INTRODUCTION

1.1 Making the Most of Digital Passport™

Welcome!

Digital Passport is an interactive learning tool for grades three to five that teaches the basics of digital safety, etiquette, and citizenship. Students learn foundational skills from online games and videos while deepening their learning through additional wraparound content.

This guide provides an overview of Digital Passport and each mini-game, additional downloadable classroom materials, and recommendations on aligned Digital Citizenship lessons.

Are you ready to launch Digital Passport in your classroom? Here's how to get started.

1.2 Preview and Prep

We suggest previewing Digital Passport first to familiarize yourself with the games.

Technical Requirements:

- Games are designed for web browsers on desktop computers (macOS, Windows, Linux, Chrome OS)
- Works on the following internet browsers (minimum versions): Mozilla Firefox 52, Google Chrome 57, Apple Safari 11, or MS Edge 16
- Sound card, speakers (individual headphones are recommended)
- Scorecards and Passports can be printed via an available printer
- Check with your school/district about firewalls. You may need to clear the URL: www.digitalpassport.org
- *Note: Digital Passport is not available as a mobile app. For the best experience, we recommend students use Digital Passport on a laptop or desktop computer.*

1.3 Implementation Overview

Digital Passport consists of six topical games:

1. Password Protect — Security
2. Twalkers — Multitasking
3. Share Jumper — Privacy
4. E-volve — Upstander
5. Search Shark — Search
6. Mix-n-Mash — Creative Credit

Each module takes about 20 minutes for students to complete. It also includes wraparound materials and a suggested digital citizenship lesson for deeper learning about the game's topic.

In addition to an essential question, learning overview and objectives, and key vocabulary, each module includes the following components:

- **Ice Breaker (5 minutes):**
  The ice breaker is a whole-class, short activity that orients students to the main idea of the module. It also includes key vocabulary.

- **Game (10 minutes):**
  Digital Passport's interactive games are self-guided activities for students to complete individually. Each game includes educational tips, three rounds of gameplay, and a cartoon "consequence simulator" that shows students what might result from the choices they make in the game.

- **Wrap-Up (5 minutes):**
  The wrap-up is a whole-class, teacher-led activity for students to reflect on what they have learned in the game. Teachers also can gauge students' understanding with these questions.

CURRICULAR CONNECTIONS

2.1 Scope and Sequence

Although there are no hard and fast rules, we recommend the below sequence for Digital Passport. However, games and modules can be used individually. Additionally, if time permits, we recommend implementing Digital Passport games in conjunction with the following Common Sense Education Digital Citizenship lessons.

Digital Passport Game	Learning Objectives	Suggested Digital Citizenship Theme & Lesson Recommendations
Password Protect (Security) Students learn how to create safe and secure passwords.	Students will … • Learn what components make a password secure • Identify ways they can create a memorable but secure password • Create a secure password	**Privacy & Security** 3rd grade: **Password Power-Up**
Twalkers (Multitasking) Students reflect on what it's like to multitask on a cell phone, and consider the benefits of focusing on one task at a time.	Students will … • Learn that cell phones are powerful, convenient tools for communication • Experience a simulation on cell phone multitasking and distraction • Reflect on the benefits of focusing on one task at a time	**Media Balance & Well-Being** 4th grade: **My Media Choices** 5th grade: **Finding My Media Balance**
Share Jumper (Privacy) Students evaluate examples of online messages and decide what information is appropriate to share, and when.	Students will … • Reflect on the benefits of sharing online, while acknowledging that information can spread fast and far • Classify information that should be kept private online • Predict the effect that an online post or message might have on someone's reputation	**Privacy & Security** 4th grade: **Our Online Tracks** 4th grade: **Private and Personal Information**

E-volve (Upstander) Students respond to cyberbullying scenarios and are prompted to make choices to "evolve" into an upstander.	Students will ... • Compare different forms of cyberbullying and the roles of those involved • Interpret scenarios that illustrate the importance of empathizing with targets of cyberbullying • Identify ways to be an upstander when cyberbullying occurs	**Cyberbullying, Digital Drama & Hate Speech** 3rd grade: **The Power of Words** 4th grade: **Super Digital Citizen** 5th grade: **What's Cyberbullying?**
Search Shark (Search) Students learn how to choose effective keywords for searching online. They practice selecting keywords that are most relevant to a search prompt. Along the way, students discover tips for narrowing their search results.	Students will ... • Learn how keywords can help them find information online • Evaluate keywords for their relevance and helpfulness • Practice identifying the most effective keywords for different search scenarios	**News & Media Literacy** 5th grade: **Reading News Online**
Mix-n-Mash (Creative Credit) Students remix media content to create a new creative piece. Along the way, they give proper credit to the artists whose images and sound clips they use.	Students will ... • Learn about copyright, credit, and plagiarism, and apply their knowledge to their own creative work • Reflect on the ethical importance of giving credit to others for their work • Determine how to receive credit for their digital creations	**News & Media Literacy** 4th grade: **A Creator's Rights and Responsibilities**

GETTING STARTED

3.1 Logging In

Have Students Create Their Usernames
Students will be asked to create a generic username. Though we do not collect username information, as a best practice, we recommend that students do not include personal information in their username. Students will be able to save their gameplay for subsequent play on the same browser of the same device. They will not be able to return to a saved game on a different browser or different device.

3.2 In-Game Options

Language
Within each game, students will have the option of selecting to play in English or Spanish.

Accessibility
Text-to-speech feature coming soon!

3.3 Data Privacy

Digital Passport does not collect personal information. Players can enter a short username to begin and continue play, but this is stored locally and is not collected by or accessible to Common Sense. If directed by teachers, users may choose to take a screenshot image of their scores. We do not collect such screenshots. We support the Children's Online Privacy Protection Act, and we do not collect personal information from children under the age of 13. **Click here** to read our privacy policy.

Have questions? Contact us at **edsupport@commonsense.org**.

Essential Question:

How do I create a strong password?

Recommended time: 20 minutes

> **Key Vocabulary**
>
> • **Password:**
>   A secret string of letters, symbols, and numbers that you can use to restrict who can access something digital

Objectives:

Students will...

• learn what components make a password secure.

• identify ways they can create a memorable but secure password.

• create a secure password.

Warm Up

Estimated time: 5 minutes

Students reflect upon the importance of creating strong passwords.

DEFINE the Key Vocabulary term **password**.

ASK:

Think about the key used to open the door of your home. Would your neighbor's key be able to open the door to your home, too?	No.
Why not?	The shape of the key and its grooves are unique to a particular lock.

SAY: *The little details and specific grooves on a key are what make it impossible for any other key to be used to open up a particular lock. Creating a digital password is like creating your very own lock and key. Today we will review tips for making sure that password is strong and secure.*

POINT OUT to students that when they create passwords, it should be something they can easily remember but that isn't easy for other people to figure out.

Digital Interactive

Estimated time: 10 minutes
Students are guided through the process of creating a strong password.

INVITE students to log in to Digital Passport™ and play Password Protect.

Wrap Up

Estimated time: 5 minutes
Students review tips for creating a strong password.

EXPLAIN to students that they are going to explore the do's and don'ts of creating strong passwords.

SAY: *For each statement I read aloud, you should stand up if you believe it's something you should do when creating a strong password. You should stay seated if it's something you should not do when creating a strong password.*

1.	Make passwords eight or more characters long.	(Answer: Stand)
2.	Include letters, numbers, and symbols in your password.	(Answer: Stand)
3.	Use private identity information in your password.	(Answer: Sit)
4.	Use your phone number as your password.	(Answer: Sit)
5.	Use your nickname as your password.	(Answer: Sit)
6.	Give your password to your parent or caregiver.	(Answer: Stand)
7.	Share your password with your friends.	(Answer: Sit)
8.	Create a password that you can remember.	(Answer: Stand)

SAY: *It's OK to write down passwords, but remember not to carry them with you, and ask a parent or guardian to help you find a safe place at home to store them.*

OPTIONAL: Take a deeper dive into passwords by teaching the **Password Power-Up** lesson.

Essential Question:

How can using a cellphone distract you?

Recommended time: 20 minutes

Key Vocabulary

- **Distract**:
  To make it hard for someone to give their full attention to something

- **Multitask**:
  To do more than one thing at a time

Objectives:

Students will …

- learn that cellphones are powerful, convenient tools for communication.
- identify situations in which using cellphones can be rude or distracting.
- reflect on the benefits of focusing on one task at a time

Warm Up

Estimated time: 5 minutes

Students watch and discuss a short commercial about cellphone distraction.

EXPLAIN to students that while there are many benefits to having a cellphone, there are also some downsides. One of the downsides is that cellphones can be distracting.

INVITE student volunteers to define the key vocabulary terms **distract** and **multitask**. Then follow up with the definitions above.

SHOW students the "Jennette McCurdy's 'Chicken' Commercial for Safe Kids USA" YouTube video (**www.youtube.com/watch?v=aWT-BDKPKsY**).

ASK:

Why did the chicken cross the road?	Because he was distracted!
What three distractions did Jennette name at the end of the commercial?	Texting, talking on the phone, and listening to music.

Note: As a low-tech option, you may invite students to share personal stories about being distracted by, or multitasking with, technology.

EXPLAIN to students that multitasking with a cellphone not only can put their safety at risk, as the commercial showed, but it also can annoy people around them. Cellphones can distract people from other important tasks.

Digital Interactive

Estimated time: 10 minutes

Students experience how challenging it is to operate a cellphone and complete another task well.

INVITE students to log in to Digital Passport and play Twalkers independently.

Wrap Up

Estimated time: 5 minutes

Students reflect on the different consequences associated with cellphone distraction.

ASK:

How can cellphones distract you from being polite to others?	People might not think that you are paying attention to them; you might annoy others around you when you talk on the phone; your texts might make it hard for people to enjoy or pay attention to something, such as a movie or a speech.
How can cellphones distract you from being safe?	You might do dangerous things that you wouldn't do if you weren't multitasking; you might run into things if you have your head down.
How can cellphones distract you from focusing on important things?	Cellphones might keep you awake at night; you might not be able to do as well on your homework if you are interrupted by texts or calls.

Essential Question:

What information is safe and smart to put online?

Recommended time: 20 minutes

Key Vocabulary

- **Private information**:
  Details about yourself, such as your date of birth or full name (that someone could use to pretend to be you on the internet)

Objectives:

Students will …

- reflect on the benefits of sharing online, while acknowledging that information can spread fast and far.
- classify information that should be kept private online.
- predict the effect that an online post or message might have on someone's reputation.

Warm Up

Estimated time: 5 minutes

Students reflect on how hard it can be to erase posts once they are online.

EXPLAIN to students that they are going to explore what is safe and smart to put online.

HAVE students write a secret in pencil on a scrap of paper. Let them know that no one else will see what they write. Encourage them to press down hard with their pencil. Then ask students to try to erase what they have written.

ASK:

Were you able to erase what you wrote?

Guide students to conclude that it was difficult to completely erase the secret.

If you were to write this secret on the internet and then take it down a day later, do you think it would be gone?

Guide students to think about the "footprint" the digital message would make. Point out that someone else could copy the message and send it to others. They should know that the message might also be saved in other places on the internet, so it is almost impossible to make sure the message goes away forever.

SUMMARIZE for students that the information they put online is like writing in pen:
It's hard to erase.

Estimated time: 10 minutes

Students read a variety of online posts and jump to the ones that seem safe, smart, and respectful.

INVITE students to log in to Digital Passport and play Share Jumper independently.

Wrap Up

Estimated time: 5 minutes

Students consider the information they put online in their own lives.

ASK:

What information is safe to put on the internet?	It's OK to write messages to people you and your parents know. Avoid sharing private information, though, even with them. Once you share information online, you lose control over how it can be used.
What information should you never put on the internet? Why?	Someone can use private information such as your name, school, age, phone number, or address to pretend to be you.
Why should you think before you post?	Online posts can spread fast and far, which makes them hard to take down. Rude posts not only can hurt other people's feelings, but they can also harm your reputation.

UPSTANDER
MODULE GUIDE

E-volve

Essential Question:

How can you become an upstander when you see cyberbullying occur?

Key Vocabulary

- **Target**:
  The person being bullied

- **Upstander**:
  Someone who helps a person being bullied

- **Bystander**:
  Someone who sees bullying when it's happening but does nothing to help

- **Cyberbully**:
  Someone who does something on the internet, usually again and again, to make another person feel sad, angry, or scared

Objectives:

Students will ...
- compare different forms of cyberbullying and the roles of those involved.
- interpret scenarios that illustrate the importance of empathizing with targets of cyberbullying.
- identify ways to be an upstander when cyberbullying occurs.

Warm Up

Estimated time: 5 minutes
Students imagine what it would feel like if their friends ignored them when they needed help.

INVITE students to close their eyes and imagine the following scenario:
You are playing tag with your classmates at recess. You're nervous because one of your classmates has been picking on you and treating you meanly. That classmate pushes you down and says, "Tag, you're it!" You are hurt, but none of your friends stops to help.

TELL students that they may open their eyes, and invite a few volunteers to share how they would feel in this situation.

EXPLAIN to students that in this situation they are the **target** of the bullying, and define the key vocabulary term.

ASK students to imagine the same situation again, only this time they see their classmate push someone else down during the game. What would they do?

EXPLAIN to students that if they decide to support the person who was pushed down, they would be an **upstander**. If they didn't do anything to help, they would be a **bystander**.

DEFINE the key vocabulary terms **upstander** and **bystander.**
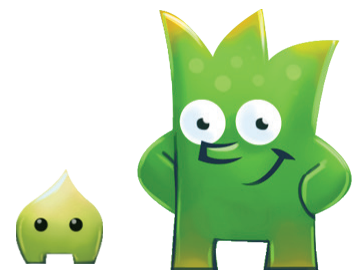
Estimated time: 10 minutes

Students read scenarios about cyberbullying and make choices about what they would do next. The wiser and braver their choices, the more their game characters grow and "evolve."

INVITE students to log in to Digital Passport and play E-volve independently.

Wrap Up

Estimated time: 5 minutes

Students reflect on the meaning of cyberbullying and what to do if they encounter it.

ASK:

How would you describe cyberbullying to someone who didn't know the term?	Cyberbullies use the internet or cellphones to be mean to other people, often over and over again.
If you are being bullied, what should you do?	Ignore the bully; talk to someone you trust about what's going on; save the cyberbullying message as proof.
What are some ways in which you can be an upstander?	Tell cyberbullies to stop what they are doing; support someone who has been cyberbullied; talk to a trusted friend or adult for help.

Essential Question:

Why is it important to choose the right keywords when you search online?

Key Vocabulary

• **Keyword**:
A word you use to search for information about a topic

Objectives:

Students will …

• learn how keywords can help them find information online.

• evaluate keywords for their relevance and helpfulness.

• practice identifying the most effective keywords for different search scenarios.

Warm Up

Estimated time: 5 minutes

Students work together to think of five keywords that best describe the Harry Potter books or another book.

EXPLAIN to students that they are going to explore why using keywords when searching is an effective way to find information on the internet.

DEFINE the key vocabulary term **keyword**.

EXPLAIN that you are going to write a collection of keywords on the board. As soon as students think they know what you are "searching" for, invite them to raise their hands to guess.

WRITE the following words anywhere on the board, in the following order:
1). *the,* 2). *and,* 3). *by,* 4). *book,* 5). *wizard,* 6). *Hogwarts,* 7). *scar*

(By the time you write "wizard" or "Hogwarts," students will likely guess that you are describing Harry Potter, the book series. Alternatively, you may choose keywords for another book that your students know and like.)

POINT OUT that when searching for information online, there are certain words that are better than others to type into a search engine. Explain that words like "and" or "the" are not as helpful as descriptive words, because they do not give a search engine any hints for what you are looking for. (For example, you could type "Winnie Pooh" in a search engine and get the same results as if you typed "Winnie the Pooh.")

Digital Interactive

Estimated time: 10 minutes
Students operate a "Search Shark", who has an appetite for only the best keywords that swim around him.

INVITE students to log in to Digital Passport and play Search Shark independently.

Wrap Up

Estimated time: 5 minutes
Students reflect on how using the right keywords will help them find the information they are looking for online.

ASK:

Why is it important to choose the right keywords?	Some words have multiple meanings. To find the information you want, you need to choose your keywords carefully.
What are some things to remember when you choose keywords?	Avoid using words like "in" or "and." The best keywords are often found in your questions. Put quotation marks around words if you want to search for them together.
What is one tip about online searching that you will share with your family?	Answers will vary.

Essential Question:

How do you properly give and receive credit for creative work?

Recommended time: 20 minutes

Key Vocabulary

- **Copyright**:
  A law that says that only creators have the right to say what others can do with their work

- **Plagiarize**:
  Using some or all of somebody's work or idea and saying that you created it

- **Credit**:
  To show in writing that someone has created a work

Objectives:

Students will …

- learn about copyright, credit, and plagiarism, and apply their knowledge to their own creative work.
- reflect on the ethical importance of giving credit to others for their work.
- determine how to receive credit for their own digital creations.

Warm Up

Estimated time: 5 minutes

Students reflect on how different types of creators get credit for their work.

EXPLAIN that you are going to explore how people signal to others that creative work is theirs.

ASK:

How would an artist show that she created her painting?	She might write her name on her canvas and perhaps the date or year she painted it.
How would an author show that he wrote his book?	He would have his name on the cover of his book. He would also include the name of his publisher, and the year the book was published, in a copyright section.

POINT OUT that both of these creators gave themselves **credit** by including their first and last names in their work, along with the date it was created.

DEFINE the key vocabulary term **credit**.

ASK:

Why would you want others to know that a work is yours?	So people give you respect for creating it; so people do not make money from your hard work; so others know whom to give credit to if they use any of your work; so others can find you if they want to work with you on future projects.

DEFINE the key vocabulary terms **copyright** and **plagiarize**.

SUMMARIZE for students that it is important for them to get credit for the work they do. Putting their names on their work is one way to get credit. Let them know that others deserve the same respect. Therefore, it is important not to plagiarize the work of others but to credit them fairly.

Digital Interactive

Estimated time: 10 minutes
Students create their own mash-up and learn to give proper credit for artists whose work they remix.

INVITE students to log in to Digital Passport and play Mix-n-Mash independently.

Wrap Up

Estimated time: 5 minutes
Students reflect on how to give credit properly.

ASK:

What is plagiarizing, and why is it disrespectful?	Plagiarizing is saying work that someone else made is yours when it's not. Not only is it illegal, but it is disrespectful to the creator since he or she put the time and effort into making it. Also, creators should get to decide how their work is used.
How can you give someone else credit for their work?	You should always include the author or creator's name next to the work that you are using. It is also a good idea to show when that person's work was created and where you found it.
What is a good way to get credit for your own work?	Put your name on it. You also can include the date and place where it was created.

Progress Chart

Students	Password Protect	Twalkers	Share Jumper	E-volve	Search Shark	Mix-n-Mash

Students						

Certificate of Achievement

_____

has completed the _____

module in Digital Passport.

✓ common sense
digital passport™

SIGNATURE _____

Digital Passport Certificate

WAY TO GO, _____

You've earned your Digital Passport.
Now you can protect, share, post,
text, mix, search, and play online
safely and responsibly!

common sense
digital passport™

SIGNATURE _____