



Level 1

Digital Nagrik

Teacher Handbook



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Lesson 1

**Welcome
to Digital
Citizenship**

01. OVERVIEW

The world is becoming increasingly digital. As we engage with this digital world, we see different kinds of behaviour online. Not all of this behaviour is appropriate.

Is there a proper way to conduct ourselves online? Are there things that we should know before we go online? This lesson on digital citizenship answers these and other important questions.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Define what is meant by the terms 'citizen' and 'citizenship'
- Define the rights and responsibilities of a citizen and understand the concept of 'reasonable restriction'
- Define what is meant by 'digital citizen'
- Understand at a high level the responsibilities of a good digital citizen
- Name the aspects of digital citizenship to be covered in this course

02. LESSON PLAN

Ask students to introduce themselves. Ask them why they chose to take this course and what they hope to learn by taking the class.

2.1. CITIZENSHIP

Slide 02

What is Citizenship?

Citizenship is generally used as a synonym for nationality. According to the Global Citizenship Observatory it is defined as follows:

A legal status and relation between an individual and a State (country/nation) that entails specific legal rights and duties.

What does it mean to be a citizen?

1. A citizen has certain fundamental rights which are granted by the government of the nation in which he/she is a citizen. The Constitution of India grants the following six fundamental rights to Indian citizens:
 - Right to equality
 - Right to freedom
 - Right against exploitation
 - Right to freedom of religion
 - Cultural and educational rights
 - Right to constitutional remedies
2. In return for these rights, the State expects the citizen to perform certain duties and uphold certain responsibilities such as pledging allegiance to the country, paying taxes, and obeying the law of the land.



KEY QUESTIONS

Which country are you a citizen of?

I am a citizen of India.

Can you name two rights that your country grants to you as a citizen?

Articles 19 to 22 of the Constitution of India guarantee six freedoms:

- Freedom of speech and expression
- Freedom to assemble peacefully without arms
- Freedom to form associations and unions
- Freedom to move freely throughout the territory of India
- Freedom to reside and settle in any part of India
- Freedom to practice any profession or to carry on any occupation



Under Articles 14 to 18, the Constitution of India divides The Right to Equality into:

- Equality before the law (Article 14)
- No discrimination based on race, caste, religion, sex and place of birth (Article 15)
- Equality of opportunity for public employment (Article 16)
- Abolition of untouchability (Article 17)
- Abolition of titles (Article 18)

If a bridge was swept away in a flood, what would you expect your country to do to help its citizens?

- I would expect that the Government would help rescue anyone who was stranded because of this flood.
- I would expect the Government to allocate some money to rebuild the bridge.
- I would expect the Government to provide short-term relief to the victims of the flood

Slide 03

Note: Under Article 19 of the Constitution of India, the State may impose reasonable restrictions on the six fundamental rights defined in the Constitution.



What is a 'Reasonable' Restriction?

If the State decides to impose a restriction on the rights of its citizens, that restriction should be 'reasonable'. In other words, it must be neither too strict nor too lenient. While this is not specifically defined in the Constitution of India, you can ask yourself whether a reasonable person would find the restriction 'reasonable' or not.



KEY QUESTIONS

What would you think is a reasonable restriction? If you wanted to use your freedom of expression, what kinds of expressions might not be considered reasonable?

Accept all reasonable answers.

Imagine this: You wrote a blog stating that certain people should be killed because of something that they said. Do you think that the Government would be justified in saying that you should not be allowed to make such a statement? Why or why not?

Yes. This seems reasonable. I must not make threats against people. If I do, I should be prepared for the repercussions.

ACTIVITY: CITIZENSHIP WORKSHEET

DURATION: 5 MIN

Slide 04

Match each freedom from the left-hand-side column with a reasonable restriction from the right-hand-side column.



FREEDOMS

Freedom of speech

Freedom to form associations and unions

Freedom to assemble peacefully and without arms

Freedom to move freely throughout the territory of India

Freedom to reside and settle in any part of India

Freedom to practise any profession or to carry on any occupation, trade or business

REASONABLE RESTRICTIONS

Restriction on the movement of a person/group to prevent the spread of violence

Restriction on residences built too close to an aerodrome

Banning trades like gambling and the sale of narcotic drugs

Banning associations that support terrorist activities

Curbing the use of hate speech or language that might spark communal violence

Requiring protestors not to carry weapons

2.2. DIGITAL CITIZENSHIP

Ask the students: *What does it mean to be a digital citizen?
When you hear these words, what comes to your mind?*

Possible answers include:

- I am a citizen in a digital world.
- I am part of the whole internet.
- I am part of a gaming community.
- I am part of my online classes.



Play this video on [digital citizens](#) for the students to watch.

Slide 05-06

What is a Digital Citizen?

According to Dictionary.com, a digital citizen is:

A person who develops the skills and knowledge to effectively use the internet and other digital technology, especially in order to participate responsibly in social and civic activities.



KEY QUESTIONS

What are some characteristics of a digital citizen?

Potential responses:

Being kind, being responsible, being respectful of others, being truthful.

Who monitors the online world?

Potential responses:

- There might be not be any such person.
- It might be my teacher, or other adults.
- Sometimes the Government makes laws to monitor the internet.

Slide 07

Think!

If no one is monitoring the internet, then it is up to each one of us to make sure that we are acting responsibly. This may include abiding by some 'reasonable restrictions' even if they are not specifically enforced by a governmental body.



ACTIVITY: LET'S MAKE A MIND MAP

DURATION: 8 MIN

Slide 08

Ask students to work individually on a mind map. Upon completion, collect some of the ideas from the students and put them on the board.

WHAT MAKES A GOOD
DIGITAL CITIZEN?



2.3. WELCOME TO DIGITAL CITIZENSHIP!

Slide 09

What is a Digital Citizen?

This course is designed to teach you the basic aspects of digital citizenship. Each of the below topics will be covered in detail over the lessons of this Skills Subject. By the end of Level 1, you will learn all of the following 7 basic aspects of digital citizenship:

- **Welcome to the Digital World:**
Learn the basics of your devices and the internet
- **Digital Etiquette:**
Learn how to behave when you are online
- **Privacy and Your Digital Footprint:**
Learn what kind of trail you leave online
- **Digital Well-being:**
Learn how to be healthy by balancing the online and offline worlds
- **Cybersecurity:**
Learn how your devices are kept safe
- **Information Literacy:**
Learn about your responsibilities when you use the internet for research
- **Cyber Exploiters:**
Learn how advertisers try to get you to buy

ACTIVITY : WRAP-UP

DURATION: 8 MIN

Slide 10

Citizenship is....

- A. The relationship between two individuals
- B. The relationship between individuals and the State
- C. The relationship between two states within a country
- D. The relationship between two or more countries

As a citizen of your country, you have....

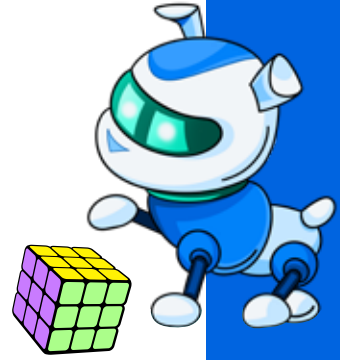
- A. Rights
- B. Responsibilities
- C. An Aadhar card
- D. Rights and responsibilities

A digital citizen is a citizen of....

- A. The physical world
- B. The digital world
- C. The United Nations
- D. The internet

A reasonable restriction on the internet might be....

- A. Not allowing people to keep their data safe
- B. Not allowing friends to meet in a game and play together
- C. Not allowing children below 13 years of age to create their own social media accounts
- D. Not allowing teachers to send students their homework over email



03. ADDITIONAL RESOURCES



Video | ["We the Digital Citizens,"](#)
Common Sense Education



Lesson 2

**Welcome to
Your Digital
World**

01. OVERVIEW

We are surrounded by digital devices no matter where we go. Students may use their computers for their school work, watch cricket on the internet, or message their friends through a smartphone. But have they ever thought about how their digital devices actually work? What makes their computer work? And how does it connect to the internet? In this lesson, let's explore the basics of the digital world.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Understand how a computer processes information
- Differentiate between hardware and software
- Recognise the peripherals of a computer system
- Categorise the different types of software and computer/mobile applications
- Define the terms 'network', 'internet' and 'applications'
- Understand the difference between a local and wide area network
- Find basic information on your computer, like the operating system, what apps are on your computer, and so on
- Make a folder on your computer and save a file to the folder
- Conduct a basic internet search

02. LESSON PLAN

2.1. BASICS OF DIGITAL DEVICES

Slide 02

Ask the students: *You have probably used a computer before but, can you name any of the parts of a computer? What about a tablet or a smartphone?*

Students might answer: *I know about the CPU. I know the monitor or the screen and the keyboard. I know my PS5.*

Prompt them by asking: *Do you know what each of these parts of the computer is for? How do they help the computer complete its functions? Do you know what the basic functions of a computer are?*

Slide 03

Ask students to list down the different devices that they use. Then, ask them to highlight the uses of these devices for computing. Some potential answers are listed below.

DEVICE	USES
1. Computer	<ul style="list-style-type: none">• Sending email• Attending online classes• Playing games• Creating presentations• Doing research Accept all other reasonable answers
2. Smartphone	<ul style="list-style-type: none">• Making calls• Listening to music• Chatting with friends Accept all other reasonable answers
3. Printer	Printing out documents
4. Tablet or iPad	<ul style="list-style-type: none">• Making video calls• Playing games• Doing important work while travelling• Attending online classes Accept all other reasonable answers
5. Gaming console	Playing video games

You already know how to use these devices in your everyday life. But have you ever wondered how these devices work?

Slide 04

All computing devices work on the simple formula of INPUT -> PROCESS -> OUTPUT

Ask: Do you know the term 'input'? What does it mean?

Do you know the term 'output'? What does it mean?

What about the term 'processing'?

Slide 05

Teacher's Note: Go through each definition with the class and check for understanding.

Definitions You Should Know!

Computer

An electronic device used for processing, storing, and displaying data or information.

Input

Information or data that is sent to or entered into the computer or machine.

Processing

Any operation that the computer performs on the input data by means of a program.

Output

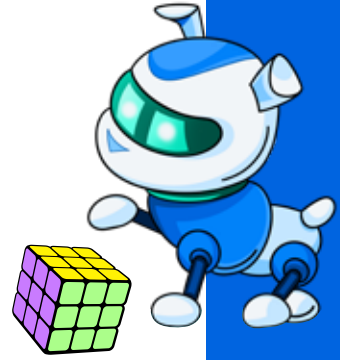
Information or data generated by the computer or computing device.



ACTIVITY : INPUT -> PROCESS -> OUTPUT WORKSHEET

DURATION: 10 MIN

Slide 06



Teacher's Note: At first, the 'input-process-output' discussion will consider activities that are not digital but still familiar. The purpose is to give the students a clear idea of each of these terms: input, process, and output.

Now, let's understand these terms in action!

Step 1: Look at the objects in the left-hand-side column. Are these inputs, outputs or processes? Place them each in their correct positions.

Then think: *How do I complete the rest of the formula for this object?*

The first one has been completed for you.

	INPUT	PROCESS	OUTPUT
Cucumber sandwich	Raw cucumber and two slices of bread	Slice the cucumber and place the slices between the two slices of bread	Cucumber sandwich
A drawing of a tree			
A cup of tea			
A new shirt			

Step 2: Can you think of some more examples of the 'input -> process -> output' concept? Write them down.

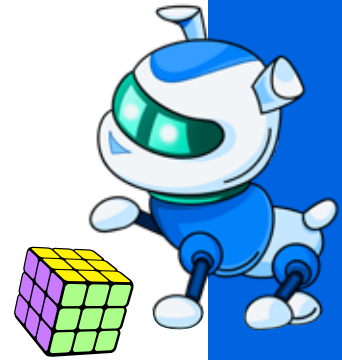
Accept all reasonable answers.

Step 3: Now, we will see how this relates to your computer.



Slide 07

Play this [video explaining how a computer works.](#)



Step 4: Now that you understand the 'input → process → output' concept, try to come up with an example of a computer activity that follows this formula.

Slide 08

Here's one example.

Input: I type my homework into a document using a word processing application.

Process: The computer arranges my words on the document. It also suggests changes based on my spelling, grammar, and vocabulary.

Output: I can read my document on the computer screen.

Step 5: Now, it's your turn. Can you think of another example?

Slide 09

Teacher's Note: Guide students in their choice of answers related to the input-process-output concept in the digital world. Examples might include: Google search, playing a video on YouTube, moving a character in a video game, etc.

Input:
Accept all reasonable answers.

Process:
Accept all reasonable answers.

Output:
Accept all reasonable answers.

Think!

If a computer's main job is to process the input, how does it know what to do?



2.2. HARDWARE AND SOFTWARE

Now that you understand the basics of your digital devices, let's find out what components they are made up of.

Slide 10

Teacher's Note: Go through each definition with the class and check for understanding.



Play this video explaining [the difference between hardware and software.](#)

Slide 11

Definitions You Should Know!

Hardware

Any element of a computer that is physical, including the insides of devices.
Examples: smartphone, keyboard, mouse, battery, computer chip, motherboard



Peripheral

A hardware device that is used to input information into and get information out of a computer.
Examples: keyboard, mouse, monitor, speakers, camera

Software

Anything that tells the hardware what to do and how to do it.
Examples: a computer program, an operating system, an app on your smartphone

Hardware is a collection of physical parts (both internal and external) of a computer. The most important piece of hardware that helps your computer know what to do is the Central Processing Unit or the CPU. The CPU is called "the brain" of the computer. It sends out the instructions which tell the other parts of the computer what to do.



Software is the instruction set that tells a computer how to work.

There are two types of software:

1. **Operating System:** A type of software that controls the operation of a computer and directs the processing of programs. When you buy a computer or a phone, the operating system usually comes pre-loaded on the device.

Examples of operating systems include Windows (Microsoft's operating system), Android (Google's operating system), and iOS (Apple's operating system).

2. **Application Software:** A type of software that allows you to accomplish a particular goal. For example, if you want to create a presentation, you might use application-software program Microsoft PowerPoint. Applications are known as 'apps' for short.

Can you think of some apps?

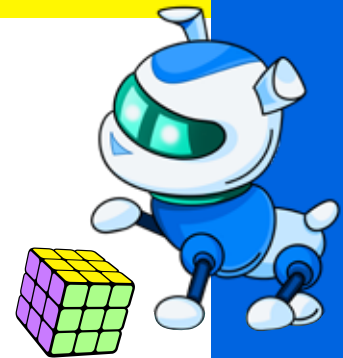
Answers could include: Swiggy, Amazon, Big Basket, Microsoft PowerPoint, and Canva

ACTIVITY: HARDWARE OR SOFTWARE?

DURATION: 5 MIN

Say: Look at each item in the list in front of you. Is it hardware or software? Write either 'hardware' or 'software' next to each one.

- Monitor.....Hardware
- Android.....Software
- Google Maps.....Software
- Mouse.....Hardware
- CPU.....Hardware
- Swiggy app.....Software
- Game controller.....Hardware
- Tablet screenHardware
- Ear buds.....Hardware
- Internet browsers.....Software
- WhatsApp.....Software



ACTIVITY

2.3. THE INTERNET

We have learned how digital devices work and what functions are performed by their different components. Now, let's understand the internet.

Ask the students: *Does anyone know what the internet is? How does it work?*

See what students know or understand about the internet.



Then, play [this video](#) to explain it to them.



KEY QUESTION

What is the internet? How does it work?

Slide 12

Explain: In order to use the internet, you must connect to a network. This is similar to your mobile phone networks such as Jio or Airtel.

A network enables computers and devices to talk to one another by connecting to the internet. This way, one computer or computing device can reach out across the network to other computers. This is how an email sent from one computer is received on another computer.

The most common type of network is a Local Area Network (LAN). Let's consider that our school has a LAN. There will be a student computer, a teacher computer, and maybe a printer. Anyone can send their document to the printer to make a print out by connecting a computer to the school network.

Slide 13

Continue explaining: There is also something called a Wide Area Network (WAN). This network is geographically distributed. A good example of a WAN is a bank's network. The bank may have locations in many cities in India, but generally, their data is held in a central location at a server farm. If you go to your local bank branch and ask them to look up your account balance, the branch can do this because all of the bank's locations are connected by their WAN.

Teacher's Note: Go through each definition with the class and check for understanding.

Definitions You Should Know!

Network

Two or more computers or computing devices that are connected with one another for the purpose of communicating electronically.

Local Area Network (LAN)

A small network—for example in an office, a school, a coffee shop, or a home—which enables computing devices to connect to the internet and potentially connect to other devices on the network.

Wide Area Network (WAN)

A network that extends over a large geographical area.



ACTIVITY: LET'S EXPLORE THE COMPUTER!

DURATION: 10 MIN

Slide 14

Teacher's Note: This is a hands-on activity where you will need to walk the students through every step of the process and project your screen so that they may follow along. Detailed instructions along with screenshots have been provided to help you.

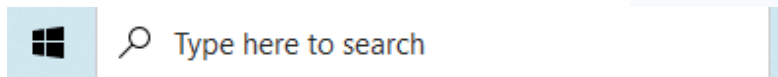
Step 1: Boot up your computer and get ready to follow along as your teacher demonstrates.



Step 2: Answer the following questions.

- What is your computer's OS?
Android or iOS
- What kind of CPU does your computer have?
Check system to find out, using the below steps.

On a Windows PC:

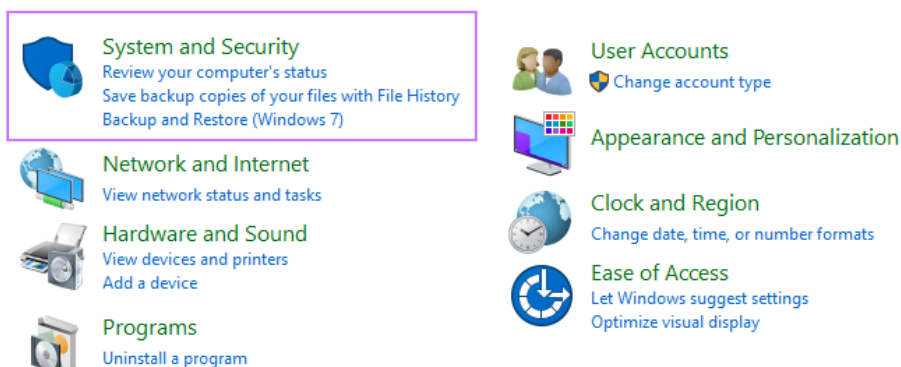
- In the Windows search bar, type the word 'Settings'.



- Alternatively, hit the 'Start' menu button  and click on the cog-shaped icon .
- Now, you should be able to see a new window with a whole list of settings you can adjust. These will have names like 'System', 'Devices', 'Time & Language', 'Network & Internet'. It may look like any one of the two options shown below.

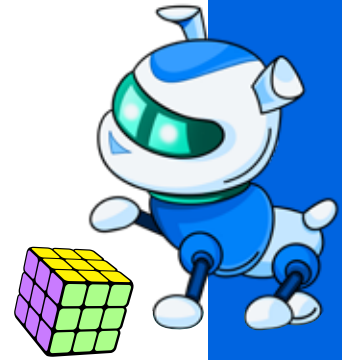
Adjust your computer's settings

View by: Category ▾

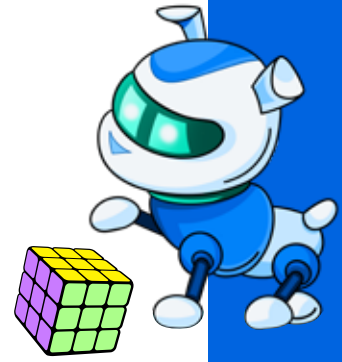
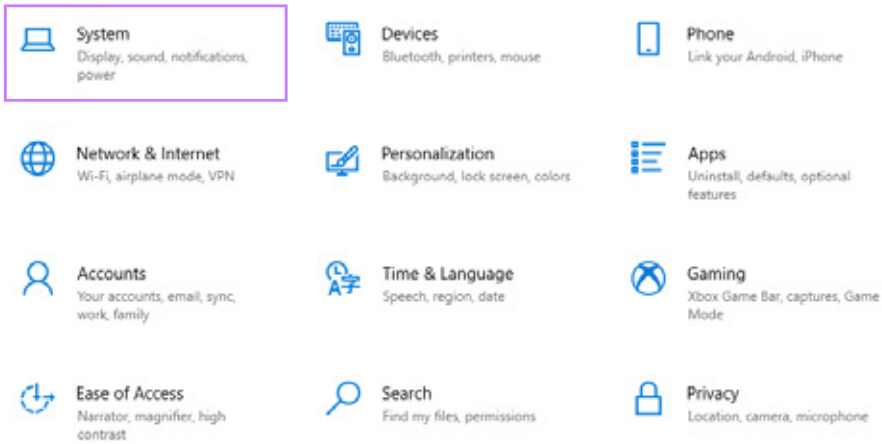


The screenshot shows the Windows Settings application with the following categories listed:

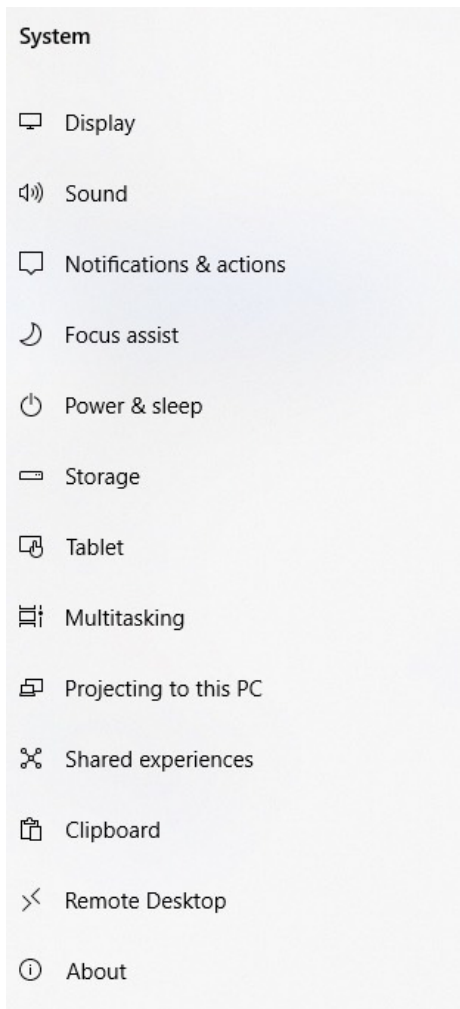
- System and Security**
Review your computer's status
Save backup copies of your files with File History
Backup and Restore (Windows 7)
- Network and Internet**
View network status and tasks
- Hardware and Sound**
View devices and printers
Add a device
- Programs**
Uninstall a program
- User Accounts**
Change account type
- Appearance and Personalization**
- Clock and Region**
Change date, time, or number formats
- Ease of Access**
Let Windows suggest settings
Optimize visual display





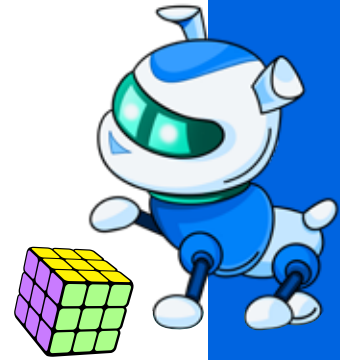
Find a setting



- Select 'System' and then 'About'.



-  **Security and Maintenance**
Review your computer's status and resolve issues |  [Change User Account Control settings](#) | [Troubleshoot common computer problems](#)
-  **Windows Defender Firewall**
[Check firewall status](#) | [Allow an app through Windows Firewall](#)
-  **System**
[View amount of RAM and processor speed](#) |  [Allow remote access](#) | [Launch remote assistance](#) | [See the name of this computer](#)
-  **Power Options**
[Change what the power buttons do](#) | [Change when the computer sleeps](#)
-  **File History**
[Save backup copies of your files with File History](#) | [Restore your files with File History](#)
-  **Backup and Restore (Windows 7)**
[Backup and Restore \(Windows 7\)](#) | [Restore files from backup](#)
-  **BitLocker Drive Encryption**
[Manage BitLocker](#)
-  **Storage Spaces**
[Manage Storage Spaces](#)
-  **Work Folders**
[Manage Work Folders](#)
-  **Administrative Tools**
[Free up disk space](#) | [Defragment and optimize your drives](#) |  [View event logs](#) |  [Schedule tasks](#)



- You can now see the details of the system, such as the OS and the CPU specifications.

About

Your PC is monitored and protected.

[See details in Windows Security](#)

Device specifications

Device name	BluenetNUC
Processor	Intel(R) Core(TM) i5-3427U CPU @ 1.80GHz 2.30 GHz
Installed RAM	8.00 GB (7.82 GB usable)
Device ID	FBAF8E89-1C43-42D6-BFFF-E267A1716E55
Product ID	00330-80000-00000-AA570
System type	64-bit operating system, x64-based processor
Pen and touch	No pen or touch input is available for this display

Copy

Rename this PC

Windows specifications

Edition	Windows 10 Pro
Version	21H2
Installed on	6/9/2020
OS build	19044.1466
Experience	Windows Feature Experience Pack 120.2212.3920.0

Copy

[Change product key or upgrade your edition of Windows](#)

[Read the Microsoft Services Agreement that applies to our services](#)

[Read the Microsoft Software License Terms](#)



- Name at least two apps you see on your computer.
Follow the steps below to find out.
- Navigate back to the screen shown below.
Click on either 'Programs' or 'Apps'.

Adjust your computer's settings

View by: [Category](#) ▾

System and Security
Review your computer's status
Save backup copies of your files with File History
Backup and Restore (Windows 7)

User Accounts
Change account type

Network and Internet
View network status and tasks

Appearance and Personalization

Hardware and Sound
View devices and printers
Add a device

Clock and Region
Change date, time, or number formats

Ease of Access
Let Windows suggest settings
Optimize visual display

Programs
Uninstall a program

Find a setting

System
Display, sound, notifications, power

Devices
Bluetooth, printers, mouse

Phone
Link your Android, iPhone

Network & Internet
Wi-Fi, airplane mode, VPN

Personalization
Background, lock screen, colors

Apps
Uninstall, defaults, optional features

Accounts
Your accounts, email, sync, work, family

Time & Language
Speech, region, date

Gaming
Xbox Game Bar, captures, Game Mode

Ease of Access
Narrator, magnifier, high contrast

Search
Find my files, permissions

Privacy
Location, camera, microphone

- You should now be able to see a list like this:

Apps & features

Apps & features

Optional features

App execution aliases









Search, sort, and filter by drive. If you would like to uninstall or move an app, select it from the list.

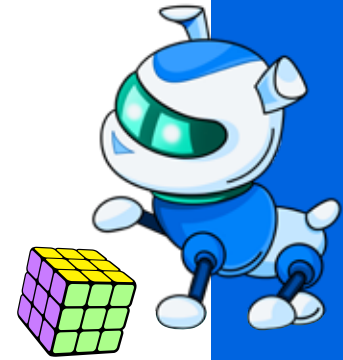
Search this list

Sort by: [Name](#) ▾ Filter by: [All drives](#) ▾

91 apps found


	3D Builder Microsoft Corporation	16.0 KB 5/19/2021
	3D Viewer Microsoft Corporation	16.0 KB 10/30/2021
	Alarms & Clock Microsoft Corporation	16.0 KB 5/19/2021
	App connector Microsoft Corporation	16.0 KB 5/19/2021
	App Installer Microsoft Corporation	16.0 KB 12/19/2021

	Office Microsoft Corporation	156 KB 12/15/2021
	OneNote for Windows 10 Microsoft Corporation	16.0 KB 1/16/2022
	Paint 3D Microsoft Corporation	150 KB 5/19/2021
	People Microsoft Corporation	16.0 KB 7/7/2021
	Print 3D Microsoft Corporation	16.0 KB 5/19/2021
	Reader Microsoft Corporation	16.0 KB 5/19/2021
	Reading List app Microsoft Corporation	16.0 KB 5/19/2021
	Scan Microsoft Corporation	16.0 KB 5/19/2021

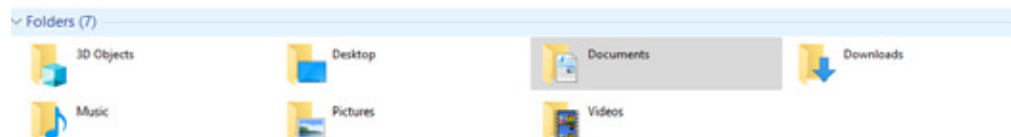




- Identify two peripherals connected to your computer.
Accept all correct answers like keyboard, mouse, speakers

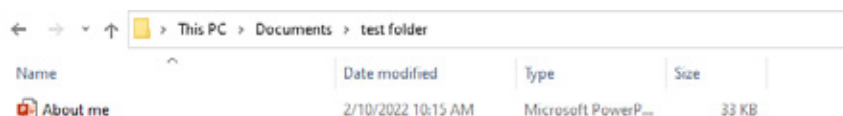
Step 3: Let's navigate to the 'File Explorer'

Do this by clicking on this icon  or by typing 'File Explorer' directly into the Windows search bar.



- Navigate to 'This PC' .
- See if there are any folders under 'This PC' such as the ones shown below:

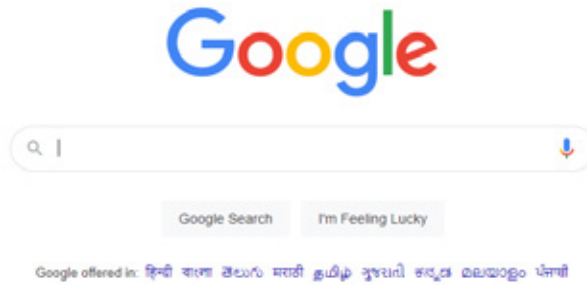
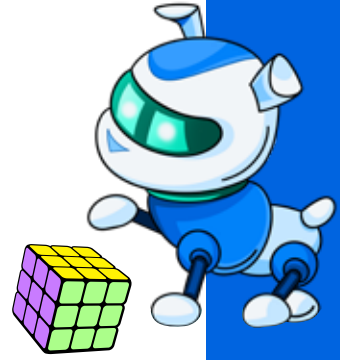


- Go to the 'Documents' folder.
- Demonstrate how to create a new sub-folder and name it 'test folder'  test folder .
- Start-up PowerPoint by clicking on this icon  or by typing 'Powerpoint' into the Windows search bar. Now, ask students to make one slide which shows their name, school name, grade and teacher's name.
- Show students how to save this PowerPoint presentation to the new folder they have just created.

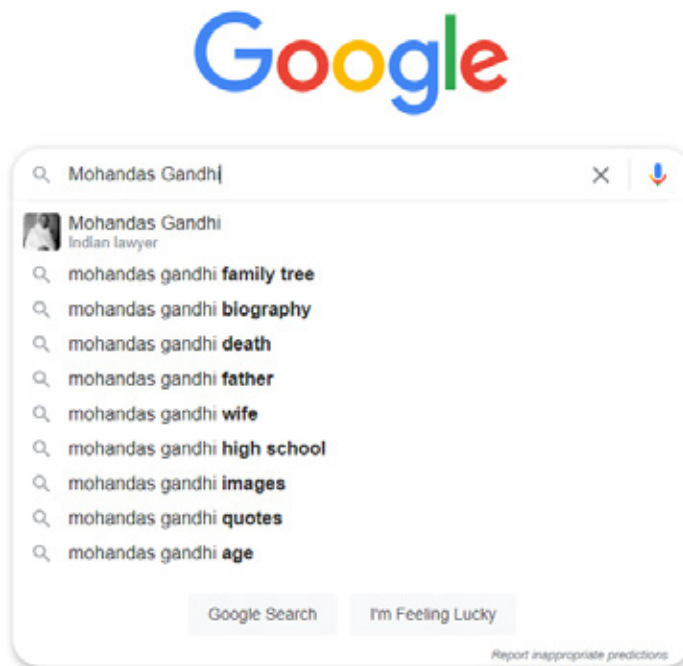


Step 4: Let's navigate to the internet

- On your projected screen, look for the icon of your internet browser. You might see, for instance, the icon for Microsoft Edge  or for Google Chrome .
- Click on the icon and navigate to www.google.com. You should be able to see this screen:



- Type "Mohandas Gandhi" into the search bar, as shown below:



- Ask: What search results do you see?

ACTIVITY: WRAP-UP

DURATION: 5 MIN

Let's recap what we have just learned.

1. Name the OS on your computer:

Windows or iOS (as the case may be)

2. The brain of the computer is called the...

- A. MCU
- B. CPU
- C. PCU
- D. GPU

3. Another name for hardware that helps you put information into a computer is [Peripheral](#)

4. We connect to the internet through...

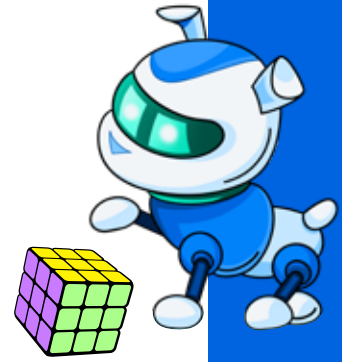
- A. Satellites
- B. Power lines
- C. [Underwater cables](#)
- D. Mobile networks

5. The full form of LAN is...

- A. [Local Area Network](#)
- B. Little Area Network
- C. Low-cost Area Network
- D. Lucky Area Network

6. A computer works in the following way...

- A. Output-Process-Input
- B. Input-Output-Process
- C. [Input-Process-Output](#)
- D. Output-Input-Output



03. ADDITIONAL RESOURCES



1. Article and Video | [“Networking -LAN/WAN”](#), Arron Fischback, Cabot Learning Federation, 31 March, 2020



2. Video | [“The Internet - How it works! | Internetstiftelsen”](#), Internetstiftelsen, 9 December, 2014



Lesson 3

**Understanding
Device Settings
and Strong
Passwords**

01. OVERVIEW

All computers and computing devices such as phones or tablets come with standard settings already installed. These settings help you change the look and feel of the device, set or clear default apps, and save battery life. Students should be familiar enough with their devices to be able to change these features if they would like. Additionally, there are security features that they should know how to enable on all their devices, such as a strong password. This way, they can keep their devices safe from thieves or even just siblings who want to see what they are working on.

1.1. LEARNING OBJECTIVES

On completion of this lesson, students should be able to:

- Change the background image on their computers
- Lock their computer screens
- Check their internet connection and check for available networks
- Define and understand the need for a secure password
- Create a strong password
- Understand two-factor authentication

1.2. PRIOR KNOWLEDGE

Before beginning this lesson, students must have a good understanding of:

- Computer and computing device hardware and software
- Network basics
- Internet basics

02. LESSON PLAN

2.1. NAVIGATING YOUR COMPUTER

ACTIVITY: EXPLORE WINDOWS SETTINGS

DURATION: 10 MIN

Slide 02

Teacher's Note: This is a hands-on activity, so you will need to walk students through every step.

Step 1: Boot up your computer and let's look at how to change some settings.

Step 2: In the Windows search bar, type the word 'Settings.'



Step 3: Another way to access 'Settings' is to hit the 'Start' menu button.



Next, click on the icon shaped like a cog.











A new window should appear with a list of different settings that you can adjust. These settings will have names like 'System', 'Devices', 'Time & Language', 'Network & Internet'.

It may look like this:

Adjust your computer's settings

View by: Category ▾

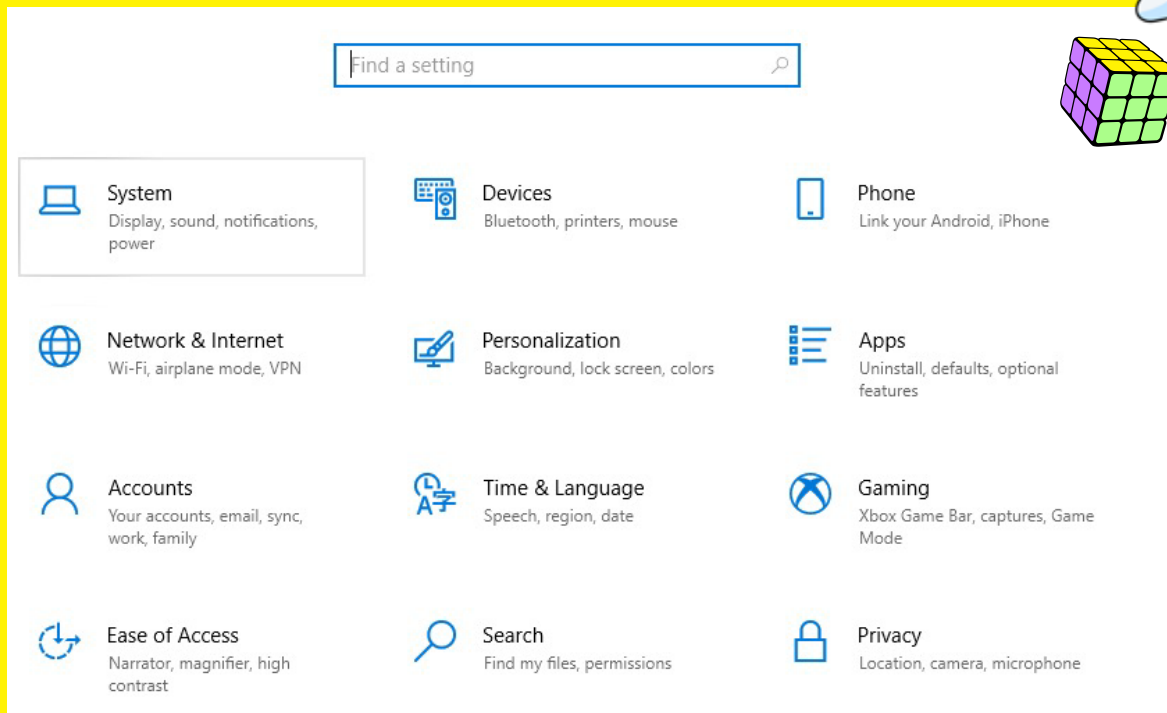
-  **System and Security**
Review your computer's status
Save backup copies of your files with File History
Backup and Restore (Windows 7)
-  **Network and Internet**
View network status and tasks
-  **Hardware and Sound**
View devices and printers
Add a device
-  **Programs**
Uninstall a program

-  **User Accounts**
Change account type
-  **Appearance and Personalization**
-  **Clock and Region**
Change date, time, or number formats
-  **Ease of Access**
Let Windows suggest settings
Optimize visual display





Or, it could look something like this:



Now, let's learn to change the background image on our desktop.

Step 4: Select 'Personalization'. You will see some options like 'Background', 'Colors', and 'Lock Screen'.












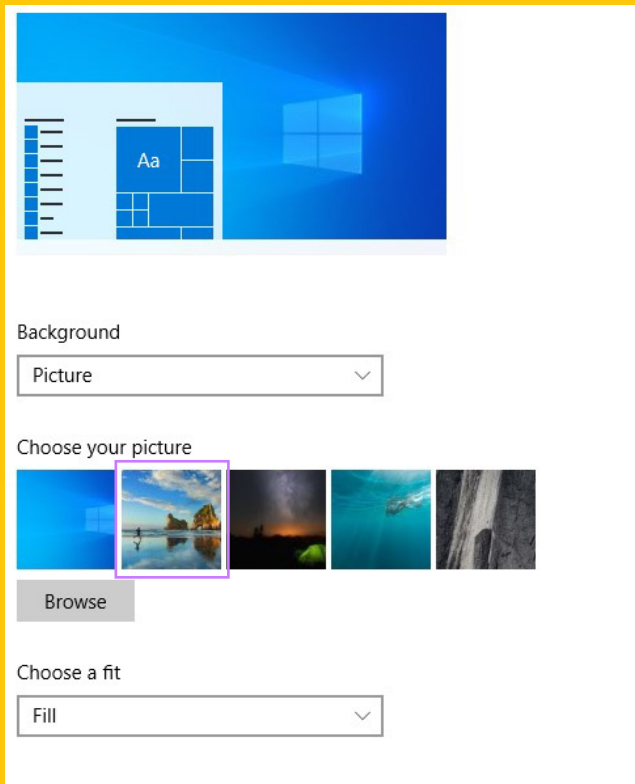
Find a setting

- System**
Display, sound, notifications, power
- Devices**
Bluetooth, printers, mouse
- Phone**
Link your Android, iPhone
- Network & Internet**
Wi-Fi, airplane mode, VPN
- Personalization**
Background, lock screen, colors
- Apps**
Uninstall, defaults, optional features
- Accounts**
Your accounts, email, sync, work, family
- Time & Language**
Speech, region, date
- Gaming**
Xbox Game Bar, captures, Game Mode
- Ease of Access**
Narrator, magnifier, high contrast
- Search**
Find my files, permissions
- Privacy**
Location, camera, microphone

Personalization

-  Background
-  Colors
-  Lock screen
-  Themes
-  Fonts
-  Start
-  Taskbar

Step 5: Let's first choose 'Background.' Here you can change the image on your desktop.

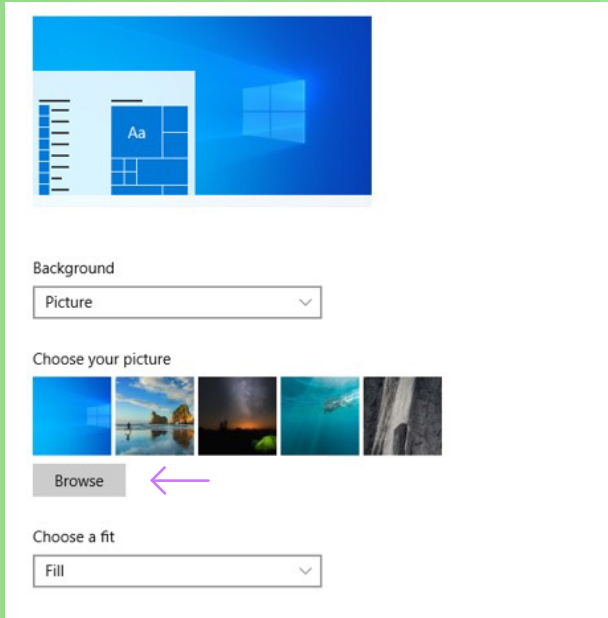


Step 6: Select a new photo and check your desktop. Great work! You have just learned how to change your desktop background.

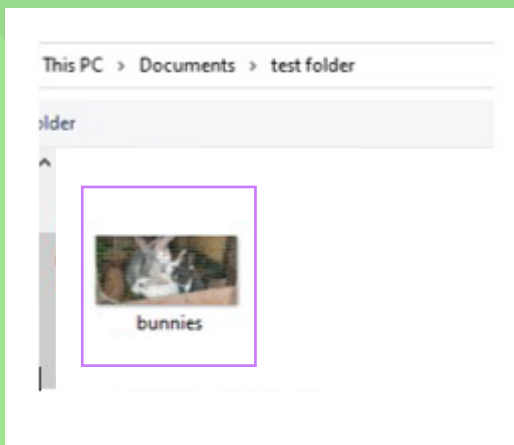


You can also add a photo of your own if you first save it in a folder on your desktop. Let's give it a try.

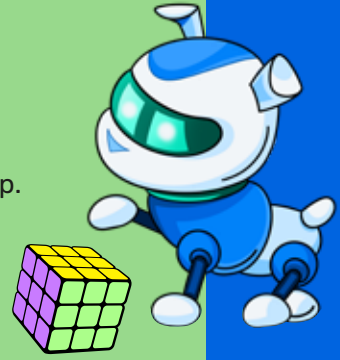
Step 7: Instead of selecting the given photos, select 'Browse'.



Step 8: Navigate to the folder where your photo is saved. For this example, we will use the test folder we created earlier. Then, select your photo.

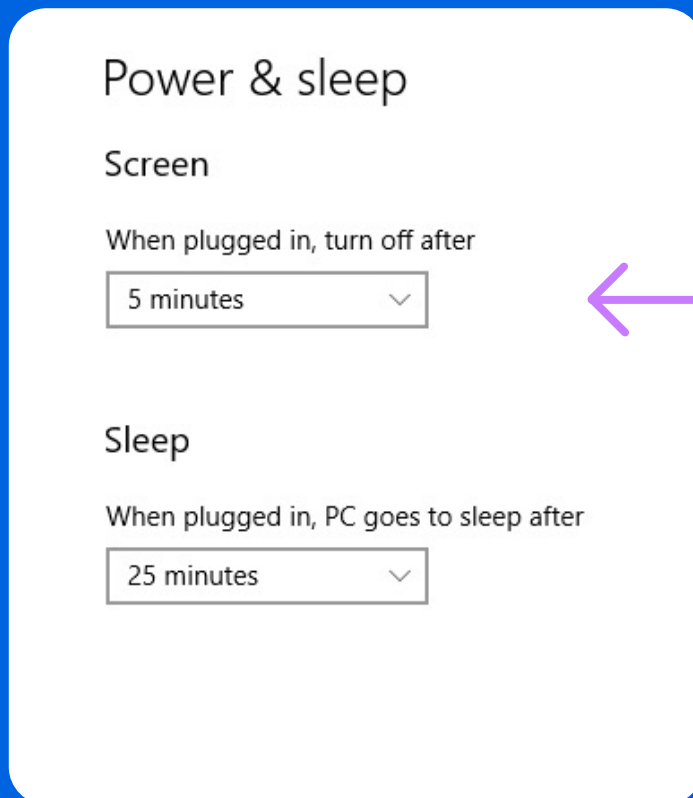


Step 9: Now, check your desktop background. It should display your photo like this:



Now, let's learn how to lock our computer screens.

Step 10: Now let's go to the 'Lock Screen' setting. This enables you to lock your display screen if you do not want to use the computer. This can be a very good safety feature if you are using your computer in a public place or even in a hall with a lot of people present around you.



Tip

If you are at home, you can set the time to turn off your screen for as long as 30 minutes. If you are using your device in a public space, you should set the turn-off time as short as 3-5 minutes.

You can and should always lock your screen when you leave your computer. You can do this by holding down 3 buttons at once: CTRL+ALT+DEL (Control, Alt, Delete) and hit the Enter key (or select 'Lock' or 'Lock Screen').

Try it now!



Watch Out!!

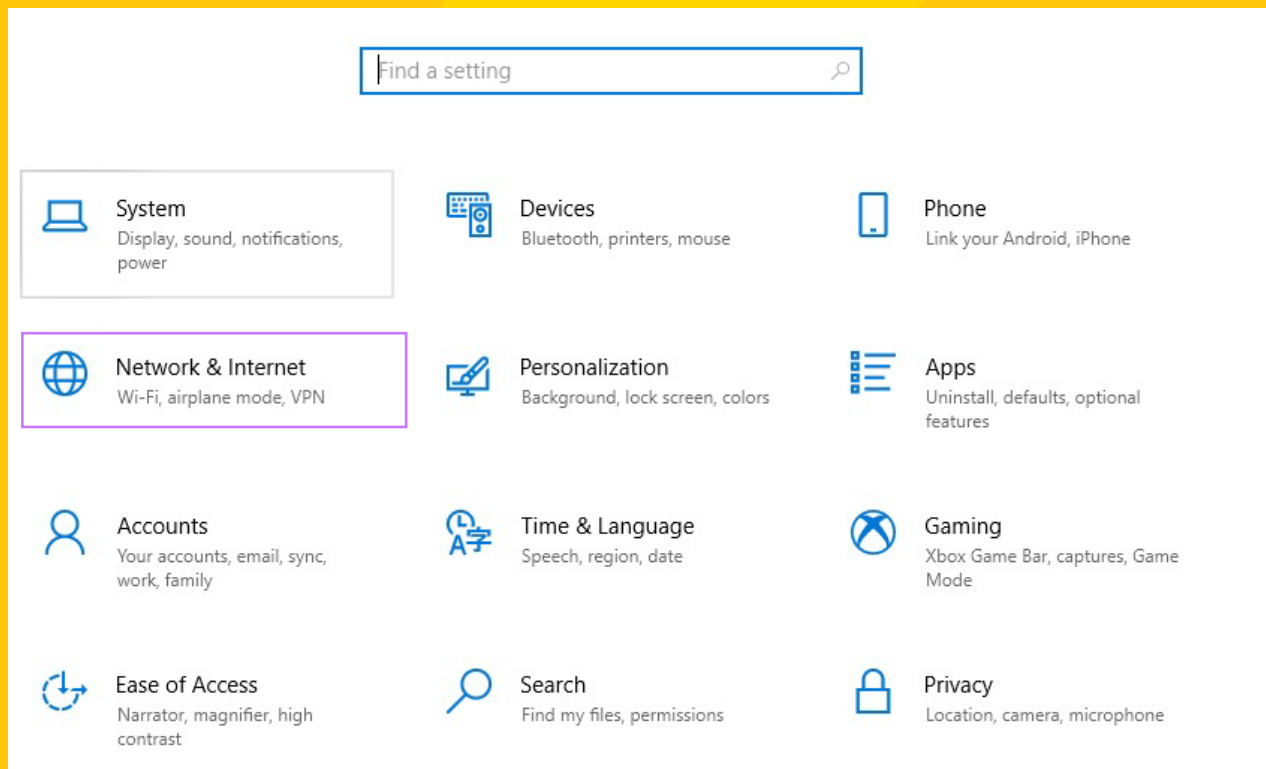
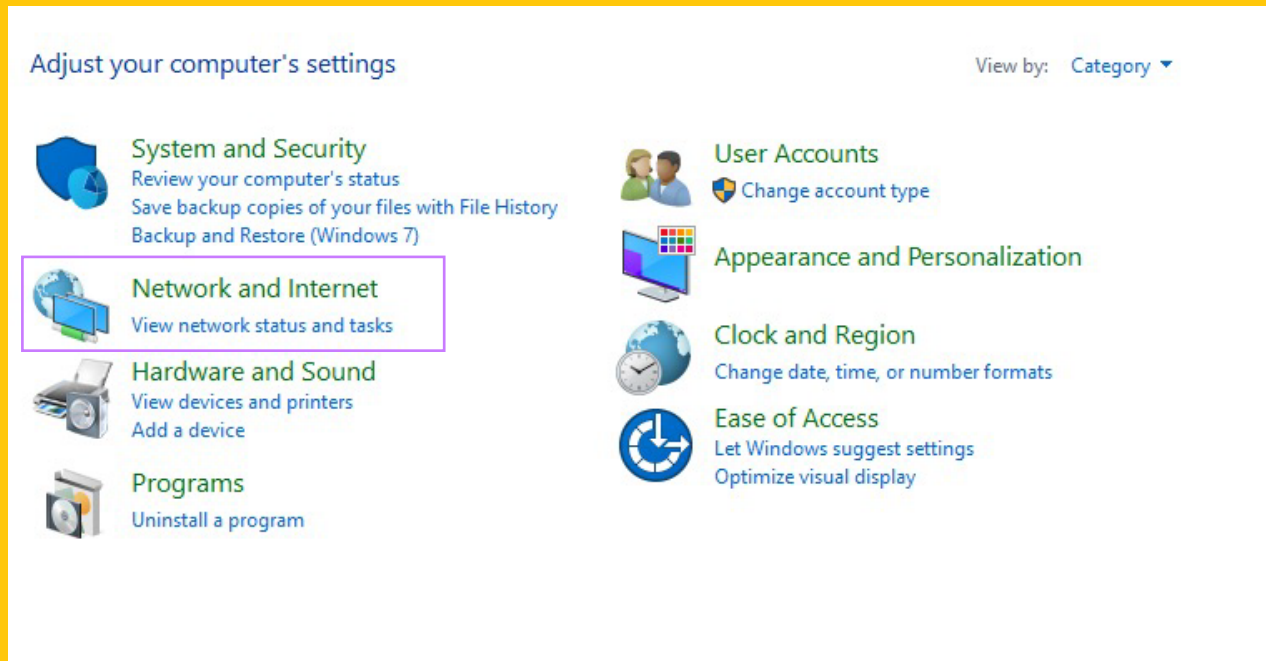
If you log in to a public computer, for instance, at the library or a cyber café, you must log out once you are done. Never leave a public PC logged in to your applications, such as your email, messaging, banking, or any other application.



2.2. CONNECTING TO THE NETWORK

It's easy to make sure that you are connected to the network properly.


Step 1: From the 'Settings' screen, select 'Network & Internet'.



Step 2: You should be able to check your network status that tells whether you are currently connected to the internet.

Status

Network status



You're connected to the Internet


If you have a limited data plan, you can make this network a metered connection or change other properties.

Tip

The strength of the network is displayed by the number of dark arcs. The more dark arcs you see, the stronger the network. This is similar to the bars displayed on a mobile phone that indicate the phone's battery life.



Step 3: If you are not connected, you can check for available connections, using the 'Show Available Networks' option.



Show available networks

View the connection options around you.

Tip

Always make sure that you know what network you are logging in to. Never try to log in to an unknown network.

Some public spaces like airports or coffee shops may provide free Wi-Fi. Ensure that when you log in, it is the correct Wi-Fi connection for that location. If you are in doubt, ask for help.

Sometimes you will require a password to access a network. Make sure that you keep the password secure, especially if it is meant for your school or your home network.



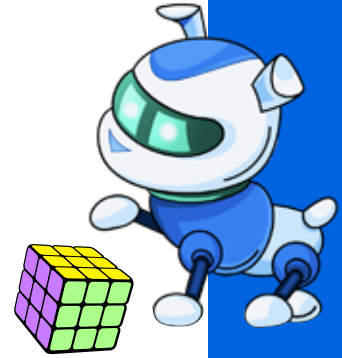
2.3. PASSWORD SAFETY

DURATION: 10 MIN

Slide 03



Step 1: Play this video on how to create a strong password.
[how to create a strong password.](#)



Teacher's Note: Stop the video at 6:55

Recap the main points of the video and ensure that students have understood the following:

1. Simple passwords are too easy to hack.
2. Your goal should be to create a password which is very difficult to guess.
3. Passwords should not contain personal information.
4. Phrases which are easy to remember can be the basis of a password.
5. Adding special characters, capital letters, and numbers makes a password more secure.
6. Don't write down your password anywhere and don't share it with others.
7. Don't use the same password everywhere

Slide 04

Step 2: Which of these statements are true and which are false?

- Using a very common password is a good idea so that you can remember it. **False**
- Using a passphrase like a memorable song lyric or a string of random words is a good idea. **True**
- Using information that is easily identifiable to you is a bad idea when creating a password. **True**
- A password is strongest when you use only numbers. **False**
- Using symbols, such as '&' or '\$', can make your password even stronger. **True**
- Writing down your password in your school notebook is best because you will always have it handy. **False**
- Using different passwords for different apps and accounts will keep your data safer. **True**

Slide 05

Ask yourself: *How strong is my password?* To help you answer that question, here is a list of the top 20 hacked passwords in 2020. Do you see your password on this list?

Top 20 Leaked Passwords 2020			
1	123456	11	abc123
2	123456789	12	qwerty123
3	qwerty	13	1q2w3e4r
4	password	14	admin
5	1234567	15	qwertyuiop
6	12345678	16	654321
7	12345	17	555555
8	iloveyou	18	lovely
9	111111	19	777777
10	123123	20	welcome

Source: www.makeuseof.com

Explain: If your password is on this list, or very similar to something on this list, you now know that it is not a strong one.



ACTIVITY: TIME TO MAKE A NEW PASSWORD

DURATION: 10 MIN

Let's try it together first!

Step 1: Write a sentence that is easy to remember. This might be a line from a song or movie, a story about a place you have been to, or any other phrase you can remember.

E.g. The cat is Milo and the dog is Otis.

Step 2: Take the first letter from each word to make your password (including capitalisation).

E.g. TciMatdiO

Step 3: Change the letters to numbers and symbols where possible.

E.g. Tc1M&td10

Step 4: You can also add a symbol at the end for extra length and complexity.

E.g. Tc1M&td10!

Now, it's your turn. Give it a try!

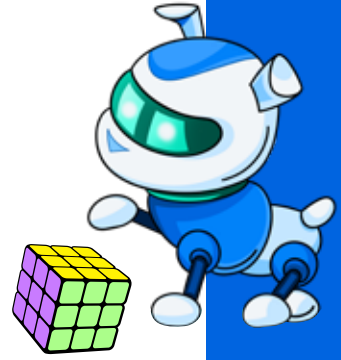
Encourage students to create a new password now that they know the right way to construct a strong password. Warn them to not share it with anyone else in class.

ACTIVITY: PASSWORD SAFETY DO'S AND DON'TS

DURATION: 10 MIN

Slide 06

Spend a few minutes to write down some do's and don'ts for password safety. Be ready to share your list with the class!



DO'S



DON'TS

Slide 07

Teacher's Note: The next portion of the exercise is a hands-on activity, so you will need to walk students through every step.







Now, let's navigate to 'Settings' to change the password.

Step 1: In the Windows search bar, type the word "Password".


Sign-in options

Manage how you sign in to your device

Select a sign-in option to add, change, or remove it.

-  Windows Hello Face
This option is currently unavailable—click to learn more
-  Windows Hello Fingerprint
This option is currently unavailable—click to learn more
-  Windows Hello PIN
This option is currently unavailable—click to learn more
-  Security Key
Sign in with a physical security key
-  Password
Sign in with your account's password
-  Picture Password
Swipe and tap your favorite photo to unlock your device

Step 2: Your system will ask for your Microsoft account password to access all Windows apps and services.

-  Password
Sign in with your account's password

Your account password is all set up to sign in to Windows, apps, and services.

[Learn more](#)

Change



Tip

If you wish to change your password, you will need your old password too. This is to prevent someone from stealing your device simply by setting a new password.

Don't forget the tips and tricks that you've just learned. You should set a strong password and not share it with anyone—not even your friends or family.

Another way to keep your device secure is with two-factor authentication.



Slide 08

Project and play [this video on two-factor authentication.](#)

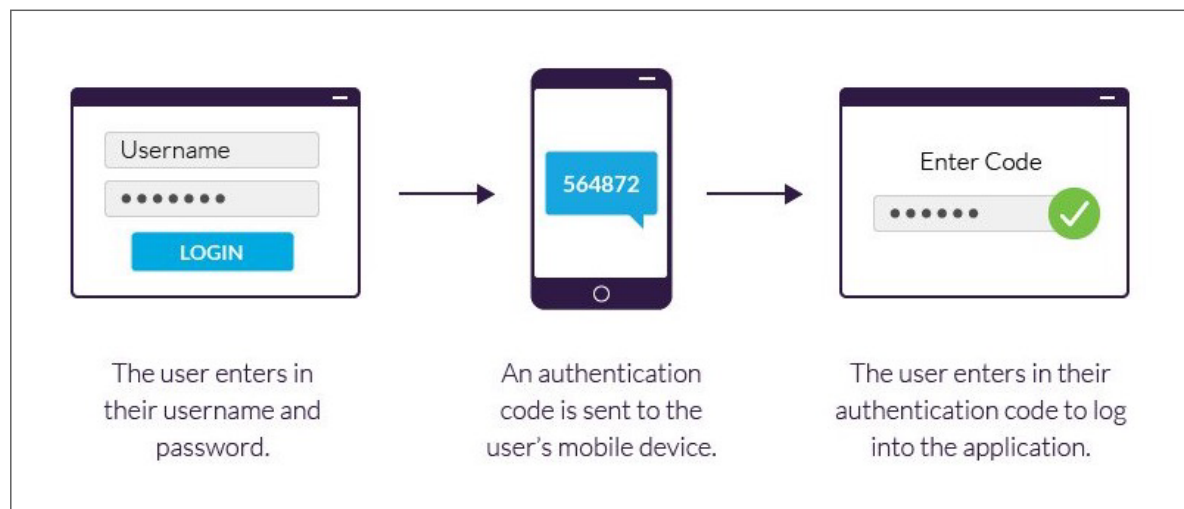
Now, discuss the below definition of two-factor authentication with the class.

Two-Factor Authentication

Two-factor authentication provides an extra layer of security beyond just your password. You may first log in to an account with your username and password. After entering this information, you may have to provide a second level of authentication. Examples might include:

- A secret question like: *What was the name of your first pet?*
- A confirmation of login on another device. For instance, a pop-up window might appear on your phone, asking: *Are you trying to log in from a computer? Select 'Yes' or 'No'.* Or, you might receive an OTP on your registered phone number via SMS.
- Biometric data, such as your thumbprint.

A strong password along with two-factor authentication enabled will make your device more difficult to hack.



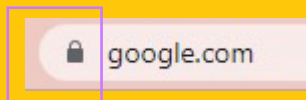
2.4. INTERNET SAFETY

Teacher's Note: This is a hands-on activity, so you will need to walk students through every step.

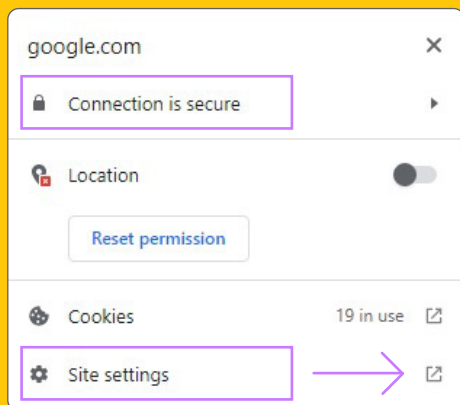
You are likely to be on the internet quite often. How can you tell whether or not an internet site is safe?

Let's find out.

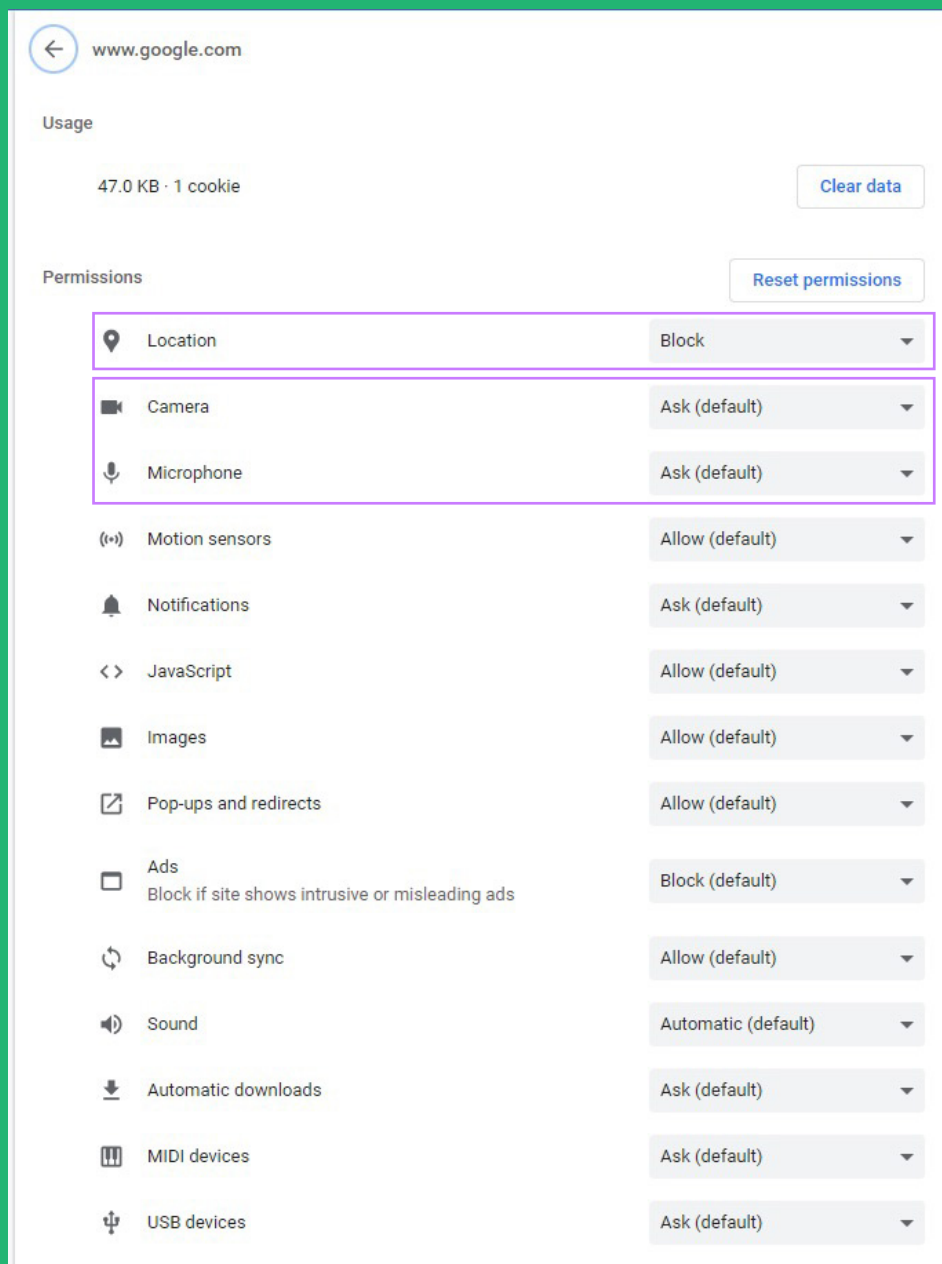
Step 1: If you are using an internet browser, navigate to the website *www.google.com*.



Step 2: You will notice a padlock symbol next to the website name. Click on it. A small box should appear.



Step 3: Check the site settings.



You can change your 'Privacy Preferences' and 'Settings' to make Google safer and to make it work better for you.

Make sure that you are not sharing information that is not required. For example, your location is not likely to be needed for using Google. Many other features, such as camera and microphone are set to 'Ask' by default. This means that, if for some reason, you click on something that requires access to your camera, you will first be asked whether you want to allow this or not. These can also be set to 'Allow' or 'Block'.

If you are unsure, it is always better to deny access than to share too much information.

ACTIVITY: WRAP-UP

DURATION: 1 MIN

Slide 09

Mark each of these statements as either 'True' or 'False'.

1. A password that includes easily identifiable information is never a good idea.

True

2. Two-factor authentication takes too much time. It's not worth the effort.

False

3. When I am in a coffee shop, I should always lock my computer screen if I am not using it.

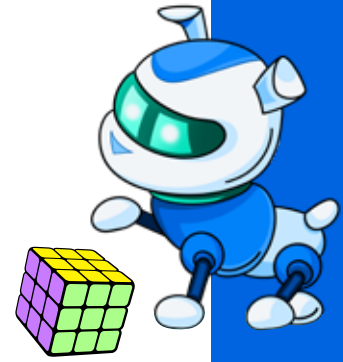
True

4. Ctrl+Alt+Del is one way to lock my computer screen.

True

5. Once I reset my password, I can share it with my friends.

False



TAKE-HOME ACTIVITY: SMARTPHONE SECURITY CHECK

DURATION: 5 MIN

Slide 10

Check the settings on your own or your parent's Android smartphone.
How secure are they?

These how-to guides will help you find out how secure the smartphone is.



1. How-to Guide | ["Choose Your Privacy Settings,"](#) Google Help



2. How-to Guide | ["Manage Your Android Device's Location Settings,"](#) Google Help



3. How-to Guide | ["Connect to Wi-Fi Networks on Your Android Device,"](#) Google Help



4. How-to Guide | ["Fix Internet Connection Problems on Android Devices,"](#) Google Help



03. ADDITIONAL RESOURCES



1. How-to Guide | [“Stay Protected with Windows Security”](#), Microsoft Support



2. [“How to get your password hacked in 10 seconds?!”](#), CyberPeaceTV, 6 May, 2022



Lesson 4

**How You
Present
Yourself
Online**

01. OVERVIEW

Outside of the classroom, it is likely that students may also use technology to play games, build their social network, or do research for creative projects. Therefore, it is important for them to cultivate skills, awareness and appropriate behaviours to be an ethical digital citizen. In this lesson, we will see what sorts of behaviours are considered acceptable online and how these can put students in good stead to safely communicate, learn, and create in an increasingly connected world.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Recognize safe, positive, and responsible online behaviour
- Combat negative online behaviour
- Develop digital etiquette
- Tell the difference between online communication and face-to-face communication
- Understand the impact of online communication on their lives and the lives of those around them
- Spot internet trolls

1.2. PRIOR KNOWLEDGE

Students should already know:

- The basics of online communication

02. LESSON PLAN

2.1. DIGITAL ETIQUETTE OR NETIQUETTE

Slide 02-04

Teacher's Note: Engage the students in a discussion about all of the different ways in which they are using the internet in their lives. Then transition to discussing etiquette in their everyday lives and how this might be important online as well.

'Etiquette' is a set of rules for how to behave in a certain situation. For instance, table manners are part of the code of etiquette for how to behave at the dinner table. Similarly, digital etiquette is a code of conduct for all your interactions in the digital world and when using digital devices. Your interactions with people online should be just as courteous and respectful as with people you meet in real life.

Slide 05



Did You Know?

Digital etiquette is also known as 'netiquette'. The word is a combination of 'internet' and 'etiquette'.

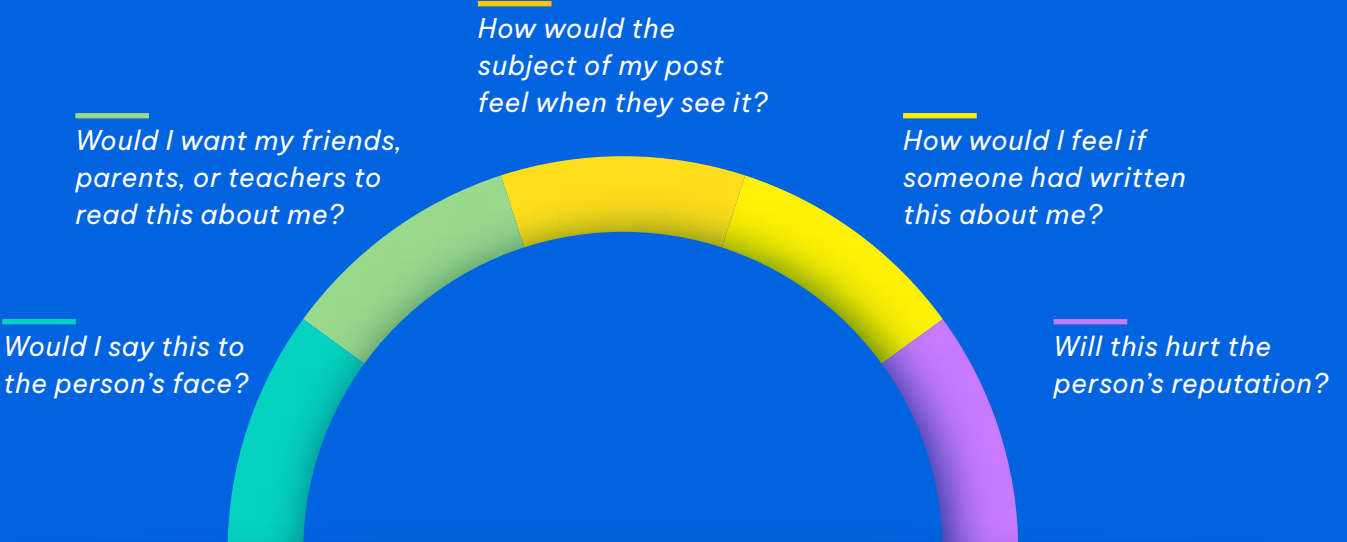
2.2. DEALING WITH DIGITAL DRAMA

Slide 06-07

Digital drama refers to the everyday disputes that occur among friends or acquaintances online. It could be in the form of hurtful comments, embarrassing photos, or inconsiderate rumours. In some cases, digital drama can escalate into an offline conflict—either verbal or physical.

As a responsible digital citizen, always ask yourself these questions before posting anything online:

Slide 08



Slide 09

It is easier to say hurtful things to someone when you cannot see their facial expressions or hear their tone of voice. One message or comment can blur the fine line between a friendly joke and cruelty. If you are repeatedly on the receiving end of unkind messages or posts, inform your parents or teachers immediately so that they can support you.



Slide 10

Play this video on [dealing with digital drama](#).



KEY QUESTIONS

What would be the best way to deal with digital drama?

Suggested responses:

- Disconnect from social media
- Leave the chat where the drama is taking place
- Initiate an in-person conversation

How would you help someone who is facing this?

Suggested responses:

- Help set boundaries
- Take time off from social media
- Let them know you're always there for them
- Use reality TV shows as an example to talk about the detrimental effects of digital drama

What simple actions can we take to turn negative interactions into positive ones?

Suggested responses:

- Be kind to whomever you interact with online
- Avoid posting anything that is not true
- Follow and share inspiring stories

2.3. THE DO'S AND DON'TS OF ONLINE COMMUNICATION

Slide 11

Navigating online message boards, social networking sites, and blogs or vlogs can sometimes feel like crossing a minefield—if you are not careful, you may end up either saying inconsiderate things to people or becoming a victim of a flame war. Sometimes, people forget the rules when they hide behind anonymous identities. They cruise around on the internet, looking to instigate arguments. These people are called trolls.

Thankfully, there are guidelines in place that can help you enjoy more rewarding online interactions and make the digital space safer for all.



Did You Know?

This cartoon-like character wearing a large, malicious smile is used to symbolise internet trolls.



Slide 12-13

Challenge yourself to remember these rules:



DO

Communicate clearly by keeping your messages easy to read.

Re-read and check everything you write before sending or posting it.

Ask for permission before posting anything about your friends.



DON'T

Spam your formal messages with abbreviations and emoticons, e.g., when replying to a teacher.

Write in all capital letters as it may be interpreted as yelling.

ACTIVITY: IT'S QUIZ TIME!

DURATION: 10 MIN

Slide 14-15

Step 1: Ready? Let's find out how much you know about the safe and proper use of the internet.

1. What does the word 'etiquette' mean?

- Acting one way towards your friends and a different way towards strangers
- [A customary code of polite behaviour in society](#)
- Having bad manners
- A set of rules that you made up yourself

2. Since online communication might be seen by hundreds of people, it is important to:

- Use a fake name so that no one knows it is you
- Post mean comments because you just want to be honest
- Communicate using mainly emojis
- [Post positive comments or refrain from commenting](#)

3. What is a flame war?

- A trend on Tik Tok
- A way to exchange ideas online
- [A lengthy exchange of angry or abusive messages online](#)
- The name of a video game

4. What does the word empathy mean?

- [Ability to understand the feelings of others](#)
- Ability to ignore the feelings of others
- Ability to make fun of the feelings of others
- Ability to cry when you laugh

Slide 14



Step 2: Play this informative [video on digital etiquette](#).



2.4. REINFORCING YOUR DIGITAL ETHICS

Slide 17

You are now on your way to becoming a more responsible, aware, and knowledgeable digital citizen. Remember, the internet is all fun and games until somebody gets hurt. Now, you can play an active role in ensuring that it is only used to spread goodness, encourage positivity, and provide support—by sticking to the netiquette we have learnt today!



Now, play this helpful animated [guide on the importance of good digital etiquette](#).

ACTIVITY: CLASS CONTRACT

DURATION: 10 MIN

Slide 18-19

Imagine you have been appointed to design a Class Contract based on the do's and don'ts of good online communication for your fellow schoolmates.

In your assigned groups, discuss your own experiences and write down all the rules you should apply to real-life online scenarios as good digital citizens.

Use the sheet given on the next page.



NETIQUETTE

When I am online I will...



When I am online I will not...



I learned that...



03. ADDITIONAL RESOURCES



1. Article | [“10 Rules of Netiquette for Students”](#), The University of Texas at El Paso (UTEP) Connect Online Programs



2. Video | [“Social Media Netiquette \(Infomercial\)”](#), Danwell Henry Loriño, 28 February, 2021



Lesson 5

**How to Act
Responsibly
and Ethically
Online**

01. OVERVIEW

In the current online environment, it seems as if everyone is sharing everything all the time. You can even see celebrities sharing information that seems sort of boring, such as posts like: *Good Morning! Look at the beautiful sunrise from my balcony.*

Not all posts are so innocent. People may also use their social media to complain about businesses or people. They may also be using their social media to spread news without checking whether it is true or not. It is important to remember that a little kindness goes a long way and not every single moment of the day or every single message needs to be shared.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Understand the 'Golden Rule'
- Understand the importance of social media etiquette
- Understand the importance of checking the credibility of a source before sharing a message
- Develop the habit of analysing the information they see
- Responsibly and ethically post information
- Understand the importance of the rule "read before posting"
- Realize that once they press 'Send', there is no way to take back their words

1.2. PRIOR KNOWLEDGE

Students should already know:

- How to differentiate between online and face-to-face communication
- How to spot internet trolls
- What is considered safe, appropriate, and responsible online behaviour

02. LESSON PLAN

2.1. RECAP

Slide 02

Do you remember what you've learned about digital etiquette or netiquette? Let's refresh your memory with a short quiz.

Which of these situations requires you to follow the rules of digital etiquette?

- A. Sending an email to your grandmother
- B. Sending a birthday card to your cousin
- C. Reading a text message from a friend
- D. Picking the ringtone for your smartphone

What is one difference between online and face-to-face communication?

- A. Body language is more important in online communication
- B. People tend to be more honest online
- C. Miscommunications happen more frequently when interacting face-to-face
- D. You can't tell a person's tone of voice when interacting online

Internet trolls aim to...

- A. Start arguments
- B. Make friends
- C. Quietly observe
- D. Lead discussions

Why might people act meaner online than in person?

- A. Typing gives them time to consider what to say
- B. They can stay anonymous
- C. Most people have fewer friends online
- D. Social media sites encourage users to argue

Posting something on a social networking app is most like...

- A. Handing in a homework assignment
- B. Saying something to your family over dinner
- C. Speaking to a friend on the phone
- D. **Announcing something in a public place**

What should Liz do before posting a photo of Bobby online?

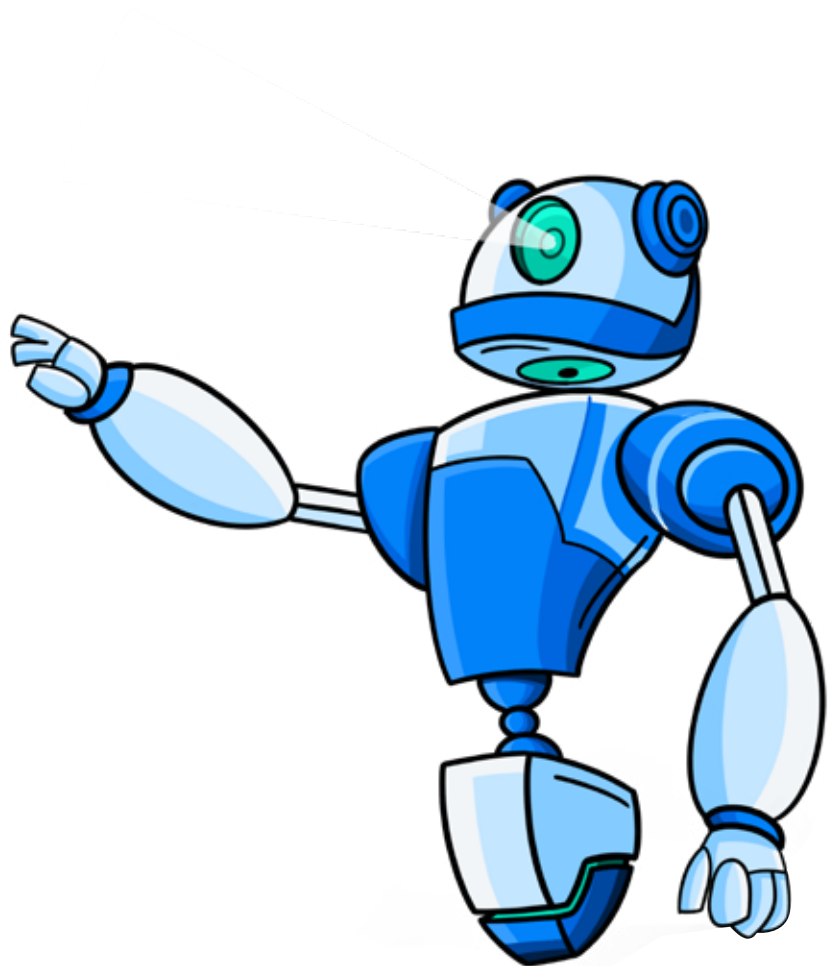
- A. Share the photo with Bobby's friends
- B. Tag Bobby in the photo
- C. **Ask Bobby for permission**
- D. Send the photo to Bobby

The best way to respond to trolls is to.....them.

- A. Threaten
- B. **Ignore**
- C. Copy
- D. Insult

Which of these is the best text to tell your mother that you'll be an hour late for dinner?

- A. b there in 60, cu l8r!
- B. I'll be home in an hour. See you later!
- C. BE THERE IN AN HOUR. SEE YOU LATER!
- D. **I'm running late. I'll be there in an hour.**



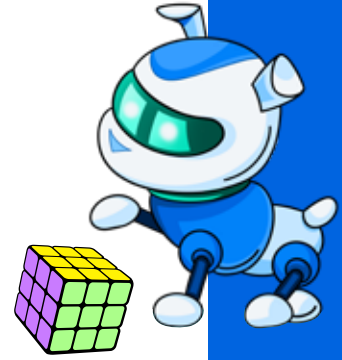
ACTIVITY: NETIQUETTE FOR SOCIAL MEDIA

DURATION: 10 MIN



Slide 03

Play this video on [netiquette](#).



KEY QUESTIONS

Slide 04

What is the 'golden rule' outlined in the video?

The 'golden rule' suggests we should treat others the way we want to be treated.

What is one important thing to remember about posting on social media?

Everything published online is available to the public. Even if you delete your message, it is still traceable.

Why is it important to follow social media etiquette?

Social media etiquette is a code of behaviour that helps you navigate online social platforms positively and respectfully. Usually, social media platforms have guidelines that are enforced when someone is not being respectful or not following the guidelines. Be mindful before posting anything online. Avoid being a spammer. If you see anyone doing something wrong on any social media platform, help them understand the consequences of their actions.

List three rules that you must follow before publishing anything on social media.

Remember that there are actual people on the other side of your message. Do not post when angry. Do not use all caps when chatting or posting (it's like shouting). Speak kindly to others. Do not spam people based on false information. Always think carefully before posting.

ACTIVITY: THINK-PAIR-SHARE

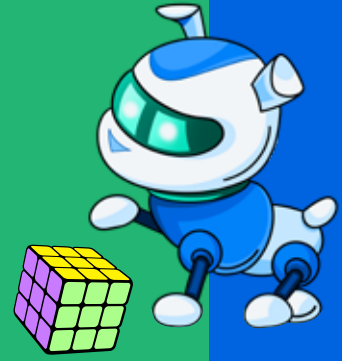
DURATION: 15 MIN

Slide 05

Form pairs or small groups. Now, imagine the scenarios detailed below and discuss with your group: *What would be the best and most appropriate way to handle these situations?*

When you're done, get ready to share your responses with the class.

Teacher's Note: You can also ask the students to act out roles to imagine these scenarios.



Scenario 1

You come home from school one day and log in to your account. You see an invite to join a group that has been created to make fun of one of your classmates. If you do not accept the invite, your friends will surely pressurize you to join the group eventually. What should you do?

Scenario 2

Your friends post a picture of you without consulting you. When asked to remove it from the social media, they refuse. How would you respond?

Scenario 3

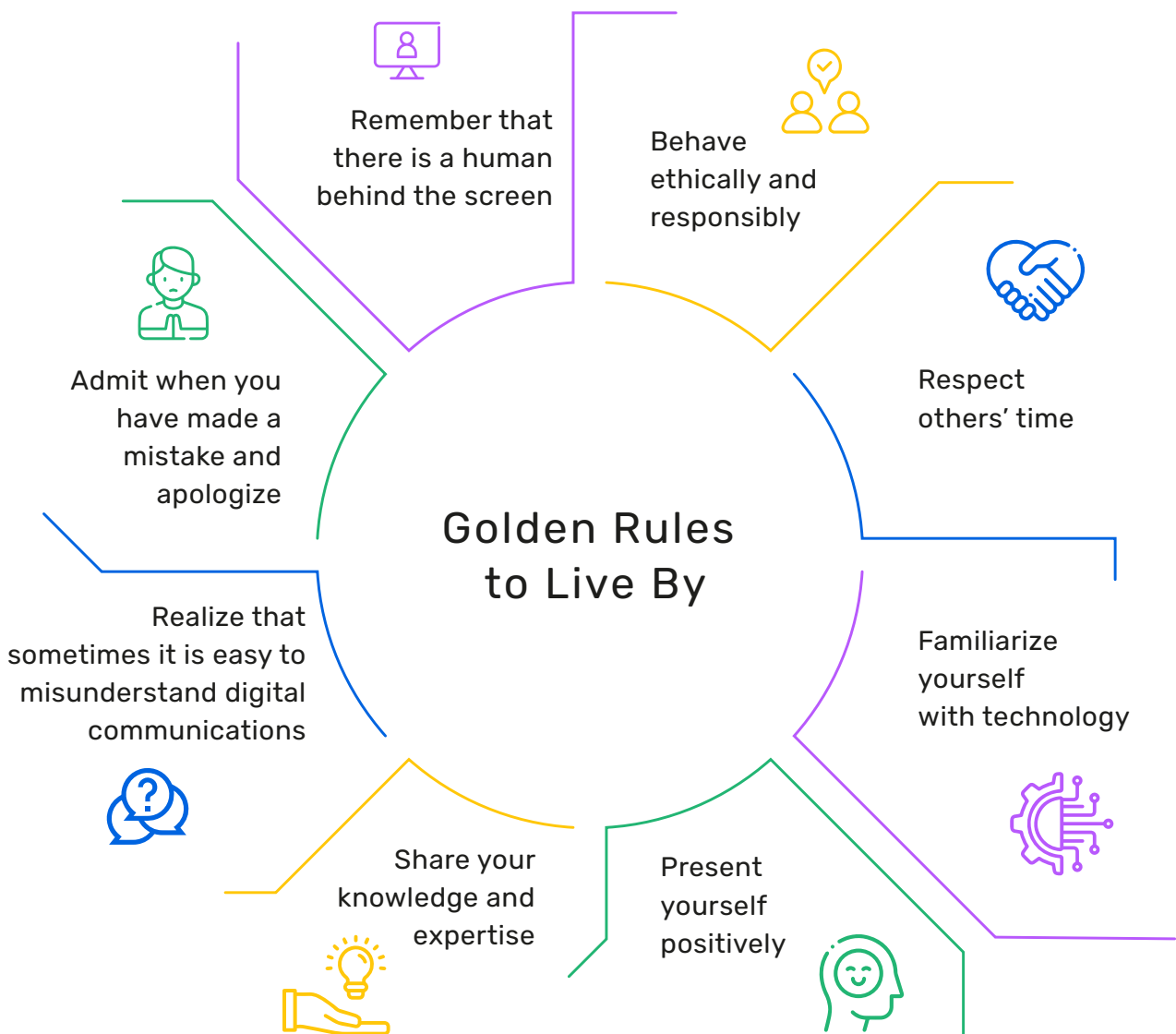
You and your friend got into an argument at school. It really made you angry because your friend posted that you have a crush on another student. Now, you are questioning yourself: *How will I even go to school tomorrow? Everyone will know and tease me.* So, you decide to write your own post against your friend, thinking he deserves to get a taste of his own medicine. Could there be a better way to handle such a disagreement with your friend?

Slide 06

Almost everyone is familiar with the 'golden rule', but sometimes, we forget the importance of treating others the way we would like to be treated.

If you have something very sensitive to discuss with someone, it is much better to speak to them directly rather than airing your grievances on a public platform.

This applies to online interactions too. It is best to speak face-to-face if you have something difficult to say. Plus, it is always better to avoid digital drama. It might seem scary but it will ultimately help create healthy relationships.





ACTIVITY: STOPPING THE SPREAD OF FAKE NEWS

DURATION: 5 MIN

Slide 07

Another aspect of netiquette is to spot and stop the spread of fake news. Let's not confuse people by simply forwarding messages or posts.



Play this video on [how to spot fake news](#).



KEY QUESTIONS

Slide 08

What do you know about fake news?

Fake news is incorrect information that is put forth as real information. The aim of fake news is to damage the reputation of a person, organization or entity. It is easy to spread fake news. However, we do not even know what effect it might have on the person or organization in question. It is always important to verify information before sharing it with anyone.

How can you differentiate between fake and real news?

What makes a news story fake?

1. It can't be verified

A fake news article may or may not have links in it tracing its sources; if it does, these links may not lead to articles outside of the site's domain or may not contain information pertinent to the article topic.

2. Fake news appeals to emotion

Fake news plays on your feelings - it makes you angry or happy or scared. This is to ensure you won't do anything as pesky as fact-checking.

3. Authors usually aren't experts

Most authors aren't even journalists, but paid trolls.

4. It can't be found anywhere else

If you look up the main idea of a fake news article, you might not find any other news outlet (real or not) reporting on the issue.

5. Fake news comes from fake sites

Did your article come from abcnews.com.co? Or mercola.com? Realnewsrightnow.com? These and a host of other URLs are fake news sites.

Should you post any information that you see or receive without first checking to see if it is true?

People often neglect to verify information before posting or forwarding it. It is always better to verify the information and examine whether there is any evidence to support it before we post it. It is always better to understand the truth before posting anything. If you cannot verify it, it is better not to post it or send it out.

TAKE-HOME ACTIVITY: QUIZ

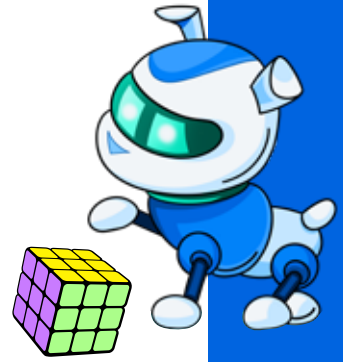
DURATION: 5 MIN

Slide 09



Ask the students to attempt this [fake news quiz](#).

Teacher's Note: Assign this quiz on the tool and send it out to the students.



03. ADDITIONAL RESOURCES



1. Video | [“What is Netiquette & Why is it Important?”](#), docstocTV,
26 October, 2011



2. Article | [“Digital Etiquette”](#),
Digital Netiquette Project



Lesson 6

Netiquette - Video Conferencing, Emails, and Social Networking

01. OVERVIEW

Communication in our digital world is often full of ‘chatspeak’—a blend of informal language, emojis, and abbreviations—such as ‘brb’ and ‘lol’. This sort of language is not appropriate for effective communications. Students must know how and when to use a more formal style of communication by using appropriate voice and tone.

Video conferencing has become increasingly popular as a tool for online schooling. In this module, students will learn the basic etiquette of video conferencing which will enable them to successfully attend online classes.

1.1. LEARNING OBJECTIVES

At the end of this lesson, students should be able to:

- Understand the correct way to present themselves when communicating online
- Remember the five aspects of email etiquette
- Analyse the use of uppercase letters, lowercase letters, tone and voice of messages
- Follow basic video conferencing techniques and etiquette which can be applied to online classes
- Analyse the use of emojis and understand how they might be misunderstood

1.2. PRIOR KNOWLEDGE

Students should already be familiar with:

- The process of email writing
- Basic video conferencing tools commonly used for online classes
- The use of emojis

02. LESSON PLAN

2.1. COMMUNICATING ONLINE

Slide 02

Initiate a discussion on communication.

It is easy to be misunderstood even when you think you are being clear. By choosing the right kind of communication, the right tone, and the right words, you can be clearer with others.

Today, we are going to talk about communicating online.

? KEY QUESTIONS

What has your experience been?

Accept all answers.

Have you ever misunderstood someone else's message because of their use of slang, abbreviations or emojis?

Accept all answers.

Teacher's Note: Ask: *What was it that made it hard to understand what the person meant to say? Who were you communicating with? What was the result of your misunderstanding? Was there any impact on your relationship or future communication?*

What did you do to help clarify the communication?

Accept all answers.

Teacher's Note: Ask: *What was the best way to clarify it? Do any of you have any examples where you could not make yourself understood?*

What could you do differently?

Accept all answers.

Slide 03



Think!

While reading a text message, it can be hard to understand how someone is really feeling. You cannot see their facial expression or body language. Their text might contain an emoji but you cannot say if that was for fun or whether they were truly expressing their feelings.

If you need to communicate with someone, make sure you choose the right tools for communication, whether email, messages, or phone calls.

ACTIVITY: EMAIL ETIQUETTE FOR FORMAL EMAILS

DURATION: 15 MIN

Writing an email to your teacher is different from sending a text to your best friend. Let's learn the differences.

Slide 04-05



Play these two videos to learn about [email etiquette](#) and the [right tone of voice](#).



KEY QUESTIONS

Slide 06

What are the six elements of tone you need to consider when writing an email?

- Be positive
- Avoid negative language
- Spell it out – be direct and straightforward
- Avoid using emojis or texting language
- Avoid writing in all caps
- Limit your punctuation

What is the most important part to remember when writing an email?

The tone of your email may leave a more lasting impression than the actual content of your message.

What are some professional greetings you could use to begin an email?

Potential answers: *Hello, Dear Miss, Dear Sir, Good Morning*

Why wouldn't it be a good idea to type your email entirely in capital letters?

When you write in all capital letters, it can seem as if you are shouting. This could potentially put the reader into a defensive or bad mood.

Why shouldn't you type an email in a highly decorative font?

Decorative fonts are difficult to read as compared to plain text fonts.



ACTIVITY: VIDEO CONFERENCE ETIQUETTE

DURATION: 10 MIN

Slide 07

Do you know how to conduct yourself in an online class?
What are some do's and don'ts of video conferencing?
Let's find out!



Step 1: Play this video on [how to be presentable during video conferencing or online classes](#).

Step 2: Now, let's talk about how you present yourself during your online classes.



KEY QUESTIONS

Slide 08

What must be done before attending an online class?

Make sure your computer, camera, and room are set up so that you will be able to connect to the class and concentrate on learning. Check your camera and microphone and make sure that you have the link to join the class.

Why is it important to do a test call before attending an online class?

It helps to ensure that the lighting in your room is okay and that it looks neat and presentable. It also helps to make sure that your mic and speaker are working so that you can hear the class and the teacher can hear you back.

What are some common distractions to be avoided during your online class?

- You should avoid being in a place where other people are likely to be around.
- You should clear your desk and have your notebook ready to go.
- You should avoid eating during class.
- You should place your phone and any notifications on silent mode.

How should you dress for your online class?

Dress like you would if you were going out to attend class in person. Remember that if you need to move around during the class, you should be fully dressed.

ACTIVITY:EMAIL ETIQUETTE FOR USING EMOJIS

DURATION: 15 MIN

Slide 09-10

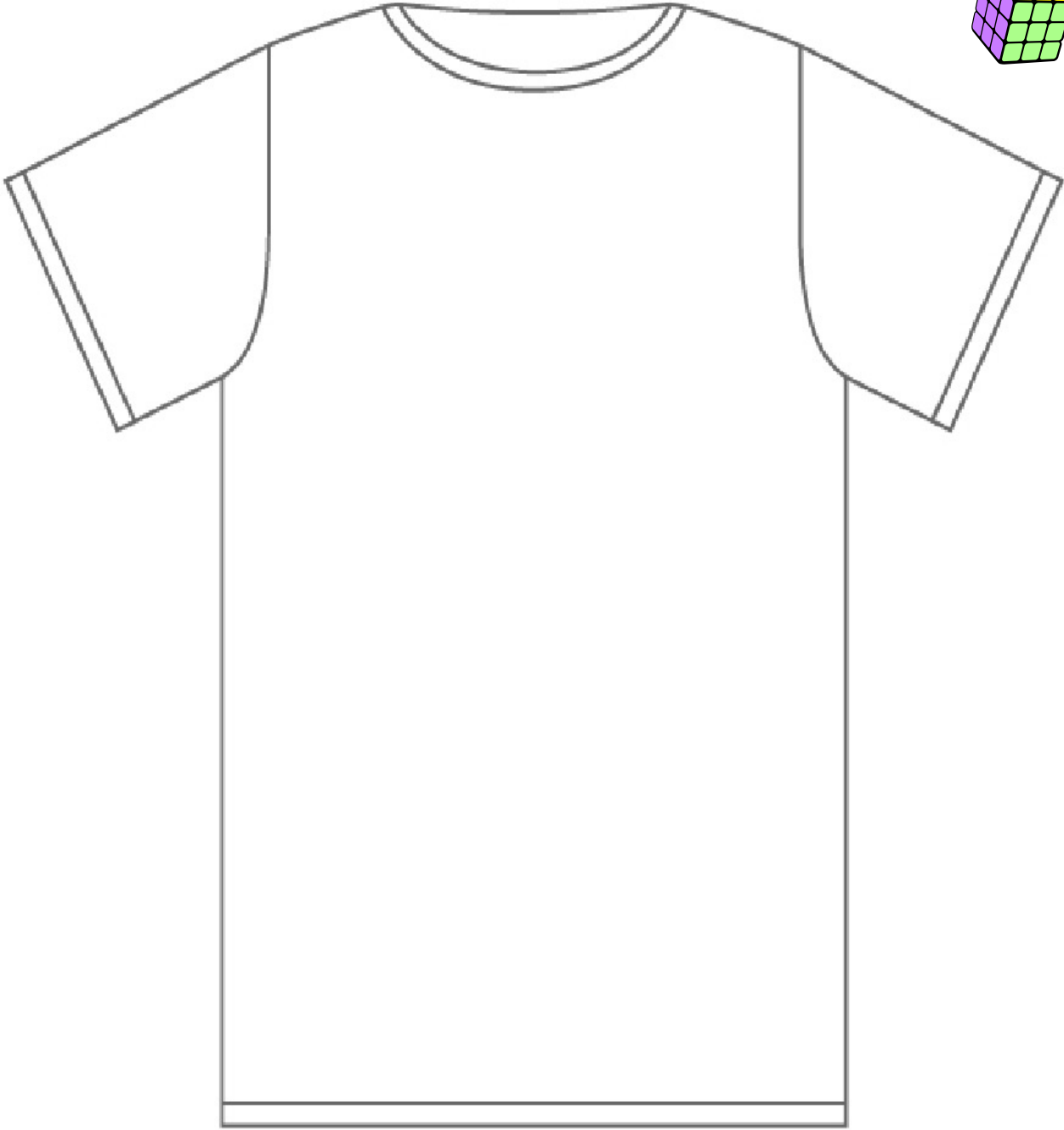
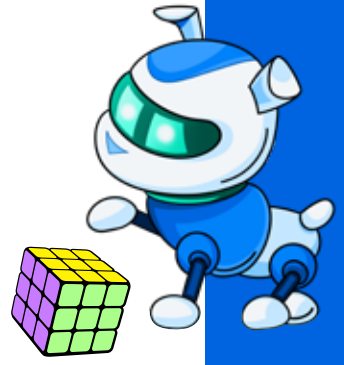
Have you ever wondered if the recipients of your messages are able to understand you when you use emojis? Here's a fun and clever way to find out!

Design a t-shirt to describe yourself using only emojis. You can use no more than three emojis on your t-shirt and people should be able to learn something about you. If the emoji you want is not shown in the emoji grid provided, feel free to make your own emoji.

After you have decorated your t-shirt, share it with a partner and see if they can guess what you are trying to say about yourself.

Explain the objective of the exercise by saying: Express who you are only through emojis and see if you can adequately make yourself understood.

If a student is unable to make themselves clear, explain: This is an indication that emojis are an incomplete method of communication. While it might be fun to send emojis to your friends, if you need to be clear to adults or others who do not know you very well, please use words and not emojis.



Emoji Grid



ACTIVITY: EMAIL ETIQUETTE

DURATION: 5 MIN

Slide 11



Ask the students to take [this quiz](#) and find out how well they have understood email etiquette.

03. ADDITIONAL RESOURCES



1.Video | ["Netiquette Guide for Online Learning"](#), Mr. Vacca,
21 April, 2020



2.Video | ["Netiquette Video"](#), pisd eschool, 15
November, 2018



Lesson 7

**Let's Know
Our Digital
Footprints**

01. OVERVIEW

Just as we have a public persona in real life, we also have an online persona in the digital world that we adopt from time to time. All our activities and the content that we post or engage with go into building our public image. It is important not just for our own safety but also as a mark of consideration towards others—friends, family, colleagues and acquaintances—that we conduct ourselves responsibly.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Define the term 'digital footprint' and see how it is similar to an actual footprint
- Identify the online activities that contribute to their digital footprint
- Understand the implications of digital footprints
- Understand the types of personal information which should be protected
- Differentiate between active and passive digital footprints

1.2. PRIOR KNOWLEDGE

Students should already be aware of:

- The internet, its purpose and what functions it serves for users
- Social media platforms

02. LESSON PLAN

2.1. DIGITAL FOOTPRINT



ACTIVITY: WHAT IS A DIGITAL FOOTPRINT?

DURATION: 10 MIN

Slide 02

Look at these pictures and answer the questions below.



Slide 03

Ask: *Whose footprints are these?*

Answers from top left clockwise: Elephant, tiger, human, bird



KEY QUESTIONS

How are you able to identify who or what might have left these footprints?

Possible answers: I have seen these footprints in a book, or in a museum or on a safari at the zoo, etc.

What do people use footprints for?

Footprints are used to track where an animal or a person has been in the past.

How is a physical footprint different from or the same as a digital footprint?

A physical footprint reveals what places you have visited in the past. Similarly, a digital footprint shows what online places you have visited in the past.



Slide 04

Play this video to help students understand [what makes up their digital footprint](#).



KEY QUESTIONS

Slide 05

Where are all of the places where you leave your digital footprint?

Potential answers: Online searches, messaging apps like Whatsapp, Discord or Snapchat, video games, any place where you take your mobile phone with you, other daily apps such as YouTube, Swiggy and Spotify, etc.

Are you aware of all the places where you leave your digital footprint?

Accept all reasonable answers.

Teacher's Note: It is highly likely that most students are not aware that they are leaving behind so many clues to their location, their habits, their personal information, etc.

In the offline world, what are some of the things that you should not share with a stranger?

Hint: Think 'safe' and 'unsafe.'

Teacher's Note: Prompt students by asking: *If someone approached you in a mall and tried to chat with you, what would you say?*

They may answer: *I would not tell a stranger my name, where I live, what school I attend, my age, etc.*

Key takeaway: The focus should be on guarding your personal information rather than sharing it.

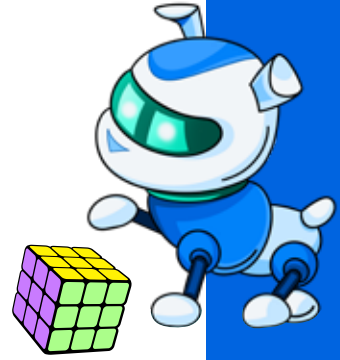


Slide 06

Play this video to drive home [how sharing too much information online can be harmful](#).

ACTIVITY: HOW MUCH SHARING IS TOO MUCH

DURATION: 5 MIN



Slide 07

Begin by asking students to discuss what kinds of information they think is safe and acceptable to share online. Are they aware of all the ways in which they are leaving digital footprints? Next, ask a student to read the case study below out loud.



Imagine

Anna goes to the mall with a friend and they click a photo of themselves at the mall. Later, the girls go to the movies and afterward, Anna posts on social media saying: *I just saw the new Spiderman movie and it was amazing!*

That night, Anna posts a photo of the new loaded pizza from House of Pizza with the caption: *Celebrating my cousin's birthday!*

? KEY QUESTIONS

Slide 08

How much information has Anna shared in just one day?

Expected answers: Her location, her movie and food preferences, the birth date of her cousin, her relationship to her cousin, and the fact that she was not at home at the time. All of this information could also be used against her if someone wanted to track her down, follow her, advertise to her, etc.

Do you think that Anna was aware of how much information she had shared?

Probably not. She may not have realized that by uploading photos or posting, she was leaving clues that could later be reconstructed into a fuller picture of her activities and whereabouts.

Teacher's Note: Discuss: Have you ever shared a lot of information the way Anna did? Now that you are learning about your digital footprint, do you think that you might change your behaviour in the future?

Write down what kinds of personal information you think should never be shared on social media or in any other online public forum.

Expected answers: Confidential Information related to your identity (address, phone number, Aadhaar details, date of birth etc.), details of an upcoming vacation, your personal location, geotagged images, inappropriate pictures, personal information of your friends and family, etc.



Tip

Before you post, check if it passes the 'Grandmother test'. Think whether the post might upset your grandmother (or even a future employer). If the answer is 'yes', then the post is most likely inappropriate for a public forum.

ACTIVITY: WHICH IS WHICH?

DURATION: 2 MIN

Slide 09

Start by explaining to students that when they are online, they are passively participating at times and at other times they are participating actively.

There are two kinds of digital footprints - active and passive. Take a look at the scenarios below and identify whether these are active or passive digital footprints.

Scenario 1

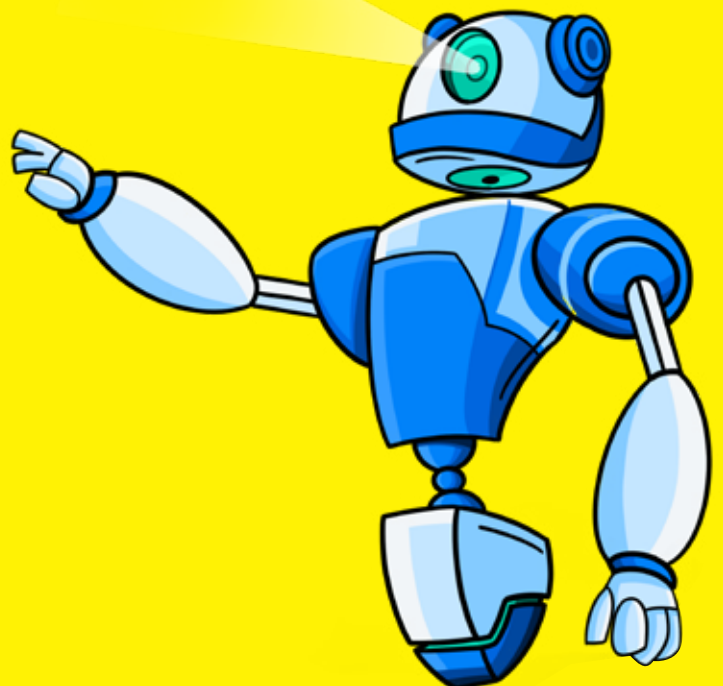
Each time you use the internet, you leave behind some data. This includes your IP address, location and browser history.

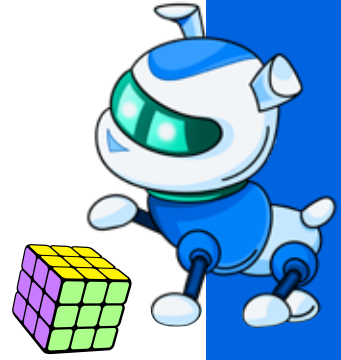
Active or passive?.....**Passive**

Scenario 2

Sometimes, you share information voluntarily. This could be your email address or phone number when filling up an online form, for example.

Active or passive?.....**Active**





ACTIVITY: ONLINE ACTIVITY LOG

DURATION: 8 MIN

Slide 10

Now, let's see what kind of footprints you have left behind in the last one week.

Create a log of your online activities for one week and categorize each activity based on active or passive digital footprints. Examples: Sent emails, Posted on social media, Conducted a search for a class project, Listened to music on a streaming service.

Activity	Active	Passive



Top Tips for Safe Media Usage

1. Use privacy settings to help control what different people see about you
2. Don't overshare on social media
3. Remember, anything you post is permanent

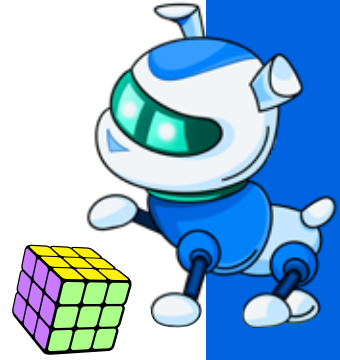
ACTIVITY: MAKE A POSTER

DURATION: 10 MIN

Slide 11

Create an Adobe Spark poster on your digital footprints using the following template.

Include all the websites, apps or social media platforms that you have visited to order products, store your photos, entertain yourself (streaming services), etc. Think of all of the places where you have left your digital footprint.



TAKE-HOME ACTIVITY: GOOGLE YOURSELF!

Try this. Search for yourself on www.google.com. Find your digital footprint. What type of information have you unknowingly left behind?



03. ADDITIONAL RESOURCES



1. Blog | [“What is Your Digital Footprint.”](#) University of Aberdeen, 25 April, 2019



2. Worksheet | [“Your Digital Footprint”](#), www.code.org



3. Video | [“What is a Digital Footprint”](#), Give A Grad A Go - Graduate Recruitment Agency, 1 October, 2019



Lesson 8
**Are You
Following Me?**

01. OVERVIEW

While the internet is a rich source of free and unlimited knowledge and everything is available at the click of a mouse, every time we go online we leave a trail of information about ourselves. This trail is often used by companies for their commercial gain. This is an invasion of our privacy, and we have the right to protect ourselves from it.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Understand what cookies are and how they are used to build a person's digital profile
- Define the term 'targeted advertising'
- Understand how their digital footprint is being used to serve them targeted advertisements
- Protect their privacy through their cookie settings

1.2. PRIOR KNOWLEDGE

Students should already have a clear understanding of:

- Active and passive digital footprints
- The implications of their digital footprint

02. LESSON PLAN

2.1. AD ATTACK

Slide 02

? KEY QUESTIONS

Have you ever searched for a particular product online and immediately afterwards received a deluge of advertisements on the same product? Why or how did that happen?

Expected Response: Our digital footprint enables websites to track our browsing history, based on which they know what we are interested in, and whether we are looking to access or buy something. They use this information to send us specific targeted advertisements and other marketing-related communication.

Was it a positive or negative experience? Describe it.

Accept all reasonable answers


2.2. COOKIES EXPLAINED

Slide 03



Play this video [explaining cookies.](#)

Slide 04-05



Cookie
A small text file that a website downloads to users' devices in order to track their behaviour on the website and remember their preferences.

Cookies are at the center of all internet activity—from remembering user login information to storing online shopping cart items!



? KEY QUESTIONS

Slide 06

What are cookies and how do they work? Give an example to illustrate your answer.

Expected response: A cookie is a small bit of information that a website stores on your computer. When you revisit the website, your browser sends the information back to the site. For instance, if you visit the website of an airline to book tickets, when you visit them the second time the cookie will share some useful information regarding your previous visit.

Can cookies be harmful? Explain with an example.

Expected response: The data in the cookies remains constant so they aren't harmful by themselves. They don't cause virus or malware attacks, although certain kinds of [cyber attacks](#) can hijack cookies and enable access to your browsing sessions.

Can cookies be helpful? Explain with an example.

Expected response: Cookies help to improve your online experience as a user. They help websites in remembering your login and shopping details based on which they give you recommendations for your next visit.

ACTIVITY: TARGETED MARKETING

DURATION: 5 MIN

Slide 07

What is targeted marketing? Let's find out!



Play this video on [how targeted ads work](#).

? KEY QUESTIONS



Slide 08

What are some advertisements that you constantly come across while browsing online? How do you think these might be linked to your browsing history?
Accept all answers.

Have you ever been tempted to buy something based on one of these targeted ads? What was your experience?
Accept all answers.

Teacher's Note: Probe to see if anyone has had a negative experience. If no one has ever had this experience, try asking them to think about ads on TV and how they feel when they keep seeing the same ad all the time. Does it make them want to buy the product? What if the ad features a celebrity? Does that make any difference to how they feel about the ad or the product?

Slide 09

You can manage cookies by opening your web browser and finding out where cookies are stored.

For example, cookie storage can be enabled or disabled in Google Chrome by clicking 'Settings', followed by 'Cookies and other site data'. Finally, select 'Block all third-party cookies'.

It's simple. Try it!!



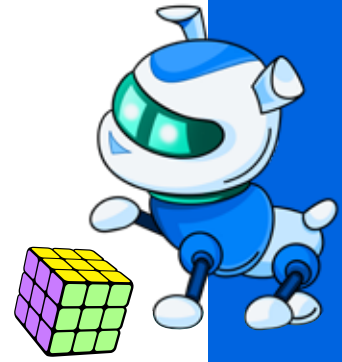
Walk students through this [article on cookies](#) and ask them to attempt any one of the activities in it.



The EU Cookie Law

No, it's not about how many cookies you can eat in the European Union (EU)!

The Law regulates how a website is allowed to use cookies and process personal data from visitors inside the EU. It requires consent from end users before cookies can be enabled on a website.



ACTIVITY: WRAP-UP

DURATION: 2 MIN

Slide 10

Which of these statements are true and which are false?

- Cookies are useful for speeding up your search experience if you have searched the same topic before. **True**
- Third-party cookies are a way for websites to share your preferences across different websites. **True**
- Targeted ads are advertisements that everyone can see when they are using the internet. **False**
- Once you open your browser to run a search, you have no control over the cookies that a website collects. **False**

TAKE-HOME ACTIVITY: GET CREATIVE

Slide 11

Create an Adobe Spark webpage or video detailing one of the following topics.

1. How advertisers are using your digital footprint to understand who you are and what you like.
2. What cookies are and how they are used to build your digital profile.



NOTES

A series of horizontal dotted lines spanning the width of the page, providing a template for writing notes.

03. ADDITIONAL RESOURCES



1. Blog | [“What Are Cookies? A Helpful Guide to Internet and Computer Cookies.”](#)
Simon Fogg, 25 October, 2021



Lesson 9

Importance of Tracking Your Screen Time

01. OVERVIEW

With work, leisure, entertainment, business, and education all shifting online, there has been an increase in the exposure to screens and devices. This can cause severe mental, social, physical and emotional stress. This chapter explains why students must pay attention to their digital wellness and introduces the techniques they will need to use to avoid excessive screen time.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Understand the terms 'digital well-being', 'screen time' and 'habit tracker'
- Identify the factors which influence their digital well-being
- State the recommended duration of screen time for their age
- Recognize that they can enjoy offline activities as well as online activities
- Understand what a habit tracker is and how it can be used to track screen time
- Create a habit tracker which can help them track their screen time and device usage

02. LESSON PLAN

2.1. OFFLINE ACTIVITIES

Initiate a discussion to get the students to explain how their habits have changed over the last two years as a result of more activities moving online.



KEY QUESTIONS

Slide 02

What are some of the offline activities that you enjoy doing?

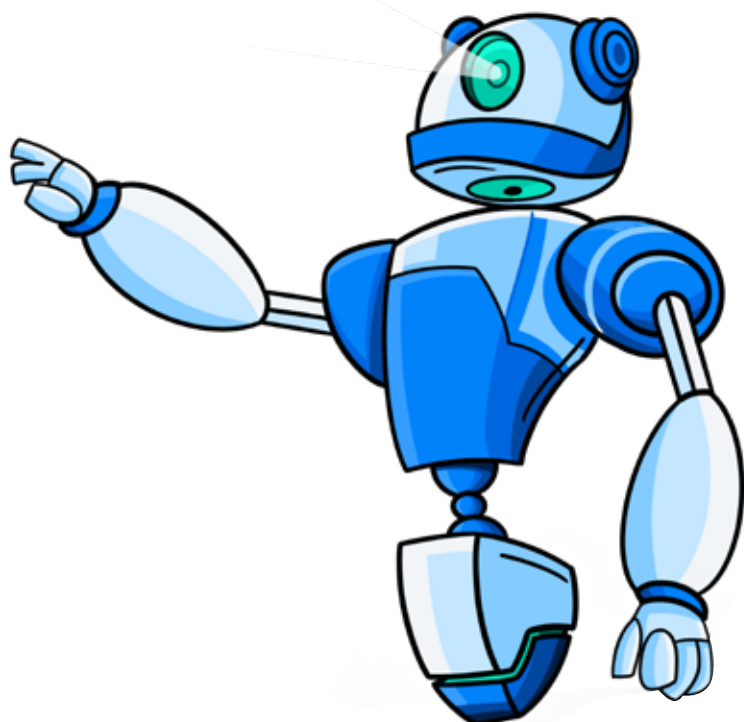
Accept all answers.

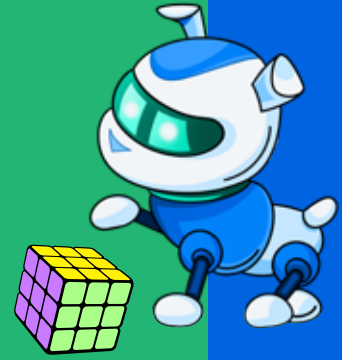
How have the lockdowns and curfews over the past few years impacted your offline activities?

Accept all answers.

Are you doing more online these days? Give some examples of what you are doing.

Accept all answers.





ACTIVITY: WORKSHEET

DURATION: 10 MIN

Slide 03


Step 1: Think about your favourite activities.

Step 2: In the two columns given below, write down your online and offline activities. Circle two or three activities in each category that you enjoy the most.

Step 3: Share your list with your partner.

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GRADE 6: FINDING BALANCE IN A DIGITAL WORLD


Balancing Act 

NAME _____

DATE _____

Directions: Part 1
Think about the different activities you do both online and offline. Write down as many as you can think of.

What activities do you do online ?	What activities do you do offline ?

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1



KEY QUESTIONS

What are some online and offline activities you like to do?

Accept all answers.

Teacher's Note: Find common interests across the class and ask them if they have ever done those activity together. Did they know that the other students enjoy the same activities? You can also keep a tally of which activities are the most popular across the class.

Where does an activity like watching TV fall? Is this an online or offline activity?

Accept all answers.

Teacher's Note: Collect opinions. For reference, All activities involving screens shall be considered online activities.

What comes to your mind when you hear the term 'digital well-being'?

Accept all reasonable answers.

What comes to your mind when you hear the term 'screen time'?

Accept all reasonable answers.

2.3.SCREEN TIME

Slide 04



Play this video on [screen time](#).



KEY QUESTIONS

What are all of the devices that count towards screen time?

Potential responses: All screens, including TV, computers, phones, iPods, etc.

What was the appropriate amount of screen time for children your age?

2 hours a day, excluding school work.

What are some health implications of excess screen time?

Potential responses: Damage to vision, decreasing activity levels

What are some alternatives to screen time recommended by the doctor in the video?

Potential responses: Playing outside, art activities, reading a book, visiting a park

Slide 05

Digital Well-being

Physical and psycho-social wellbeing in a technological world.

This includes:

- Controlling and moderating the use of technology and devices
- Balancing screen time with offline time
- Ensuring over-exposure doesn't lead to physical problems
- Preventing addiction to technology



Screen Time

Activities done in front of a screen, such as watching TV, working on a computer, or playing video games.

Screen time is a sedentary activity, meaning you are being physically inactive while sitting down. Very little energy is used during screen time.

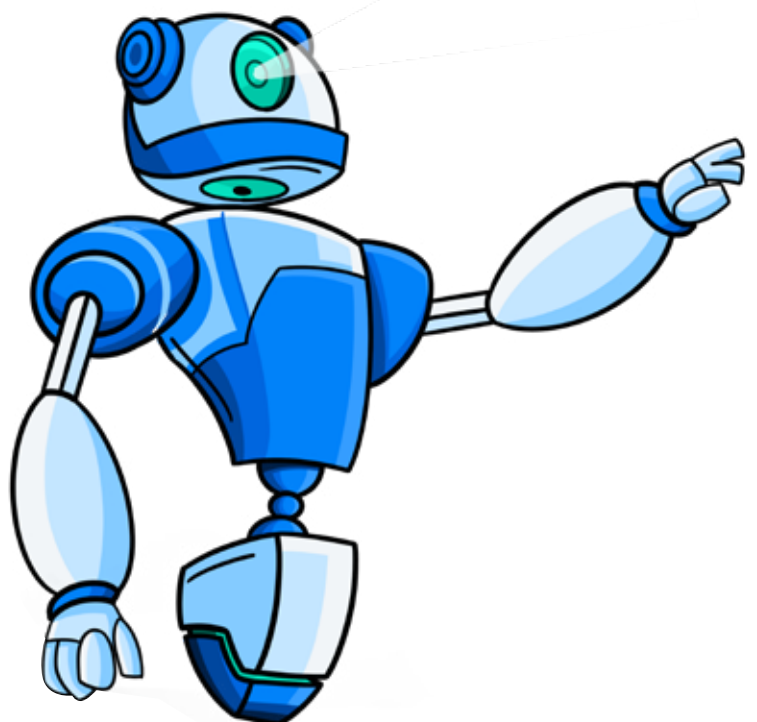


Do you control your screen time or does it control you? Let's find out.

Slide 06



Play this video on [digital well-being](#) and discuss.





KEY QUESTIONS

What do you know about the effects of screen time? How do you feel when you are using a device? Does it seem like a distraction or does it seem like a choice?

Accept all answers along similar lines:

Too much screen time can lead to obesity, sleep problems, chronic neck and back problems, depression, anxiety, eye strain and lower test scores in children. Children should limit screen time to 1 to 2 hours per day.

Accept all opinions for the second and third parts of the question.

Slide 07

What is a habit? How does something that you start doing become a habit?

Accept all reasonable answers along similar lines:

Habits are actions that are triggered automatically, usually following a pattern that you are familiar with. For example, every day when you come home from school, you have a glass of milk and a snack. Over time, your body and mind start to expect this pattern to happen. Even on the weekend, you might look for a glass of milk and a snack at 3 PM or 4 PM based on your habit.

Teacher's Note: Ask students to share some of their habits and recall how they developed those.

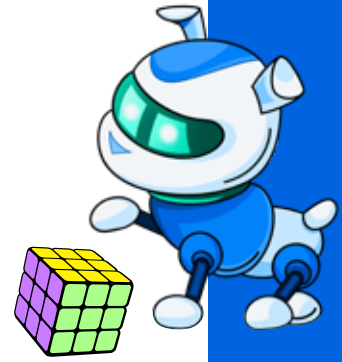
What are common habits that people often say they would like to start or change? Have you ever tried to form a good habit? Were you successful?

Accept all reasonable answers.

Teacher's Note: Explain that people generally like to change their lifestyles and adopt healthy habits. These could include quitting junk food and eating healthy, losing weight, starting yoga, running, cycling, swimming or exercising in general, picking up reading, meditation, waking up early, etc.

What do you know about the effects of screen time? How do you feel when you are using a device? Does it seem like a distraction or does it seem like a choice?

Teacher's Note: If students feel that screen time is a distraction or a way to pass time, you can discuss ways to break the habit and spend their time more productively. For example, if they feel that they do not want to study right away and they want a mental break, maybe they could go for a walk instead or spend time chatting online with a friend or relative.



ACTIVITY: WORKSHEET 2

DURATION: 10 MIN

Slide 08

Step 1: List your daily digital habits.

Ask students to try and approximate how long they take to complete each activity.

Step 2: Now, pair up with a classmate and share your habits with your partner.

Step 3: Fill up the following worksheet.

- **Choose:** Choose one digital habit that you would like to change or do differently
- **Challenge:** Make a plan for how to change your habit
- **Boost:** How can you make your habit easier to do?



GRADE 6: FINDING BALANCE IN A DIGITAL WORLD

Balancing Act

NAME _____

DATE _____

Choose

Thinking about how certain habits make you feel, choose one digital habit that you want to change or to try to do differently. Why is it important that you change this habit?

Challenge

Challenge yourself. Make a plan for how you would like to change your habit. Think about when you will do something different and what you can do instead. (When we're trying to change a habit, it's not enough just to say what we won't do. We also have to come up with something to do instead!)

Boost

Boost your challenge. What are some ways you can give your new habit a "boost" and make it easier to do? If you're trying to break a bad habit, what are some things you can do so that you don't slip back into old ways?



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2

2.3. HABIT TRACKING

Slide 09

Now, let's create a habit tracker to get a better handle on how to prioritize the activities you wish to do.

Habit

A settled tendency, a manner of behaviour or an activity that you do often and almost without thinking, especially something that is hard to stop doing.



How do you think habit tracking will impact your digital well-being?

Tracking your habits will make it easier to see how you are spending your time and can make you aware of opportunities to add new habits. You might be spending more time doing something less helpful, and by tracking your habits, you might become aware of this. For example, you might be playing video games for several hours each day, but you don't realise how much time you've been spending this way.

Habit Tracking

A way to record activities you want to prioritize.

Divide the activities you want to track into four categories:

- Things you want to do more of
- Actions you want to limit or cut down on
- Self-care
- Learning new skills

Create a simple weekly tracker to monitor your skills. You can decorate it as much as you like.



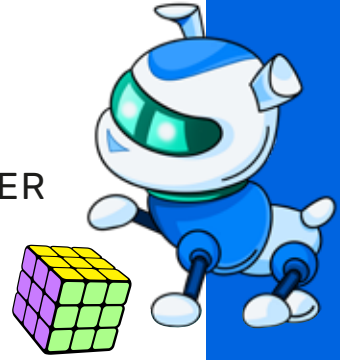
Slide 10

Activity	Goal	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Drink 1L of water	everyday	Yes 😊	Yes 😊	No 😞	Yes 😊	Yes	No 😞	Yes 😊
Go for a <u>30</u> minute walk	3 times a week							
Study math for 1 hour	3 times a week							
Spend family time 1 hour	5 days a week							
Video games	No more than 1 hour 4 days a week	50 mins 😊	None 😊	None 😊	45 mins 😊	None 😊	1.5 hours 😞	3 hours 😞
Eat vegetables	Every day							

TAKE-HOME ACTIVITY: BUILDING YOUR OWN HABIT TRACKER

Slide 11

Create your habit tracker. Start with simple habits, such as screen time, sleep, water intake, exercise duration, writing time (assignments), etc.



03. ADDITIONAL RESOURCES



1. Video | [“Truth About Tech: Solutions for Digital Well-Being”](#), Common Sense Media Ratings and Reviews, 4 April, 2019



2. Video | [“How to Make Habit Trackers You’ll Actually Use”](#), JetPens, 19 February, 2020



3. Video | [“How to Form a Habit - Develop and Maintain Good Habits”](#), Freedom Kingdom, 15 October, 2016



4. Video | [“Digital Wellbeing: Minimize distractions”](#), Google, 7 May, 2019



Lesson 10

**Understanding
How to Create
Balance**

01. OVERVIEW

Now that most of their daily activities—both schooling and play—have moved online, the line between the real and the virtual is becoming blurred for students. There is a disproportionate amount of time being spent online as compared to their past offline experiences, and this has resulted in an imbalance in their lives. In this lesson, students will discover how to restore that delicate balance.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Correlate their screen time with a balanced and healthy lifestyle
- Identify the impacts of excessive screen time on their physical and mental health
- Measure and analyze their screen time using a habit tracker
- Reflect upon and assess their current habits and adjust their habit tracker accordingly
- Enumerate tips to minimize their exposure to screens
- Share offline activity ideas with their family which can replace screen time

1.2. PRIOR KNOWLEDGE

Before we begin, students should have a clear idea about:

- Their preferred online and offline activities
- Their weekly habits, based on their habit tracker

02. LESSON PLAN

2.1. IMPACT OF SCREEN TIME

Slide 02

Now that you have learned to create a habit tracker, what does it say about the amount of screen time you are spending? What are the physical impacts of excessive screen time?



Play this video on the [harmful effects of excessive screen time.](#)



KEY QUESTIONS

Slide 03

Have you ever felt the need to keep checking your messages, even at night? What did you do?
[Accept all reasonable answers.](#)

Have you ever spent much longer online than you realized you had? Write down your experience.
[Accept all reasonable answers.](#)

Have you ever spent your whole weekend binge-watching your favourite show or watching cricket all day long? How did that make you feel?
[Accept all reasonable answers.](#)

Teacher's Note: Get students to share their experiences and how the excess screen time made them feel. Did they later regret spending so much time just watching? If yes, did it lead them to any changes in their habits or daily routine? Have they ever felt physically tired after too much screen time even if they were sitting or lying down for hours? How about their sleep habits? Are they being impacted by screen time? Discuss some ways to combat these issues.

Slide 04



What is the Impact of Too Much Screen Time?

Too much screen time makes it hard for you to sleep at night. It can lead to anxiety, depression, and obesity.

Computers can help you with your schoolwork. But surfing the internet, spending too much time on social media, watching YouTube videos, or binge-watching the latest TV show is considered unhealthy screen time.



ACTIVITY: MIND MAP

DURATION: 10 MIN

Slide 05

Step 1: Make a mind map that expresses how prolonged screen time affects physical and mental well-being.

Step 2: Let's take a look at the habit tracker you built in the last session.



KEY QUESTIONS

Slide 06-08

On analysing your habit tracker, what is your opinion about your screen time duration?
Accept all reasonable responses.

Teacher's Note: Lead the discussion. If students find that they are spending more time on screen than they expect, you can ask them what they may not have taken into account when first estimating their screen time. Probe as to what habits they can develop to increase their offline time. Ask them to remember their list of offline activities that they enjoy. Ask them to consider if there is really a problem in doing some of these activities or they are just not prioritizing the activities and instead prioritizing something else like their screen time.

What do you feel would be an appropriate amount of screen time? How can you balance out screen time better?

Accept all reasonable responses.

Teacher's Note: Ask the students to make some adjustments to the habits that they are tracking. Are there activities they need to add to their tracker? Are any modifications needed in terms of the targets or the activities the student is already tracking?

Let's find out some of the golden rules around screen time rules for children.



Slide 09

Play this video on [screen time rules](#).

Summarize the key takeaways from the video: Enjoy screens, not too much, mostly together



KEY QUESTIONS

What are the ill effects of prolonged screen time?

Potential responses: Obesity due to sedentary lifestyle, sleep deprivation, negative mental, social, and emotional outcomes

List down some rules that can help you balance your screen time better and explain why this is important for your digital well-being.

Teacher's Note: See the list below of ideas to reduce screen time.

Reducing screen time can help provide space for other activities like spending time with family or friends, outdoor activities, sports, etc.

Cutting screen time down to two hours a day can be hard for you because the TV might make up a large part of your daily routine. But you can help yourself by understanding how sedentary activities affect your overall health. Listed below are the things you can do to be healthier.

To decrease screen time:

- Remove the TV or computer from your bedroom.
- Avoid watching TV during meals or while doing homework.
- Avoid eating while using the computer.
- Avoid leaving the TV on for background noise. Turn on the radio instead, or try not to have any background noise at all.
- Decide which programs to watch ahead of time. Turn off the TV when those programs are over.
- Engage in other activities, such as family board games, puzzles, or going for a walk.
- Keep a record of how much time you spend in front of a screen. Try to spend the same amount of time being active.
- If it is hard to fall asleep with the TV off, try using a sleep function so it turns off automatically.
- Challenge your family to go one week without watching TV or doing other screen time activities. Find things to do with your time that get you moving and burning energy.
- If you have a mobile phone or a tablet, set it to 'do not disturb' mode or mute notifications to minimize distractions.

ACTIVITY: SCAVENGER HUNT

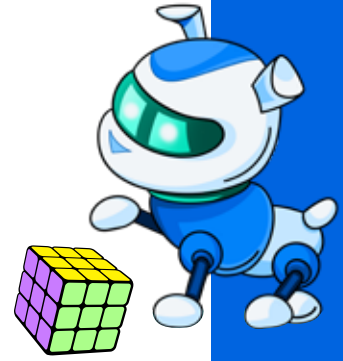
DURATION: 10 MIN

Slide 10

Let's get into the swing of things. Let's get out of our chairs and play a fun Scavenger Hunt.

Create a list of ten common items that students must collect. These could be things that might be easy or hard to find in the classroom, such as a pencil, a sharpener, a paperclip, etc. It is recommended that the list include items for which they will have to get up, move around, and interact with others.

If permitted, select items which take them outside the classroom, such as a leaf or a fork from the cafeteria. The idea is to get them up and moving around while having a fun little competition. You can also select a winner and give out a small prize based on the students' performance.



CLASSROOM SCAVENGER HUNT

How Many of These Items Can You Find?

ACTIVITY: POST IT

DURATION: 10 MIN

Slide 11

You might have a lot of good ideas on how to balance your online and offline time. Let's share these ideas with the class.

What are the activities you can do instead of spending time on screen? Brainstorm to come up with your best ideas and add these to your habit tracker to start some new habits today!

Step 1: Take a sticky note to write your ideas down.

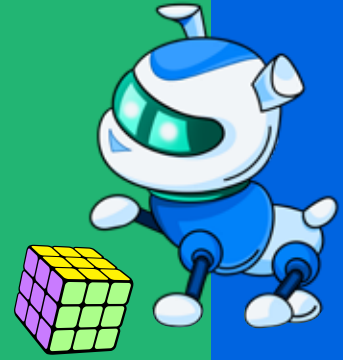
Step 2: Stick your notes on the board for the teacher to read out a sample of the ideas.



Note: Try to find things that work for you as not everyone likes to do the same things.

If you are looking for alternative ways to entertain yourself, try leaving your electronic devices connected to their chargers. Here are some more suggestions to help combat excessive screen time:

- Use your imagination: Make origami out of coloured paper, cut out paper dolls and accessories from newspapers, create dollhouses and furniture out of leftover wood pieces, paint, draw, quill, sketch etc.
- Get outside: Take a walk around the neighbourhood with your dog(s) or a friend.
- Make a game of it: Pick card games like Uno or try a dice game like Tenzi or LCR.
- Bring out the board: Play classic board games like Monopoly or Sorry.
- Expand your mind: Play Sudoku or complete a word search, browse your local library for a good book, set up a home laboratory and create some science experiments, put together a model car, or work on a puzzle.
- Spend time with family: Look through photo albums or school memorabilia, use your talents to create a family variety show, cook dinner together or bake cookies, sing karaoke or have a dance party, or listen to an audiobook or CD together every night.
- Get out and go: Go bowling, play indoor laser tag, get messy with a game of paintball, or try rock climbing.
- Do something for the animals: Teach your pet a new trick, string popcorn on a string, make homemade suet for the birds, or collect towels and blankets for the animal shelter.





KEY QUESTIONS

Slide 12

What did you learn about screen time from this activity?

Accept all reasonable answers.

Teacher's Note: Close by reminding students to update their habit tracker with some of these ideas.

03. ADDITIONAL RESOURCES



1. Video | [“Mission 11 Harmful Effects of Excessive Screen Time”](#), DQ Institute, 12 October, 2021



5. Video | [“Tips for Healthier Screen Time”](#), ECDA Singapore, 8 July, 2016



2. Video | [“Screen Time Rules for Kids”](#), NPR, 22 March, 2018



6. Video | [“The Effects of Too Much Screen Time”](#), Polly Olly – Kids Videos and Nursery Rhymes, 12 October, 2019



3. Video | [“Screen Time and Children”](#), UIChildrens, 2 January, 2019



7. Blog | [“School-age Screen Time: Tips for Balance”](#), Raising Children Network, 21 December, 2020



4. Video | [“Screen Time: How Much Is Too Much?”](#), Above the Noise, 27 January, 2019



8. Blog | [“Five Healthy Screen Time Habits for Distance Learning”](#), Parker Erickson, Mind Research Institute



Lesson 11
**Personal
Security -
Understand the
Do's and Don'ts
of Internet Usage**

01. OVERVIEW

While the internet is a fun place to meet people for gaming or chatting with friends, it's also important to be cautious and to stay safe. This lesson will teach students some useful tips and tricks to help them keep themselves safe, especially when meeting new people online.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Define and explain 'cybersecurity' and its importance
- Understand what cyber thieves might want to steal
- Learn how someone might try to befriend them online
- Create a list of do's and don'ts regarding internet usage

1.2. PRIOR KNOWLEDGE

Before we begin, students should already be familiar with:

- Internet basics

02. LESSON PLAN

2.1. RECAP



KEY QUESTIONS

What do you remember about the internet and how it works?

Accept all reasonable answers along similar lines:

The internet is a collection of standalone computers linked together through Wide Area Networks (WANs). The connections between the computers are a mixture of old-fashioned copper cables, fiber-optic cables (which send messages in pulses of light), wireless radio connections (which transmit information by radio waves), and satellite links.

Which person or organization is in charge of the internet?

Accept all reasonable answers along similar lines:

No one—a person, company, organization, or government body—runs the internet. It is a globally distributed network comprised of many interconnected networks. It operates without a central governing body with each having its own network settings and enforcing its own policies. Policies may be set by companies or governments. It is, therefore, important that all users of the worldwide internet act in a responsible manner online to create a community which is safe and fun for all of us.

Who are the internet police?

Accept all reasonable answers along similar lines:

“Internet police” do not exist. In different countries, there may be companies or governments which set rules about using the internet but, these rules vary across the world. Countries may also have organizations which fight cybercrime or monitor online actions to keep citizens safe.

Teacher’s Note: You may ask students which other individuals or organizations they think of as internet police. Try to draw examples from current news.

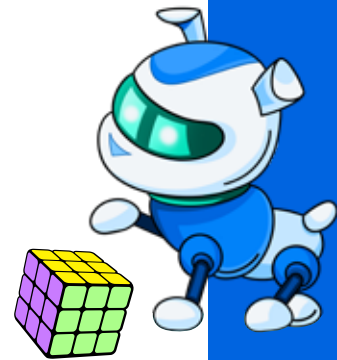
ACTIVITY: CYBERSECURITY BASICS

DURATION: 10 MIN

Slide 02



Play this video on [internet safety](#).



Slide 03

Cybersecurity

The state of being protected against criminal or unauthorized use of electronic data, or the measures taken to achieve this.

Source: Oxford Languages



KEY QUESTIONS

Why do we need cybersecurity?

Accept all reasonable answers along similar lines:

Cybersecurity is important because it protects all categories of data from theft and damage. This includes sensitive data, personally identifiable information (PII), protected health information (PHI), personal information and data, and governmental and industry information systems.

Teacher's Note: Ask students what kind of data or information relating to themselves they would like to keep protected. What would be the adverse consequences of any breach or theft of that data? How do they protect their data?

How might data get misused on the internet?

Accept all reasonable answers along similar lines:

Data can be misused by the following actors in various ways:

- 1) Nations or States: Geopolitical motivations such as waging war, espionage, disruption of trade, etc.
- 2) Cyber criminals: To profit, steal, blackmail or extort
- 3) Hacktivists: To push a certain discourse or agenda, to disrupt communication
- 4) Terrorists: Ideological warfare
- 5) Thrill seekers: Just for the sake of it, to be notorious
- 6) Insider threats: Personal gain, to spread discontent

Teacher's Note: Ask student how their friends or even certain companies might misuse their data.

What kinds of data do you think people might try to find out about you?

Accept all reasonable answers along similar lines:

Name, age, date of birth, address, name of your school, similar details about your friends and family, financial details and records, etc.

Slide 04

Think!

Cyber thieves might want to get access to your data or accounts, like your bank account. How would they do this?

Cyber thieves might also want to steal your identity. Why would they do this?

Cyber thieves might also want to meet you in person. Why would they do this?



ACTIVITY: LET'S MEET NIMMI

DURATION: 10 MIN

Slide 05-12



Ask students to read out this story on [cybercrime](#).



KEY QUESTIONS

Have you ever experienced this kind of situation in your life?

Accept all personal stories shared by students.

Teacher's Note: Ask students first whether they are comfortable enough to share their experiences voluntarily. Refrain from directing this question to any particular student. Handle the question with sensitivity since students might not be comfortable sharing such experiences.

In case no student replies, discuss relevant incidents reported in newspapers where children fell prey to such tactics.

Why is Nimmi duped by the online predator?

Expected response: Nimmi was duped because she accepted a stranger's request. She saw a photo of a girl about the same age as herself and she did not verify the profile. She agreed to meet a complete stranger when she should not have. The predator was successful because Nimmi was gullible, making her an easy target.

Do you agree with the approach taken by Nimmi and her aunt?

Accept all reasonable responses.

What would you do in such a situation?

Accept all reasonable responses.

ACTIVITY: THE DO'S AND DON'TS OF ONLINE FRIENDSHIP

DURATION: 10 MIN

Drive a discussion with the students on the questions given below. Probe their thinking on whether they can trust someone they know online. Ask: *How long after meeting a person in real life do you feel comfortable with that person? Do you share personal information with your close friends?*

If the answer to the last question is 'yes', ask: *What kind of information? And would you share the same with someone that you only know online?*

Slide 14

Step 1: Think!

- How do you meet new friends?
- Where do you meet your friends?
- How do you get to know these friends?
- How is meeting someone online (like in a game) different than meeting someone at school?
- What information is OK to share with online friends and what shouldn't you share?

Slide 15

Step 2: Now, let's make a list of do's and don'ts for your behaviour on the internet.

Break into pairs and share your thoughts on the do's and don'ts of cybersecurity measures. Note them down in the worksheet.

Get ready to share your list with the class.

Some probable responses are listed below.

LET'S STAY CYBER SAFE



DO

Be cautious.

Realize that not everyone on the internet is who they say they are.

Learn security settings that can help you stay safe.

Ask for a parent or teacher's help when you are unsure about what to do.



DON'T

Share your personal information.

Be ignorant of the dangers online, including predators.

Agree to meet someone whom you do not know.

Trust all of the information that you see online.

ACTIVITY: QUIZ

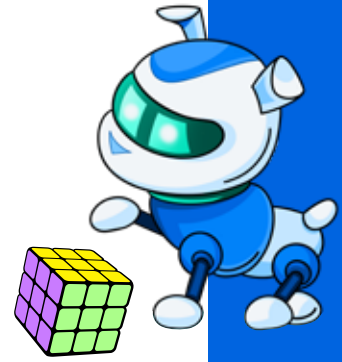
DURATION: 5 MIN

Slide 16

Read through each of the following situations.

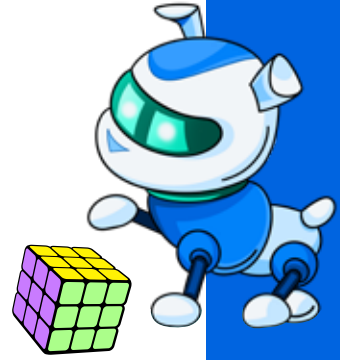
Then, write down whether you think it is a good idea or a bad idea.

- I will not accept a friend request from someone I don't know.....**Good idea**
- I will share my school timetable on my social media account. Everyone will be really impressed, knowing how hard I work.....**Bad idea**
- When my new online friend asks to meet me at the coffee shop, I inform my parents.....**Good idea**
- When I go to the mall, I should always keep my phone's locator turned on so that my family can find me easily.....**Good idea**
- I love filling out those silly surveys online that ask me questions like the name of my school or my first pet's name.....**Bad idea**
- I just received an email saying that I've won a trip to Paris! I am so excited. I click on the link to see what sites we would visit.....**Bad idea**
- I just changed my email password and it is a strong one! I included numbers, capital letters, and symbols. It's good and I am never going to tell anyone what it is.....**Good idea**



TAKE-HOME ACTIVITY
DESIGN A CYBER SAFETY POSTER

Using your list of do's and don'ts, create a poster in any digital design software to remind yourself of the right ways to stay cyber safe.



03. ADDITIONAL RESOURCES



1. Video | [“Cybersecurity”](#),
Nova Labs



2. Video | [“How Dangerous is Social Media for
Children and How to Prevent It”](#), Rohit R
Gara, 23 February, 2021



Lesson 12

**Digital Security,
Firewalls, and
Spam**

01. OVERVIEW

In this lesson, we will emphasize why students should always be wary of threats to the physical and digital security of their computing devices. We will discuss why they must never leave their device lying around to be stolen and, why they must not make it easy for data thieves to break into their accounts.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Differentiate between digital security and physical security
- Understand the need for and the importance of firewalls
- Explain what spam is and learn some tips to identify it
- Learn different types of spam link phishing, smishing, and vishing
- Learn how an email account scans the inbox for spam messages

1.2. PRIOR KNOWLEDGE

Students should already know:

- The meaning of the term 'cybersecurity'
- The do's and don'ts of internet usage
- Basic network concepts such as LAN (local area network)

02. LESSON PLAN

2.1. RECAP: PHYSICAL AND DIGITAL SECURITY

Slide 02

? KEY QUESTIONS

What are the actions you take for physical security?

Potential answers may include:

- I go out in a group, not by myself.
- I stay with my parents if we are in a crowded place.
- I make sure that I tell my parents where I am going when I go out.
- I am aware of my physical surroundings

What about the physical safety of your computing devices? What are the actions that you take to secure these devices?

Potential answer: I keep it in my bag or my pocket.

Teacher's Note: Ask if anyone has ever lost their device or had it stolen. How did it happen? How did it make the student feel?



Slide 03

Play this video explaining [how to keep your devices safe](#).



Tip

When you carry any device, such as a computer, phone, tablet, headphones, etc., always be aware of its position. Keep it secure and out of sight when not in use.

Do not leave your device lying around where someone might steal it.

Do not take your device with you if it is not needed.

2.2. FIREWALLS

Slide 04

In addition to the possibility of physically losing a device, you might be at the risk of data theft. A firewall is one method of preventing this.

Firewall

A network security device that monitors incoming and outgoing network traffic and decides whether to allow or block specific traffic.

Slide 05



Play this video on [firewalls](#). Pause at 2:56.

That sounds like traffic police, doesn't it?



KEY QUESTIONS

Your school network has a firewall. What might this firewall block and what might it allow?

A firewall might prevent students from visiting certain inappropriate websites. It might limit the devices that can log into the network by asking for a password. It might prevent hackers from gaining access to the school's records.

Why is it important for the school to have a firewall?

The school collects a lot of data from students and their families—including birth dates, home addresses, emails, phone numbers, etc. If the school were to be hacked, all that data might be used by hackers for bad purposes. The school also maintains all student records necessary for college admissions. What if someone hacked into the data and started changing the grades of the students to misrepresent them?

Find Out

If you have internet access at home, is there a firewall?
Should there be a firewall?



ACTIVITY: DIG FOR TREASURE!

DURATION: 15 MIN

Slide 06-08

How do hackers break through a firewall which is designed to keep them out?
Let's find out!



Scenario 1

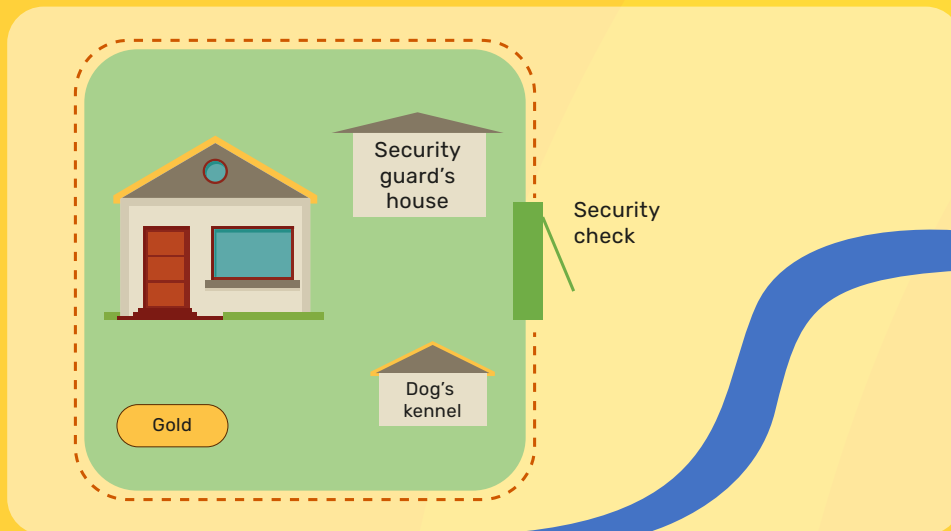
Imagine that there is a big house next to a river. Recently, it was discovered that 200 years ago, the house was built by pirates who may have buried a treasure chest in the yard of the house.

The house is very well guarded by a high fence, a dog, and a team of security. There is only one entrance to the compound and everyone needs to pass through the security check in order to enter.

You are a thief and you have decided that you want to dig for the treasure chest so that you can steal it.

Think of as many different ways you could get into the property to get to the treasure chest. But that's not all. You will also need to bring your shovels and tools to dig up the treasure chest and open it.

Below is the map of the property.



Now, brainstorm ideas on how you can break in, bring your tools, dig up the treasure, and leave the property with the gold.

Lead the discussion.

Students can talk about how they might sneak into the compound to dig for the treasure without being detected. They can talk about cutting the fence, using a drone to find the exact location of the treasure, luring the dog away with treats, creating a distraction so that all the guards leave the front gate, digging underneath the fence to get direct access to the treasure, etc. Or they can think of more sneaky ways to get in. For instance, they can pretend to be an electrician and say that they got called in to check the wiring of the house, or that they have an important meeting with the owner of the house, etc.



Scenario 2

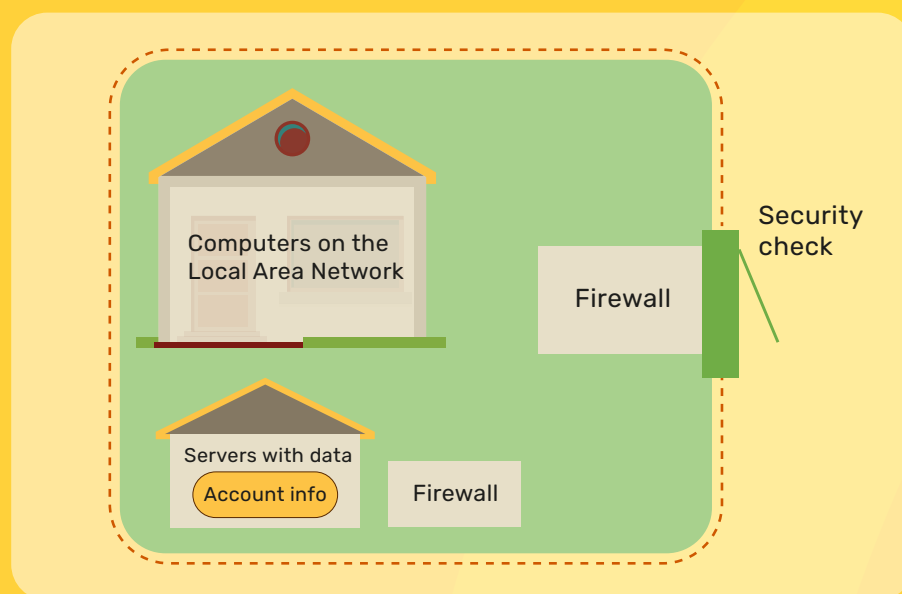
Now imagine that instead of a mansion with a treasure chest, the house is the data center of a big bank. Instead of a treasure chest, the bank is guarding the account information of all of the people who have money in this bank.

This data is kept on servers that are guarded by a firewall. It is not easy to get this data.

You are a hacker and you have decided that you want to break through the firewall and steal the account details of all of the bank's customers.

If you can do that, you should be able to use that data to pretend that you are one of these customers and you can create a lot of problems in their lives.

Think of as many different ways that you might try to hack through the firewall or sneak past the firewall.



Potential answers may include:

- Disable the firewall.
- Find out the login details of the customers and potential answers to their secret questions from social media.

Explain: How would a hacker approach this problem? They might write a program that gathers all the customer details once it gets on to the server of the bank. Now the only question is: How to get onto the server of the bank? You could accomplish this by sending spam emails to all the employees of the bank. The email can have a clickable link which, if even one person clicks, will download the program and start gathering customer information.



Think!

How can you break in?

In both cases, one way is to act like you belong there and go in through the front door.

How would you do this to get past the firewall?

One way to get through the firewall is to first send an innocent-looking email to someone at the bank. If you can get them to click on a link that they are not supposed to click, it can allow you access to the network.

2.3. SPAM

Slide 08

Definitions You Should Know!

Spam

Unwanted and unsolicited digital communication that is sent out in bulk.

The email may be just a marketing advertisement for the latest clothing trends or it may include a request for information and ask you to send something back. This link may infect your device with a computer virus.

Computer Virus

A computer program that when executed, can modify other computer programs and insert different instructions. It might be used to steal data or destroy data.

Phishing

*The fraudulent practice of sending **emails** purporting to be from reputable companies in order to trick individuals into revealing personal information, such as passwords and credit card numbers.*

Smishing

*The fraudulent practice of sending **text messages (SMS)** purporting to be from reputable companies in order to trick individuals into revealing personal information, such as passwords and credit card numbers.*

Vishing

*The fraudulent practice of making **phone calls or leaving voice messages** purporting to be from reputable companies in order to trick individuals into revealing personal information, such as passwords and credit card numbers.*

Source: Oxford Languages



Let's learn more about [what smishing is](#) and [why it is becoming more popular](#).

Teacher's Note: Ensure student understanding of what smishing is and why it is becoming increasingly popular.



2.4. RECOGNIZING SPAM

Slide 09

Let's ask for Zuky's help to identify spam.



Slide 10

Play this video on [tricky links](#).

Slide 11-13

Have you ever received an email with tricky links before? Let's see a few examples.

- From: [the_shop_on_the_corner](#)
- To: Ms Rajaji, most loyal customer

Dear Ms Rajaji

Today is a very lucky day for you! You have been selected from among our thousands of customers to win a shopping trip for ₹ 50,000.

We will be sending this prize money directly to your bank account.

Please click the below link to enter your details.

Congratulations!!

[www.This is the link to enter your bank details.com](#)

- From: your grandmother
- To: you

Hello beta,

It has been so long since you called me, and I feel very sad.

I have an urgent request but, please do not tell appa and amma. This is just between us since you are the grandchild that I trust the most.

I have fallen down and injured my leg. The doctor says that the treatment will cost almost ₹ 20,000!

The hospital has said that if you can donate blood instead of payment, they will be able to treat my leg for only ₹ 2,000

Please click this link to schedule your blood donation.
[www.This is the link to schedule your blood donation.com](#)

Please help me else I may not be able to walk again.

Love, Granny

- From: Message Me service admin
- To: you

There has been a data breach and it is critical that we secure all Message Me accounts.

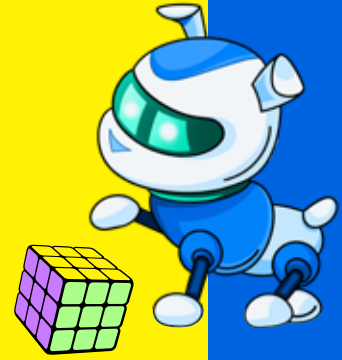
In order to ensure uninterrupted service for your Message Me account, please reply to this message by filling in the below form.

Thank you for your prompt attention.

Restore My Message Me account now!

User ID:

Password:





KEY QUESTIONS

What are some of the common elements in each spam message?

In each case, the email is designed to look friendly and as if the person sending the email knows the recipient personally. There are several different approaches like sympathy (from the grandmother), urgency (as in the third example) and the feeling of being selected because you are special (as in the first example). The first and third examples are trying to get you to share your personal information while the second message does not specifically ask you for information. This link may install malware or virus onto your computer.



Let's examine a recent scam [Stay Alert | 25 lacs lottery scam exposed](#). (Hindi)

Slide 14

How to Spot Spam

- The email is from someone you do not know.
- You do not recognize the URL in the email.
- The email refers to account that you do not have.
- The email sounds too good to be true.
- The email has an unfamiliar greeting.
- There is a suspicious attachment or link.

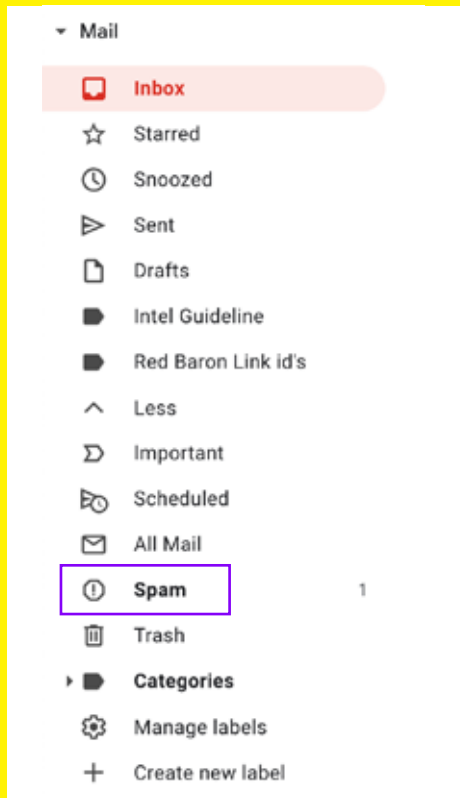
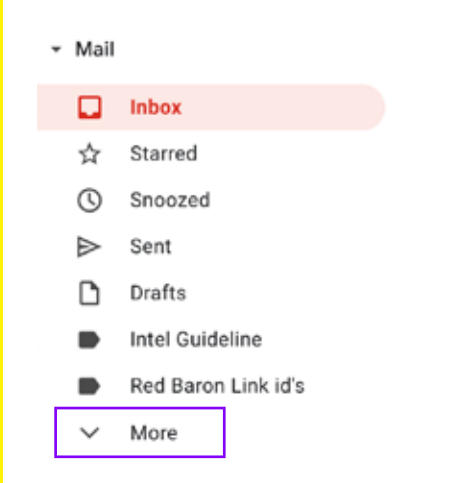
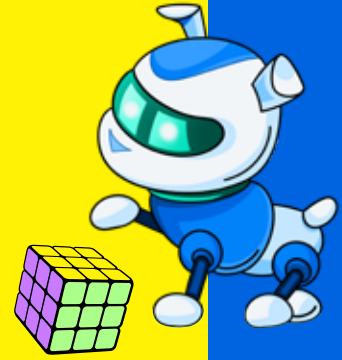
Slide 15

Now, let's learn how to filter spam.

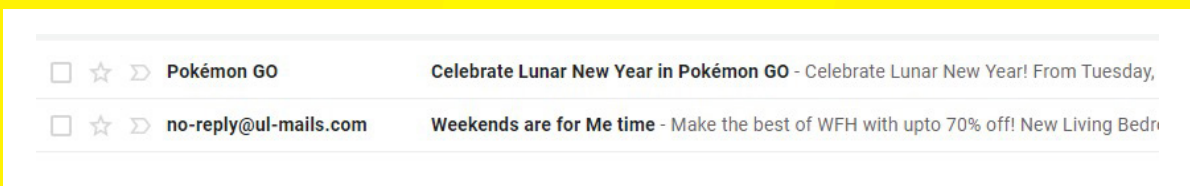
All email accounts have a spam filter.

Teacher's Note: This is a hands-on exercise. Project your screen and walk the students through every step for them to follow along.

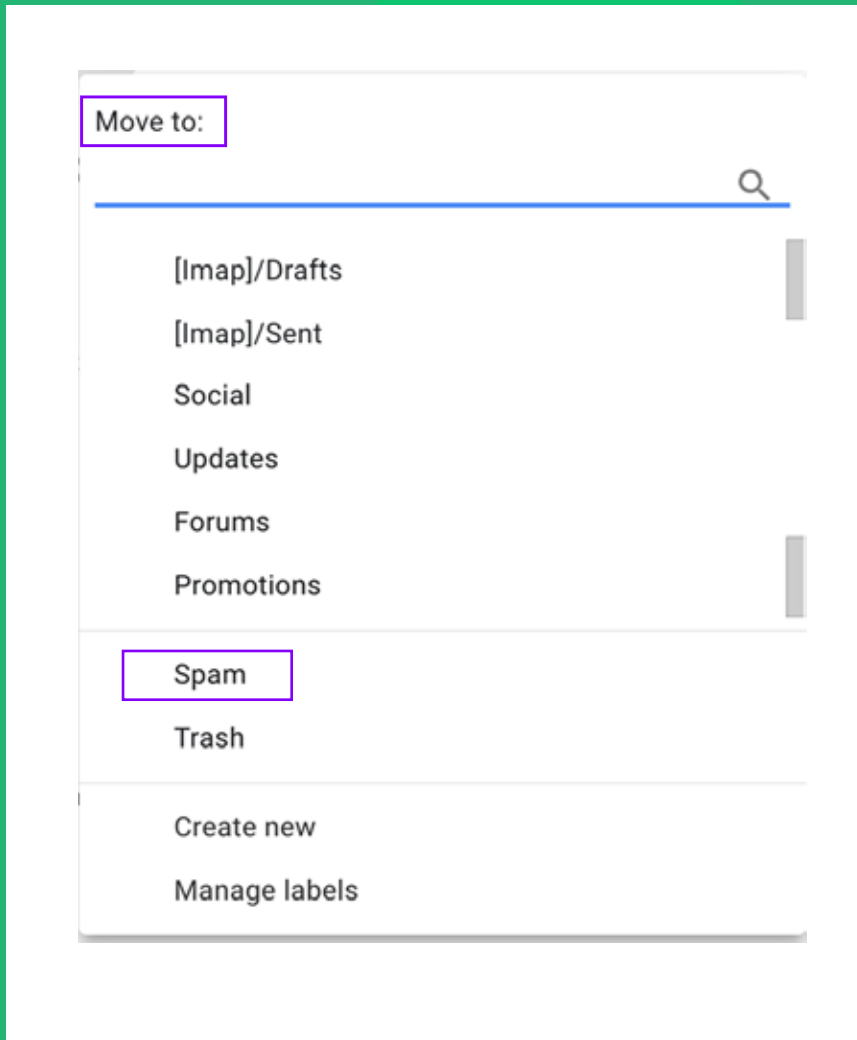
In your Gmail account, check the list of options on the left-hand pane and you will see the word 'More'. If you click on this, the list will expand, and you will see a folder named 'Spam'.



In the Spam folder, you might see some emails that you have not seen before. Spam will be deleted automatically after 30 days but, you can delete it at any time.



If you receive an email that did not go into the Spam folder but that you think is Spam, you can select the email, click the 'Move to:' button and then select Spam. Any future emails that you get from that sender will automatically be sent to the Spam folder.



03. ADDITIONAL RESOURCES




1. Video | [“What is a Firewall?”](#),
PowerCert Animated Videos,
17 June, 2010



2. Article & Video | [“Firewall”](#),
Ben Lutkevich, TechTarget



3. Article & Video | [“What is a
Firewall? - Definition & Explanation”](#),
AO Kaspersky Lab



Lesson 13
**What is
Plagiarism
and How to
Avoid It**

01. OVERVIEW

When working on a project, students must understand that it is essential to use a variety of information sources for writing and to understand, analyse, and express the material in their own words instead of plagiarizing. This chapter explains why this is vital and introduces the techniques they will need to use to avoid plagiarism in their work.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Explain the terms 'plagiarism', 'copyright', and 'copyright infringement'
- Understand that plagiarism is theft and how it can harm the student who commits plagiarism
- Understand the importance of paraphrasing and citation when expressing ideas
- Differentiate between own original writing and ideas versus the use of those of others

1.2. PRIOR KNOWLEDGE

Students should already know how to:

- Use the internet to search for any information
- Perform a Google search and download images
- Access YouTube
- Acquire information from newspaper articles, books, and magazines

02. LESSON PLAN

2.1. PLAGIARISM

ACTIVITY: CASE STUDY

DURATION: 10 MIN

Slide 02

Project and read out the case study below.

Imagine that you and some friends have created a short, animated film. You wrote clever dialogue, designed the shots, and worked on the footage on the weekends. You posted the video on YouTube, and people loved it! One day, you saw your film uploaded on someone's website. They wrote the caption: *Look at this cool stop-motion video!*

But there was no mention of your name or your friends' names, and it was not linked to YouTube. How would you feel if something you had worked hard to create was being shared by other people without your name attached to it?

Allow students to reflect on the case study for a minute or two and then ask: *Who wants to share out?*

Call on the first hand. They may say: *I'd feel nothing/ bad/ irritated/ angry/ tearful/ tense.*

Ask another question to a different student: *What's happening in this scenario?*

Possible responses may include:

- Someone else stole our film/hard work.
- Someone else took the credit for our work.
- Someone else benefited from our work.



KEY QUESTIONS

What's happening in this scenario?

Accept all reasonable answers.

How would you feel about this incident?

Accept all reasonable answers.

Slide 03-04

Plagiarism

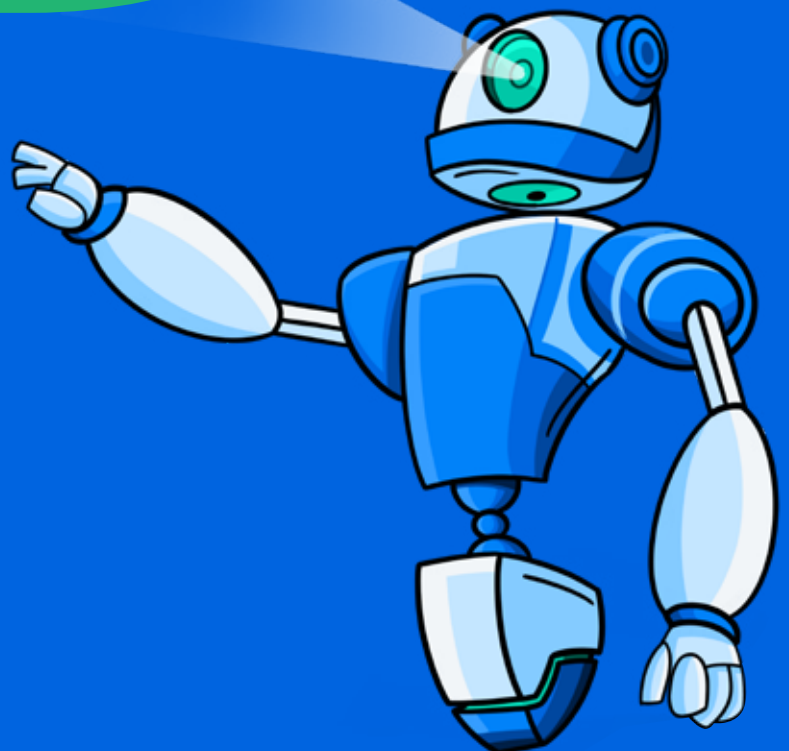
The practice of taking someone else's words, ideas, thoughts, or expressions and presenting these as your own without giving credit to the author.

This includes not only written work (books, blogs, articles, websites, etc.) but also data or images (tables, diagrams, photographs, etc.). Plagiarism is seen as a form of fraud and academic dishonesty. In academic work, words, ideas and thoughts are seen as the personal property of their creators. Therefore, it is important to treat the original creator's personal property in the same way you would treat any other form of property that does not belong to you.



There are other reasons why you must avoid plagiarism:

- Plagiarism is dishonest and easily detectable.
- Plagiarism harms and hurts the person you are plagiarizing from.
- Plagiarism hinders your learning process and kills your creativity.
- Plagiarism may lead you to fail your course.
- Plagiarism may cause you to be suspended from school.



ACTIVITY: KWL CHART

DURATION: 15 MIN

Slide 05

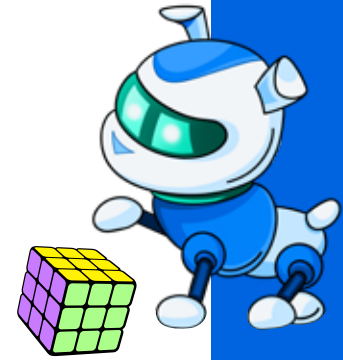
Fill the K-W-L chart based on your knowledge of plagiarism.

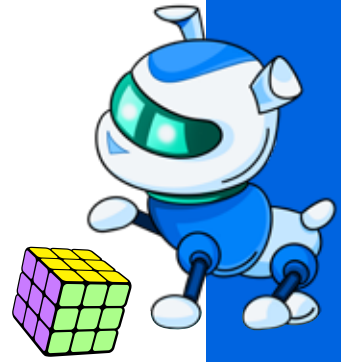
Explain to students how to use the K-W-L chart and encourage them to fill the “K” and “W” parts of the K-W-L chart on the Students’ Handbook based on their knowledge of plagiarism.

Ask the students to write what they already know about plagiarism in the K (Know) column.

Possible responses are already filled below.

K (What I Already Know About the Topic)	W (What I Want to Know)	L (What I Learned)
<ul style="list-style-type: none">• Presenting someone else’s idea as your own.• Copying and using someone else’s work without permission.• Using someone else’s work without giving credit to them.		





KEY QUESTIONS

Teacher's Note: Go through each of the below questions one by one. Pause and ask students their thoughts on each of these questions and allow them time to fill in the columns of the tablet as they go along.

What is plagiarism?

In simple words, plagiarism is stealing or copying someone else's words, ideas, thoughts, or expressions. You wouldn't take someone's pen, tiffin box, mobile, or bike, would you? Similarly, words, ideas and thoughts are someone's personal property, and we must treat them that way.

Teacher's Note: Next, ask the students what else they want to know about plagiarism. Ask particularly about how they would avoid plagiarism. This will be in the W (What I want to know) column.

How can one avoid committing plagiarism?

Possible answers:

- By citing the source
- By giving credit to the author
- Paraphrasing and citing the source

Teacher's Note: Now ask students to fill the "L" section of the K-W-L chart based on what they have learned so far.

Slide 06



Play this video on [plagiarism](#).

Slide 07

What is paraphrasing?

Paraphrasing means changing the wording of a text without changing its meaning. It means expressing someone else's work in your own words such that the facts remain intact.

Why is paraphrasing important?

It is important not to copy an original idea from anyone else's intellectual creation and, even while citing the source, we must paraphrase the idea in our own language to bring originality.

2.2. COPYRIGHT

Slide 08

Copyright

A form of protection granted by the Government to authors and creators. It is a legal term used to describe a collection of rights that creators have over their work.

Copyright includes:

- The right to PRODUCE work
- The right to RE-PRODUCE the work
- The right to DISTRIBUTE copies of the work
- The right to PERFORM the work publicly
- The right to DISPLAY the work publicly
- The right to BROADCAST the work digitally



Copyright Infringement

Any violation of copyright law. In other words, copyright infringement is the use of copyright-protected work without the permission of the author/copyright holder.

Examples of copyright infringement include:

- Using copyrighted images/photographs without permission or giving due credit to the original creator.
- Copying and publishing articles/blogs or even parts of articles/blogs without permission of the copyright holder.

Avoiding Plagiarism by Paraphrasing

You should avoid overusing quotation marks in a piece of writing. To do so, you must learn to paraphrase effectively. Effective paraphrasing is a key skill a student must possess to avoid committing plagiarism.

Paraphrasing means changing the wording of a text without changing its meaning. It means expressing someone else's work in your own words in such a way that the facts remain the same. Simply put, you must use your own words to express the original idea.

Let us look at an example to understand how to paraphrase.

Original: *Tris has tons of stuff to throw away.*

Paraphrased version: *Tris needs to get rid of a lot of junk.*

Alternative paraphrased version: *Tris has quite a lot of junk to get rid of.*

Effective paraphrasing usually has:

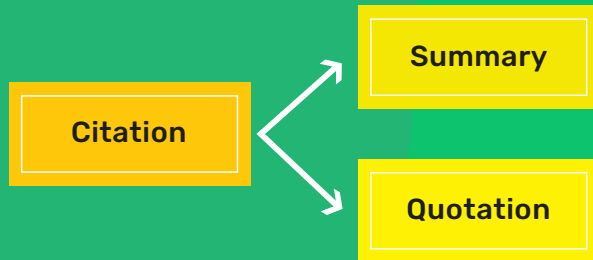
- The same meaning
- Different vocabulary
- Different sentence structure

2.3. CITING SOURCES

Slide 09

Acknowledging Sources

If you borrow from someone else's words, ideas, thoughts, or expressions, you must give credit to the original creator by citing the source. There are two ways to do this.



Citation and summary

Samantha Brown claims that India is ready for fundamental change.

Quotation and citation

According to Samantha Brown, "India is ready for fundamental change."

These citations are linked to a list of references mentioned at the end of the main body of the piece of writing. The citation makes it clear that you borrowed this idea from Samantha Brown.



KEY QUESTIONS

What is copyright and copyright infringement?

Teacher's Note: Share the slide 8 with the definitions of copyright and copyright infringement.

What is meant by citing your sources?

It means documenting the original source of the information that you used in your work. This could be written work, music, art, etc.

What do we need to cite?

In order to give credit to the original creator, you should cite all materials that you are using. This can include photos, text, or videos. Even if you are paraphrasing materials—if most of the idea or concept came from someone else—you can cite the source as an inspiration. For example, if you watched a video on YouTube which inspired to make your own video, most of which was very similar to the original, then you can cite by saying: *This video was inspired by so-and-so.*

What if we don't cite the source? What happens if we plagiarize?

We will be committing plagiarism. It will be considered copyright infringement.



Slide 10

Play this video on some helpful [tips for avoiding plagiarism](#).



ACTIVITY: QUIZ

DURATION: 5 MIN

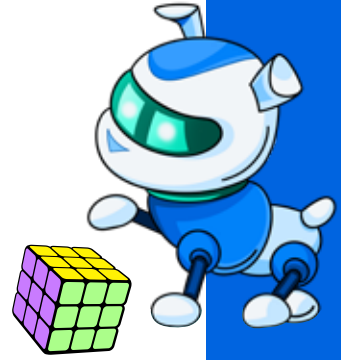
Slide 11

Consider the following situations, and decide whether or not these are instances of plagiarism.

- Failing to place quotes within quotation marks...[Plagiarism](#)
- Copying words or ideas from someone else without giving credit to the original creator...[Plagiarism](#)
- Creating an original intellectual piece...[Not Plagiarism](#)
- Changing words but copying the sentence structure of a source without giving due credit...[Plagiarism](#)
- Paraphrasing and citing the source while using someone else's intellectual creation...[Not Plagiarism](#)

TAKE-HOME ACTIVITY: DESIGN A POSTER

Create a poster in any digital design software to build awareness about plagiarism, paraphrasing and citing sources.



03. ADDITIONAL RESOURCES/REFERENCES



1. Blog | [“What is Plagiarism?”](#) Kids Health



2. Blog | [“Studying Effectively”](#),
University of Nottingham



3. Video | [“5 Tips for Avoiding Plagiarism”](#),
Julie Tonge, 29 July, 2016



Lesson 14

Am I a

Responsible

Digital

Creator?

01. OVERVIEW

When working on a project, it's essential for students to use a variety of information sources for their writing and to understand, analyze, and express the material in their own words instead of plagiarizing. This chapter explains why this is vital and introduces the techniques students need to use to avoid plagiarism in their work.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Explain the rights of a digital creator
- Explain the characteristics of a responsible creator
- Define 'piracy', 'fair use', and 'public domain'
- Evaluate individual cases and determine whether they qualify as fair use
- Cite sources using the MLA format

1.2. PRIOR KNOWLEDGE

Students should already be well versed with the following concepts:

- Plagiarism
- Paraphrasing
- Copyright

02. LESSON PLAN

2.1. ETHICS AND TRUST

Teacher's Note: Break the class into small discussion groups.

? KEY QUESTIONS

Slide 02

What are ethics? What ethical issues are associated with plagiarism and school copying or cheating?

Ethics are moral principles that govern your conduct or behaviour. Plagiarism is a form of theft as you take others' ideas or words and pass them off as your own. It could be deliberate or unintentional as the person doing it may not be aware of plagiarism.

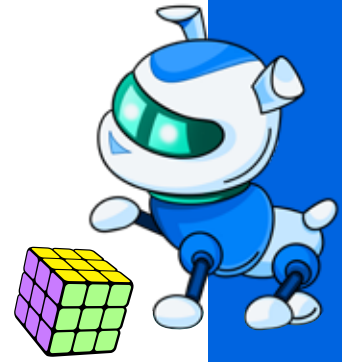
Whom do you harm by plagiarizing and cheating? What are some of the drawbacks of cheating?

Plagiarism harms both parties involved. The ones committing plagiarism will be stunting their own growth and learning. It is like claiming to know or understand something that you don't actually know. If this is done in a professional or academic space, it could result in legal action or even withdrawal of your degree or funding for your research. The one whose work is being plagiarized is harmed because their hard work is not fully recognized or appreciated.

How would you feel if another student copied your class speech and presented it first as their work to the class? Would you trust that student in the future?

Accept all answers.

Teacher's Note: Students might feel angry or hurt and that's okay. Guide them in a discussion about how they might handle the situation. Should they lash out at their friend? Should they report them? Should they have a discussion with a teacher or friend or both?



ACTIVITY: EDPUZZLE VIDEO

DURATION: 10 MIN

Slide 03



Play this video about [Henry and his dilemma](#).

Now that you know about Henry and the video he created, answer the following questions.



KEY QUESTIONS

Slide 04

What are Henry's rights as a creator?

Henry has the right to make original content and post it online. He has the right to use small snippets of copyrighted content under the concept of fair use.

What are Henry's responsibilities in using other people's creative work?

If Henry wants to use someone else's music, he cannot use anything copyrighted without the express permission of the copyright holder. If the artist is famous, it is highly likely that this music is copyrighted and Henry cannot use it.

Henry says that pirating materials is stealing, no matter how it is done.

What are some examples of pirating?

Piracy can apply to music, songs, videos, games, films, software, or any other creative work. It is similar to theft and is, therefore, a crime.

Why should you avoid pirating?

You do not want to be caught and required to pay heavy fines. It is not respectful to the artist or author to use their work without permission. Many people do not pay attention to copyright, but that does not make it right.

2.2. CREATIVITY, COPYRIGHT, AND FAIR USE

Slide 05



Play this video on [creativity, copyright, and fair use.](#)



Definitions You Should Know

Piracy

The act of illegally reproducing or sharing copyrighted material such as books, music, films, or computer programs.

Fair Use

The ability to use copyrighted work without permission, but only in certain ways and under specific situations.

Public Domain

Creative work that is not copyrighted and free to use without permission.

Once something enters the public domain, it may be used without restriction.

Examples include:

- The names of characters from works of fiction, such as Ebenezer Scrooge or Tiny Tim, characters from Dickens' *A Christmas Carol*. [\(Character names cannot be copyrighted\)](#)
- Something that is not able to be copyrighted like a Tik Tok dance. [\(An entire dance piece which has been choreographed and performed can be copyrighted. Individual dance moves or short snippets of dance moves like you would see on TikTok cannot be copyrighted\)](#)
- News, history, facts, or ideas, such as the fact that Mohandas Gandhi was born on 2 October, 1869. [\(This is a fact and not an intellectual creation of an individual, hence it is not under copyright\)](#)
- Something in which the copyright period has expired.

Copyright period in India:

- For original literary, dramatic, musical, and artistic works, the copyright will not expire until 60 years after the death of the author.
- For cinematograph films, sound recordings, and photographs, the copyright will not expire until 60 years after the date of publication.

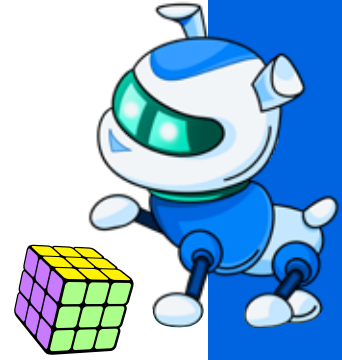
ACTIVITY: FAIR USE


DURATION: 10 MIN

Slide 06-08


Ask students to fill in the worksheet as you review the four factors of fair use.

Teacher's Note: The answers have been filled in for your reference.



 common sense education

GRADE 7: THE FOUR FACTORS OF FAIR USE

Fair and Square 

NAME _____

DATE _____

Directions: Part 1
Match the vocabulary word to the correct definition by drawing a line or writing the correct letter.

Vocabulary Words	Definitions
A. Copyright	<u>A</u> Legal protection that creators have over the things they create
B. Public domain	<u>C</u> The ability to use copyrighted work without permission, but only in certain ways and specific situations
C. Fair use	<u>B</u> Creative work that's not copyrighted and free to use without permission

Directions: Part 2
Fill in the blanks for the Four Factors of Fair Use as your teacher reads them aloud.


... the purpose of the new work is educational or the original work is transformed into something very different.


... the amount used is only a small portion of the original work or does not include the "heart" of the work.

Common examples: <u>Schoolwork and education</u> <u>Criticizing or commenting</u> <u>News reporting</u> <u>Comedy</u>

... the nature of the original work is nonfiction or based on fact (rather than creative or fictional).

... the effect of the new work does not include any negative impact on the creator or the value of the original work think (\$!).

 NEWS & MEDIA LITERACY
We are critical thinkers & creators.

commonsense.org/education
Shareable with attribution for noncommercial use. Remixing is permitted. 

1

Slide 09-10

Fair Use: Yay or Nay?

- Anushka wants to advertise her upcoming bake sale. She finds a photo of a chocolate cupcake online and adds it to her flyer.

Fair Use: Yay or Nay?

Yay. Any small, generic picture of a cupcake should fall under the terms of fair use.

- Ankit and Kuldeep are making a class video about Indian Independence Day. Online they find an audio sample of *Jana Gana Mana* and use this audio in the background of their video.

Fair Use: Yay or Nay?

Yay. A song like the national anthem is considered to be in the public domain.

- Gina is making a website for her badminton coaching classes. She includes a photo of PV Sindhu and decides to add a quote: *Gina is a great coach.* next to the photo, implying that PV Sindhu said it.

Fair Use: Yay or Nay?

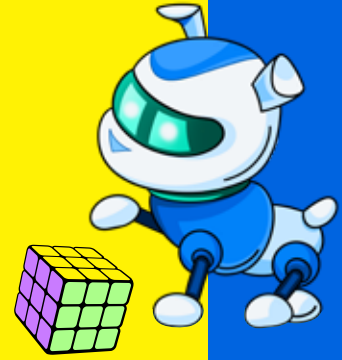
Nay. The photo may or may not be copyrighted but, the representation of a celebrity and an endorsement by them is not ethical. If the celebrity came to know, they may take legal action against Gina.

- Zia is making a recording of a song he wrote. There is a famous song on the radio in which the singer, DJ Smash, shouts, *Buh Bye!* The clip is only 3 seconds long but, everyone knows that it is DJ Smash.

Zia decides to end his song with a sample clip from DJ Smash.

Fair Use: Yay or Nay?

Yay. Even though the song is famous and will be copyrighted, the sample that Zia chooses is very short and hence could be considered a fair use case.



ACTIVITY: WRAP-UP

DURATION: 10 MIN

Slide 11

When Should I Cite?

If you did not write the content yourself, you need to cite your source.

Content can include:

- Direct quotes, phrases, specific words
- Thoughts or ideas
- Audio or visual materials like recordings, photos, videos, screenshots, etc.

If the information can be considered common knowledge, then you do not need to cite it.

Examples of common knowledge:

- The Earth is the third planet from the sun in our solar system
- There are seven days in a week
- Indian Independence Day is 15th August

Cite It Right!

How to cite a website:

Author's Last name, First name. "Title of the Article or Individual Page." *Title of the Website*, Name of the Publisher, date of publication in day month year format, URL

Example:

McNary, Dave. "Keanu Reeves, Alex Winter Returning for 'Bill and Ted Face the Music.'" *Variety*, *Penske Media Corporation*, 8 May 2018, variety.com/2018/film/news/bill-and-ted-3-keanu-reeves-alex-winter-1202802946/

How to cite a website if no author's name is listed:

"Title of Web Page." *Title of Website*, Publisher, date published in day month year format, URL.

Example:

"One Health and Disease: Tick-Borne." *National Park Service*, U.S. Department of the Interior, 9 October 2019, www.nps.gov/articles/one-health-disease-ticks-borne.htm

How to cite a book:

Author's Last Name, First Name. *Title of Book*. Publisher, Publication Date.

Example:

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

Slide 12

Now try your hand at citing a source.

Ask students to do an internet search on the topic of climate change. Have them find an article on a website that has some good information that they might use in a report on the same. Ask them to write a citation for the website using the format discussed above.

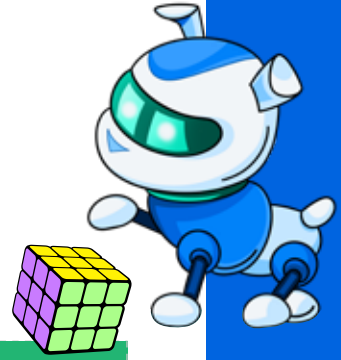
Then, ask students to search for a book on climate change and create a source citation using one of the titles they find.



ACTIVITY:KWL CHART

DURATION: 5 MIN

Fill up the following KWL graphic organizer on today's topic.



K (What I Already Know About the Topic)	W (What I Want to Know)	L (What I Learned)

03. ADDITIONAL RESOURCES



1. Article | ["Cite a Website in MLA"](http://www.citationmachine.net)
www.citationmachine.net



2. Article | ["Citing Sources: When Should I Use a Citation?"](#), University of Washington University Libraries



3. Article | ["The Four Factors of Fair Use"](http://www.commonsense.org), www.commonsense.org



Lesson 15
Click the Bait!

01. OVERVIEW

Often while surfing online, we come across a lot of information. Not all of it may be completely factual and some of it may be completely inaccurate and misleading. It is important to know how to differentiate authentic information from sponsored and fake content. This will help in not just optimizing our internet usage but also keeping us and our machines safe.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Understand the term 'Clickbait' and identify its characteristics
- Define the term 'Curiosity Gap' and understand its relevance to clickbait
- Understand the consequences of clicking these sensational headlines
- Identify the purpose of avoiding clickbait headlines
- Learn why advertisers use clickbait
- Evaluate and recognize the differences between various types of clickbait references.

1.1. PRIOR KNOWLEDGE

Students should already know:

- What the internet is and what purpose and function it serves for users

02. LESSON PLAN

2.1. CLICKBAIT



ACTIVITY: DODGING CLICKBAIT

DURATION: 10 MIN

Slide 02

Which of these headlines would you click first and why?



Go Ahead and Play that Video Game: It's Might Actually Be Good For You



You Should Never Brush Your Teeth Without This Trick



80% of Kids Love Cupcakes: New Study Shows Why



You Won't Believe This! The Children's Story That's Actually True!

Accept all answers.

Share below the reasons why that headline grabbed your attention.

Accept all reasonable answers.

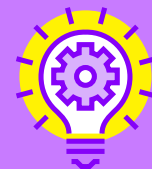
Teacher's Note: Take a vote to see which headline the most students would click first. Then, reread the headline with the most votes and say: *For those who chose this one, why? What got your attention?*

Invite students to share why they'd click. Try to get them to pinpoint what information specifically they'd hope to find.

Slide 03

Did You Know?

The curiosity gap is the space between what we know and what we want or need to know! It refers to the desire of a person to figure out what is missing or what comes next. Marketers use this tool to keep their audience or customers engaged.





ACTIVITY: THINK/PAIR/SHARE

DURATION: 10 MIN

Slide 04

Consider the headline:

"Go Ahead and Play that Video Game: It Might Actually Be Good for You".

Ask: How does this headline refer to something you already know about?

Take turns sharing your ideas with your partner.

Teacher's Note:

- Give students one minute to discuss and then invite them to share out.
- Prompt them to identify specific words in the headline that they already have some knowledge about.
- As they share answers, write or type them into a graphic organizer using pen or sticky notes.
- Prompt them to identify specific "holes" in their knowledge of the topic



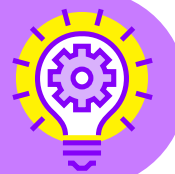
KEY QUESTIONS

What do you think the headline means? Based on what we discussed, what do you think is the objective of this remark?

Accept all reasonable answers.

Did You Know?

Many websites and sometimes even news sites take advantage of the curiosity gap and try to get the audience to click on the link, hence the term 'clickbait'!



Have you come across such headlines on the internet? Share a few examples. What was the information and the bait that was being used?

Accept all reasonable answers.

Have you ever received any clickbait forwarded to you? Have you ever forwarded a clickbait before checking if it is real or not? What do you think you should do next time?

Accept all reasonable answers.

Teacher's Note: Students should consider why they should forward such items which may or may not be true.

Ask: Does it help in any way? Have you ever forwarded something as a joke or as a meme? How does this change the tone of what you are forwarding? Do you tell people it's a joke when you are sending it?

Slide 05

How to Spot Clickbait

Clue 1: It seems impossible or unbelievable.

Clue 2: It tries to shock you.

Clue 3: It refers to a celebrity or popular topic.


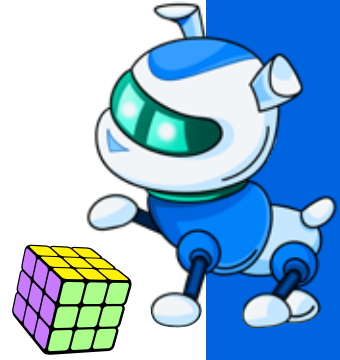
ACTIVITY: POSSIBLE CONSEQUENCES OF CLICKBAIT

DURATION: 15 MIN

Slide 06



Pick a student to read out [this article on clickbait](#).



When lots of people click on a link, an advertiser gets more traffic and can charge companies more money for their ads!



KEY QUESTIONS

Slide 07

Can clickbait be dangerous? How so? Please explain.

Clickbait can be dangerous as cybercriminals can hijack an account and steal personal information. It may even direct the user to an undesirable website with misleading or fake information.

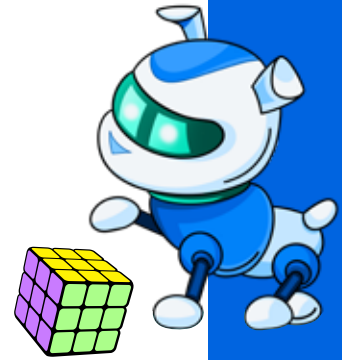
What should you do if you see a clickbait headline or receive one as a forward?

- If you come across a headline that you think might be clickbait, avoid clicking it.
- Run a search for the headline to see if there are other sources that provide the information you're looking for.
- If it was forwarded to you, you should let the sender know that this is clickbait and ask them not to forward such things in the first place.

ACTIVITY: QUIZ

DURATION: 15 MIN

Slide 08-12



Note: The quiz below will refresh some of the learnings from this lesson.



Choose only one answer for each part.

1. Clickbait is acreated just to get clicks.

- Email
- **Headline**
- Phone call

2. Which of the following are clues that something might be clickbait?

- It seems impossible or unbelievable
- It tries to shock you with language like: You Won't Believe This!
- It refers to a celebrity or popular topic
- **All of the above**

4. Arun is reading an article and sees a link that says: ***Go Ahead and Play That Video Game: It Might Actually Be Good for You.*** He is curious to know why video games might be good because his mother says they are a waste of time. Arun's interest in clicking this link is an example of:

- Advertising
- **Curiosity gap**
- Attitude
- Confluence

5. Most clickbait links are a type of This means the more times people click on these links, the more money the links generate.

- Storyboard
- Curiosity gap
- Hacker
- **Advertising**

6. How confident do you feel about identifying a headline that might be clickbait?

Accept all answers.

Teacher's Note: Try probing the less confident students to understand their confusion and review anything required to clear their doubts.

- Very confident
- Somewhat confident
- Not confident

TAKE-HOME ACTIVITY: CREATE YOUR OWN CLICKBAIT

Slide 13

In the space below, write down a clickbait headline of your own. Remember to use the clues from earlier activities and also remember the curiosity gap. If you have time, draw or insert an image next to your clickbait headline.



03. ADDITIONAL RESOURCES



1. Article | [“What is Clickbait?”](#), Goodwill Community Foundation



2. Video | [“Dangers of Clickbait and What You Can Do About It.”](#)
Greatest Divide, 21 Feb 2020



Lesson 16
**Group
Project**

01. OVERVIEW

This course is almost complete. The final three class periods will be used for students to work on and complete a group project. First, run a knowledge check after which the group project will be introduced. Please see below for the details of the group project.

1.1. LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

- Explain the different aspects of digital citizenship to others

1.1. PRIOR KNOWLEDGE

Students should already know:

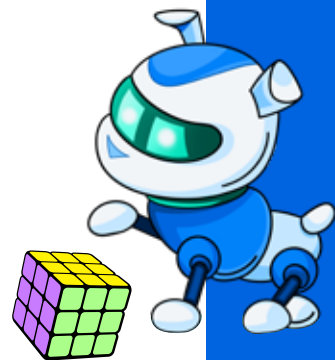
- All of the lessons from Level 1 of this Skills course

02. LESSON PLAN

ACTIVITY: KNOWLEDGE CHECK QUIZ



Ask students to take [this quiz](#) and test what they have learned about digital citizenship.



ACTIVITY: GROUP PROJECT

Slide 02

Teach your parents and grandparents the lessons you learned on digital citizenship.

Divide the class into small groups of 4-6 students each. Each group can tackle one of the topics given below for their project. Each group can decide whether to do a video or audio podcast or to write and perform a play.

The next class session can be used as a working session for the students to complete their group project.

The last class session of the course can be used to present each of the group videos, audios or plays.

- 1. Digital Citizenship:** What is digital citizenship and why are you studying it? What is it all about?
- 2. Welcome to the Digital World:** What is a strong password? What are the do's and don'ts of creating a strong password?
- 3. Digital Etiquette:** How can you spot fake news and help stop the spread of misinformation?
- 4. Digital Footprint:** What are digital cookies and how are they used to create targeted marketing experiences?
- 5. Digital Well-being:** Why is it important to monitor screen time and ensure that you are creating a balance between online and offline activities?
- 6. Cybersecurity:** What are the critical do's and don'ts which can keep you cyber safe?
- 7. Information Literacy:** What are copyright laws and how do these laws impact you as a digital creator?
- 8. Cyber Exploiters:** What is clickbait? How can you spot it? Should you avoid it?



Level 1

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Team	Name	School
Syllabus and Lesson Development Team	Achint Kaur Sandhu	Manav Rachna International School, Mohali
	Anjali Malik	Jaypee Public School, Noida
	Anni Kumar	Vikas Bharati Public School, Rohini, Delhi
	Avantika Yadav	Jaypee Public School, Noida
	Harmeet Kaur	K R Mangalam Global School, Delhi
	Naveen Gupta	St Marks Senior Secondary School
	Neeru Mittal	SR DAV Public School, Delhi
	Neha Sharma	GD Goenka Public School, Ghaziabad
	Nidhi Tiwari	Ridge Valley School, Gurugram
	Rani Kumari	DLF Public School, Ghaziabad
	Seema Jerath	DLF Public School, Ghaziabad
	Shelly Batra	Mt Carmel School, Dwarka
	Swati Sharma	Heritage Xperiential Learning School, Gurugram
	Vineeta Garg	SR DAV Public School, Delhi
Peer Review Team	Ramya Sriram	Meridian School, Kukatpally, Telangana
	Smitha Athreya	Delhi Public School, Rourkela
	Uzma Fathima	Delhi Public School, Bangalore North
	Bijit Paul	Vivekananda Kendra Vidyalaya, Arunachal Pradesh
	Ivan Dorjee Lepcha	Paljor Namgyal Girls' School, Sikkim
	Smita Sahu	Shakuntala Vidyalaya, Ramnagar, Chhattisgarh
	Ishwar Khakare	Oxford International School, Nanded, Maharashtra
	Gayatri Naidu	Delhi Public School, Chhindwara, Maharashtra
	Aparna Mathur	Nath Valley School, Aurangabad
	Goldy Banerjee	Delhi Public School, Duliajan, Assam
Curator	Azhar Uddin	Fatima Leyan Public School, Bareilly
	Roshni Sundrani	Dr. Cyrus Poonawalla English Medium School, Uruli Kanchan, Maharashtra
	Irene Manning	1M1B



NOTES

A series of horizontal dotted lines spanning the width of the page, intended for writing notes.



Digital Nagrik | Teacher Handbook

Digital Nagrik is a campaign led by teachers, managed by 1M1B, and supported by Meta Platforms Inc. The campaign is a part of Meta's Digital Suraksha initiative for a safer and inclusive internet.