



## A Brave New World: Training our Digital Natives

Image source: <https://themuralman.wordpress.com/2014/04/15/whats-in-your-digital-citizenship-survival-kit/>

(Supplies)

JZ: Introduce idea of digital citizenship survival kit; tell story of elementary students who added certain items

Ask board members what would they add to their kit (to LCUSD's kit)?

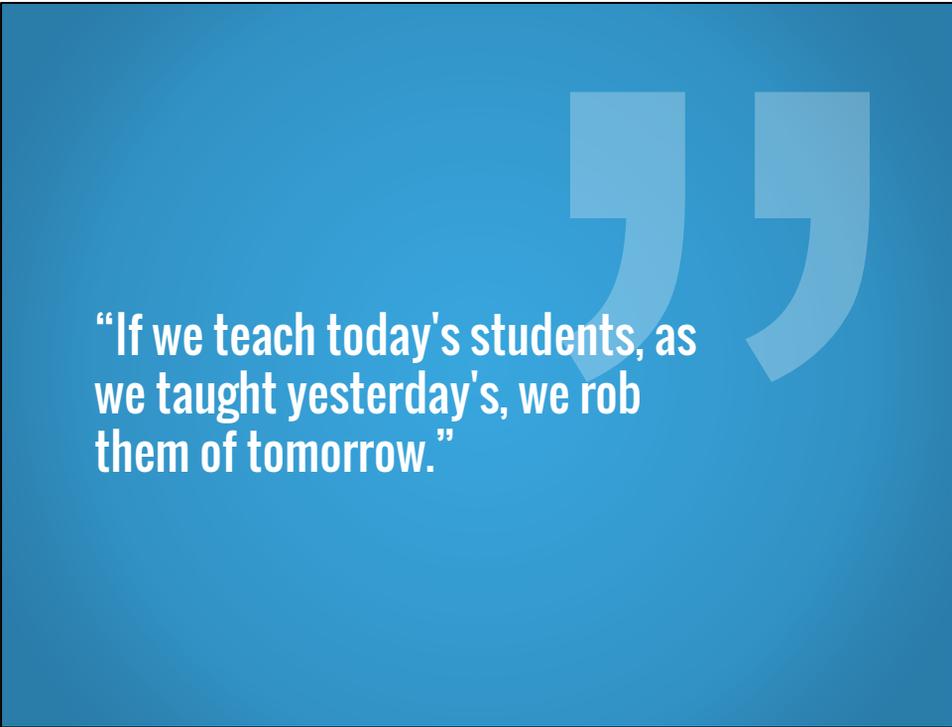
# Introductions

Carrie, David, Jennifer, and Lindsay +students

# Objectives

**We are here to share our plan to support students and teachers in the digital world.**

Tonight we will be defining digital citizenship and literacy, presenting our plan and progress report, and demonstrating some of the learning with student assistance. Lastly, we'll share our next steps and how all of us can take action to support this program.



**“If we teach today's students, as  
we taught yesterday's, we rob  
them of tomorrow.”**

Introduce quote, then reveal the date of John Dewey's quote (1916)

Statement of purpose:

We are at a point in education where we are preparing students for the unknown. We know foundational skills are important. We know big ideas like collaboration, communication, critical thinking, and creativity are to be valued, but above all else, we cannot ignore the need to think differently about how we teach our students to navigate the digital world. Today's student faces pressures and enters situations where we often share no personal experience. We want to help them develop the necessary skills needed for this brave new world.



Remember when we had to walk uphill in the snow, barefoot to get to school and we had to use a book called the encyclopedia to find answers? And if the topic was there, we might get a paragraph or two of information? Well, in the age of innovation, in .37 seconds you have this (next slide).

Image citation: Public Domain, No Attribution Required

Los Angeles Zoo & Botanical Gardens

BUY TICKETS | BECOME A MEMBER | GET ZOOMAIL | MAKE A DONATION

HOME VISIT EVENTS ANIMALS & PLANTS CONSERVATION SUPPORT EDUCATION MEMBERSHIP CONNECT ABOUT

# Koala

Scientific Name: *Phascolarctos cinereus adustus*

**FAST FACT:**  
Koalas sleep 18 to 20 hours a day on hard tree branches.



Fortunately for koalas, they are equipped with a small nub of thick, fur-covered gristle called a vestigial tail. The tail works as a seat cushion, allowing them to snooze comfortably while in a tree.

**STATUS:** At one time, koalas faced the threat of extinction by fur hunters. Thankfully, in the late 1920's the Australian government instated a nationwide ban on the killing of these docile marsupials. Listed as Least Concern by the International Union for Conservation of Nature (IUCN), the koala population still faces obstacles that are diminishing their

**How koalas live**

- Male koalas weigh about 20 pounds.
- Female koalas weigh about 14 pounds.
- Koalas have territories like crows and lions.
- Koalas can swim.
- Koalas sleep in the forks of *Eucalyptus* trees.

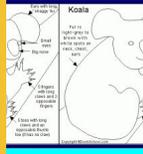
eastern Australia. Despite its appearance and the fact that it  
 most of their time sleeping and eating.

Mass: 8.8 – 33 lbs (Adult)  
 Higher classification: Phascolarctos

California's celebrity cougar may have dined on zoo koala

contact

Blog Quizzes




photograph from

Information overload! 46,200,000 results in .32 seconds.



The minute our students grab a tablet, phone, laptop, or computer, they leave our living rooms and computer labs they become a citizen of the digital world. Which also means all of the information on the Internet is accessible by this student. This is amazing! And scary. We cannot protect them from everything they will encounter out in the world, so we have to teach them how to deal with and handle everything they encounter. What toolkit can we build with them to support this exploring? How can we support them as they grow with us and move towards college and career options?

Image Credits:

[ahsan\\_therock](#)

Publicdomainvectors.org

**27%**

Of universities look at applicants' social media profiles

- NY Times, 2015

**35%**

Of findings negatively impacted admissions-

NY Times, 2015

**65%**

Of employers check social media profiles-

Career Builder, 2015

As we think about our students joining in the digital world, they are drawn to social media. We know kids love interacting in that space; sharing stories and photos, and forgetting completely about privacy. It might be fair to say that students do not possess a valid definition of online privacy.

These stats were shared with all high school students.

27% of colleges and universities look at applicants' social media profiles -NY Times, 2015

35% said what they found negatively impacted an applicant's chance of being admitted -NY Times, 2015

65% of employers check social media profiles -Career Builder, 2015



**“Our kids are growing up on a digital playground and no one is on recess duty.”**

-Kevin Honeycutt

To summarize, “our kids are growing up on a digital playground and no one is on recess duty.” And new games are invented everyday and the rules change constantly. While we are taking great strides to help our students understand that we can’t protect them from everything, they must be the ones who monitor themselves after receiving our lessons. There is no parent or teacher who can be with them 100% of the time they or anyone they know is online.

This is our plan of how to not only put on the digital orange safety vests ourselves, but most importantly, how to teach the students how to be on recess duty for themselves--to encourage each other, to play fairly, and to stand up against what is not right.

## Key Definitions

### Digital Citizenship

Appropriate, responsible use of technology.

“We believe in sanity, not censorship”  
-Common Sense Media

Common Sense Media defines digital citizenship as learning how to use media and technology wisely; helping kids thrive in a world of media and technology; and teaching our kids to be savvy, respectful and responsible media users.

Notice that “appropriate, responsible use of technology” does not mean *not* allowing access. We strive to be teachers, not policemen.

## Key Definitions

### Digital Literacy

The ability to understand, evaluate, and use digital information.

Books, newspapers and encyclopedias are required by law to ensure accurate information. The web does not have to follow these same laws.

Wikipedia, for example, was the first Google Doc: created for the world's top experts to virtually get together and create a free entry that we all could benefit from. But then the world's most savvy 9-year-olds found out they too could post on the same entry in Wikipedia--therefore we must teach students how to evaluate websites for themselves because there are fewer publishers doing it for them. Which websites should they trust for accurate information?

As well, we are facing a world of "Napster Google." Students do not instinctively know that just because they have access to something online, doesn't mean they have permission to use it. Think about all the presentations that you have made in the last 5 years--did you filter every single image to be free use? Did you also give credit to those free-use images? We are teaching students to be cognizant of their rights and responsibilities of a media user.

# K-6 Program

Built around Common Sense Media  
4+ lessons per grade

Built around Common Sense Media; K-2 built around short videos and repetition  
3-6 30-minute lessons per grade level  
Lessons given by TOSAs, computer specialists, and classroom teachers  
Certain teachers are becoming Common Sense certified  
Goal is to have all three elementary schools be Common Sense certified by  
December 2016

The following document leads teachers through our entire K-6 program, guiding teachers through each lesson, who is responsible for conducting each lesson, and attached Common Sense Media standards. <https://docs.google.com/document/d/1Qs6CA4IWgpSLfL-wTRPW4tGsaR2Fd-ZUUxGThvOGq9g/edit?usp=sharing>

# 7-12 Program

Common Sense Media; emphasis on literacy  
Piloted 7th grade: 4 hours per student  
Teacher driven 8-12th

Built around Common Sense Media, how to research/evaluate websites better, and copyright rules

Piloted 7th grade this year (1:1): 4 1-hour sessions with every 7th grader. Goal is for every department to “own” one lesson

8th grade has had 2 lessons this year, but will ramp up to 4 in the fall

LCHS  $\frac{7}{8}$  will become a Common Sense School by December 2016

9-12th grade teachers are beginning with literacy more than citizenship, though class-by-class assemblies during the first week of school included a digital citizenship lesson about “rules for being a person.”

Goal is for LCCHS to become a Common Sense school by summer 2018 (in 2 years), and LCUSD to become a Common Sense District at the same time

As well, at the beginning of each school year for the past 2 years, we have discussed with every student in each grade level the importance of online privacy. We speak at each class-by-class “Rules” assembly, helping students to understand the power of social media--both good and bad--and how they can use media to empower themselves and others and add to the world.

The following Google sheet explains which lessons should be done at each grade level, which department is responsible for conducting each grade-level assignment, and notes about how each assignment worked best with students. [https://docs.google.com/a/lcusd.net/spreadsheets/d/1VRkLCK3uW6EafEe0hkYsxB9onCzceXkKCB7jMH\\_dBo/edit?](https://docs.google.com/a/lcusd.net/spreadsheets/d/1VRkLCK3uW6EafEe0hkYsxB9onCzceXkKCB7jMH_dBo/edit?)

[https://docs.google.com/a/lcusd.net/spreadsheets/d/1VRkLCK3uW6EafEe0hkYsxB9onCzceXkKCB7jMH\\_dBo/edit?](https://docs.google.com/a/lcusd.net/spreadsheets/d/1VRkLCK3uW6EafEe0hkYsxB9onCzceXkKCB7jMH_dBo/edit?)

[usp=sharing](#)

# K-6

## LESSON IN ACTION

3rd Grade: Using Keywords for  
Better Search Results

6th Grade: What is a Digital  
Footprint, and What does yours  
convey?

We are so thankful to have Common Sense Media as a resource for planning and delivering high quality Digital Citizenship and Literacy lessons. I'd like to share an overview of two lessons from this year's elementary scope and sequence.

3rd Grade Digital Literacy: [Common Sense Media: Which keywords will give you the best search results](#)  
[Mrs. Zine's Lesson Intro](#)

In this lesson our students learned the importance and power of keywords when conducting online research. With partnerships in place and a chromebook to share, we began by defining key vocabulary for the lesson and the primary job of a search engine. Common Sense Media cleverly compares a search engine to a well trained dog, in that it will fetch and retrieve when commanded to do so. Using 'man's best friend' as the catalyst, students were sent on a mission with guiding questions to retrieve very specific information about dogs. Some of the questions were: What foods are most toxic to dogs (name 4), What breeds of dogs are the smartest (name 2), What jobs do dogs do for people (name 4), What are some of the smallest and largest dog breeds (name 2 of each).

The quest for knowledge began with specific search constraints: In their first attempt to gather information, students were only allowed to use one keyword, then two, and then multiple words. Students were asked to compare the number of hits on the browser's landing page after each search and check to see if the answer to their question could be found within the top three results. Our students QUICKLY noticed that the number of sites drastically narrowed as their keywords increased and they

were more likely to find the answer to their questions. This was a powerful and engaging digital literacy lesson that will serve our students for a lifetime.

6th Grade Digital Citizenship Lesson: [The Trillion Dollar Footprint](#)

# 7-12

## LESSON IN ACTION

7th Grade: How Much Time do you  
Spend on Media?

9th and 11th Grade: Better Research  
Searches

7th grade Digital Citizenship Example: <https://www.common sense media.org/educators/lesson/my-media-6-8>

Students were embarrassed at first, assuming I was there to judge them and tell them to go outside rather than be on their chromebooks. After I calmed their fears, they were extremely honest, keeping a chart for 3 days of what kinds of technology they used and for how long. We discussed weekend vs school day habits, and how school has actually led to *more* technology use. At the end, when I reminded them that the point of this exercise was not to judge them, they realized that it was simply so they could know how they spend their own time and be in control of what they liked and didn't like about their media use.

9th/11th grade Digital Literacy Example: [Better Research Searches](#)

9th grade teachers asked for help prior to beginning I-search; 11th grade history teachers were tired of getting bad research papers. Students and I discussed image searching, website evaluation, and trusting their own instincts.

## Next Steps

Implement 9-12th plan

Parent outreach and education

Lessons are ingrained

4 Common Sense Schools by December 2016

Common Sense District by June 2018



9-12th grade plan includes more PD for teachers--everyday tidbits to remind students. As well, we would like these digital citizenship and literacy lessons to be owned by all teachers and administrators, rather than the tech team's, or the TOSAs, work. We would like these lessons to be ingrained in every teacher's pacing guide rather than another "to-do." Eventually, we would recommend updating the graduation requirements. One idea is to create either a bootcamp that all students attend during the first part of school, a class for 7th or 9th grades, or integrating in the healthy living elective as that progresses.

All K-8 students and teachers are already taking part in this plan. Teachers and TOSAs are becoming Common Sense certified, and we will have done enough lessons with students to have all elementary schools and LCHS 7-8 become certified schools by the end of 2016, with the goal of having LCHS 9-12 become a Common Sense school by the end of the following school year.

**Becoming Common Sense certified means we've taken this charge seriously and creating responsible digital citizens is now part of our culture.**

# TAKE ACTION

Remix responsibly  
Cite honorably  
Endorse kindness  
Be an upstander

This is a daunting project, but one that must enter the fabric of our district. We ask you all, respectfully, to help by taking action with us.

[Remix responsibly](#) (use images and content responsibly, find fair use or give credit)

[Cite honorably](#) (don't accidentally plagiarize or steal)

Endorse kindness (take care of those around you when online)

[Be an upstander](#) (don't be a passive observer, take action to help someone)

# THANKS

ANY QUESTIONS?

Thank you for your time tonight. What questions do you have?

## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ◇ Presentation template by [SlidesCarnival](#)
- ◇ Photographs by [Unsplash](#) & [Death to the Stock Photo](#) (license)
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