

Grade: Five	Lesson: 1	Topic: Digital Citizenship
Virginia Standards of Learning		
Virginia School Counseling Standards	Grades 4-5 EP9 EP12	
Materials Needed	• Whiteboard or chart paper and markers • Blank paper or posterboard for students • Crayons or markers • Cyberbullying video discussion handout • “The Hurtful Comments” handout	
Learning Objectives	• Recall and summarize the principles of being a good digital citizen. • Explain the rules for digital use and safety. • Demonstrate awareness of the potential dangers and consequences of social media use.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will: • Respect personal space - Be aware of your surroundings, respect others’ space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson.”	
Content	Introduce the principles of good digital citizenship to students. "Today, we're going to dive into an important topic: internet safety, especially when it comes to social media. Let's start by discussing and	

	summarizing the values of being a good digital citizen. Being a good digital citizen is like being a good friend online. Can anyone tell me what being a good digital citizen means?" (Allow students to respond.) After students respond, use the slide deck and review the principles of being a good digital citizen: • "Be kind online: Just like you wouldn't bully someone at school, don't say mean things in comments, messages, or games. Remember, people have feelings even online! • Think before you share: Would you share that picture or information if you were saying it out loud? Be careful about what you post about yourself and others. • Make good choices: Even superheroes make mistakes, but they learn from them! If you make a bad choice, apologize and try to fix it. Being responsible means making choices that don't hurt yourself or others."
Practice	Students will explain the rules for digital use and safety. After reviewing, say, "Now, let's move on to the rules for digital use and safety. These rules are like our guidebook for a safe online journey. I'll explain a few, then discuss them together." Using slides 10-14, go over the four rules: 1. "Protect your information: Don't share your passwords or personal details with people you don't know online. It's like giving away your secret identity! 2. Be careful about clicking links: Not everything online is safe. Ask a grown-up before clicking on links or downloading anything, just like you ask before going to a friend's house. 3. Think critically about what you see: Not everything you read online is true. Check with trusted sources like teachers, librarians, or websites you know before believing something. 4. Follow your Media Balance: It is easy to scroll through social media and stay on the computer all day. But we need to use media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.). Setting a timer is a good way to help us remember when to turn off our screens."
Check for Understanding	After explaining the rules, have students divide into four groups. Give each group a piece of chart paper or poster board with one rule written on it. Have students work together to explain the rules to their classmates. For example, they can draw pictures, write bulleted points, or use a combination of different methods. This activity should last about ten minutes. At the conclusion of the activity, you can check for

	understanding by having student groups share their chart/poster, explaining the rules for digital use and safety that they chose and why.
WE DO	Students will show awareness of the potential dangers and consequences of social media for themselves and others. Introduce the topic of social media by saying: "Now, we're going to talk about something that plays a significant role in our lives - social media. How do you or someone you know use social media?" (Allow students to respond.) Say, "Social media can be an amazing tool for connecting with friends, sharing experiences, and accessing information. However, it also comes with risks. These risks can affect not only ourselves but also those around us. So, today, we will explore some of these risks and discuss how we can navigate social media safely. Take a moment and think, how do you think social media can impact your mental health?" (Stay quiet for 30-40 seconds to give students time to reflect mentally.) Follow up by saying, "Social media can sometimes contribute to feelings of inadequacy, anxiety, or depression, especially when comparing ourselves to others' carefully posed and selected images and posts. It can also lead to something called cyberbullying. Cyberbullying is a serious issue that can have devastating effects on individuals' mental and emotional well-being. It's essential to recognize the signs and speak up against it. We are going to watch a short video about cyberbullying." Watch the video "What's Cyberbullying?" from Common Sense Education: https://commonsense.org/education/videos/whats-cyberbullying After the video, have students use the cyberbullying handout to discuss the following questions: 1. What is cyberbullying? 2. What should you do if you witness cyberbullying? 3. Bullying and cyberbullying are both unacceptable, but what makes cyberbullying different? Give students about ten minutes to discuss and complete this activity as a group.
Check for Understanding	At the end of the activity, to check for understanding, lead a class-wide discussion, asking each question and allowing students to share responses.
YOU DO Practice	Students will demonstrate an awareness of the potential dangers and consequences of social media for themselves and others. Next, say, "You all are doing a great job of recognizing the potential dangers of social media, especially around cyberbullying. Next, I will share

Conclusion	a scenario with you, and then you will take some time to write how you would respond to the scenario. Read the scenario on the screen to yourself as I read it aloud.” Scenario: “Lizzie loves to spend time on social media, especially to connect with her friends after school. One day, Lizzie posts a photo of herself wearing her favorite outfit and feeling excited about it. She shares it with her friends, hoping they will like it too. However, when Lizzie logged back into her social media account later that day, she noticed something upsetting. Some of her classmates have left mean comments on her photo. They're saying things like, "Your outfit is so ugly," "You look ridiculous," and "Why do you even bother trying to look cool?" Lizzie feels hurt and embarrassed. She doesn't understand why her classmates are being so mean to her. She starts questioning her outfit choice and feels self-conscious about posting anything online.” Have students reflect on the scenario using the “hurtful comments” handout. To check for understanding when students are finished, invite students to share what they have put down for different questions on the handout.
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Cyberbullying Video Discussion

After watching the video, “What is Cyberbullying” discuss and answer the following questions with your group:

1. What is cyberbullying?
2. What should you do if you witness cyberbullying?
3. Bullying and cyberbullying are both unacceptable, but what makes cyberbullying different?

The Hurtful Comments

Lizzie loves to spend time on social media, especially to connect with her friends after school. One day, Lizzie posts a photo of herself wearing her favorite outfit and feeling excited about it. She shares it with her friends, hoping they will like it too. However, when Lizzie logged back into her social media account later that day, she noticed something upsetting. Some of her classmates have left mean comments on her photo. They're saying things like, "Your outfit is so ugly," "You look ridiculous," and "Why do you even bother trying to look cool?" Lizzie feels hurt and embarrassed. She doesn't understand why her classmates are being so mean to her. She starts questioning her outfit choice and feels self-conscious about posting anything online.

Things to think about:

- 1) List some words that Lizzie felt after reading the social media comments:
- 2) If you were Lizzie's friend and you saw that social media what would you say to Lizzie?
- 3) Who could Lizzie talk to about this problem?
- 4) What should Lizzie do?