LEARNING AND STUDENT PERFORMANCE ACTIVITIES
7.1 – Guided Lesson Plan #1
Summary Description – Cell phone Interruptions
Focus Question: Should people be able to use cell phones in
        crowded places?
Additional Questions:
    1. Should cell phones be banned in certain places?
    2. Should only certain people be able to
        leave cell phones on (e.g., doctor, emergency worker,
        person with sick relative)?

Lesson Goals/Objectives:
    To decide where cell conversations are appropriate.

> **Digital Communication -** *electronic exchange of information.*
>
> See Chapter 2.3 for more information on Digital Communication (p. 17).
> NETS standards: NETS*T – Standard VI, A;
> NETS*S – Standard 2 (p. 193)

Tools/Resources Needed:
    Cell Phone Etiquette – Let's Talk.com
        http://www.letstalk.com/promo/unclecell/unclecell2.htm

Activity Description:
    1. Have students have a "mock" cell phone conversation where they are being
        loud talking about inappropriate topics.
    2. When completed, have students in the class describe what they heard. Have
        them explain how the exchange made them feel.
    3. Have the participants discuss their feelings as they spoke in front of the
        class. Ask if they have any problems having a cell conversation in
        other places (church, movie theater, etc.)

Lesson Extension Ideas/Activities:
Have the class discuss cell phone issues with their friends. Have them come back to class
and share ideas how they and their friends think that cell phones should be used in
schools and in public.

Teaching Tips:
    1. Have students focus on positive ways that will help cell phone users. When
        having concern with a cell phone user explain why their cell phone usage is
        bothering you.
    2. Coach students on how and where cell phone usage is appropriate. Have the
        students keep a journal on times they use the cell phone and have them reflect on
        why it may have been an issue in particular situations.
    3. Supply students with methods of dealing with inappropriate technology use.
        Yelling or hushing cell phone users that are annoying does not provide a solution
        to the issue.
    4. Be a good technology role model for the students. If the adult is using the cell
        phone inappropriately, the students will often follow the example.

7.3 – Guided Lesson Plan #3
Summary Description – Using the Internet
        appropriately
Focus Question:
      Do students know where to get quality information
          from the Internet?
Additional Questions:
      1. What resources do teachers need to find quality
          information on the Internet?
      2. How should the Internet be used in the classroom?

> **Digital Literacy***: process of teaching and learning about technology and the use of technology.*
> See Chapter 2.4 for more information on Digital Literacy (p. 19)
> NETS standards: NETS*T – Standard VI, A; NETS*S – Standard 2 (p. 193)

Lesson Goals/Objectives:
      To get students to think how to best use the Internet in their classroom.

Resources:
      UC Berkley – Evaluating Websites
          http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
      Kathy Schrock's Guide for Educators – Webquests
          http://school.discovery.com/schrockguide/webquest/webquest.html
      WebQuest Portal
          http://webquest.org/

Activity Description:
      1. Spend time discussing the basics of Internet searches (e.g., have students with
          more experience help others). See Evaluating Websites from
          the University of California Berkley in Resources. Talk about Search
          engines and other ways to find information (2nd and 3rd tier investigation).
      2. Create a scavenger hunt (on the Internet) and have students come up with
          sites to fill in all the squares on the sheet.
      3. Provide prizes for those who fill out the scavenger hunt sheet.

Lesson Extension Ideas/Activities:
Create lessons where students are to find information on the Internet related to the current
subject. Have the students support why their website was appropriate for this lesson.

Teaching Tips:
      1. Understand websites and their organization so that you are able to identify the
          source (e.g., author, sponsor, etc.) and how recently it has been updated.
      2. Identify if the information is accurate by investigating the website. Look for
          items such as who is the author, who sponsors the website. Can I corroborate
          what is being claimed?
    1. Realize that some students may have more experience in web searches than
          others. Make sure that one person does not dominate a group. Have
          everyone participate.
      4. Make the scavenger hunt fun, but also make sure the teachers are understanding
          the connection to how students need to use the Internet appropriately.

7.5 – Guided Lesson Plan #5
Summary Description – MP3 Files for Teaching
Focus Question:
How can MP3 players be used to support
teaching in the classroom?
Additional Question:
1. Will students take the time to access MP3 files to
help them in the classroom?
2. Can digital technologies extend the instructor
to be able to help more students?

Lesson Goals/Objectives:
To provide other resources to students through
the use of MP3 players.

Tools/Resources Needed:
Educational Podcasting
http://www.stager.org/podcasting.html
Educational Web blogs
http://educational.blogs.com/instructional_technology_/

Activity Description:
1. Survey students on how many have MP3 players, or whether they are planning
on purchasing one in the near future. Ask them if it would be a determining
factor if there were podcasts available of lectures, guest speakers, instructor
commentary and audio books (see p. 59 for information on podcasting).
2. Ask students if there would be other files that would be important for their
class if they were digitally recorded.
3. Determine if there is some interest in having the files available. If so, contact
Building administration, or other funding agency for a digital recorder and
MP3 player.
4. Create some files and place on a web server. After two weeks, evaluate
how many students are using the MP3 files and if they are helping them
in class.

Lesson Extension Ideas/Activities:
Discuss with other teachers how podcasting might be used in their classroom. Offer to
help other teachers setup their own podcasts for their classes.

Teaching Tips:
1. Identify whether there is an interest in (and ability to access) MP3 files. If there
is little interest, this may be of little help in the classroom.
1. Maintain the MP3 files so that they are up-to-date and relevant to what is
happening in the classroom.

2. Inform the administration that you will be doing this activity. Because of the potential cost, inform parents that this activity is voluntary and that they do not need to purchase an MP3 player (unless discussed with administration).
3. Prepare for some comments related to MP3 files and players being a fad. Make sure that you can explain how this can support teaching and learning.

MP3 Files and Players (Resource for Activity 7.5)

MP3 files are easy to download and share with other users. Typically, audio files are shared through the use of this format.

The encyclopedia Britannica defines MP3 file as the standard technology and format for the compression of audio signals into very small computer files. For example, sound data from a compact disc (CD) can be compressed to one-twelfth the original size without sacrificing sound quality. Because of small file size and ease of production from CD sources, the MP3 format is very popular for transmitting music files over the Internet (Britannica.com, 2006)

Once audio files have been converted to this file type they can be played on various digital technologies such as computers or MP3 players. There are many different models and price ranges that are available for these players. One of the determining factors for purchasing an MP3 player is the amount of memory it has. The more memory available allows for more audio files to be stored on these players.

Many users use the MP3 players to listen to music, but other audio files can be obtained as well. Podcasts have become popular to gain information on almost any subject (for more information on podcasts see p. 59). Educators are seeing the educational potential for use of podcasts for their classes.

MP3 players are available from many different sources. To find out more about the different types of players go to CNET's page on MP3 player reviews: http://reviews.cnet.com/Music/2001-6450_7-0.html?tag=ont.mp3.   Once a player has been purchased there are a number of sites that MP3 files can be downloaded. To find educational podcasts go to the Digital Podcast website and search under education: http://www.digitalpodcast.com/browse-educational-20-1.html.

SCHOOL ENVIRONMENT AND STUDENT BEHAVIOR ACTIVITIES

7.7 – Guided Lesson Plan #7
Summary Description – Cyberbullying
Focus Question:
What is cyberbullying?
Additional Question:
1. How can students protect themselves while online?
2. What should parents know about the issues of cyberbullying?

Lesson Goals/Objectives:
To make students more aware of the issues and consequences of cyberbullying.

> **Digital Rights & Responsibilities:** *those freedoms extended to everyone in a digital world.*
>
> See Chapter 2.7 for more information on Digital Rights & Responsibilities (p. 25) NETS standards: NETS*T – Standard VI, A; NETS*S – Standard 2 (p. 193)

Tools/Resources Needed:
www.cyberbullying.ca - Always On? Always Aware!
http://www.cyberbullying.ca/
Cyberbullying: Cyberbullies on the Internet
http://www.bullyonline.org/related/cyber.htm

Activity Description:
1. Ask the students if they have heard the term Cyberbullying. If so, what is it and what is involved? If not, provide a definition (see Resources) and provide examples (e.g., saying derogatory things, making threats, ridiculing others) through using digital means (e.g., cell phone, webpage, e-mail, blog, etc.)
2. Discuss with students if this has happened to anyone in the class (be careful that the issue might be happening at that time).
3. Ask the students what they should do if they are being bullied through any of these digital means. Provide resources on cyberbullying if this is happening in the school.
4. Explain the consequences for those who might try and use these methods of intimidation.
5. Have students discuss if there are more constructive ways to use these technologies.

Lesson Extension Ideas/Activities:
Find statistics on cyberbullying and provide it to the administration (e.g., http://www.cyberbullying.us or http://www.isafe.org). Suggest that the information be provided to parents in the school newsletter or website. Provide resources to help parents if they know of a problem,

Teaching Tips:

1. Provide resources to students so that they know what to do if they have an incident where they are bullied online or through other digital means.
2. Provide information to parents so that they can understand technology issues such as cyberbulling.
3. Understand that some students that may have cyberbullied. Make sure there are resources to help those that are having problems.
4. Realize that by providing information about cyberbullying might give some students ideas on how to do it to others. Inform students that they on not anonymous on the Internet, there are ways to find out what sites they visit so they should be aware.

7.9 – Guided Lesson Plan #9
Summary Description – Etiquette Use When
      Working Online
Focus Question:
What etiquette should be used while working online?
Additional Question:
  1. Do students need to follow rules when working online?
  2. How do students know what is appropriate to do online?
Lesson Goals/Objectives:
To make students more aware of etiquette use while online.

Tools/Resources Needed:
PC World – Instant Messaging Etiquette –
      http://pcworld.about.com/news/May302002id99405.htm
Sofweb: Netiquette – Using the Internet –
      http://www.sofweb.vic.edu.au/internet/netiquet.htm

Activity Description:
  1. Divide students into groups of three or four. Ask each of the groups if they can come up with five rules they should follow when working online.
  2. Compile a list from the answers created by each of the groups. If more than one group comes up with the same answer cross it off both lists.
  3. Discuss all the answers with the class and see if there are other rules that are important to know.

Lesson Extension Ideas/Activities:
Collect all the answers from each of the groups. Create a quiz at the end of the lesson on etiquette and see how well the students remember each of the areas.

Teaching Tips:
  1. Reinforce with the students that good digital etiquette is important for everyone that uses technology. Everyone must be aware that their technology use affects others
  2. Reinforce to students that the rules that have been created for technology use is for the good of everyone, which is the goal of Digital Citizenship.
  3. Provide support for students who do not see the need for policies or rules. Show that without policies it would be difficult for large numbers of users to work together online.

STUDENT LIFE OUTSIDE THE SCHOOL ENVIONMENT ACTIVITIES
7.11 – Guided Lesson Plan #11
Concept – Purchasing Items Online
Focus Question:

> What do students need to know about researching
>   and purchasing items online?

Additional Questions:

1. Should students be made aware of the process
   of finding and purchasing items online?
2. How can parents/guardians be involved in
   learning about online/digital purchasing?

Digital Commerce:
electronic buying and selling of goods.

See Chapter 2.2 for more information on Digital Commerce (p. 15)
NETS standards: NETS*T – Standard VI, A; NETS*S – Standard 2 (p. 193)

Lesson Goals/Objectives:

> To help users to understand how to make appropriate
>   decisions about purchasing items online.

Tools/Resources Needed:

> Teenage Research Unlimited –
>   http://www.teenresearch.com/view.cfm?page_id=67&image=images/
>   14_18.gif&pic=pre2.cfm

Activity Description:

1. Provide research strategies about how to find items that students may want to
   purchase online. Show search strategies as general as using search engines
   such as Google, Yahoo, or Vivisimo. For specific searches (e.g., looking
   for books) try sites like http://www.addall.com. Do actual searches for items
   online and review the process with several sites. Identify some specific
   items that may only be sold by one retailer.
2. Emphasize that purchasing items online requires looking for secure sites
   (ones that encrypt and protect) your information. Have them look for
   clues such as the lock symbol at the bottom of the page for secure
   sites. Also have students look for specific statements of security. Go
   through the process of purchasing an item. Also purchase a song from
   a music website.

Lesson Extension Ideas/Activities:
Have students talk to their parents about online purchasing. If their parents buy online
have them share ideas about appropriate purchasing methods that they follow.

Teaching Tips:

1. Reiterate that they need to consult with their parents/guardians when making
   purchases online.
2. Provide resources on all aspects of the search and purchase process so that
   students can understand the importance of making good decisions in online
   purchases.

3. Inform parents that you are providing information about the process, but are advocating that students talk to parents before making purchases online.

4. Explain how to make appropriate decisions with various types of Internet commerce, such as:

   a. buying music from iTunes or similar sites
   b. buying or selling on an auction site such as eBay
   c. buying "virtual" merchandise for online games

Be sure to survey their attitudes on these various commercial transactions.

7.13 – Guided Lesson Plan #13
Summary Description – How do you spend
     your time?
Focus Question:
    Do students spend too much time using
       technologies?
Additional Questions:
    1. Where are students gaining information
       about the use of technologies?
    2. How much do peers influence the
       use of certain technologies?

> **Digital Health and Wellness**:
> *physical and psychological
> well-being in an digital
> technology world*.
>
> See Chapter 2.8 for more
> information on Digital Health
> and Wellness (p. 28)
> NETS standards: NETS*T –
> Standard VI, A; NETS*S –
> Standard 2 (p. 193)

Lesson Goals/Objectives:
    To illustrate how much time students use technology.

Resources:
    Kaiser Family Foundation – Generation M: Media in the Lives of 8-18 Year
        Olds - http://www.kff.org/entmedia/entmedia030905pkg.cfm
    Apple – Education – Research
        http://www.apple.com/education/research/

Activity Description:
    1. Create a questionnaire on students' use of technology. Have it broken down
       by "at school" and "at home" or "other." Make sure to list items like
       surfing the Internet, using an MP3 player, talking on a cell phone. Have
       students turn in anonymously for best results. Or have students keep a
       journal of technology use for one week. Have them be specific about what
       they were doing, what they were feeling, etc.
    2. Compile the information gathered by students and see where they are using
       technology, more in school or away.
    3. Ask students where they most learn about technology. Do they think about
       how they are using the technology with respect to others?

Lesson Extension Ideas/Activities:
Take the information gathered from the students and determine the kinds of technology
they are using. Have students identify the technologies they might use more often if
technology was used more widely in school.

Teaching Tips:
    1. Ask students to think about their technology use. Have them discuss
       about how the use of technology makes them feel.
    2. Compare the results that are gathered in the classroom with national
       average (see Resources). Are these students following the national
       trends?

3. Provide help to students to look beyond the basic uses of technology. Urge them to think about all uses of technology (IM, blogging, MP3 players, etc.).
4. Reiterate that not all technology use is wrong (in and of itself) but how it is used and how often.

7.15 – Guided Lesson Plan #15
Summary Description – Computer Ergonomics
Focus Question:
What is ergonomics and what does it have to do with
   technology?
Additional Question:
   1. Can computing be harmful to students over time?
   2. What should be done to decrease repetitive stress
      injuries?

Lesson Goals/Objectives:
      To make students more aware of physical issues
related to technology use.

Digital Health and Wellness:
*physical and psychological
well-being in an digital
technology world*.

See Chapter 2.6 for more
information on Digital Health
and Wellness (p. 28)
NETS standards: NETS*T –
Standard VI, A; NETS*S –
Standard 2 (p. 193)

Tools/Resources Needed:
University of Connecticut Ergonomic Technology Center –
      http://www.oehc.uchc.edu/ergo/index.htm
Healthy Computing - http://www.healthycomputing.com/

Activity Description:
   1. Spend some time discussing ergonomics and its effect on technology use.
   2. Have students study the school and offices and document where technology is
      used. Have students determine if ergonomics is being considered adequately.
   3. Compile a list of ergonomic issues, from the students, around the school and
      provide remedies for these issues.
   4. Invite the administration or technology leader to come talk about the ergonomic
      issues around the school.

Lesson Extension Ideas/Activities:
Have students look in their own homes for ergonomic issues. Have the students talk to
their parents about these issues and if there are solutions to the problems.

Teaching Tips:
   1. Spend time at the beginning of the lesson discussing good ergonomics and the
      effects that poor ergonomics can have on a person's health.
   2. Find statistics on carpel tunnel and other repetitive stress problems (see Resources
      above). Show that years of technology use can have effects later in life.
   3. Emphasize to students that some ergonomic issues may be more difficult to solve
      financially or facility-wise. Come up with ways to solve the problem other than
      just purchasing new items.
   4. Have students research what equipment is best to avoid repetitive stress problems.

Scoring Rubric for Guided Activities

Objectives	Exemplary Performance - 4	At or Above Average - 3	At or Below Average - 2	Low Performance - 1	Points Earned
Students have an understanding of the importance of the concept.	Student has complete grasp of concept.	Student not as sure about importance of concept.	Student unaware of importance of concept.	Student does not understand topic.	
Student involved in classroom activity.	Student completely engaged.	Student interested but not engaged.	Student not providing effort in class.	Student not interested in topic.	
Student understands the relevance of the topic to larger discussion of Digital Citizenship.	Student has good grasp of both the topic and Digital Citizenship.	Student aware of Digital Citizenship but unsure of connection.	Student has only minimal understanding of either the topic or Digital Citizenship.	Student does not understand either the topic or Digital Citizenship.	
Student can come up with related examples of topics within Digital Citizenship.	Student is able to use information from activity to come up with new concepts related to Digital Citizenship.	Student can provide limited examples with prompting from teacher or other students.	Student has difficulty making the connection between activity and other examples.	Student is not able to come up with any examples beyond what is presented in the activity.	
Student can understand the need to use technology appropriately.	Student is able to make the connection between appropriate technology use and good citizenship.	Student understands that technology should be used appropriately but believes that some misuse is ok.	Student having difficulty realizing how inappropriate technology use affects others.	Student cannot understand the need for using technology appropriately.	
At the conclusion of the activity, did the student seem to gain any new ideas or concepts?	Yes, the student seemed to learn many new ideas.	Yes, the student took away some ideas.	Not sure.	No, the student seems to be disinterested in the topic.	
Overall, what effort did the student put forth in this activity?	The student has given much effort to the topic.	The student worked hard, but not 100%	The student did very little during this activity.	The student provided no effort in doing this activity.	
				Score:	

Holistic Score: The holistic score provides a general level of online computing usage and understanding. Look at your holistic score and the description of that score below.

28 – 25 = Exemplary understanding of topic and Digital Citizenship.
     Student has good understanding of the concept.
24 – 22 = Above average understanding of the topic and Digital Citizenship.
     Student understands the topic but still needs additional resources.
21 – 20 = Below average understanding of the topic and Digital Citizenship.
     Student struggling with this topic and overall concept of Digital
     Citizenship.
19 – 17 = Low understanding of the topic and Digital Citizenship.
     Student has little knowledge of the topic, more work is needed.
Below 17 = needs additional work with the topic and Digital Citizenship.
     Student does not understand the topic or is uninterested.