**Teaching Notes:** Super Digital Citizen Grades 4-5

**Materials and Preparation**

**• Copy the Save the Day! Student Handout, one for each student.**

**• Preview the following optional online tools:**

**• Marvel’s Spider-Man (www.marvel.com/universe/Spider-Man)**

**• Make Beliefs Comix (www.makebeliefscomix.com)**

**• Comic Life (http://comiclife.com)**

**• ABCYa! (www.abcya.com/word\_clouds.htm)**

**• ReadWriteThink Plot Diagram (www.readwritethink.org/files/**

**resources/interactives/plot-diagram/)**

**(slide 1)**

**Introduce** the topic: Super Digital Citizen

(**slide 2)**

**Ask** and **discuss** the question

How can people help others to be good digital citizens?

**(slide 3)**

Go over the objectives with students.

**(slides 4-5)**

**Introduce** the key vocabulary

**(slide 5)**

citizen: a member of a

community digital citizen: a member of a

worldwide community linked by

the Internet

responsibility: a duty or

obligation

**(slide 6)**

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warm-up

**INTRODUCE** students to Spider-Man’s motto “With great power comes great responsibility.” (Optional: Show

students the following link to Spider-Man and his motto: www.marvel.com/universe/Spider-Man.)

**(slide 7)**

**ASK** What kind of power does the Internet give us?

Guide students to recognize that the things we read, see, and

hear online can lead people to have all sorts of feelings (e.g.,

happy, hurt, excited, angry, curious). So what we do and say

online can be powerful. The Internet also allows us to learn

about anything, talk to people at any time (no matter where

they are in the world), and share our knowledge and creative

projects with other people.

**(slide 8)**

**Emphasize** that a digital citizen is more than just an Internet

user. It’s someone who chooses to act in a safe, respectful, and responsible way online.

CREATE a three-column chart with the terms Safe, Responsible, and Respectful written at the top of each column.

Invite students to shout out words or phrases that describe how people can act safely, responsibly, and respectfully

online, and then write them in the appropriate column. (Alternatively, have students write their words or phrases

on sticky notes and post them on the chart.)

**(slide 9-10)**

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**POINT OUT** that Spider-Man is a superhero who uses his great powers to help other people.

**EXPLAIN** to students that they are going to create digital citizen superheroes who use their great powers to

help people act safely, responsibly, and respectfully online.

**DISTRIBUTE** the Save the Day! Student Handout to each student.

**(slide 10)**

**TELL** students to complete Step 1, which prompts them to create a superhero for the digital world. Encourage them to ask themselves the following:

• What kind of superpowers would my digital citizen superhero use to help others act safely, responsibly, and

respectfully online? What is special about the way my superhero acts and thinks?

• What kind of special costume would my superhero wear to help him or her do the job?

• What would my superhero’s name be? (for example, Dynamic Digital Dave or The Upstander).

**REMIND** students to note some of their superhero’s unique qualities.

**INVITE** students to introduce their superheroes to one another.

**(slide 11-12)**

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Create a Save the Day! Comic Strip

**REMIND** students how good digital citizens can harness the power of digital media to make the world a better place.

**TELL** students to complete Step 2 of the Save the Day! Student Handout, which prompts them to create a short, three-frame comic strip. They should illustrate a problem in the digital world, and how their digital

superhero helps resolve that digital dilemma. Students can create comic strips freehand on the handout using illustrations, speech bubbles, and captions. (optional)they can use an online tool, such as Make Beliefs Comix (www.makebeliefscomix.com; free online) or Comic Life (http://comiclife.com; Mac, must purchase).

**(slide 12)**

**SHARE** one or two of the following examples, if students need guidance creating a scenario:

•Someone spreads rumors about somebody else online

•Someone cheats on an assignment for school by copying information from a website and saying they wrote it

•Someone uses someone else’s password to pretend to be that person online

•Someone says mean things online

•Someone forwards a message containing private information to someone else

**DISPLAY** your students’ comics around the classroom, like in an art gallery. Then have students take a “gallery walk,” whether as a class or in small groups. Allow each student the opportunity to describe his or her comic

to others.

**(slide 13)**

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**Wrap-up**

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to **ask** students to reflect in writing on one of the questions, using a journal or an online blog.

What does it mean to be a digital citizen?

Acting safely, responsibly, and respectfully online.

What kinds of superpowers or qualities did your digital superheroes have in common?

Help to point out the similarities between students’ stories. Did some of the superheroes stand up for people who were bullied or teased? Did some help guard people’s online privacy? Did some save people from making mistakes that would have jeopardized their online safety or security?

What does Spider-Man’s motto “With great power comes great responsibility” mean to you, as someone who uses the Internet?

**Encourage** students to reflect on the possibilities and perils associated with using the Internet, as well as the importance of acting mindfully online so that they and others will have positive experiences.