

**Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 1 (Lesson 1 – Connections and Community)**

Standards	<ul style="list-style-type: none"> • Differentiate the negative and positive aspects of an online community. • Identify methods to engage with others online in a respectful manner. • Describe the potential consequences of spending a lot of time online.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can distinguish the negative and positive aspects of an online community. ➤ I can know methods to engage with others online in a respectful manner. ➤ I can describe the potential consequences of spending a lot of time online. ➤ I can share methods to create a healthy balance between online and offline time.
Essential Question(s)	<ol style="list-style-type: none"> 1. Identify the negative and positive aspects of an online community. 2. Identify the methods to engage with others online in a respectful manner.
Resources	<p>Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf</p> <p>Lesson 1 Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment)</p> <p>Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Pre-Assessment</p> <p>Lesson overview: Today students will explore some current social media platforms. We need to be careful about how we communicate on social media platforms. It is important to maintain a safe and positive digital presence and how to avoid social comparison, emotional contagion, and cyberbullying.</p> <p>Tweens and teens have a wide range of online interactions via text and social networks. In this lesson, students will learn how to be part of a positive online community. They'll also differentiate between positive and negative online actions, including cyber-bullying and harassment, and learn how to take steps to avoid digital drama.</p> <p>Quick Write Activity (10 minutes) – Student must only 20 words to answer only <u>one</u> of the questions below:</p> <ul style="list-style-type: none"> • What is social comparison? • What is emotional contagion?

	<ul style="list-style-type: none"> • What's an "alt" account? • What is cyberbullying? <p>Social Media Problems Activity (20 minutes) – Students must answer two scenarios.</p> <p>Scenario (Social Comparison) Mia: "I hate my life! No one likes me. My best friend Jessica always gets 100+ likes when she travels. I only get 5, if I'm lucky!"</p> <p>Scenario (Emotional Contagion) Henry: "I feel bad for Sarah, she is always getting bullied online. I stay up most nights on the phone with her, just to get her mind off of it. I've noticed that I fall asleep in class and I'm falling behind in math class. Sometimes it feels like I'm the one getting bullied online."</p> <p>Scenario (Fake "alt" account) Cory (friend of a friend): "Hey Liam, what's your number? It would be easier to communicate this way." Liam: [what should Liam say or do?]</p> <p>Scenario (Cyberbullying) Text from unknown: "You smell bad! You should really consider using some deodorant!"</p> <p>Closing Activity (10 minutes): Post Assessment</p>
Closing	<p>Homework: Brainstorm a social media problem and create solutions. Document your script using PowerPoint, Word, Prezi, Animoto, etc.</p>

Lesson 1: Connections and Community

You will explore some current social media platforms. It is very important to be careful about how you communicate on social media platforms. Always do your best to maintain a safe and positive digital presence and know how to avoid social comparison, emotional contagion, and cyberbullying.

Tweens and teens have a wide range of online interactions via text and social networks. In this lesson, you will learn how to be part of a positive online community.

Social Comparison: When you compare your life to others' social media posts and feel like your life is worse.

Emotional Contagion: When you feel the emotions you think someone else feels. It happens easily on social media.

"Alt" account or alternative account: A fake screen name. Sometimes, these accounts are used for cyber bullying. Often, people figure out who is really behind these fake accounts.

Cyberbullying: Cyberbullying is bullying that happens online. It's often in the form of harassing messages or posts. Sometimes those posts are anonymous.

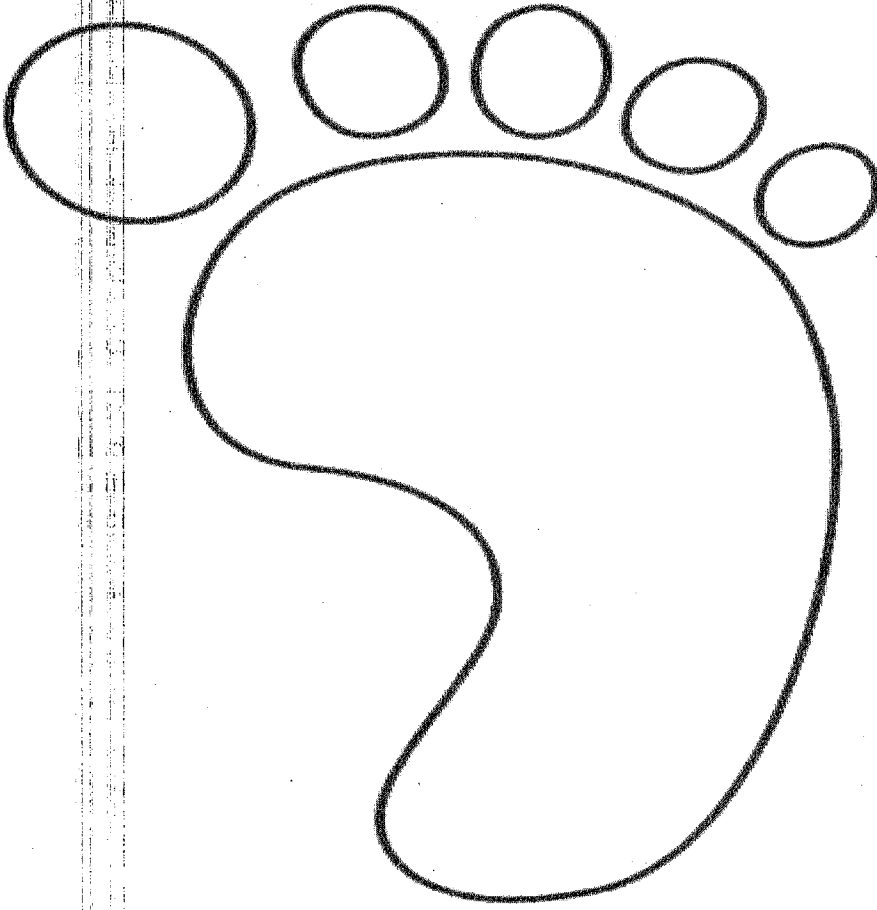
Pre-Assessment	Question & Answer
1	What is a NEGATIVE part of being in an online community? A. Learning from people all over the world. B. Finding people with common interests. C. Having anything you post be permanent. D. All of the above.
2	If a friend posts something online that hurts your feelings, what should you do? A. Post something hurtful about them. B. Ask why they're mad at you in the comments. C. Text them and say they hurt your feelings. D. Ask to talk to them in person.
3	If someone you don't know asks where you go to school, what should you do? A. Don't respond. B. See if they're a friend of a friend. C. Ask why they want to know. D. Lie to them.

Lesson 1: Connections and Community

4	<p>What is "social comparison"?</p> <ul style="list-style-type: none">A. When you compare your social life others' social life.B. When you compare your life to others' social media posts and feel like your life is worse.C. When you compare your online posts to others' online posts and feel like yours are worse.D. When you compare your life to others' online posts and feel like your life is better.
5	<p>How can you avoid "emotional contagion"?</p> <ul style="list-style-type: none">A. Turn off notifications on your phone.B. Spend time away from social media.C. Stay offline before you go to bed.D. All of the above.

**Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 2 (Lesson 2 – Safety and Privacy)**

Standards	<ul style="list-style-type: none"> • List steps to keep personal information private online. • Explain what a digital footprint is and how it's created. • Identify when to seek help from a trusted adult. • List steps to protect digital data from compromise.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can list steps to keep personal information private online. ➤ I can explain what a digital footprint is and how it's created. ➤ I can identify when to seek help from a trusted adult. ➤ I can identify and describe digital rights and restrictions.
Essential Question(s)	<ol style="list-style-type: none"> 1. What is a digital footprint? 2. How do you protect digital data from being stolen or compromised?
Resources	<p>Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf</p> <p>Lesson 1 Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment)</p> <p>Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Pre-Assessment</p> <p>Lesson Overview: Students will evaluate social media platforms or related websites (e.g. Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms.</p> <p>At age twelve, students self-report the beginnings of high-risk Internet behavior. In this lesson, students will explore how their online actions and decisions can have both short- and long-term impacts on their safety and privacy. They'll learn what it means to have a digital footprint and ways to protect their personal information and data online. They'll also explore how apps and programs can track their location and why and how to keep that private. Finally, they'll receive guidance on how to ask for help.</p> <p>Research Activity (30 minutes): Magazine Cover – Create a magazine cover on the research you conducted for one of the social media platforms. The magazine should be visually attractive and interesting to read. Your cover should answer the following questions:</p> <ul style="list-style-type: none"> - Benefits of sharing with this social media platform or website/app. - Drawbacks of sharing with this social media platform or website/app. - How do you use this social media platform for school and personal use? - What are society's thoughts on this social media platform? - Any other topics you think are important for your magazine cover.

	<p>Sample magazine covers: https://img.moneysavingmom.com/wp-content/uploads/2017/03/sportsillustrated.jpg https://s7d9.scene7.com/is/image/NationalGeographic/10003 https://iblog.dearbornschools.org/agemyd/wp-content/uploads/sites/220/2014/09/Beyonce_had_a_great_year_but_Time_Magazine_have_other_ideas.jpeg</p> <p>Magazine Covers can be created by hand or computer generated, submission should be upload or emailed to the teacher by _____.</p> <p>Closing Activity (10 minutes): Post Assessment</p>
<p>Closing</p>	<p>Homework: Create a digital footprint. What kind of information would you want to find about yourself in 5 years, in 10 years? Fill in the footprint below with the types of search results (articles, posters, videos, images, etc.) that you would want to see. Be creative and list out any tips on privacy and safety!</p> 

Lesson 2: Safety and Privacy

Project: Magazine Cover – You will create a magazine cover on the research you conducted for one of the social media platforms (Snapchat, Facebook, Instagram, Twitter, Pinterest, etc.). Use a blank sheet of paper to create the magazine cover.

The magazine should be visually attractive and interesting to read. Your cover should answer the following questions:

- Benefits of sharing with this social media platform or website/app.
- Drawbacks of sharing with this social media platform or website/app.
- How do you use this social media platform for school and personal use?
- What are society's thoughts on this social media platform?
- Any other topics you think are important for your magazine cover.

Magazine Cover Rubric

	3	2	1
GRAPHICS	The graphics are eye-catching and highly relevant to one or more the headlines.	The graphics satisfactorily express at least one of the main headlines.	The graphics are not relevant to the headlines or are missing entirely.
HEADLINES	The headlines on the cover express at least two of the main ideas in the lesson (safety & privacy).	Only one cover headlines expresses a main idea of the lesson (safety & privacy). Additional text does not relate to the lesson.	None of the headlines represent the lesson (safety & privacy).
FONT	The headlines are printed in a color, font, and legible or typed size that can easily be read.	The headlines are legible, but should be revised (i.e. enlarged, color changed) to increase legibility.	The headlines are illegible (i.e., selected color is not easily visible, font is difficult to read, letters are too small).

Comments:

Grade: _____

Lesson 2: Safety and Privacy

Project: Magazine Cover – You will create a magazine cover on the research you conducted for one of the social media platforms (Snapchat, Facebook, Instagram, Twitter, Pinterest, etc.). Use a blank sheet of paper to create the magazine cover.

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- How do you use this social media platform for school and personal use?
- What are society's thoughts on this social media platform?
- Any other topics you think are important for your magazine cover.

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Comments:

Grade: _____

Lesson 2: Safety and Privacy

You will evaluate social media platforms or related websites (e.g. Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms.

At age twelve, students self-report the beginnings of high-risk Internet behavior. In this lesson, you will explore how their online actions and decisions can have both short- and long-term impacts on their safety and privacy. You'll learn what it means to have a digital footprint and ways to protect your personal information and data online. Also you will explore how apps and programs can track their location and why and how to keep that private. Finally, you will receive guidance on how to ask for help.

What is a digital footprint?

Digital footprint: A collection of data from a person's online activity that can be traced back to them. It's made up of data that can be found online.

Pre-Assessment	Question & Answer
1	What is a "digital footprint"? A. A collection of data from someone's online activity that can be traced back to them B. A list of websites where a person has gone online C. Tracking of someone's physical location through an app D. All the ways two people are connected online
2	What's a good way to keep personal information private online? A. Make social media profiles public B. Turn off location tracking on all apps C. Share personal information over direct messages only D. Both B and C
3	When is it okay to share your password with a friend? A. If your friend promises not to tell anyone B. If you change your password right afterward C. If it's your best friend D. It's never safe to share your password
4	When should you talk to an adult you trust? A. If you see yourself tagged online and you don't want to be B. If someone asks you for personal information C. If you aren't sure if you should post something D. All of the above
5	How can you make sure a picture won't be shared publicly online? A. Only share it over direct message B. Only share it with friends you know C. Only share it in person D. Only send it over email

Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 3 (Lesson 3 – Screen Time vs. Offline Time)

Standards	<ol style="list-style-type: none"> 1. Describe the potential consequences of spending a lot of time online. 2. Identify when to seek help from a trusted adult 3. Identify methods to create a healthy balance between online and offline time
Learning Targets/I Can Statements	<ul style="list-style-type: none"> • I can identify methods to create a healthy balance between online and offline time. • I can describe the potential consequences of spending a lot of time online.
Essential Question(s)	How can you create a healthy balance between online and offline time?
Resources	<p>Pre and Post Assessment: http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2019/08/Ignition-Answer-Key-Pre-and-Post-Assessments.pdf</p> <p>Lesson 1 Questions 1 – 5 (Pre-Assessment) Questions 1-5 (Post Assessment)</p> <p>Teachers may quiz students using Kahoots, Quizziz, Quizlet, email, etc.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Pre-Assessment</p> <p>Lesson overview: Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time. Students will evaluate and address their own digital dependency.</p> <p>Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals.</p> <p>Below are some suggested apps that are great for tracking and finding the right balance:</p> <ul style="list-style-type: none"> • Phone settings on most devices track your online time; check your settings to learn more • Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

Application Activity (30 minutes):

How will you achieve all of your academic and personal goals for the week while still managing your online and offline time? Please log how many hours you spend online and offline for three days progress against your goals. List any apps or device tracking you used during this timeframe. This is a work in progress, but through this exercise you will learn how to better manage your time to achieve the things that are most important to you.

Monday	Tuesday	Wednesday	Thursday	Friday

Reflection Activity: Write one paragraph (five to seven sentences) summarizing your results.

- Were you surprised by the amount of time you spent offline vs online?
- Did you achieve all of your goals?
- What would you change about your offline vs online goals?

Closing Activity (10 minutes): Post Assessment

Closing**Homework: Tracking Online Activity Tips**

Try these steps to improve online time on social media sites:

1. Set a timer for email, text, and social media so you don't stay on too long.
2. Move all social media icons to the last page of your home screen.
3. Set your phone to Do Not Disturb while you study (only allow calls from your parents or guardians).
4. Put devices on silent when you study and close all apps and windows not related to your work.
5. Change the blue light settings on your phone to Night Shift/Night Light from evening until first thing in the morning
6. Try mindful breathing" - especially when you feel stressed or after being on a device for a long time: take three deep breaths, counting to three each time, and focusing only on your breath. You can also try a "mindful meditation" app!

Lesson 3: Screen Time vs. Offline Time

Reflection Activity:

Write one paragraph (five to seven sentences) for each question summarizing your results.

1. Were you surprised by the amount of time you spent offline vs online?
2. Did you achieve all of your goals?
3. What would you change about your offline vs online goals?

Response to Question 1:

Response to Question 2:

Response to question 3:

Lesson 3: Screen Time vs. Offline Time

Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time. You will evaluate and address your own digital dependency. Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals.

Below are some suggested apps that are great for tracking and finding the right balance:

- Phone settings on most devices track your online time; check your settings to learn more
- Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

Pre-Assessment	Question & Answer
1	What's TRUE about spending a lot of time online? A. It can hurt your friendships. B. It can hurt your grades. C. It can hurt your mental health. D. All of the above.
2	What's a FALSE statement about online time? A. Blue light from devices can make it hard to sleep. B. It's a good way to connect with friends who are far away. C. Checking social media a lot is connected to more happiness. D. You can find digital resources that you don't have locally.
3	What's a sign you should talk to an adult about your online time? A. If you'd rather spend time with friends in person than online. B. If you always feel anxious about what you're missing online. C. If you only feel happy when you are online. D. Both B and C.
4	How can you create a healthy balance between online and offline time? A. Ask friends not to tag or message you. B. Turn off notifications on your phone. C. Limit online time to once a week. D. All of the above.
5	How can you help your offline friendships? A. Don't look at your phone when talking with your friends. B. Check for notifications from friends every day. C. Tag friends in pictures online. D. Never spend more time talking online than offline.

Lesson 3: Screen Time vs. Offline Time

Lesson Activity:

How will you achieve all of your academic and personal goals for the week while still managing your online and offline time? Please log how many hours you spend online and offline for three days progress against your goals.

List any apps or device tracking you used during this timeframe. This is a work in progress, but through this exercise you will learn how to better manage your time to achieve the things that are most important to you.

Monday	Tuesday	Wednesday	Thursday	Friday

Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 4 (Lesson 4 – Technology and Data)

Standards	<ul style="list-style-type: none"> • Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can list steps to keep personal information private online. ➤ I can list steps to protect digital data from compromise. ➤ I can identify potential phishing messages and signs of malware.
Essential Question(s)	1. How do I use technology to enhance productivity?
Resources	<p>Lesson 4 – Technology and Data</p> <ul style="list-style-type: none"> • Adobe (optional) • Microsoft Word (optional) • Publisher (optional) • Internet (optional) • Handouts <p>Questions 1 – 5 (pre-assessment) Phishing Awareness (word search) Anti-phishing poster (homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes) Pre-Assessment</p> <p>Lesson overview: Phishing Awareness Word Search (10 minutes)</p> <p>People who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name. While phishing and scams are a SERIOUSLY big deal online, sometimes it is good to start off by looking at the lighter side. Today we are going to dive a little deeper on how to look for phishing clues.</p>

	<p>Phishing: When someone tries to get personal data online by pretending to be someone else.</p> <p>Phishing is when someone tries to get personal data online by posing as someone else. Phishing could look like:</p> <ul style="list-style-type: none"> • An email from what looks like social media, asking you to re-enter your password. • A message that looks like it's from a friend, with a link. <p>Phishing can happen over email, direct message, in chat rooms, or anywhere else. The message may threaten negative actions if you don't act right away.</p>
Closing	<p>Homework (30 minutes) Create an Anti-Phishing Poster</p> <p>Create an anti-phishing digital poster that can be placed somewhere in the school's hallway or cafeteria using paper and markers, Adobe, Microsoft Word or Publisher. Use at least two phishing examples in your poster. Include tips about protecting yourself from phishing and identity theft. (30 minutes)</p>

Lesson 4: Technology and Data

People who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name. While phishing and scams are a **SERIOUSLY** big deal online, sometimes it is good to start off by looking at the lighter side. Today we are going to dive a little deeper on how to look for phishing clues.

Phishing: When someone tries to get personal data online by pretending to be someone else.

Phishing is when someone tries to get personal data online by posing as someone else. Phishing could look like:

- An email from what looks like social media, asking you to re-enter your password.
- A message that looks like it's from a friend, with a link.

Phishing can happen over email, direct message, in chat rooms, or anywhere else. The message may threaten negative actions if you don't act right away.

Pre-Assessment	Question & Answer
1	What makes a good password? A. A mix of letters, numbers, and symbols you'll remember. B. Something you can remember, like your age and pet's name. C. A word in a foreign language. D. A random mix of letters and numbers.
2	What's a possible sign of malware? A. Lots of popups. B. Being redirected in search engines. C. Computer running slowly. D. All of the above.
3	What might be a phishing message? A. An email with a link to re-set your password. B. A text message from a friend about a new movie. C. A website where you can buy songs. D. All of the above.
4	When you sign up for an app or social media account, are you letting the company use your information? A. No B. Yes C. Only if you give permission D. Only if they tell you each time they use it

Lesson 4: Technology and Data

5	<p>If a movie, song, or book is offered for free, is it malware?</p> <ul style="list-style-type: none">A. AlwaysB. NeverC. UsuallyD. Sometimes
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How Apps Use Your Data

When your data is available to others, you are vulnerable. This can result in identity theft.

When you share your information, companies may use it for marketing or sharing with others. They might also use it to track your location, what you like, or people you follow. It's important to be careful. Always check privacy settings and carefully read agreements to see how your data is used.

Digital Tips

- Don't give apps too much access
- Avoid questionable links and downloads
- Create strong and safe passwords

Lesson 4: Technology and Data

Name: _____

Phishing Awareness

O L A T T A C H M E N T S B T A P
P U M N T P A @ B R E E G M B R E
M I S M A T C H E D U R L U U S R
O C C O A R D L B C P T S S D A S
N L @ P I T N L R J H U T U E B O
D M T H L T @ F A J I P S B A P N
B B E R L J D B N N S N M J I U A
O F F I C I A L D P H C G E T S L
T T L N A C C L I M I U C C U A D
T E J B I N B G N I N D A T M L E
@ A G E J M G T G P G I I L R U T
M S S E N D E R E M A I L I D T A
H I O M L O I L O R H C S N U A I
C S I @ D I A G E O C O M E J T L
L D M G E N E C G I G B J D C I S
G S C S I G N A T U R E R E M O C
P O O R G R A M M A R J I A G N F

branding

salutation

mismatched URL

Sender Email ID

subject line

personal details

official

signature

attachments

CSI@diageo.com

Phishing

poor grammar

Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 5 (Lesson 5 – Rights and Literacy)

Standards	<ul style="list-style-type: none"> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can differentiate the negative and positive aspects of an online community. ➤ I can identify and describe digital rights and restrictions. ➤ I can differentiate between created and curated content.
Essential Question(s)	<ol style="list-style-type: none"> How do I use relationship skills? How do I make responsible decisions?
Resources	<p>Lesson 5 – Rights and Literacy</p> <ul style="list-style-type: none"> Microsoft PowerPoint (optional) Prezi (optional) Internet (optional) Handouts <p>Questions 1 – 5 (pre-assessment) Comic strip (Activity and Homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes) Pre-Assessment</p> <p>Lesson Overview</p> <p>Teen and teen digital media use often outpaces adults, especially in new platforms and technologies, which can leave them vulnerable to digital media dangers</p> <p>Curated content: Content that you share, but didn't create yourself.</p> <p>Freedom of Expression: Your right to express your ideas and opinions through the things you say, write or create.</p> <p>Freedom of Association: Your right to be part of a group and take action within that group</p> <p>Vlog: A personal website or social media account where a person regularly posts short videos.</p> <p>Comic Strip Activity (20 minutes)</p> <p>Extra, Extra, Extra Read All About It!!!!</p> <p>Create a comic strip that:</p>

	<ul style="list-style-type: none"> • Highlights why you should follow the rules and rights restrictions when posting curated content. • Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion. • Use at least at least two curated content sources in your presentation. (30 minutes)
Closing	<p>Homework (20 minutes) Comic Strip Activity (cont.)</p> <p>Extra, Extra, Extra Read All About It!!!!</p> <p>Create a comic strip that:</p> <ul style="list-style-type: none"> • Highlights why you should follow the rules and rights restrictions when posting curated content. • Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion. • Use at least at least two curated content sources in your presentation. (30 minutes)

Lesson 5: Rights and Literacy

Curated content: Content that you share, but didn't create yourself.

Freedom of Expression: Your right to express your ideas and opinions through the things you say, write or create.

Freedom of Association: Your right to be part of a group and take action within that group

Vlog: A personal website or social media account where a person regularly posts short videos.

Pre-Assessment	Question & Answer
1	What's true about freedom of expression? A. It's unlimited. B. It allows you to express your ideas. C. It allows you to express your opinions. D. Both B and C.
2	If something is copyrighted, how can it be used? A. Only with credit. B. Only with permission. C. With credit or in certain "fair use" cases. D. With permission or in certain "fair use" cases.
3	What is curated content? A. Something you created. B. Something you didn't create, but are sharing. C. Something you co-created. D. Either A or C.
4	Which is a copyright violation? A. Sending a copyrighted song to a friend. B. Sharing a copyrighted image on social media. C. Downloading a copyrighted movie without permission. D. All of the above.
5	If someone you don't know gives you feedback on your online creation, what should you do? A. See what you think about their feedback. B. Ask to talk about it offline. C. Ignore it. D. Both A and B.

Learn More

Copyright Restrictions

It can be fun to share things online. But remember to think about your legal responsibilities when you use someone else's content.

If an image, video, song, story, comic strip, meme, or other creative work is copyrighted, that means you can't use it — or even parts of it — without permission, except in "fair use" cases, which is very complicated. If a creative work can be used, make sure you follow all restrictions on how to use it and make sure you credit the creator when required.

Lesson 5: Rights and Literacy

Be Careful about What You Use or Share

Following copyright and crediting requirements applies to more than just making things! You also need to be careful about what you use or share.

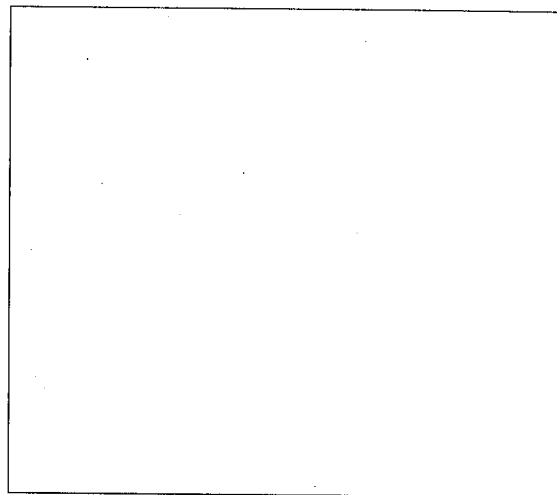
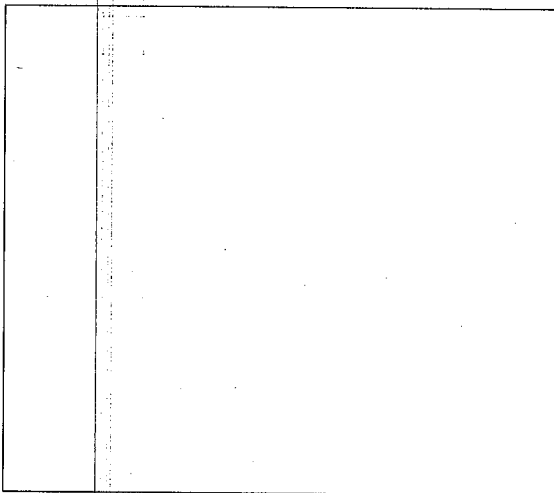
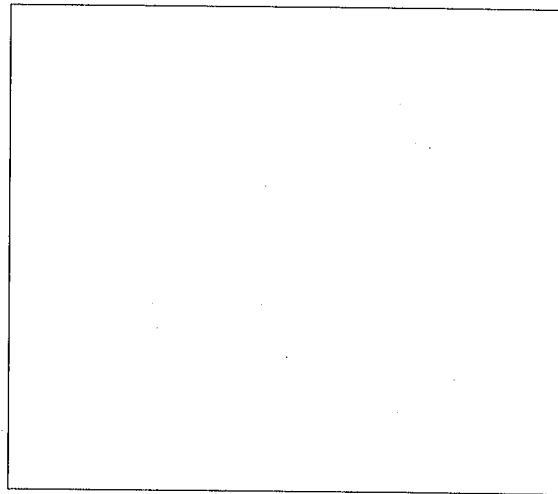
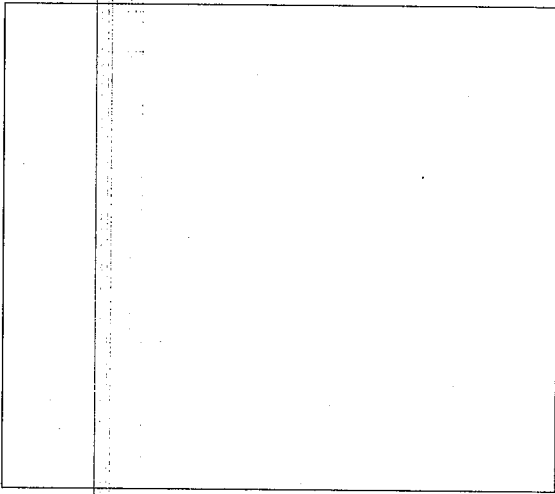
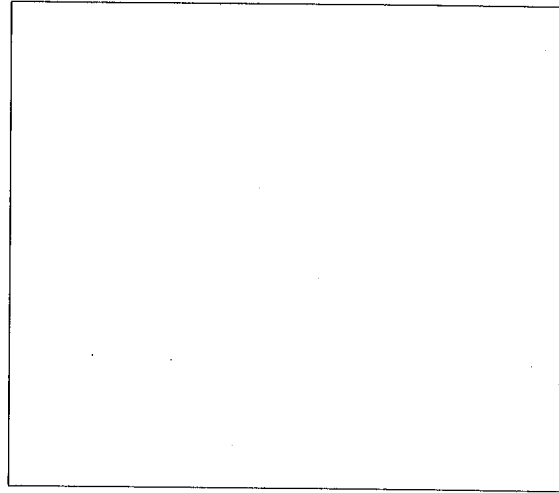
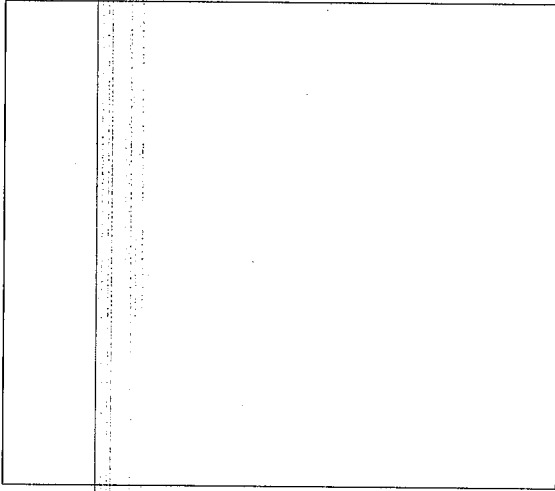
Always Get Permission

Even when it's legal to use certain things, it's better to get permission first. That's especially true with photos, videos, or other content of people you know.

Think about other people's feelings and ask before you share.

Lesson 5: Rights and Literacy

Name: _____



Lesson 5: Rights and Literacy

Project

Extra, Extra, Extra Read All About It!!!!

Create a comic strip that:

- Highlights why you should follow the rules and rights restrictions when posting curated content.
- Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the PowerPoint/Prezi presentation. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion.
- Use at least at least two curated content sources in your presentation. (30 minutes)

Refer to the rubric for details and grading.

Comic Strip Rubric

Student Name _____ Period _____

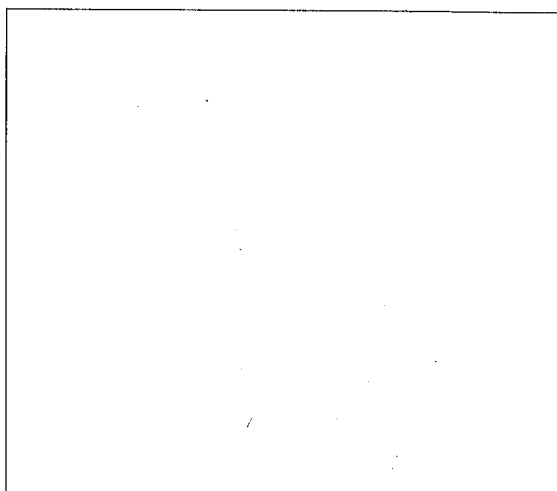
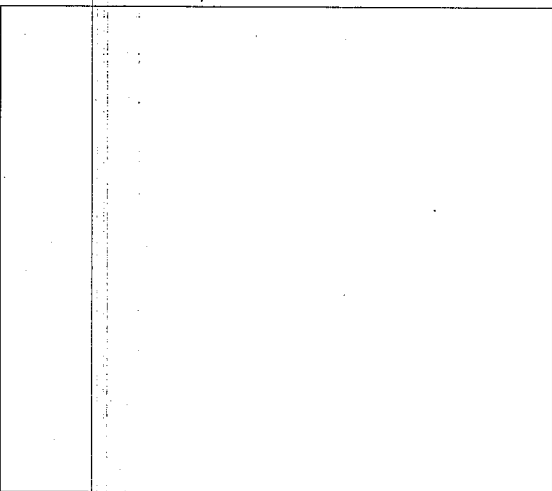
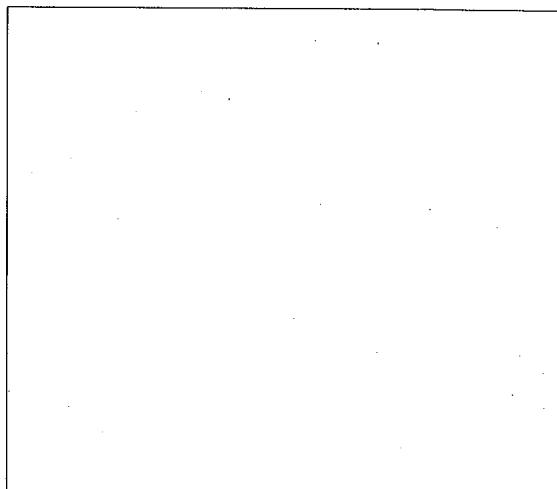
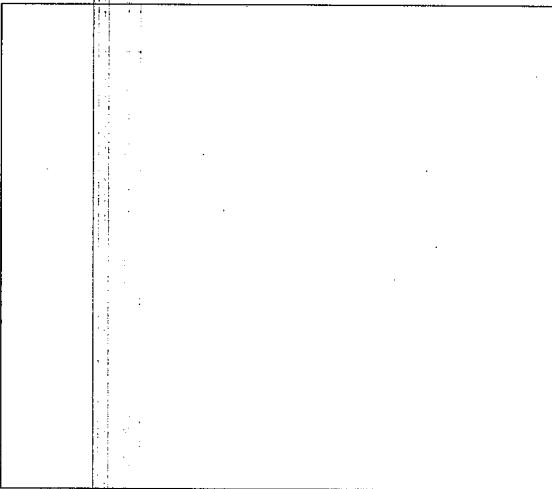
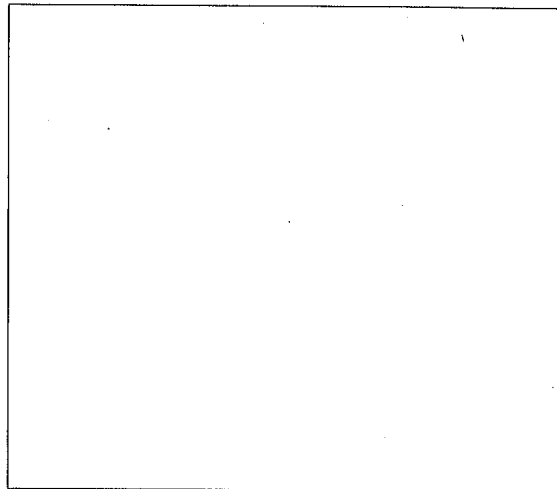
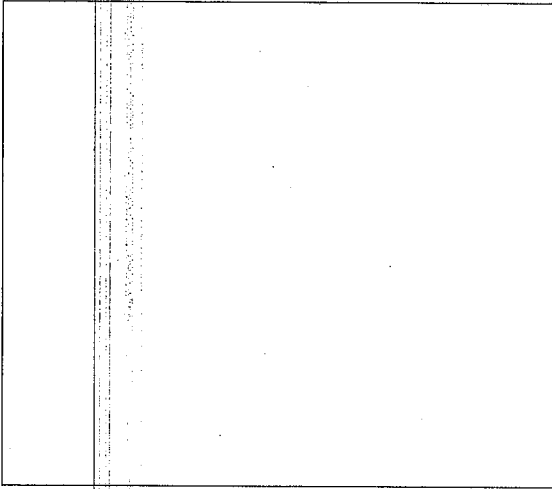
CATEGORY	20	15	10	5
Required Elements -Theme -Storyline -Well-crafted sentence variety (4 types)	Comic Strip includes all required elements as well as a few additional elements. Complete sentences were used.	Comic Strip includes all required elements and one additional element. Some complete sentences were used.	Comic Strip includes all required elements. Missing some complete sentences.	One or more required elements is missing from the comic strip. No sentences were added.
Content - Accuracy	All facts in the comic are accurate.	99-90% of the facts in the article are accurate.	89-80% of the facts in the article are accurate.	Fewer than 80% of the facts in the article are accurate.
Organization	All information is organized appropriately.	Most information is organized appropriately.	Some information is organized appropriately.	Organization of material is confusing to the reader. No color was added.
Clarity and Neatness	Comic Strip is easy to read and all elements are clearly written and drawn. Color was added.	Comic Strip is easy to read and most elements are clearly written and drawn. Some color was added.	Comic Strip is somewhat easy to read and some elements are clearly written and drawn. Very little color was added.	Comic Strip is hard to read and few elements are clearly written and drawn. No color was added.
Spelling & Proofreading	No spelling errors	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors

Comments:

Grade: _____

Lesson 5: Rights and Literacy

Name: _____



Career and Technical Education
Middle School (Grades 6-8)
Ignition
Day 6 (Lesson 6 – Evaluating Content)

Standards	<ul style="list-style-type: none"> Students plan and employ effective research strategies to locate information and other resources for their intellectual and creative pursuits. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can describe how to evaluate content for accuracy and bias. ➤ I can identify methods to differentiate accurate search results from inaccurate or sponsored content.
Essential Question(s)	1. How do I employ valid and reliable research strategies?
Resources	<p>Lesson 6 – Evaluating Content</p> <ul style="list-style-type: none"> Telephone Handouts <p>Questions 1 – 5 (Pre-Assessment) Primary and Secondary Sources Identifying Primary and Secondary Sources (Homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Pre-Assessment</p> <p>Lesson Overview Although the media often talks about this generation as “digital natives,” research shows that while teens and tweens have grown up with constant online access, they often don’t know how to evaluate online resources. It is important to learn how to validate content for accuracy.</p> <p>Primary sources: Direct or first-hand stories that come from the time period when the event being discussed happened. Secondary sources: Things that talk about or explain primary sources and are created by someone</p> <p>Application Activity (15 minutes) Link about a fun event that happened in your family recently (35 minutes).</p>

	<ol style="list-style-type: none"> 1. Identify at least one person who can be a primary source. 2. Identify at least one person who can be a secondary source. 3. Using Microsoft Word, type an explanation on how you identified these people to be credible sources. 4. In Microsoft Word, type one or two sentences that describe the fun event that happened in your family. 5. Press the Enter key four times and type: Primary Source. <ol style="list-style-type: none"> a. Type at least four questions you will ask the primary source(s) about the fun family event. 6. Press the Enter key four times and type: Secondary Source. <ol style="list-style-type: none"> a. Type at least four questions you will ask the secondary source(s) about the fun family event. 7. Using the phone or talking to the individuals in person, ask them the questions for the primary source and secondary source. Type the answers to the questions, as you ask them the questions. 8. After asking the questions, type a paragraph on how will you evaluate the answers for accuracy and bias?
Closing	<p>Homework (25 minutes) Research Project</p> <p>Research a topic of your choice, write or type a 200 word summary on the topic. Be sure to include one primary and secondary source. Explain how you identified that your sources were trustworthy as it relates to the topic.</p>

Lesson 6: Evaluating Content

Identifying Primary and Secondary Sources

Think about a fun event that happened in your family recently (35 minutes).

1. Identify at least one person who can be a primary source.
2. Identify at least one person who can be a secondary source.
3. Using Microsoft Word, type an explanation on how you identified these people to be credible sources.
4. In paper or Microsoft Word, write or type two sentences that describe the fun event that happened in your family.
5. Drop down or press the Enter key four times and write or type: Primary Source.
 - a. Write or type at least four questions you will ask the primary source(s) about the fun family event.
6. Drop down or Press the Enter key four times and write or type: Secondary Source.
 - a. Write or type at least four questions you will ask the secondary source(s) about the fun family event.
7. Using the phone or talking to the individuals in person, ask them the questions for the primary source and secondary source. Write or type the answers to the questions, as you ask them the questions.
8. After asking the questions, write or type a paragraph on how will you evaluate the answers for accuracy and bias?

Lesson 6: Evaluating Content

Although the media often talks about this generation as “digital natives,” research shows that while teens and tweens have grown up with constant online access, they often don’t know how to evaluate online resources. It is important to learn how to validate content for accuracy.

Primary sources: Direct or first-hand stories that come from the time period when the event being discussed happened.

Secondary sources: Things that talk about or explain primary sources and are created by someone

Pre-Assessment	Question & Answer
1	What is a sign that content is biased? A. The author has a lot of experience in the topic. B. The author lists evidence. C. The author makes money in a connected area. D. All of the above.
2	What is a sign that information is accurate? A. Statistics are included. B. Research is referenced. C. Sources are cited. D. All of the above.
3	Can you get accurate information from social media? A. Sometimes B. Usually C. Always D. Never
4	What are signs something is sponsored content? A. It says "sponsored content" somewhere. B. It says "ad" somewhere. C. It's paid for by a person or company. D. All of the above.
5	If you're unsure if something is true, what should you do? A. Research the information. B. Trust it if you know the person. C. Trust it if the person has shared accurate content before. D. All of the above.

Lesson 6: Evaluating Content

Primary and Secondary Sources

Directions: Research a topic of your choice, write or type a 200 word summary on the topic. Be sure to include one primary and secondary source. Explain how you identified that your sources were trustworthy as it relates to the topic.

Brainstorming notes:

Topic:

Provide one primary source used:

Provide one secondary source used:

How did you identify that your sources came from a credible source?

Write or type short article about your topic and include your sources.

Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 1)
Lesson 7: Agriculture, Architecture, Arts & A/V, and Business

Standards	<ul style="list-style-type: none"> • Formulate career ideas. • Learn more about careers in the Agriculture, Architecture, Arts & A/V and Business. • Make predictions about future career aspirations. • Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. • Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. • Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	<ol style="list-style-type: none"> 1. What are some future career fields that interest you from today's lesson?
Resources	<p>Session 1 – Agriculture, Architecture, Arts & A/V, and Business</p> <ul style="list-style-type: none"> • Handouts Career exploration (worksheet)--See <i>Student Lesson Files</i> folder Paper, pen and pencil <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Brainstorming Complete the <i>Self-Knowledge</i> worksheet to begin the brainstorming process about your career aspirations.</p> <ol style="list-style-type: none"> 1. Things that interest me at home: 2. Things that interest me at school: 3. Things that I am good at doing:

4. Subjects I have to work hard at:

5. Subjects that are easy for me:

(circle
one)

- | | | |
|--|-----|----|
| 6. I like to solve
number
problems | yes | no |
| 7. I like to
write about
my ideas | yes | no |
| 8. I am very
organized | yes | no |

9. What careers might use some of these interests and abilities?

Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. In this activity that you will complete, it will help you develop Self-knowledge, Educational and Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.

By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education.

Application (30 minutes) Career Awareness (*Agriculture, Architecture, Arts & A/V, and Business*)

	Students will need to complete career awareness worksheets for the following career clusters: Agriculture and Natural Resources; Architecture and Construction; Arts, A/V Technology & Communications; and Business, Management and Administration.
Closing	<p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p>

**Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 2)**

Lesson 8: Education, Finance, Health Science and Hospitality & Tourism

Standards	<ul style="list-style-type: none"> • Formulate career ideas. • Learn more about careers in the Education, Finance, Health Science and Hospitality & Tourism • Make predictions about future career aspirations. • Students will demonstrate proficiency and skills associated with the use of technologies that are cc • Students will demonstrate an understanding of workplace structures, organizations, systems, and c • Students will demonstrate job acquisition and advancement skills.
Learning Targets/I Can Statements	<p>➤ I can analyze my interests, abilities and skills to determine the career choices for myself.</p>
Essential Question(s)	<p>1. What are some future career fields that interest you from today's lesson?</p>
Resources	<ul style="list-style-type: none"> • Session 2 – Education, Finance, Health Science and Hospitality & Tourism • Handouts Career exploration (worksheet)--See <i>Student Lesson Files</i> folder Paper, pen and pencil <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Career Cluster Word Search.</p> <p>S E C R U O S E R L A R U T A N W M U G C G W , N O B D G Q Y U Z F Y I Q T R A I N I N G X T , X A N H A Y Z H P G S W C B V L O Q F O Q D J I C K N T E F W V O L C A J E R N I V Z J R B J I A A Z I F Y X L L V U P A W Y A K R I Y H E C , H A Y T N V O W M D S T R A A I X L I M T N O , F Q P C Z N L M I X A R Q D N I E A S I A D V , Y I F I H N C O M K V S E X Y C C D C N J S U I C P B C F L C D B U X Z C V S H R U I Y E T F ,</p>

D Z E Z P N X T E Q I J K B U J E F S U G Y D I
 O T A Q E O Z V X V E R U T L U C I R G A J S I
 O C O N S T R U C T I O N J Y P N R W U Q R D I
 F D U E K J B N N F M Z X K Q A I F F N H Z H C
 O J R S O W J A D M I N I S T R A T I O N L D I
 M E Y P U B L I C A D M I N I S T R A T I O N S
 P J S V K E M F R B O B V U H E U E S F D O Q I
 I B U S I N E S S C T C J T D H J C A N O M N I
 F C K G L Q A R P G A H A U F Z L X U N S D V
 M A N A G E M E N T V P C U A C G H E V P C A
 R K P C O M M U N I C A T I O N S P S B D Y V
 Y H G O T O S B U C T I Y K E W C G H K J D M
 X K U C F G O E D I V U F O Z H P O O B U U U
 W N D L J Z F G O V E R N M E N T M J Y E L B
 D R M G Q J W N N D A R C H I T E C T U R E P

Public Administration Government Finance Training Education Admir

Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. The a characteristics.

By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you ma

Application (30 minutes) Career Awareness (*Education, Finance, Health Science and Hospitality & Tourisr*

Students will need to complete career awareness worksheets for the following career clusters: Education 8

Closing

Homework (10 minutes): Reflection

Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you af

**Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 3)**

**Lesson 9: Human Services, Information Technology, Law & Public Safety, &
Transportation**

Standards	<ul style="list-style-type: none"> • Formulate career ideas. • Learn more about careers in the Human Services, Information Technology, Law & Public Safety, & Transportation • Make predictions about future career aspirations.
Learning Targets/I Can Statements	<ul style="list-style-type: none"> ➤ I can analyze my interests, abilities and skills to determine the career choices for myself.
Essential Question(s)	1. What are some future career fields that interest you from today's lesson?
Resources	<ul style="list-style-type: none"> • Session 3 – Human Services, Information Technology, Law & Public Safety, & Transportation • Handouts Career exploration (worksheets)--See <i>Student Lesson Files</i> folder Paper, pen and pencil <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): Career Cluster Word Search.</p> <p>Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.</p> <p>By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education.</p> <ul style="list-style-type: none"> • Application (30 minutes) Career Awareness (Human Services, Information Technology, Law & Public Safety, & Transportation) <p>Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 3: Human Services, Information Technology, Law & Public Safety, and Transportation</p>
Closing	<p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p>

**Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 4)**

Lesson 10: Manufacturing, Government & Public Administration, STEM, & Marketing

Standards	<ul style="list-style-type: none"> Formulate career ideas. Learn more about careers in the Manufacturing, Government & Public Administration, STEM, & Marketing Make predictions about future career aspirations.
Learning Targets/I Can Statements	<p>➤ I can analyze my interests, abilities and skills to determine the career choices for myself.</p>
Essential Question(s)	<p>1. What are some future career fields that interest you from today's lesson?</p>
Resources	<ul style="list-style-type: none"> Session 4 – Manufacturing, Government & Public Administration, STEM, & Marketing Handouts Career exploration (worksheets)--See <i>Student Lesson Files</i> folder <p>Paper, pen and pencil</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p>
Learning Activities or Experiences	<p>Opening Activity (10 minutes): My Autobiography (commercial)</p> <p>Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.</p> <p>By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education.</p> <ul style="list-style-type: none"> Application (30 minutes) Career Awareness (Manufacturing, Government & Public Administration, STEM, & Marketing) <p>Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 4: Manufacturing, Government & Public Administration, STEM, & Marketing.</p>
Closing	<p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p>