

# Digital Citizenship Storyboards

We have completed all four weeks of our integrity unit. Now it's time to apply everything you have learned. Over the next week or two, we will be working towards creating useful storyboards to help our fellow peers in navigating the digital world in a way that is safe and kind.

## Integrity Sub-Concept(s)

Perseverance, Kindness

## Project Timeframe

1-2 weeks, broken up as needed by class schedule

## Required Materials

- Access to computers
- Basic art supplies
- Poster boards for each group (or an online storyboard creator such as [www.storyboardthat.com](http://www.storyboardthat.com))
- Printer (optional if online storyboard is used)
- Tape/Tacks to hang finished storyboards

## Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

This activity will encourage honesty and integrity when online and will help us use all of the tools we have explored this month to encourage others to apply these concepts in their lives as well.

Here is the plan for this project:

1. I will randomly divide you up into groups of 3-4. Each group will be responsible for creating a 3 part storyboard to illustrate your digital citizenship topic.
2. Within your group EVERY person must be an active participant. You will need 1-2 artists, 1 writer, and 1 presenter. If art is a struggle, you may cut out pictures to illustrate your storyboard.
3. Each group will present their storyboard to our class. After all of our presentations, the storyboards will be on display throughout the school to encourage solutions to common struggles we all experience at different times in the digital world.

## PART 1 (Week 1):

Our first step is to better understand digital citizenship. To help you understand what digital citizenship is, we will start with a game by Common Sense Media. <https://www.digitalcompass.org/game/index.html>

- Note: You will need computer access for this component. This can be done as a large group on a SMART board, as a small group with shared computers, or independently with laptops/IPads. If you do not have access to technology in school, review the game and present the following key points:
  - Privacy: How to preserve your online privacy
  - Safety: How to stay safe when communicating online
  - Integrity: How to stay true to what you know to be right and kind online
  - Kindness: How to ensure you treat others with kindness online
  - Focus: How to use the internet for what you need and eliminate distractions
- After your class has completed the game (or you have explained the above concepts) guide a discussion around digital citizenship:
  - Which category has been the hardest for you personally and why?
  - What do you find the most distracting online? (games, social media, videos, etc.)
  - What negative experiences have you or someone you know had online?

If possible, allow your normally scheduled RAK time for working on this project in class. Fifteen minutes each day (or even a few days this week) can help you guide students and allow the conversation to naturally unfold.

### **Part 2 (Week 2):**

Now that we better understand digital citizenship, we need to help others find solutions to common problems found online. Each group will receive one topic to create a storyboard from. Your goal is to focus on a realistic solution to your assigned topic. Remember, you need to both illustrate AND narrate your storyboard to help passersby better understand your message.

#### Step 1:

Assign topics. Some options include: a stranger trying to friend you on social media, a friend posting a picture of you without your permission, a person at school starts bullying you via text, you get distracted by YouTube while looking for research for school, you aren't sure if a website is fact or fiction.

#### Step 2:

Have each group write up a quick rough draft of their solution to the assigned topic. If it is feasible, give them the green light to create their storyboard. If not, help them come up with a viable option.

#### Step 3:

Allow time for storyboard creations. Make sure you give each group 2-3 minutes to present their creation and explain their solution.

#### Step 4:

Display your storyboards throughout the school!