**Digital Citizenship**

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| **Unit Description:** Digital citizenship can be defined as engaging in appropriate and responsible behaviour when using technology. It encompasses digital literacy, ethics, etiquette, online safety, norms, rights, culture and more.**Aims- students will be able to:**. safely, appropriately and ethically use and share information | **Resources:**- Virtual Library [www.virtuallibrary.info](http://www.virtuallibrary.info)- <https://www.commonsensemedia.org/> ; <https://infogr.am/>- [www.cybersmart.gov.au](http://www.cybersmart.gov.au) ; <https://www.smore.com/>- [https://bubbl.us/Mindmap](https://bubbl.us/mindmap) ; <http://www.dogpile.com/>- [www.delicious.com](http://www.delicious.com) ; <http://www.powtoon.com/>- [www.goanimate.com](http://www.goanimate.com) ; <http://www.weebly.com> |
| **Targeted Outcomes:****General Capabilities** (cf. Appendix)Information and Communication Technology (ICT) Capability: ICT.1 - Applying social and ethical protocols and practices when using ICTICT.2 - Investigating with ICTICT.3 - Creating with ICTICT.4 - Communicating with ICTICT.5 - Managing and operating ICTCritical and Creative Thinking Capability:CCT.1 - Inquiring – identifying, exploring and organising information and ideasCCT.2 - Generating ideas, possibilities and actionsCCT.3 - Reflecting on thinking and processesCCT.4 - Analysing, synthesising and evaluating reasoning and proceduresPersonal and social capability:PS.1 - Self-awarenessPS.2 - Self-managementPS.3 - Social awarenessPS.4- Social managementEthical Understanding CapabilityEU.1 - Understanding ethical concepts and issuesEU.2- Reasoning in decision making and actionEU.3-Exploring values, rights and responsibilities | **Differentiation:**- students who have vision and/or auditory limitations are seated at the front of the class - student with poor vision may require a hardcopy in large print if they still have difficulty seeing text on SmartBoard- verbal instructions supported with written for students with auditory limitations-students with poor literacy, fine motor skills, dyslexia, ADD, ADHD, autism, apraxia can be provided with hard copies of tasks in large print and on coloured paper- students can be provided with hard copy scaffolds or alternative closed passage instead of copying from board- use of ICT for visual/spatial, kinaesthetic learners- images, graphics, multimedia, charts, video, ICT etc to appeal to visual/spatial learners- use of think, pair, share and collaborative activities for interpersonal learners- use of class discussion for verbal/linguistic learners- use of self-reflection for intrapersonal learners- choice of task topics for students- use of graphic organisers to help student **understanding of relationships and connections between ideas and concepts**- use of extension / enrichment activities for 7X and other capable students |

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| **Digital Citizenship - introduction****Focus question: What is a digital citizenship? What does it involve?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - what digital citizenship involves- range of digital habits | - outline elements involved in digital citizenship- identify benefits and consequences of the use of digital media by individuals, groups and communities - explain the impact of the use of ICT on society | - students copy ‘Today we will:’ from SmartBoard- students answer revision question: Provide some examples of ways you might find, retrieve, assess and use information.- class discussion/questioning to explore the concept of *Digital Citizenship –* What is a citizen ? What is Digital Citizenship? What might this involve?- examine an accepted definition – discuss - Students shown *Our Connected Culture* video from http://www.virtuallibrary.info/digital-citizenship.html- class discussion/Teacher questioning of message in video – How can we be responsible digital citizens?- Activity – Students create a Mindmap of elements related to Digital Citizenship [Extn / Enrich activity - 7X students create a more complex Concept Map that identifies relationships between concepts involved in Digital Citizenship]- Activity - Exit ticket - Identify four concepts relating to digital citizenship | ICT.1CCT.2PS.3PS.41.2 Deep Understanding1.3 Problematic Knowledge1.4Higher Order Thinking 2.4 Social Support3,1 Background knowledge3.3 Knowledge Integration3.5 Connectedness | **AOL -** bookmark for Mindmap ; exit ticket**AFL** - teacher monitors discussion to provide guidance ; clarify and provide feedback ; teacher monitors group work and provides guidance as needed ; exit ticket**AAL** - reflecting on own digital habits ; exit ticket |
| **Digital Citizenship – Our Digital Media Habits****Focus question: What are our personal digital media habits? Do our habits reflect a balanced lifestyle?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - wide variety of digital media used today- the effect of digital media use on society | - analyse and reflect on own digital habits- identify and evaluate pros and cons of own digital habits- describe the impact of digital media on society | - students copy ‘Today we will:’ from SmartBoard- students answer revision question – Describe the aspects of a responsible digital citizen- Teacher questioning/class discussion – What are some examples of digital media? How do we use it? What is the effect of digital media on society? How much time is spent using digital media?- students shown ‘*Our digital life’* video from <http://www.virtuallibrary.info/introduction---our-digital-life.html> discuss video message Activity - Think/pair/ share –how can we be responsible digital citizens? Teacher creates Mindmap on SmartBoard from students responses- students shown *Our Connected Culture* video <http://www.virtuallibrary.info/introduction---our-digital-life.html>- class discussion/ teacher questioning what is digital media? How do we use it?Activity - students work in groups to analyse their personal digital habits using worksheet scaffold to determine their digital media use on various media and the time spent each week on these- speaker from each group summarises results- class discussion evaluating implications of our digital media use – Do our habits reflect a balanced lifestyle?Activity- students create column graphs depicting the time spent on various digital media [Extn / Enrich Activity 7X students also create a table from the created graph]- Exit ticket - Identify four types of digital media | ICT.1ICT. 5EU.31.1 Deep Knowledge1.3 Problematic Knowledge1.4 Higher Order Thinking2.4 Social Support2.5 Self Regulation3.1 Background Knowledge3.3 Knowledge Integration3.5 Connectedness | **AOL -** bookmark for Graph ; exit ticket**AFL** - teacher monitors discussion to provide guidance ; clarify and provide feedback ; teacher monitors group work and provides guidance as needed ; exit ticket**AAL** - self assessment -reflecting on own digital habits ; exit ticket |
| **Digital Citizenship – Copyright and Fair Use****Focus questions: What are the ethical considerations regarding piracy and breaches of copyright laws? How can we comply with Copyright and Fair Use?**  |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - copyright laws- copyright and fair use compliance and requirements | - evaluate the ethical considerations regarding downloading and sharing online- identify requirements to comply with copyright and fair use | - students copy ‘Today we will:’ from SmartBoard- students answer revision question: Identify four types of digital media-teacher questioning/class discussion: Define Ethics, What does ethical online practice involve? How does it relate to digital citizenship? What is piracy? Why is this unethical?- Class discussion When is it okay to share and download online?- Students watch ‘Copyright and fair use’ video from <http://www.virtuallibrary.info/copyright-and-fair-use.html>– students are advised of question before watching. Can you identify the main points of the video? Class discussion answering question- ICT Activity - students work in pairs to create a Mindmap using Web 2.0 tool [www.bubbl.us.con](http://www.bubbl.us.con) - ***How to Comply with Copyright and Fair Use*** - students export to save file to attach file in email to teacher – student’s work then uploaded and shared on BHS Virtual Library- teacher first models use of Bubbl.us on SmartBoard | ICT.1 ; ICT.3 ICT.4 ; ICT.5 CCT.2 ; CCT.4PS.3 ; PS.4EU.1 ; EU.2 EU31.1 Deep knowledge1.2 Deep Understanding1.3 Problematic Knowledge 1.6 Substantial Communication2.2 Engagement3.3 Knowledge Integration | **AOL**- Mindmap **AFL** - teachers monitors class discussion, provides clarification and feedback as required ; feedback on Mindmap**AAL** - paired Mindmap activity encourages self and peer evaluation  |
| **Digital Citizenship – Plagiarism and Referencing****Focus Question: How and why might students plagiarise? What are the consequences of Plagiarism? How can we avoid plagiarism? How can we properly reference or cite our sources using the APA Method?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - what constitutes plagiarism- ways to avoid plagiarism- how we should reference | - explain why and how students may plagiarise*-* describe the consequences of plagiarism- explain ways to avoid plagiarism | - students copy ‘Today we will:’ from SmartBoard- students answer revision question: How can we comply with Copyright and Fair Use?- class discussion/teacher questioning – what is plagiarism?- students watch video on Plagiarism and Referencing from <http://www.virtuallibrary.info/plagiarism1.html>- class discussion/teacher questioning – What constitutes plagiarism, How can we avoid plagiarism? How do we reference?- Teacher models how to reference various sources: books, webpages, videos, images using [www.citethisforme.com](http://www.citethisforme.com)- students take notes from SmartBoard and copy citethisforme URL- ICT Activity – students practice using [www.citethisforme.com](http://www.citethisforme.com)- Activity – students create a poster on how to avoid plagiarism [Extn / Enrich Activity 7X create poster using M.O. Publisher and email to teacher to publish on Blaxland High’s Virtual Library page] | ICT.1 ; ICT.3 ; ICT.4 ICT.5 ; CCT.2 CCT.4 ; PS.3 ; PS.4EU.1 ; EU.2 ; EU31.1 Deep knowledge1.2 Deep Understanding1.3 Problematic Knowledge 1.6 Substantial Communication2.2 Engagement3.3 Knowledge Integration | **AFL** - teachers monitors class discussion, provides clarification and feedback as required ; feedback on poster**AOL** - Poster ; exit ticket **AAL** - Poster encourages self evaluation ; exit ticket |
| **Digital Citizenship - Cybersafety****Focus Questions: How can we stay safe online? How can we protect others?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - online dangers- cybersafety /safe online habits | - identify online dangers- describe how to stay safe online by managing security protocols | - students copy ‘Today we will:’ from SmartBoard- students answer revision question: How can we avoid plagiarism- class discussion/ teacher questioning What is Cybersafety? What does it involve? *-* students watch videos on *Online safety* and from <http://www.virtuallibrary.info/cybersafety.html>Activity - brainstorm/Mindmap/teacher questioning ways to stay safe online (*re: password security, not disclosing personal information, not displaying personal photographs, security settings on SNS and devices, only interacting with people you already know)*- students copy created Mindmap in books- ICT Activity - Students work in pairs to create a Powtoon video on *How to stay safe online using* [*http://www.powtoon.com/*](http://www.powtoon.com/)- students provided with rubric of criteria for Powtoon video on Online Safety [Extn Activity 7X given more challenging criteria for video]*-* teacher first models how to use Powtoon and how to publish. Students’ creations are uploaded to BHS Virtual Library | ICT.1 , ICT.3ICT.5 , PS.3EU.21.1 Deep knowledge 1.3 Problematic knowledge1.4 Higher Order Thinking2.1 Explicit quality criteria2.2 Engagement2.4 Social support3.1 Background knowledge3.3 Knowledge integration3.5 Connectedness | **AOL** - bookmark of created Mindmap ; assessment of created Powtoon video against rubric**AFL -** monitoring discussion to provide guidance, clarify and provide feedback ; feedback of Powtoon video**AAL** - paired activity encourages self and peer assessment against rubric |
| **Digital Citizenship - Cyberbullying****Focus Questions: What is Cyberbullying? What are the effects of Cyberbullying? What we can do to report and prevent Cyberbullying? What Australian laws and school policies are in place to deal with Cyberbullying?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - laws and policies addressing Cyberbullying- strategies to deal with and report Cyberbullying | - identify when policies and laws are being breached- analyse the effects of Cyberbullying- describe ways to deal with Cyberbullying - identify people and organisations who can help | - students copy ‘Today we will: from SmartBoard- students answer revision question: How can we stay safe online?- class discussion/teacher questioning about Cyberbullying and its effects- students watch Cyberbullying video from [http://www. virtuallibrary.info /Cyberbullying.html](http://www.blaxlandhighlibrary.com/Cyberbullying.html) followed by further class discussion/teacher questioning regarding school policy and laws & how to deal with Cyberbullying and how to report it – Teacher writes student responses on SmartBoard- ICT Activity- students work in pairs to create a infographic detailing ‘What to do if you are Cyberbullied’ using <https://infogr.am/>- Teacher models use of infogr.am provides rubric for marking criteria of Infographic [Extn Activity 7X students are given more challenging criteria of inclusions in Infographic]- student creations are uploaded to BHS Virtual Library- peer assessment of other’s Infographic based on rubric | ICT.1 ; ICT.3 ; ICT.4 ; CCT.2 ; CCT.3 ; CCT.4 ; PS.1 ; PS.3 ; PS.4 ; EU.1 ; EU.2 ; EU.31.2 Deep understanding 1.3 Problematic Knowledge 2.1 Explicit quality criteria 2.2 Engagement2.4 Social support3.3 Knowledge integration 3 .4 Inclusivity3.5 Connectedness | **AOL** - Mark for Cyberbullying infographic based on rubric**AFL**- teacher monitors students knowledge base in class discussions, and during creation of Infographic and provides feedback**AAL** - peer assessment/self assessment of Infographic |
| **Digital Citizenship – Digital Footprint****Focus Questions – What is a digital footprint? Why is it important? How can we manage our digital footprints? How can we create a positive personal brand or online footprint?** |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - What is a Digital Footprint?- The importance of managing our digital footprint to reflect ourselves in a positive light- Ways to create a positive personal brand | - analyse aspects of our digital footprint- evaluate why it is important to have a positive digital footprint- identify and describe ways to manage our digital footprint | - students copy ‘Today we will:’ from SmartBoard- students answer revision question: Identify steps to take if someone Cyberbullied- class discussion/Teacher questioning What is a digital footprint?- analysis of Digital Footprint definition - class discussion/teacher questioning- students watch *Our Digital Dossier* video from [http://www. virtuallibrary.info /digital-footprint.html](http://www.blaxlandhighlibrary.com/digital-footprint.html)- class discussion of the ways our digital footprint builds over time, how does our digital footprint affect our reputation?*-* Students watch video *Internet Danger - Everyone Knows Sarah* from [http://www. virtuallibrary.info /digital-footprint.html](http://www.blaxlandhighlibrary.com/digital-footprint.html)- class discussion/teacher questioning on why it is important to manage our online reputation or personal brand- class watches *Practice Safe Sharing – Your Online Reputation* video from [http://www. virtuallibrary.info /digital-footprint.html](http://www.blaxlandhighlibrary.com/digital-footprint.html)- Activity Think, Pair, Share – on ways to manage our Digital Footprint- teacher creates Mindmap from student responses on SmartBoard- students copy Mindmap in books- ICT Activity - students work in groups to create a poster on ways to manage our Digital Footprint using [www.smore.com](http://www.smore.com)- teacher models use of Smore and provides a marking rubric for poster- teacher uploads posters to BHS Virtual Library [Extn Activity 7X students given more challenging criteria for poster]ICT Activity- Students complete online quiz Digital Footprint | ICT.1 ; ICT.3 ; ICT.4CCT.1 ; CCT.3 ; EU.1 ; EU. 2 ; EU.3 PS.3 ; PS.41.2 Deep understanding1.3 Problematic knowledge1.4 Higher order thinking2.1 Explicit quality criteria2.3 Engagement2.4 Social Support3.1 Background knowledge3.3 Knowledge integration3.5 Connectedness3.6 Narrative | **AOL** - Mark for Digital Footprint poster based on rubric ; online quiz**AFL**- teacher monitors students knowledge base in class discussions, and during creation of poster providing feedback and guidance as needed ; online quiz**AAL** - peer assessment/self assessment of poster against rubric ; online quiz |
| **Program Evaluation** |