



**Right from
the Start in the
Digital Age**

FOR GRADES K-3

Curricula Activities for Teachers and Parents
to Help Children Become Good Digital Citizens

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For Grades K–3

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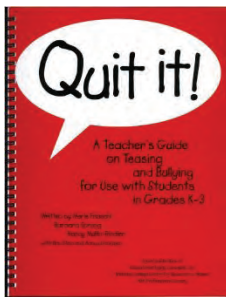
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A Message for Teachers of Children in Grades K–3

A few years ago, the idea of creating classroom activities to promote *online* prosocial behavior for children in the early elementary grades may have seemed like too much too soon. Young children may have swiped photos on a parent’s cell phone or played a simple game on the computer, but they weren’t “really online.”

Today many, but not all, children in grades K–3 are playing online games with friends, talking on cell phones to friends and family, and participating in classroom-based web activities. If not yet, it is a safe assumption that communicating digitally is fast becoming the norm. Although young children may not be fully online or using the Internet, developing good net citizenship is an important new focus for K–3 teachers to address.

The impetus behind the curricula activities in this guide is to integrate lessons about responsible online behavior and good net citizenship into the daily life of the classroom, along with other activities used to develop social-emotional skills and a sense of community among children. The goal is to begin this education early so as to prevent harmful acts such as cyberbullying.



These activities grow out of *Quit it!*, a program to address real time teasing and bullying in grades K–3. The themes around which the activities are centered are the same as those in *Quit it!* –Creating Our Rules, Talking about Teasing and Bullying, and Exploring Courage. These themes have been updated and are now called *Creating Our Online Rules*, *Talking about Teasing and Bullying Online*, and *Exploring Courage Online*. The lessons are literacy-based, employing story-telling and discussion, word webs, and puppet plays, and are geared to a variety of whole class and small group activities.

As teachers, you are the best judge about how and when to introduce these activities in your classroom. Many early primary classrooms are already using the Internet as a teaching tool. In some schools, kindergartners are issued tablets. Some schools offer class websites and set up age-appropriate chat groups. Other classrooms may only use a computer infrequently. As you review the activities, please select those that align with your students’ level of home and in-school use of the Internet.

As always, it is essential to communicate with families about your classroom activities. Family members will be able to tell you about the rules for Internet use established at home. Most will welcome the idea that you are providing guidance for good net citizenship.

The digital world presents both opportunities and challenges for teachers. We hope that *Right from the Start in the Digital Age* will help children in grades K–3 enter the online world with the skills to be responsible and good net citizens.

Introduction

Overview

These curricula activities are part of a national FHI 360 initiative to lay the groundwork for children in grades K–3 to be safe and responsible digital citizens. Entitled *Right from the Start in the Digital Age*, the goal of the initiative is to help prevent and protect children from cyberbullying and other harmful online behaviors that negatively affect them as they get older. For more details, and a position paper, go to www.rightfromthestart.co.

The activities build on strategies from the *Quit it!* guide, Educational Equity at FHI 360’s evidence-based program to address teasing and bullying in grades K–3, and bring them into the digital age. *Quit it!* has successfully reduced real-time teasing and bullying behavior in urban and suburban schools in New York, New Jersey, and Connecticut. These classroom activities, which can be adapted for use at home, update *Quit it!* by including lessons for children about responsible use of the Internet. They are designed to help children develop safe and responsible digital citizenship skills. Digital citizenship is a new area of learning for children who are just entering school or in the early primary grades. Because children are using digital devices at younger ages, learning how to be safe and responsible online must become an important part of their learning.

Background

In 1998 *Quit it! A Teacher’s Guide on Teasing and Bullying for Use with Students in Grades K–3* was published. It addresses real-time teasing and bullying in the earliest grades to prevent harmful behavior from becoming entrenched in school culture. The *Quit it!* guide provides developmentally-appropriate activities that are easily incorporated into typical primary grade classrooms. Activities are clustered around three themes: Creating Our Rules, Talking about Teasing and Bullying, and Exploring Courage. The emphasis is on social-emotional development and strengthened literacy skills. Stories and discussion, drawing and writing, and verbal expression of feelings, vocabulary-building, and developing empathy are at the core of the program. *Quit it!* informs a school-wide approach to addressing teasing and bullying behavior and was pilot tested in New York City and field tested in New Jersey and Connecticut. The model includes professional development for teachers; workshops for paraprofessionals, bus drivers, and lunchroom workers; and parent discussion groups. In every setting—urban or suburban—where the model was implemented, teasing and bullying behaviors were reduced by 35 percent and appropriate adult intervention doubled.¹

¹ These outcomes are based on evaluation studies of the *Quit it!* model conducted at P.S. 75 in New York City, September 2000; Jefferson School in Lyndhurst, NJ, July 2001; and The Branford School District in CT, July 2004.

Quit it! and its school-wide model received support from the U.S. Department of Education and a variety of foundations. In 2009 it was listed in *Human Rights Education in the School Systems of Europe, Central Asia, and North America: A Compendium of Good Practice* (OSCE Office for Democratic Institutions and Human Rights). *Quit it!* has seen continued success because the lessons are developmentally appropriate, based on principles of child development, and focused on positive social-emotional skills.

A New Challenge

As the use of smart phones, tablets, and other digital devices become part of the daily lives of children at ever younger ages, a new avenue for teaching and learning is emerging. Research suggests that educating young children before they are immersed in online life will help them develop a strong understanding of good digital citizenship. As we have seen in various news stories, there can be negative consequences for inappropriate online behavior such as cyberbullying, whether it be through a text message, a Facebook comment, or an Instagram post.

When teasing and bullying happens to young children in real-time, there is serious harm. In some cases the harm can be mitigated by an apology, talking together to resolve the situation, or a change in behavior such as inclusion rather than exclusion. When teasing and bullying behavior happen online, there is no immediate way to erase a hurtful message that has already been seen and shared, or to mitigate a campaign of exclusion. This permanent nature of online activity has been difficult for teenagers, and even adults, to grasp. For young children who operate in a “here and now” mode, permanence is an abstract concept that is difficult to explain.

Even though young children may physically know how to swipe a screen or tap an icon, this does not mean that they are prepared to use such devices in responsible ways.

Even though young children may physically know how to swipe a screen or tap an icon, this does not mean that they are prepared to use such devices in responsible ways. The rapid shift to digital media is reshaping the world of young children, but our guidance on how they should behave in this new world lags behind faster-paced technology. Therefore, as teachers and parents, it is our job to help children develop social-emotional skills and establish principles that will help them thrive in both the real and digital world in which they are growing up. It may be new territory, but it is important to lay the foundation for appropriate online behavior now.

All of us, teachers and family members alike, are searching for ways to address this new form of citizenship so that we have age-appropriate ways to help children use good judgment while online. It is important to keep in mind that these new technology tools can be a positive avenue for learning: they can promote new skills, raise achievement, and bring children together across time and space. A recent position statement from the National Association

for the Education of Young Children (NAEYC) states that with guidance, the various new technology tools can be harnessed for learning and development; without guidance, however, usage can be inappropriate and/or interfere with learning and development.

Our jobs, as parents and teachers, are to help children understand and successfully navigate the world around them. This now includes teaching them to successfully navigate the digital world. The *Quit it!* themes—Creating Our Rules, Talking about Teasing and Bullying, and Exploring Courage—which were successful in reducing real-time teasing and bullying, can also provide developmentally-appropriate activities to help children become responsible digital citizens.

Home Activities

The activities in this guide are designed for K–3 classrooms. They include stories and discussions, word-webs, hands-on activities, and puppet shows and role-plays. The activities address responsible online behavior in developmentally-appropriate ways, while building vocabulary, media literacy, and social-emotional skills. The activities can be used as home teaching tools for families. Addressing good digital citizenship at home affirms what is being taught at school, and is doubly beneficial to children. The following are some sample activities that can easily be done at home.

Theme One: Creating Our Online Rules

Read “The Story of Cyberville—A Place with No Rules” (see theme) and establish a set of online rules. With your child, write the rules on colored paper and post them near the computer or on the refrigerator. Revisit the rules often and add new ones as needed. You can also create your own Cyberville-type story with your child. Remember, everything you do with words helps build essential literacy skills.

Theme Two: Talking about Online Teasing and Bullying

Define online words. Children mimic adults often, many times without understanding the meaning of words like “log-on,” “log-off” or “password.” Talk about this language with your child. Discuss online terminology as your child has new digital experiences. The Glossary at the end of the activities section contains some age-appropriate definitions.

“Permanence” and “privacy” are two critical concepts for children to understand. A simple, age-appropriate way to learn about permanence is to write with both a washable and a permanent marker, experiencing first-hand that a permanent marker can *never* be erased. You can explore the concept of privacy through the story about a text message (see theme) that spoiled a family surprise.

Theme Three: Exploring Online Courage

Read and listen to the story, *Nobody Knew What to Do* by Becky Ray McCain. You can find it at the library, your local bookstore or online retailer, or on YouTube: <https://www.youtube.com/watch?v=0XbYVdy1Z6Q>.

The story illustrates several aspects of the theme such as “doing the right thing, seeking adult help, not being a bystander, and having the courage to act against bullying.” Discuss the issues raised in the story with your child.

Act out stories that come from your child’s experiences. For example, if your child experiences an online incident of teasing or bullying, ask him or her to tell you about it using puppets. The puppets can come from the family toy box or can be made from popsicle sticks.

Working together, we can foster safe and responsible online behavior from the moment children enter the digital world. It is our challenge and our hope that these curricula activities provide a practical teaching tool for the classroom and home.



Creating Our Online Rules

This theme introduces children to some of the problems they may encounter online, while recognizing that the Internet is also a place for fun and learning. “The Story of Cyberville—A Place with No Rules” provides the opportunity to discuss why rules for online activities are needed, and it is a catalyst for developing online rules in the classroom and at home.

A few discussion starters follow the story, but it is important to let children create their own rules with adult facilitation. The rules can be written on chart paper and displayed near classroom computers or mounted on the refrigerator at home. It is a good idea to revisit the rules periodically and add to them as other ideas come up.

ACTIVITY: Creating Rules for Good Net Citizenship

MATERIALS: Chart paper; markers; tape for mounting chart

TIME: 15–20 minutes

1. During class, read “The Story of Cyberville—A Place with No Rules.”



The Story of Cyberville—A Place with No Rules

Once upon a right now time there was a place named Cyberville. Cyberville was in outerspace. It was in the cloud. Grownups and children didn't actually live in Cyberville. They lived in big cities and small towns and on farms or ranches. Everyone traveled to Cyberville on their tablets, their phones, or their computers. Traveling to Cyberville was called "going online."

Cyberville was a fun and exciting place. You could go there to play games with friends. You could go there to learn about new places and people, and you could write messages to your friends and even connect with children in faraway places. You could go there to find out about things that interested you, like art, or baseball, or motors, or animals. In fact, you could find out about almost anything in Cyberville.

But, Cyberville had a problem, and it was a big one. THERE WERE NO RULES!

Children had rules at home to keep them safe and clean and healthy. In school, there were rules about taking turns and sharing toys, treating each other kindly, and safety rules like, "Walk, don't run in the halls."

Grownups, too, had rules at work and at home. People had to treat each other with respect at work, and families had many rules for safe and kind behavior. Even cities and towns had rules. There were rules for crossing streets, driving at safe speeds, and not littering. All the rules were made by people to make life orderly and pleasant for everyone.

What happened in Cyberville? It just grew up so fast it got to be a place with no rules. That wasn't so good. Sometimes strangers tried to sell things to children. Sometimes grownups sent mean messages to other grownups. Sometimes a child got angry at a friend and said something online to hurt that friend's feelings. Sometimes children who were playing a game in Cyberville wouldn't let other children join in, which led to bad feelings all around. Doing and saying mean things in Cyberville led to another big problem. If you said something mean, you couldn't take it back! Mean messages in Cyberville couldn't be erased and lots of people could see them, even if you didn't want them to.

2. After reading the story, begin a discussion by asking, “What does it mean to go online?” Have a brief discussion about if and how children are going online. Here are some discussion starters:
 - Do you go online?
 - If so, what is your favorite thing to do online?
 - What is your favorite device? A phone? A laptop? A tablet?
 - Does your family have some online rules? What are they?
 - Do you know anyone who has been sent a hurtful online message?
 - Do you know anyone who had a stranger try to sell them things?
3. When it’s clear that children understand the concept of being online ask, “Why is Cyberville having these problems?” “What would you do to solve Cyberville’s problems?” Write down all of their ideas.
4. Children may come up with the idea of creating rules for Cyberville on their own. If not, you can suggest that making a few rules for Cyberville could make it an even better place. Ask, “What are your ideas for Cyberville rules?”
5. Tell children: “Let’s create a chart of rules for Cyberville. I will write down your ideas and we can put the chart in the media center (or near the computer) to remind us about good and responsible online behavior.”
6. As children come up with ideas, guide them into forming full sentences that can be written on the chart.
7. If there is room around the edges, then children can decorate the chart.
8. Explain that the rules for Cyberville are rules for “good net citizenship” and should be used for being online in the classroom, at home, and in the world.

THEME

2

Talking about Online Teasing and Bullying

This theme provides a platform for children to talk about many aspects of being online. Activities build vocabulary around digital media words through word webs and charts. They also address permanence and privacy, two abstract but important concepts for children in the digital age. Most importantly, the vignettes help children explore and problem-solve situations that could lead to cyberbullying.

The digital world opens up a wide range of new vocabulary words for children. Like most language acquisition, children begin to use the words they hear frequently without necessarily understanding the meaning. Creating colorful word webs and placing them near the classroom or family computers will help children increase their knowledge about the technology they use. The words fall into different categories, and separating them will add to their importance. Below are suggestions for online word webs and charts around general web usage, web safety, and good net citizenship.

ACTIVITY: Cyber-word Webs and Charts

MATERIALS: Poster paper; markers

TIME: 15–20 minutes per Cyber-word Web or Chart

1. Bring children together for a meeting.
2. Show children the poster and tell them that they will be creating a chart for words that go with being online. Ask children for suggestions about what to call the chart (e.g., online words, cyber-words, web-words).

3. Ask children for online words they already know and attach a definition to each.
For example:

ONLINE WORDS

- Log-on: To sign on to an Internet site using a password
- Log-off: To get off or turn off a program on the Internet
- Cell-phone: A phone that you can take anywhere you go

NOTE: Start the chart with a few words and regularly add to it as children use digital devices in new ways during the year. See Glossary for other words and definitions.

4. Over time, additional cyber-word webs and charts about good net citizenship also can be created by the children and posted. For example:

GOOD NET CITIZEN WORD WEB

- Kindness
- Empathy
- Inclusion
- Respect
- Friend
- Friendship
- Privacy

NOTE: Add courage and courageous to the cyber-word web after doing Theme Three activities

- Courage
- Courageous

GOOD NET CITIZEN CHART

- We don't say, "You can't play in our classroom or online"
- We follow our rules
- We call an adult if we are not sure about something we see online
- We take turns and share our classroom computers, tablets, cameras, and phones
- We do the "right thing"

NOTE: Add this sentence after doing Theme Three activities

- WE DON'T WRITE MEAN MESSAGES ONLINE.
THEY HURT AND THEY NEVER GO AWAY.

5. In addition to the words associated with web use, children need to become aware of dangers related to being online. A cyber-word web about caution should be posted in the media center of the classroom or near the place where children work or play online. For example:

SAFETY WORD WEB

- Stranger danger
- Cyberbully
- Cyberbullying
- Pop Up

ACTIVITY: What Does Permanent Mean?

MATERIALS: Plastic sheet protectors; washable markers; permanent markers; small sponges (or damp paper towel)

TIME: 20 minutes initially, and then ongoing daily checkups

Permanence is an abstract concept that would not have been taught to children in grades K–3 prior to the digital age. However, since what is written online is permanent, it has become something that we must help young children understand. The activity and vignette that follow address permanence in developmentally-appropriate ways.

1. In small groups (3–4), tell children they are going to do a word experiment about “permanence.” Ask, “Does anyone have an idea about what the word ‘permanent’ means?”
2. Help children arrive at a definition, e.g., permanent means long-lasting or ever-lasting, which means it never goes away.
3. Explain that when we write words online, they are long-lasting and even can be ever-lasting. Once they are written, they cannot be taken away.
4. Say, “Let’s do our experiment about the word ‘permanent.’”
5. Ask each child to pick one washable and one permanent marker. Draw a line with the permanent marker down the middle of the sheet protector; write “W” on one side and “P” on the other.
6. Ask each child to print her or his name using the washable marker on the “W” side and again with the permanent marker on the “P” side.

NOTE: If the children are not writing yet, they can say or spell their name for you to write. If children can’t write small enough to fit on one sheet, use as many as needed.

7. Now, take turns using a small sponge (or damp towel) and let each child erase his or her name on the “W” side and try to do the same on the “P” side of the sheet. Ask them to describe what happens.
8. Revisit the sheet over time to see that the “P” side is still there.
9. Remind children to think about the “P” experiment when they go online.



Problem-solving Vignette

Haley and Jamila were best friends in 2nd grade. They worked together, ate lunch together, and always joined the same jump rope game at recess. Haley was absent for a whole week because she had the flu. While she was out, Jamila became good friends with Jessie. When Haley came back to school, Jamila wanted to include Jessie in all the things she used to do with Haley. This made Haley feel angry and jealous.

Haley thought about writing something mean about Jessie online so Jamila wouldn't like her anymore, but she knew that was not a good idea. Haley knew that an online message would be permanent and that everyone would see it. They had talked about "permanent" in class and even had a rule about being kind and responsible online.

But, Haley still felt angry and jealous. Can you help her?

What are some ways that Haley could make herself feel better?

Should she talk about her feelings with her teacher? Her Mom? Jamila?

ACTIVITY: Understanding Privacy

MATERIALS: The Good Net Citizen Word Web; markers

TIME: 15 minutes

Internet privacy is another critical concept that children engaged in online activities need to understand. It is important for safety reasons and because revealing private matters can be emotionally harmful and have long-term consequences, both for children who expose private matters and children who have confidences breached. This activity explores the meaning of privacy.

1. In a class meeting tell children that you have a very important new word to add to the Good Net Citizen Word Web
2. Ask if anyone wants to guess the word.
3. Acknowledge the words children come up with as important, and then tell them that the word you have in mind is “privacy.”
4. Ask children what they think the word “privacy” means. After hearing some ideas, offer the following explanation:



Privacy is an important word to understand when we are talking about good net citizenship. To keep information private, you should not give anyone personal information about yourself, about your family, or about your friends.

5. Ask children for their ideas about why privacy is an important cyber-word.
6. Remind children that when you put something online, lots of people you may not even know can see it. Here’s an example you can use:



Ziggy’s mom was planning a big surprise party for his sister’s birthday. Grandparents and cousins were coming from far away. Ziggy was so excited that he wanted to tell somebody the secret. He texted his friend, Jake. But Jake’s sister saw the message, and she texted another friend. Finally, someone texted Zeke’s sister by mistake and the surprise was spoiled.

7. Ask children if they have any examples about privacy online.
8. Add the word “privacy” to the Good Net Citizen Word Web.

THEME

3

Exploring Online Courage

This theme proactively addresses cyberbullying prevention. Through sharing stories, creating posters, and writing puppet plays, children “listen to their strong side” and define courage, not as feats of daring heroics seen on television and online games, but as “doing the right thing.” Examples of courage include standing up for a friend, not being a bystander, and not succumbing to peer pressure.

ACTIVITY: What Does Courage Mean? (Part One: A story that demonstrates courage in standing up for what is right)

MATERIALS: *Nobody Knew What to Do*, by Becky Ray McCain. Illustrated by Todd Leonardo. Marion Grove, Illinois: Albert Whitman & Company, 2001; *Our Good Net Citizen Word Web* chart from previous activities

TIME: 20 minutes

NOTE: This is a story about how one child found the courage to tell the teacher about Ray, who was being picked on by a class bully. Together with the teacher and other children who did not want to be bystanders, Ray was befriended and the bully was defeated. It is available through libraries, local bookstores and online retailers, and for listening on YouTube at <https://youtu.be/0XbYVdy1Z6Q>



1. Read the story to the children and use the following questions to facilitate the discussion:
 - Do you think the main character was brave? Why do you think so?
 - Talk about the elements in the story that demonstrate bravery.
2. Introduce the words “courage” and “courageous.” Say, “Another word for being brave is ‘courageous,’ and when a person stands up for herself or himself, or for a friend, that person is being courageous.”
3. Ask children if they think the word, “courage,” should be added to the Good Net Citizen Word Web. Why?

4. Ask, “Can anyone think of a situation where someone stood up for himself or herself or for a friend that was having a problem?”
5. Can the children explain why it would be courageous to stop someone from saying mean things online?

ACTIVITY: **What Does Courage Mean?**
(Part Two: A story about stopping cyberbullying)

At a class meeting, introduce the story: “Today, I have a story about courage to share with you. It’s not in a book and it has no pictures, so you will need to listen very carefully. It may help you concentrate to close your eyes while I’m telling it, but promise you won’t go to sleep! Here’s the story. It’s called, ‘How Class 501 Stopped a Cyberbully.’ Explain that a cyberbully is someone who says hurtful things or threatens someone online.



How Class 501 Stopped a Cyberbully

Fifth-graders in class 501 at the Wesley School had a big problem. There was a cyberbully writing awful text and email messages about one boy in the class. Everyone in the class knew about it because they all saw the messages. Some girls and boys were embarrassed to read the messages; it made them feel sad to see someone being hurt. But some others laughed at the messages and teased the boy in class.

One day the boy who was being cyberbullied didn’t come to school. He didn’t come the next day and the day after that, either. The children began to wonder why he wasn’t there. Finally, after a whole week went by, the teacher called a meeting to tell the children that the boy who was being cyberbullied did not want to come to their school anymore and was going to transfer to a different school.

This made the children who didn’t like the cyberbullying feel worse than ever. They didn’t want the boy to transfer and they were sorry to have been bystanders. They decided to take action!

First, they wrote text and email messages to the boy apologizing for the mean behavior. Then, along with the teacher, the children who didn’t like cyberbullying talked privately to the boy who had written the mean messages. He apologized, too. They started a fifth grade campaign to stop cyberbullying and got other fifth-grade classes in the school to join. Soon, there were STOP CYBERBULLYING posters in all the school hallways.

The boy did return to school, and his classmates made him feel very welcome. He joined the Stop Cyberbullying campaign. The person who had sent the mean messages never was a cyberbully again.

Start the discussion by asking some questions:

- How did the story make you feel?
- Why do you think some of the children in the story felt sad?
- Does anyone know about someone who has been cyberbullied which, as we know, means being bullied online?
- Did you think the children who started the Stop Bullying campaign were courageous? Why?

ACTIVITY: Stop Cyberbullying Posters

MATERIALS: Markers; paper

TIME: 20–30 minutes

Tell children that as a follow up to the cyberbullying story, they will work in groups to make Stop Cyberbullying posters like the children in the Class 501 story. Tell them the posters will be posted in school and online to share with families and friends.

1. Assign 3–4 children to work together and give out the materials.
2. Ask children to plan their poster before they begin to draw.
3. Circulate around the room to facilitate planning in each group.
4. Remind children to listen to each other and to use everyone's ideas for the poster.
5. Hang the posters in the school and take pictures to post them on the class and/or school website.

ACTIVITY: “Do the Right Thing” Puppet Play

MATERIALS: Three popsicle sticks; paper bags; or other classroom puppets to represent three children

TIME: 15–20 minutes

1. At a class meeting or story time, tell children, “These puppets are having a problem and they need your help.”
2. Play out the scenario for the children.

NOTE: You will need to play all three parts for this introductory activity.



“Do the Right Thing” Puppet Play

Puppet 1: I’m so mad at Carrie.

Puppet 2: Why?

Puppet 1: She really, really hurt my feelings when she said my hair is ugly.

Puppet 2: That was mean. What are you going to do?

Puppet 1: I’m going to say something mean back—and I’m going to do it online so everyone can see it!

Puppet 2: Wow! That will get back at her.

Puppet 3: Hi, What are you doing?

Puppet 1: We’re planning to send Carrie a message online.

Puppet 3: Can I do it with you?

Puppets 1 & 2: Sure

Puppet 1: I’m going to write, “Carrie has ugly clothes.”

Puppet 3: Hey, wait a minute. Our rules say, don’t be mean online because it’s permanent and not private.

Puppet 1: I know. But she was mean to me.

Puppet 3: Was it online?

Puppet 1: No, but...

3. End the scenario here and ask children:

- Can you help the puppets solve their problem?
- Did Puppet 1 have a reason to feel angry and hurt?
- Would putting a mean message online be doing the right thing?
- What did puppet 3 say? Was that the right thing?
- Do you think the puppets should talk to Carrie about what she said?
- Do you think they need to ask a teacher for help?

NOTE: After children have had practice doing puppet plays with scenarios you have created, ask if anyone has an idea for another scenario about being online. Help them shape their ideas into a puppet play. If children elect to use puppets, they can select some that are in the classroom or can make their own simple stick puppets. Help children select players and practice their scenario before presenting it to the class.

Glossary

App: App is short for “application,” a special type of software that can run on an electronic device

Blog: A place to express ideas and share comments with other people on a special website

Browser: The system we use to go online and find information

Cell phone: A phone you can take anywhere

Chat Room: A place on the internet where people from near and far away can talk together at the same time

Cursor: A little marker that helps you find your place when you are writing online

Cyberspace: The space where online activities happen

Cyberbully: Someone who uses the internet to say harmful and mean things to another person

Cyberbullying: Using the internet to say mean, harmful things to another person

Digital: A coding system using numbers that is like a language for computers

Download: The way to bring information into your computer from an internet site

Email: Notes and messages sent through a computer, a tablet or a smart phone

Internet: A network that connects computers around the world

Laptop: A computer that you can carry around with you

Log-on: The way we sign on to the internet using a code or password

Log-off: The way we sign off and close down the computer

Mouse: A hand-controlled device that allows you to point at a particular spot on the computer screen

Password: A private code we choose to get on to our computer

Pop-up: A screen that pops up in front of your work without warning

Search: Finding information online by using key words

Smartphone: Cell phone that also has internet access

Stranger-danger: Harm that can come from talking with and sharing information with someone you don't know

Surfing: Visiting different internet sites

Tablet: A small computer that uses a touchscreen panel

Texting: Using typed letters to send messages from one cell phone to another

Website: A connected groups of pages on the World Wide Web

Resources

ORGANIZATIONS AND WEBSITES

- **Common Sense Media** www.commonsensemedia.org
Nonprofit, nonpartisan organization that provides K–12 curriculum on digital citizenship, professional development for teachers, and parent education workshops. Published a research report, *Zero to Eight: Children’s Media Use in America 2013*.
- **Joan Ganz Cooney Center at Sesame Workshop** www.joanganzcooneycenter.org
Conducts research focusing on the challenges of educating children in a rapidly changing media landscape. Published *Always Connected: The New Digital Media Habits of Young Children*.
- **National Association for the Education of Young Children** www.naeyc.org
National, nonprofit professional organization for early childhood educators serving children birth through age 8. Issued a position statement in collaboration with the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College, *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*.
- **National Association for Media Literacy Education (NAMLE)** www.NAMLE.org
National membership organization dedicated to media literacy as a basic skill for the 21st century. Holds a biennial conference, publishes a journal on media literacy education, offers a resource hub, and was a sponsor of the first annual United States Media Literacy Week in 2015.
- **New America** www.newamerica.org
The Early Education initiative at New America provides policy analysis and reporting and publishes a newsletter, books, and other resources concerned with the well-being of children birth through age 8 and their families. A policy brief, “Envisioning a Digital Age Architecture for Early Education,” measures the degree to which children and parents use media together.
- **Stop Bullying** www.stopbullying.gov
A federal government website managed by the U.S. Department of Health & Human Services. Provides a wealth of information about bullying prevention, cyberbullying, policies and laws, and resources.

BOOKS FOR CHILDREN

- Caspar, M. & Dorsey, T. *Abash and the Cyber-Bully* (2008). Hong Kong-Los Angeles: Evergrow Ltd. Part of the Emotes! Series in which each character represents a different emotion, this book features a silly mistake, a digital picture, and a really tough cyberbully. Abash has a very embarrassing day and learns what to do when he feels bullied, and gains empathy for those who do the bullying. The book also contains information about cyberbullying and some helpful hints for children.
- Knowles, C.N.C., Lewellen, E., illus. *Piano and Laylee*. Washington, DC and Eugene, OR: International Society for Technology in Education. The Piano and Laylee Learning Adventures series introduce digital citizenship concepts to children ages 5–9. Designed to be read to early readers, the books follow the adventures of two puppies who learn how to be safe and responsible using technology. They include: *Piano and Laylee and the Cyberbully*, *Piano and Laylee Text Message*, *Piano and Laylee Go Online* and *Piano and Laylee Help a Copycat Become a Creative Cat*.
- Miller, Shannon. *Be Nice Online* (2014). New York: PowerKidspress. Easy to read paragraphs that encourage good net citizenship. Illustrated by photographs of diverse young children at work and play online. Part of a series that addresses important aspects of responsible online behavior. Other titles include: *Don't Share Your Address Online*; *Don't Talk to Strangers Online*; and *Keep Your Passwords Secret*.
- Trolley, B.C., Hanel, C., & Shields, L.L. (2009). *Browser the Mouse and His Internet Adventure*. Chapin, SC: YouthLight, Inc. This book tells the story of Browser the Mouse who makes the decision to try out the new family computer without waiting for his parents' help. His excitement turns to frustration, confusion, and fear as he finds himself lost in a world of chat rooms, blogs, and pop-up windows. After telling his parents everything, they call a family meeting to discuss using technology safely. Designed to promote dialogue and provide practical safety skills for Internet use and cyber balance, the book contains discussion ideas, an Internet safety plan and a CD with five songs.

Right from the Start in the Digital Age



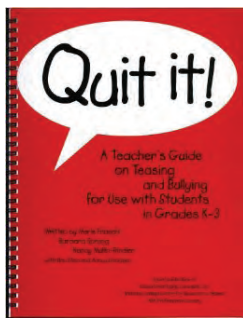
Right from the Start in the Digital Age is a national initiative headed by Educational Equity at FHI 360. The Initiative began as an idea to prepare children for good net citizenship and to prevent later harmful behavior such as cyberbullying. An initial study supported by the Free to Be You and Me Foundation included interviews with parents, teachers, school administrators, and media literacy experts to learn how and where children in grades K–3 were experiencing digital media.

In 2013, FHI 360 initiated a new funding program to spur innovative ideas throughout its international and domestic programs. It was aptly named the Catalyst Fund, and Educational Equity at FHI 360 was awarded a grant to move the issue of good net citizenship onto the national early childhood education agenda.

With the expert advice of a broad range of educators and parents, FHI 360 launched its national initiative during National Media Literacy Week in November 2015. A position paper, “Right from the Start in the Digital Age,” was published online, and a Declaration was issued inviting individuals and organizations to become signatories to the Initiative. For complete information, please visit <http://www.rightfromthestart.co>.

In addition to providing leadership, this publication *Right from the Start in the Digital Age: Curricula Activities for Teachers and Parents* is Educational Equity at FHI 360’s contribution to the National Initiative. It updates *Quit it!*, an earlier guide to addressing real-time teasing and bullying.

About *Quit it!*



Quit it! A Teacher’s Guide to Teasing and Bullying for Students in Grades K–3 is a research-based, school-wide program guide. The curriculum provides the tools to proactively address teasing and bullying. With over 40 activities that focus on reducing teasing and bullying by cultivating friendships, community, and positive feelings, teachers of young children can create an environment in which all children feel safe, comfortable, and welcome. To order *Quit it!* please visit <http://www.fhi360.org/resource/quit-it>.



About FHI 360: FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing — creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

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