are if they think the message is okay; to cross over the line if they think the message is not okay; or to stand on the line if they think the message is in between.

READ each of these messages aloud and have students move accordingly:

- *You are an idiot.*
- *I'm having a party and you're not invited.*
- *I like your new haircut.*
- *You are really ugly.*
- *Thanks for the advice. Next time would you mind telling me in person rather than by texting?*
- *Did you finish your homework?*
- *Why is it taking you so long to finish it?*
- *You are such a freak.*

REVIEW with students that kids like to go online and use cell phones to email, chat, watch videos, send messages, play games, and do homework. But sometimes the language can get mean or scary. Messages that make people feel bad cross the line. Sometimes that meanness is unintentional, but when people use tools such as the Internet and cell phones to deliberately upset someone else over and over, that's cyberbullying.

teach 3

Talk and Take Action (10 minutes)

HAVE students return to their seats.

DISCUSS how easy it is to feel angry or upset when somebody sends you a mean or scary message online.

DEFINE the Key Vocabulary term **cyberbullying**. Explain that cyberbullies deliberately try to make you feel that way, just like real-life bullies. Discuss the following ideas about what they can do when faced with cyberbullying:

- *Cooling down can be a good first step when you receive a mean message online. Taking a deep breath, counting backwards from 10, or pausing to think about what you will do next can give you time to think of the BEST way to handle the situation.*
- *Finding help or telling a trusted adult or a friend can be a good way to take action. You shouldn't deal with the cyberbullying situation alone. The person you tell should be someone who wants to hear what you have to say, and will help you work on a solution. Adults can be especially good because they often have the power to influence the situation, or can give you advice about what to do.*
- *Ignoring the person who is cyberbullying you can be very effective. Those who bully often like attention.*
- *Whatever you do, remember to keep a copy of your communication with the individual who is cyberbullying you. If you delete the communication, there is no proof of how the bully treated you if you need to show it to a trusted adult.*

DISTRIBUTE the **Talk and Take Action Student Handout** to each student. Encourage them to depict a cyberbullying scenario and a possible solution. They can use pencils and paper or go online and use the free tool Make Beliefs Comix (www.makebeliefscomix.com) to complete a comic strip.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

Why is it a bad idea to send mean or scary messages online?

Because they can make the person who gets them upset, angry, or scared.

Why might there be more misunderstandings between people when they send online messages as opposed to face-to-face discussion?

Online messages can be more confusing or scarier than face-to-face messages because there are no face-to-face cues to help you understand people's intentions.

What can kids do when they get cyberbullying messages?

They can 1) calm down and take a deep breath, 2) tell a friend or a trusted adult who can help develop a plan to handle the situation, 3) ignore the bully, 4) keep a copy of the communication with the bully.

The Power of Words

Directions

Create a cartoon about a cyberbullying situation. Each frame should show a different part of the situation:

FRAME 1: Make a cartoon about something that a cyberbully might do or write online. Remember to use language appropriate for school.

FRAME 2: Show what you might do if you saw what the cyberbully has done or written.

FRAME 3: What might be a positive outcome, or result, of the situation?

What might a cyberbully say or do?

What would you do in response?

What would a positive outcome be?

Use Common Sense!

- If someone is mean to you online, take a breather and ignore them. Save a copy of your conversation between you and the bully.
- If you, or someone you know, is cyberbullied, talk to a trusted adult – like a parent, family member, or teacher. Together, you can think of a plan for how to respond.

The Power of Words

Directions

Read the story below and then answer the questions that follow.

Rani and Aruna love a website that has games and chatting for kids. Their parents let them play on the site. Lately, though, Rani and Aruna have been receiving mean messages on the site, including:

Group Chat:

- Player A: I hate you!
- Player B: You are ruining the game!
- Player C: You are so stupid.
- Player D: You are a dork.

1. How do you think Rani and Aruna feel when they read those messages?

Rani and Aruna feel _____

2. How would you feel if you received messages like these?

I would feel _____

3. Why do you think people send these kinds of message to people they don't know?

People send these kinds of messages because _____

Use Common Sense!

There's an old saying: "Sticks and stones may break my bones, but words will never hurt me."

I think that this saying is TRUE/NOT TRUE (circle one) because _____

The Power of Words

1. Alicia receives a text message from her friend Ronald. The message says, "I am having a party. You are not invited." Circle the word that shows how Alicia might feel after she receives the message.

- a) hurt
- b) excited
- c) popular

2. Theo is having fun playing Dragons and Knights online. Then he sees a message from another player. It says, "You're ruining the game, stupid!" What should Theo do about the message? What shouldn't he do? Use the chart below to fill in the letters that go with each answer.

- a) Ignore the player who sent the mean message
- b) Write a message back that says, "You're so stupid, you're the one ruining the game"
- c) Pretend that he doesn't feel hurt by the message
- d) Save the message in case the other player sends Theo another mean message
- e) Tell an adult about the message
- f) Never play Dragons and Knights online again

Things Theo Should Do	Things Theo Should Not Do

The Power of Words

3. The following acronym, **STOP**, gives advice on what to do when something goes wrong online. Explain what each letter means.

STOP	What is the meaning of each phrase? Explain in your own words.
S tep away	
T ell a trusted adult	
O kay sites first	
P ause and think online	

The Power of Words

1. Alicia receives a text message from her friend Ronald. The message says, “I am having a party. You are not invited.” Circle the word that shows how Alicia might feel after she receives the message.

- a) hurt
- b) excited
- c) popular

Answer feedback

The correct answer is **a**. Alicia probably feels **hurt** by Ronald’s message. Telling someone they aren’t invited can hurt their feelings. Things that are hurtful in person are also hurtful online.

2. Theo is having fun playing Dragons and Knights online. Then he sees a message from another player. It says, “You’re ruining the game, stupid!” What should Theo do about the message? What shouldn’t he do? Use the chart below to fill in the letters that go with each answer.

Answer feedback



Things Theo Should Do	Things Theo Should Not Do
<ul style="list-style-type: none"> a) Ignore the player who sent the mean message d) Save the message in case the other player sends Theo another mean message e) Tell an adult about the message 	<ul style="list-style-type: none"> b) Write a message back that says, “You’re so stupid, you’re the one ruining the game” c) Pretend that he doesn’t feel hurt by the message f) Never play Dragons and Knights online again



The Power of Words

3. The following acronym, STOP, gives advice on what to do when something goes wrong online. Explain what each letter means.

STOP	What is the meaning of each phrase? Explain in your own words.
S tep away	When something goes wrong, you should step away from the device or website and take a break.
T ell a trusted adult	If something goes wrong, you should tell a trusted adult so that he or she can help you.
O okay sites first	Make sure you are visiting sites that are appropriate for your age.
P ause and think online	When you go online, you should pause and think twice before sending, posting, or reacting.



Whose Is It, Anyway?

Essential Question

How can I show respect for people's work?

Estimated time: 45 minutes

Lesson Overview

Students learn that although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism. They also learn about circumstances in which it is permissible to use the work of others.

Students are first introduced to the feeling of having someone pretend to have written work they created. Then they judge whether or not different situations involving students and schoolwork are acceptable. Students are introduced to proper ways to cite people's words and ideas from the Internet, including how to write a citation.

Standards Alignment –

Common Core:

grade 3: RI.1, RI.3, RI.4, RI.10, RF.4a, W.4, W.6, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

grade 4: RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.2d, W.4, W.6, W.7, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.5, L.3a, L.6

grade 5: RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.2d, W.4, W.6, W.7, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.6

NETS-S: 5a, 5b

Learning Objectives

Students will be able to ...

- define plagiarism and describe its consequences.
- explain how giving credit is a sign of respect for people's work.
- articulate when it is acceptable to use people's work, and how to write a citation.

Materials and Preparation

- Review the *Time for Kids* article, "One Small Step, One Great Man" (www.timeforkids.com/news/one-small-step-one-great-man/44396). Prepare to point out information on the webpage that students would need in order to create a citation for the article (Teach 2).
- Copy the **Okay or No Way! Student Handout**, one for each student.

Family Resources

- Send home the **Respecting Creative Work Family Tip Sheet (Elementary School)**.

Key Vocabulary –

plagiarism: using some or all of somebody's work or idea, and saying that you created it

citation: key information about a source used for a report or other research project, including its author, title, publisher, and date of publication

respect: a way of showing that you admire and value something



introduction

Warm-up (10 minutes)

EMPHASIZE to students that they are all creators. Ask them to think about times they recorded an idea they had — whether they wrote something down, uploaded it onto the Internet, took a picture or video, or made something for class.

ASK:

How did you show, or could you have shown, that your idea belonged to you and not to someone else?

People often give themselves credit for their work by putting their names on what they create, showing when they created it, with whom, etc.

How would you feel if someone pretended that your work was theirs?

Students may describe feeling upset, sad, or cheated. Discuss why it's natural for people to want to be recognized and celebrated for their original ideas or efforts.

teach 1

Plagiarism vs. When It's Fair to Copy (15 minutes)

ASK:

Has anyone heard of the term plagiarism before?

Get a feel for students' familiarity with plagiarism. They may have heard the word and know that it's bad, wrong, or that it has a negative connotation.

DEFINE the Key Vocabulary term **plagiarism**.

SHARE with students your school's official policy on plagiarism and its consequences. If there is no official policy, explain how you handle plagiarism in your classroom. The following are talking points to help explain plagiarism.

- Plagiarism is copying and pasting text, images, video, or anything that someone else created without giving credit. Plagiarism is cheating, and it's against school rules.
- If a teacher asks you to write a report or complete a project, the teacher expects you not to copy others' work, whether it's from a webpage or from your best friend. Even if you copy something into your own handwriting or retype it yourself, it's still plagiarism.

Note: Copyright laws protect the ownership of authors' written works, photos, drawings, videos, and other graphics by requiring that people who make copies do so only with the permission of the owner. However certain use of such works for schoolwork are considered "fair use" and do not require copyright permission, only that credit or a citation be given.

ASK:

Why is it important not to plagiarize?

Sample responses:

- So you don't get in trouble.
- So you can give credit for others' work and ideas

TELL students another reason it is important not to plagiarize is so they show respect for work and ideas that others create.

DEFINE the Key Vocabulary term **respect**.

EXPLAIN to students that one way they can show respect is to give credit when they use other people's work. And one way to give credit is by providing a citation.

DEFINE the Key Vocabulary term **citation**.

SHOW the following MLA style citation to students:

Keady, Cameron. "One Small Step, One Great Man." *Time for Kids*. Time Inc., 27 Aug. 2012. Web. 07 Sep. 2012. <<http://www.timeforkids.com/news/one-small-step-one-great-man/44396>>.

PROJECT the online article to which the citation belongs (www.timeforkids.com/news/one-small-step-one-great-man/44396).

INTRODUCE students to each component of the citation, and invite students to identify where each piece of information is found on the webpage. Please note that MLA no longer requires the use of URLs in citations due to Web addresses constantly changing. However, you might want to require students to include URLs for quick reference.

Author of article	Article title	Website/ Magazine title	Publisher	Date article was published
Keady, Cameron.	"One Small Step, One Great Man."	<i>Time for Kids</i> .	Time Inc.,	27 Aug. 2012.
Web.	07 Sep. 2012.	< http://www.timeforkids.com/news/one-small-step-one-great-man/44396 >.		
"Web" shows that you found it online		URL of the page you used		

EMPHASIZE to students that they should include citations in a report, project, or presentation as a formal way to give credit to other people's work they use. Citations also help others find the information that students have drawn from in their work. Citations are usually found in the footnotes or bibliography section of a report or book.

teach 2

Okay or No Way? Part II (15 minutes)

DISTRIBUTE the **Okay or No Way? Student Handout** and instruct students to complete it with a partner.

INVITE students to share their answers. Use the following information to guide class discussion:

- David's homework: Email makes it easy for students to share their work. However, unless the teacher tells students to work together and turn in the same paper, she expects David's work to be his own. Even though Justin gave David permission to copy his work, it is still plagiarism when you copy from someone else.
- Manny's paragraph: Copying someone else's work from the Web in his own handwriting does not make it Manny's work. This is plagiarism.
- Samantha's work: Using the exact words of someone else is plagiarism, even if you add your own topic sentence. Samantha should restate the passage in her own words, or she can use a quote from the author if she provides a citation.

- Ming's report: It's alright for Ming to use a drawing from a website for a school report because she gave credit to the illustrator. Ming should provide a citation for the photo at the end of her report.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What is plagiarism?

Sample responses:

- Copying someone else's work and calling it your own.
- Copying stuff from a website and saying you wrote it.

Why is it important to provide citations for the work you use?

Sample responses:

- So you can avoid plagiarism.
- To give credit to the person who made it.
- So other people can find the sources you used.
- Citing work shows respect for other people's work.

When is it okay to use someone else's words or ideas?

Sample responses:

- When you use quotation marks around the words you use and give a citation.
- When you use someone's ideas or words to help you say something in your own words and provide a citation.

Whose Is It, Anyway?

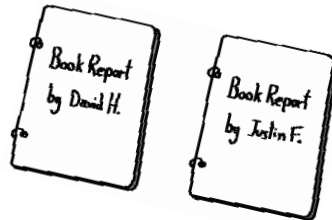
Directions

Read the following stories. Decide if the person's action was okay or not okay, and circle your answer. Then explain your decision.

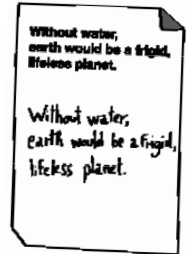
David had basketball practice last night and didn't have time to do his homework. Justin offers to let him copy his, and sends it to David in an email.

Is that ... OKAY or NO WAY!

Explain:



Manny has to write a paragraph about water resources for science. He finds a paragraph on a website that is just right. Manny copies it in his own handwriting.



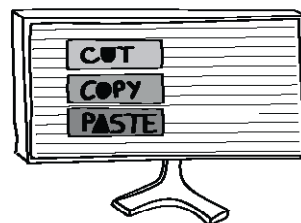
Is that ... OKAY or NO WAY!

Explain:

Samantha copies a webpage into her book report and adds her own first sentence.

Is that ... OKAY or NO WAY!

Explain:



Ming spends a lot of time searching the Web. She finds a great drawing on a site. She prints it for the cover of her social studies report and gives credit to the illustrator in her report.

Is that ... OKAY or NO WAY!

Explain:



Whose Is It, Anyway?

1. Using somebody's work or ideas and saying you created it is called _____. This is a form of _____.
- a) plagiarism / cheating
 - b) citation / crediting
 - c) borrowing / respect

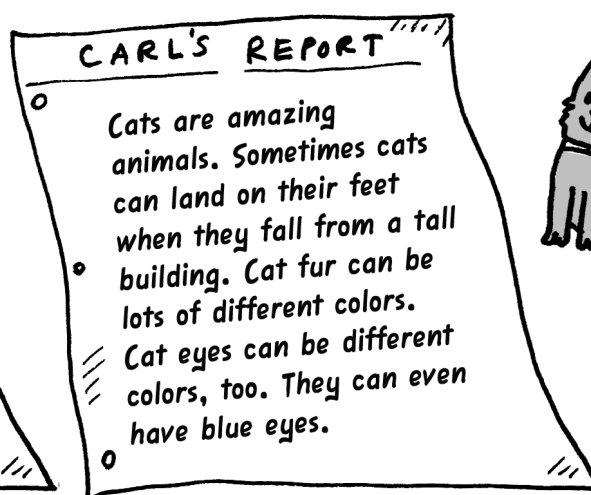
2. Manny finds an article online. He copies and pastes the article into his book report. He doesn't give the author credit. If the teacher finds out that Manny did this, Manny will probably:

- a) Be asked to help other students with their reports
- b) Get in trouble for using someone else's work without giving credit
- c) Not get in trouble



3. Julia Nelson wrote an article called, "Cats Are Amazing Animals." Which author did not give Julia credit for using her work?

- a) Joe
- b) Carl



Whose Is It, Anyway?

1. Using somebody's work or ideas and saying you created it is called _____. This is a form of _____.

- a) plagiarism / cheating
- b) citation / crediting
- c) borrowing / respect

Answer feedback

The correct answer is **a**. **Plagiarism** is like **cheating**. It's disrespectful to the author. Make sure you use a citation to give the author credit.

2. Manny finds an article online. He copies and pastes the article into his book report. He doesn't give the author credit. If the teacher finds out that Manny did this, Manny will probably:

- a) Be asked to help other students with their reports
- b) Get in trouble for using someone else's work without giving credit**
- c) Not get in trouble



Answer feedback

The correct answer is **b**. When Manny copies the article and says he wrote it, he isn't giving the author any credit. This is a form of cheating. If the teacher finds out, Manny will probably get in trouble for plagiarism.

3. Julia Nelson wrote an article called, "Cats Are Amazing Animals." Which author did not give Julia credit for using her work?

- a) Joe
- b) Carl**

Answer feedback

The correct answer is **b**. Carl did not giving Julia Nelson credit for her article. Carl should have mentioned the author's name. He should have used quotation marks to show which facts he borrowed directly from her article.

