# Pre-Kindergarten Digital Citizenship and Media Literacy Lesson Ideas and Curriculum Connections

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Introduction

This document aims to introduce the concepts of Digital Citizenship and Media Literacy to students in a Pre-Kindergarten (Pre-K) context. Pre-K is a unique program that differs from other grades in various ways. Rather than having traditional subject areas, the curriculum in Pre-K is divided into four areas of holistic development: Social Emotional, Intellectual (including Language and Literacy), Physical, and Spiritual. Within each of these four domains are sub-categories called Essential Learning Experiences (ELEs). The full list of Pre-K ELEs can be found in Appendix C.
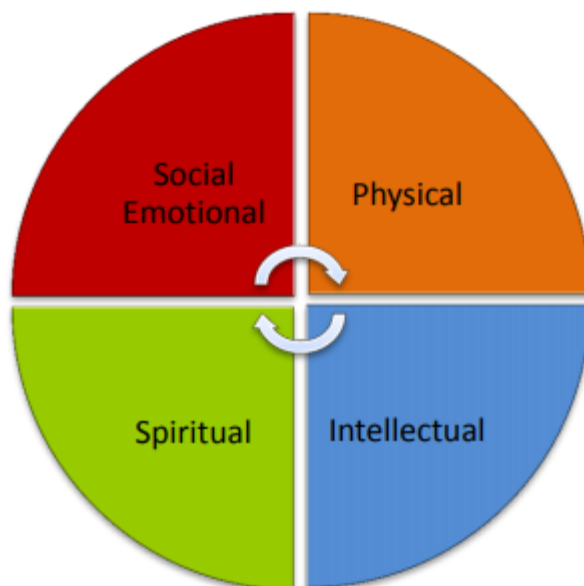
Saskatchewan Ministry of Education, Early Years Branch (2015). *Essential learning experiences for three-, four-, and five-year-olds into practice booklet: Supplement to play and exploration: Early learning program guide.* Retrieved from https://pacsd.ca/wp-content/uploads/Essential_Learning_Experiences.pdf

Learning in Pre-K programs centres around play and exploration, where students spend a large portion of their time engaging in free play or hands-on activities. Students can choose where they want to focus their time, and children's interests drive their learning experiences. Pre-K programs also have a focus on family engagement and relationship building.

Due to the unique circumstances found within a Pre-K program, there is currently a lack of resources available for educators to teach Digital Citizenship and Media Literacy within this context. This document seeks to fill that gap by providing tailored learning experiences that can fit into a Pre-K program. Each lesson includes whole-group activities to introduce key concepts through videos, books, conversations, or hands-on activities. Connections to Pre-K curriculum domains and ELEs are provided. Finally, each lesson concludes with optional extension activities and ideas to incorporate the learning into play experiences.

Table of Contents

Scope and Sequence of Lessons

The asterisk (*) indicates a lesson that features one of Common Sense Education's 'Digital Citizens'

Appendices

Section 1: What is the internet?

Lesson 1.1	What is the internet?
Lesson 1.2	Types of internet – cables or wireless
Lesson 1.3	Using the internet on different devices

Lesson 1.1 - What is the internet?	
What will students be learning about? • Definition of the internet	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Language and Literacy (LL) ELEs: • LLP.1 – Listening with Interest • LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) • LLP.3 – Engaging in Conversations (Inquiring)

Which areas of Digital Citizenship/Media Literacy are being explored?
- Pre-requisite learning to understand the digital world and media
- Digital Fluency → World Wide Web (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Teacher will guide students through a discussion of what the internet is
- Students can discuss and share their pre-existing ideas; write down their answers as a concept web
- Students will watch the BBC Learning video "What is the internet?"
- After watching the video, share key ideas that students took away from the video and add any new information learned to the concept web
- The concept web created in this lesson can be saved and added to as students learn more about the internet throughout the following lessons

Extension Activities and/or Ways to Incorporate in Play:
The internet is sometimes called the "World Wide Web" → connect our understanding of the internet to webs by making webs in different ways
- Make this web craft out of string (PDP.2 – Fine Motor Skills)
- Explore weaving and webs with this string art (PDP.2 – Fine Motor Skills)
- Use Geoboards and elastic bands to make a 'web' of elastics (PDP.2 – Fine Motor Skills)
- Explore gross motor skills and interacting with others in this whole group activity where your class turns into a giant web (PDP.4 – Manipulative Skills, SEP.3 – Developing a Sense of Belonging, SEP.6 – Interacting with Others)

Lesson 1.2 – Types of internet	
What will students be learning about? • Internet that connects with cables • Internet that goes through the air (wireless, Wi-Fi)	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** <u>Domains:</u> • Language and Literacy (LL) <u>ELEs:</u> • LLP.1 – Listening with Interest • LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) • LLP.3 – Engaging in Conversations (Inquiring) • LLP.6 - Gaining Meaning from a Variety of Formats and Text Materials (Exploring Meaningful Images and Symbols)

Which areas of Digital Citizenship/Media Literacy are being explored?
- Pre-requisite learning to understand the digital world and media

What learning activities will students engage in?
- Review the BBC Learning video "What is the internet?" from the previous lesson
  - 0:29 – 0:35 – "wired" internet
  - 0:35 – 0:42 – "wireless" internet
- Discuss the two types of internet (wired and wireless) with students and show them examples (ex. the ethernet cables to connect the teacher's desktop computer to the phone jack → wired internet; the Wi-Fi symbol on a school iPad → wireless internet)
- Wired internet gives you internet access through a cable and wireless internet (Wi-Fi) connects you to the internet through the air
- Show the symbol for Wi-Fi and discuss it; have students seen this symbol before? If so, where?

Extension Activities and/or Ways to Incorporate in Play:
- Turn your class into a real-life internet system full of connections. Have students spread out and sit down in the classroom (or gymnasium) and use skipping ropes or string to connect everyone to the World Wide Web. Make sure all members of the class are connected to this "wired" internet system (PDP.5 – Space and Body Awareness, SEP.3 – Developing a Sense of Belonging, SEP.6 – Interacting with Others)
- Stand in a circle and get students to throw a ball to different members of the class. This represents 'wireless' internet because we aren't connected to each other with wires, and are 'sending messages' (throwing and catching a ball) through the air (SEP.3 – Developing a Sense of Belonging, SEP.6 – Interacting with Others, PDP.4 – Manipulative Skills)

Lesson 1.3 – Using the internet on different devices

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
- Devices that can connect to the internet (tablets, phones, computers – laptop/desktop) - Not everyone has access to these tools - Not everyone connects on the internet in the same way	Domains: - Language and Literacy (LL) - Social Emotional (SE) - Intellectual (ID) ELEs: - LLP.1 – Listening with Interest - LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) - LLP.3 – Engaging in Conversations (Inquiring) - SEP.1 – Self Awareness - IDP.4 – Exploring Numeracy

Which areas of Digital Citizenship/Media Literacy are being explored?
- Pre-requisite learning to understand the digital world and media
- Digital Access → Digital Inclusion/Digital Exclusion (from DigCit 9 Elements Progression Chart)
- Digital Security and Privacy → Authentication/Logging In (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Look at real-life examples (or photos, videos) of different devices that can connect to the internet – laptop computer, desktop computer, tablet/iPad, phone
- Discuss which type of internet (wired or wireless – from previous lesson) each device would use. Look for physical cords (or places to plug cords in) to give you clues!
- Get students to vote for their favorite device to use (tally the votes for each one and count them together → which device has the most votes?)
- Discuss that not everyone uses the same devices to connect to the internet and that some people don't have access to computers or devices at home

Extension Activities and/or Ways to Incorporate in Play:
- Set up an internet café in the dramatic play centre. Use old phones, keyboards, etc. for students to use to access 'the internet.' Create a sign to hang up with the Wi-Fi password for the café (students can practice typing it in on the keyboard/phone to recognize numbers/letters) (IDP.2 – Creating and Imaging, IDP.4 – Exploring Numeracy, LLP.6 - Gaining Meaning from a Variety of Formats and Text Materials (Exploring Meaningful Images and Symbols), LL P.4 – Exploring Words (Incorporating Vocabulary in Play), SEP.6 – Interacting with Others)
- Explore the idea of Digital Inclusion/Exclusion and some people's lack of internet access by using physical items to represent having internet access. Have two collections of items – the first collection will not have enough for every student to get an item. The second collection will have enough items for everyone to have one. Hand out the first collection (some students will not get an item to hold). Explain that this is how internet access works in our world right now – some people have devices and access to the internet, while others don't'. Have some of the students who didn't get an item share how they feel about being left out. Hand out the second collection of items (everyone will get an item) and have students share how this round was different – how do they feel now? (SEP.5 – Identifying and Regulating Emotion, SEP.7 – Perspective Taking and Empathy)

Section 2: How do we use devices/the internet?	
Lesson 2.1	How we use devices/the internet at home
Lesson 2.2	How we use devices/the internet at school
Lesson 2.3	Using the internet to learn new things and find information
Lesson 2.4	Using the internet to play games
Lesson 2.5	Using the internet to watch videos
Lesson 2.6	Using the internet to buy things
Lesson 2.7	Using the internet to talk to people
Lesson 2.8	Using the internet with 'The Digital Citizens' *

The asterisk (*) indicates a lesson that features one of [Common Sense Education's 'Digital Citizens'](#)

Lesson 2.1 – How we use devices/the internet at home

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
- Ways that people use devices/the internet at home - People use devices/the internet in different ways	Domains: - Language and Literacy (LL) - Social Emotional (SE) ELEs: - LLP.1 – Listening with Interest - LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) - LLP.3 – Engaging in Conversations (Inquiring) - SEP.1 – Self Awareness

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Access
- Digital Communication & Collaboration

What learning activities will students engage in?
- Ask families to send in photos or descriptions of how they use the internet (or devices) with their child at home (ex. watching a family movie together on Netflix, FaceTimeing a relative who lives far away, playing an educational game on an iPad app, etc.)
- Students can share their photos or descriptions as part of a class discussion or show-and-tell time
- Students can make connections with their classmates – "Whose family uses devices/the internet in the same way as mine?"
- Watch the [video "My Online Neighborhood"](#) by Common Sense Education → talk about the ways that the internet was used and the three tips for staying safe (always ask your parents first, only talk to people you know, stick to places that are just right for you – these concepts will be explored more in the following sections/lessons)

***Throughout the lessons in this section (Section 2 – How do we use devices/the internet?), you can keep a concept web with the various uses for the internet recorded on it. New uses for the internet can be added to the web as they are introduced in the various lessons.

Extension Activities and/or Ways to Incorporate in Play:
- Count how many families used the internet for the same purpose. Which way to use the internet was the most popular? (IDP.4 – Exploring Numeracy)
- Include devices (pretend or real) in the dramatic play or "house" centre for students to pretend to use in their play. Will the purposes of the devices mirror the ways their families use devices at home? (IDP.2 – Creating and Imagining)
- Involve students in using the internet as a method to communicate or send a message, photo, or video to their family at home (ex. email, Seesaw, Class Dojo, Edsby, blog, Twitter, etc.). When students go home for the day, they can look at the message that arrived using the internet! (LLP.2 – Engaging in Conversations, LLP.9 – Exploring How Print Works, IDP.2 – Creating and Imagining, SEP.3 – Developing a Sense of Belonging)

Lesson 2.2 – How we use devices/the internet at school

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
- Ways that people use devices/the internet at school - We can use devices/the internet for entertainment or educational purposes	Domains: - Language and Literacy (LL) - SE (Social Emotional) ELEs: - LLP.1 – Listening with Interest - LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) - LLP.3 – Engaging in Conversations (Inquiring) - SEP.2 – Developing Self Worth - SEP.3 – Developing a Sense of Belonging

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Access
- Digital Communication & Collaboration

What learning activities will students engage in?
- Point out the ways we use the internet/devices at school on a daily basis (ex. taking attendance, watching a video, listening to music on a Bluetooth speaker, using a SMART board, taking pictures on an iPad, etc.) so students can begin to recognize the ways we use technology in the classroom
- Ask students for their ideas about how they'd like to use devices or the internet at school in their play/learning to help them develop a sense of agency and ownership as contributing members of the classroom community
- Teach students how to perform basic functions on a device, such as an iPad (how to unlock it, how to close an app, how to take a photo, etc.)
- Incorporate using devices and the internet into the classroom in new ways
- Discuss the differences between using devices/the internet at home versus at school (educational versus entertainment)

**note: the activities in this lesson can take place throughout the year and are not intended to be completed as a singular event

Extension Activities and/or Ways to Incorporate in Play:
- Point out to students times in the classroom when the internet or a device is being used to serve a purpose and describe what that purpose is (ex. "We are going to learn this new rhyming song by listening to it on YouTube. The internet is helping us watch this video.") (LLP.2 – Engaging in Conversations, LLP.4 – Incorporating Vocabulary in Play)
- Use devices (pretend or real) in the dramatic play centre. Ask students to describe what they are using the device to do. Is the device being used for entertainment purposes (like playing a game) or to complete a task (like typing out a report)? (IDP.2 – Creating and Imagining, LLP.4 – Exploring Words (Incorporating Vocabulary in Play))
- Incorporate knowledge of devices into different dramatic play scenarios. How would devices be used in a pizza parlor, a bookstore, a vet clinic, an office? Are the devices being used for entertainment purposes or to complete a task? (IDP.2 – Creating and Imagining, LLP.4 – Exploring Words (Incorporating Vocabulary in Play))
- Put a simple numeric passcode on classroom devices to encourage students to practice recognizing numerals and learn to use a password (IDP.4 – Exploring Numeracy)

Lesson 2.3 – Using the internet to learn new things and find information	
What will students be learning about? • Uses of the internet • Searching for information on the internet • Using the internet to learn new things	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Language and Literacy (LL) ELEs: • LLP.1 – Listening with Interest • LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) • LLP.3 – Engaging in Conversations (Inquiring) • LLP.7 – Engaging with Stories and Books

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Fluency → Searching and Processing (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Read the book "Why?" by Tracey Corderoy and Tim Warnes
- The story is about a little rhino who asks a lot of questions to his parents. They take him to the museum because it is a place that has lots of information to answer his questions (and prompt new ones)
- Talk about places that we can get information to answer our questions – museum, library, internet
- Discuss how the internet can be a place to help us learn new things, which is the most common purpose for using the internet at school

Extension Activities and/or Ways to Incorporate in Play:
- Demonstrate to students how we can use the internet to find videos, photos, or information about a topic we want to learn more about (ex. learning the nursery rhyme Jack and Jill and looking up a well or wishing well to show students how they work to pull water up in a pail, singing the song "Slippery Fish" and looking up what a whale looks like when it is 'spouting in the water') (LLP.2 – Engaging in Conversations, LLP.4 – Exploring Words (Incorporating Vocabulary in Play), SDP.1 – Experience a Sense of Wonder, Joy, and Awe)
- Use internet searches, videos, photos, and websites to support emergent curriculum, project-based learning, and following children's interests (IDP.2 – Creating and Imaging, LLP.4 – Exploring Words (Incorporating Vocabulary in Play), IDP.1 – Solving Problems, SDP.1 – Experience a Sense of Wonder, Joy, and Awe)
- Involve students in doing internet searches to fulfill a purpose (ex. looking up Paw Patrol coloring sheets) (SEP.3 – Developing a Sense of Belonging, LLP.2 – Engaging in Conversations, SEP.6 – Interacting with Others, SEP.2 – Developing Self Worth)

Lesson 2.4 – Using the internet to play games

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
• Uses of the internet • Educational games that they can play • Difference between an app and a website	Domains: • Can be tailored to fit a number of domains depending upon the games chosen (see examples below) ELEs: • Can be tailored to fit a number of ELEs depending upon the games chosen (see examples below)

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Fluency → Apps (from DigCit 9 Elements Progression Chart)
- Digital Security and Privacy → Authentication/Logging In (from DigCit 9 Elements Progression Chart)
- Digital Health & Welfare → Screen Time (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Use devices and/or the internet to play different educational games; games can be taught as a whole group or small group first and children can use them more independently (with adult supervision) once they are comfortable and familiar with the games
- Discuss the difference between games that are found on a website and games that are found on an app
- Use a timer to set limits for how long children can play a game on a screen; introduce idea of 'screen time' and doing a mix of activities, not just playing on a screen (this will be covered more in-depth in Lesson 3.5)
- Some examples of games:
  - Daniel Tiger Let's Make Believe (IDP.2 – Creating and Imaging, LLP.4 – Incorporating Vocabulary in Play)
  - Sesame Street Rhyme Time (LLP.5 – Engaging in Sound and Word Play)
  - "Breathe, Think, Do" app by Sesame Street (IDP.1 – Solving Problems, SEP.5 – Identifying and Regulating Emotion)
  - "LetterRoute" app (PDP.2 – Fine Motor Skills, LLP.6 – Exploring Meaningful Images and Symbols, LLP.9 – Exploring Print, IDP.4 – Exploring Numeracy)

Extension Activities and/or Ways to Incorporate in Play:
- Allow students to choose an educational game to play independently (with adult supervision) (SEP.2 – Developing Self Worth, SEP.3 – Developing a Sense of Belonging)
- Put a simple numeric passcode on classroom devices to encourage students to practice recognizing numerals and learn to use a password (IDP.4 – Exploring Numeracy)

Lesson 2.5 – Using the internet to watch videos

What will students be learning about?	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?**
- Uses of the internet - Safety when watching videos online - Videos can be entertaining or can teach us new things	Domains: - Can be tailored to fit a number of domains depending upon the videos chosen ELEs: - Can be tailored to fit a number of ELEs depending upon the videos chosen

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Access → Accessibility (from DigCit 9 Elements Progression Chart)
- Digital Commerce → Digital Advertising (from DigCit 9 Elements Progression Chart)
- Digital Health & Welfare → Screen Time (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Review that the internet/devices can be used for educational or entertainment purposes (see Lesson 2.2)
- Watch a variety of videos as a class for both purposes (or discuss how videos could be serving both purposes at once – be educational *and* entertaining to watch)
- Explicitly discuss the purpose behind the video you are watching (Ex. "We are watching this video for entertainment while everyone is getting ready to start the day" "We are watching this video to learn more about hamsters")
- You can teach students about the different parts of a video watching application by pointing out the symbols and buttons and what they do (play/pause button, full screen, closed captioning, how to skip ads, etc.); allow students to press these buttons and try out the different features
- Discuss with children that they should only use YouTube (or other video websites) with an adult
- Use a timer to set limits for how long children can watch videos on a screen; introduce idea of 'screen time' and doing a mix of activities, not just playing on a screen (this will be covered more in-depth in Lesson 3.5)

Note: videos shown to students should be viewed ahead of time by the teacher, or found from reputable sources or channels created for children. Some sources for child-friendly videos can be found at:
- SciShow Kids (YouTube channel)
- Super Simple Songs (YouTube channel)
- Sesame Street (YouTube channel)
- National Geographic Kids (YouTube channel)
- Vooks (website – free for teachers)

Extension Activities and/or Ways to Incorporate in Play:
- Turn favourite or frequently used videos into QR codes so students can scan and watch them with more independence (Tip: Use a safe-sharing website, such as Video.Link, to create a safe link to the video without ads, comments, or suggested videos that students can click on) (SEP.2 – Developing Self Worth, LLP.1 – Listening with Interest)
- Record videos of children in their play as part of documentation practice. Model asking permission before recording someone or sharing the video with others (SEP.2 – Developing Self Worth, SEP.6 – Interacting with Others, SEP.7 – Perspective Taking and Empathy)

Lesson 2.6 – Using the internet to buy things

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
• Uses of the internet • You can buy things on the internet • Children can express their thoughts on what things to buy online, but adults are ultimately responsible for the purchasing of items	Domains: • Language and Literacy (LL) • Intellectual (ID) • Social Emotional (SE) ELE's: • LLP.6 – Gaining Meaning from a Variety of Formats and Text Materials (Exploring Meaningful Images and Symbols) • LLP.9 – Exploring How Print Works • IDP.4 – Exploring Numeracy • SEP.2 – Developing Self Worth • SEP.3 – Developing a Sense of Belonging

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Commerce → Web Storefronts & Shopping Carts (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- As a class, discuss that one of the uses of the internet is to buy items online
- Ask students to share if their family has ever ordered something online → What did they order?
- Look at an online store website as a class (you can choose a website that would be of interest to children, where educational toys/games/books could be purchased, such as Mastermind Toys or Indigo)
- While on the website, encourage students to look for letters or numbers that they recognize in the item descriptions/prices
- As a class, choose an item that students would like to purchase for their classroom using Pre-K budget funds (could be a book, a new game, or a toy) → allow students to show agency and ownership over their classroom environment by discussing what items they would add to their play and learning. What gaps do they see in the materials currently available to them that could be filled?
- Go through the process of putting the item in the shopping cart (look for this symbol on the website) and checking it out so students can see how this works. Discuss paying for an item and that adults are responsible for shopping for items online.
- Pick up the mail together as a class outing so students can see the process of ordering something online coming full circle – from ordering online to delivery in real life

Extension Activities and/or Ways to Incorporate in Play:
- Set up a post office dramatic play centre where students can pick up parcels, send mail to others, or pick up their mail from their post office box (IDP.2 – Creating and Imagining, LLP.4 – Incorporating Vocabulary in Play, LLP.9 – Exploring How Print Works, IDP.4 – Exploring Numeracy, PDP.2 – Fine Motor Skills)
- Set up a store-themed dramatic play centre where students can buy/sell items using pretend money (IDP.4 – Exploring Numeracy, IDP.2 – Creating and Imagining)

Lesson 2.7 – Using the internet to talk to people

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
• Uses of the internet • We can use the internet to talk to people near and far • We can talk to people in different ways on devices/the internet (email, blog, video chat, text message, phone call)	Domains: • Language and Literacy (LL) • Social Emotional (SE) • Intellectual (ID) ELE's: • LLP.1 – Listening with Interest • LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas) • LLP.3 – Engaging in Conversations (Inquiring) • LLP.7 – Engaging with Stories and Books • SEP.6 – Interacting with Others • IDP.6 – Exploring Position and Direction

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Communication. & Collaboration → (Digital) Identity (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Read the book "Tea with Grandpa" (alternate title "Tea with Zayde" – another word for Grandpa) by Barney Saltzberg as a class. The book depicts a little girl who has tea with her grandfather every day. You find out in the surprise ending that they are having tea over video chat, and are not actually sitting together in person.
- Discuss what the girl and her grandpa are using the internet for in this book (talking to someone)
- Invite students to share if they talk to someone using a video chat application (such as FaceTime, Skype, Google Meet, or WhatsApp) → Who do they talk to? Do they live far away?
- Discuss why the little girl and her grandpa would be having tea over a screen instead of in person (they, presumably, live far away from each other and they can't be together in person every day) → this can tie into the concept of near and far for IDP.6 – Exploring Position and Direction
- Brainstorm other ways that we can talk to people using a device/the internet (ex. send an email, talk on the phone, send a text, etc.). Discuss the difference between spoken words (video chat/phone calls) and written words (email, text message).

Extension Activities and/or Ways to Incorporate in Play:
- Have a video chat with someone as a whole class (this could be with a student's family member or friend, another class of students from a different community, a guest presenter or expert, etc.) (LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas), SEP.6 – Interacting with Others)
- Invite students to take part in communicating with others using devices/the internet. Start a classroom Twitter account or blog that could be used to interact with parents and/or the community (or use a tool such as Edsby or Seesaw). Allow students to help determine what they want to say to their audience (LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas), LLP.9 – Exploring How Print Works, SEP.6 – Interacting with Others)
- Students can use devices in their dramatic play to pretend to talk to someone (send an email, talk on the phone, video chat, etc.) (IDP.2 – Creating and Imagining, LLP.2 – Engaging in Conversations (Responding to Others and Expressing Ideas), SEP.6 – Interacting with Others)

Lesson 2.8 – Using the internet with The Digital Citizens *	
What will students be learning about? • Common Sense Education's characters 'The Digital Citizens' (Heart, Head, Legs, Arms, Guts, Feet)	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Physical (PD) • Language and Literacy (LL) ELEs: • PDP.5 – Space and Body Awareness • LLP.5 – Engaging in Sound and Word Play

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Rights & Responsibilities
- Digital Etiquette

What learning activities will students engage in?
- Watch the Common Sense Education video "We, the Digital Citizens" (reviews ways we can use the internet as discussed in this section, and introduces using the internet safely and respectfully, which will be covered in the next three sections)
- Discuss: What did the Digital Citizen characters in the video use the internet to do? What choices did they make while they were using the internet/a device?
- Watch the Common Sense Education video "Pause and Think Online" (this video introduces each of the characters from the Digital Citizens – their name and what they do) *these characters will each be referred to individually in one of the lessons in the following three sections of this resource
- You can pause the video after the song introduces each character to review what they do (ex. Head – use your head to think about what you see online; Arms – use your arms to balance your time on a screen with real-world activities)
- Look at pictures of the 6 Digital Citizens (Head, Heart, Legs, Arms, Guts, Feet) and see if students can identify who is who from their prominent feature (ex. Legs has long legs, Guts has a big tummy)
- Review what each character uses their prominent body part to do (ex. Legs uses their long legs to stand up to bullies, Head uses their big head to think about what they see on the internet)

*There is an accompanying lesson plan introducing the Digital Citizens on Common Sense Education's website. Teachers can sign up to get free access to all of the Common Sense lessons and activities.

Extension Activities and/or Ways to Incorporate in Play:
- Print out the colouring sheets of the Digital Citizens for students to colour (PDP.2 – Fine Motor Skills)
- Get students to point to the body parts from the Digital Citizen characters on their own bodies (PDP.5 – Space and Body Awareness, LLP.4 – Incorporating Vocabulary in Play)

Section 3: How do we stay safe and healthy while using the internet?	
Lesson 3.1	Use the internet with an adult
Lesson 3.2	Think before you click on something
Lesson 3.3	What to share and what not to share on the internet *
Lesson 3.4	What to do if you see something bad on the internet *
Lesson 3.5	Healthy internet habits *

The asterisk (*) indicates a lesson that features one of [Common Sense Education's 'Digital Citizens'](#)

Lesson 3.1 – Use the internet with an adult	
What will students be learning about? • You should always use the internet with an adult's supervision • You can make good choices for yourself on the internet	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Physical (PD) • Social Emotional (SE) ELEs: • PDP.6 – Developing Healthy Habits • SEP.2 – Developing Self Worth • SEP.6 – Interacting with Others

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Rights & Responsibilities
- Digital Security & Privacy
- Digital Health & Welfare
- Safety on the internet

What learning activities will students engage in?
- Read the book "Once Upon a Time Online" by David Bedford and Rosie Reeve (it goes through different fairy tale characters using the internet in various ways, but they run into different kinds of trouble and learn they need to as the fairy godmother's permission before using devices)
- As a class, talk about the different kinds of trouble the fairy tale characters got into when using the internet by themselves (getting a bill for items purchased online, spending too much time online, running into things while looking down at a screen, difficulty sharing a device with others, etc.)
- Discuss how the fairy godmother helped the fairy tale characters make good choices on their devices
- End the discussion by encouraging students to make safe choices and always have an adult present when they are using the internet or a device, so the adult can ensure they are safe online and only doing/seeing what they are supposed to

Extension Activities and/or Ways to Incorporate in Play:
- Have devices available for students to use in the classroom, with the stipulation that they ask permission first before using devices and that they use the device under the supervision of an adult (SEP.2 – Developing Self Worth, SEP.3 – Developing a Sense of Belonging, SEP.6 – Interacting with Others)
- Model and practice asking an adult before using a device → this could be acted out in dramatic play scenarios with students pretending to be parents/children (SEP.2 – Developing Self Worth, SEP.3 – Developing a Sense of Belonging, SEP.6 – Interacting with Others)
- Read the classic fairy tales featuring the characters from this book (Rapunzel, Three Little Pigs, Cinderella, Jack and the Beanstalk, Little Red Riding Hood) (LLP.7 – Engaging with Stories and Books)
- Watch the "How Does Technology Make You Feel?" video by Common Sense Education (encourages kids to think about how technology makes them feel and ask a grown up for help when needed)

Lesson 3.2 – Think before you click on something	
What will students be learning about? • You can make good choices on the internet • You have to think about what you click on	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Intellectual (ID) • Physical (PD) • Social Emotional (SE) ELEs: • IDP.1 – Solving Problems • PDP.6 – Developing Healthy Habits • SEP.2 – Developing Self Worth • SEP.5 – Identifying and Regulating Emotion

Which areas of Digital Citizenship/Media Literacy are being explored?
• Digital Rights & Responsibilities
• Digital Communication & Collaboration → Phishing/Spam (from DigCit 9 Elements Progression Chart)
• Digital Commerce → Digital Advertising (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
• Read the book "Don't Push the Button" by Bill Cotter (the book is about a monster named Larry who lives in a book with a big, red button that you are NOT supposed to push. Crazy things happen when the button, inevitably, gets pushed!)
• Talk with students about the big, red button in the book. Did they know what would happen if they pushed it? Why were they tempted to push it anyway, despite being warned?
• Tell students that some things on the internet are like the big, red button → they want to be pushed and look very tempting, but we don't know what they will do if we push them and, often, it isn't easy to reverse what has been done
  • Sometimes, clicking on something we shouldn't on the internet could get us into trouble, buy something our parents don't want us to buy, give our device a virus (make it sick), or make us see something scary or bad that we don't want to look at
  • **You could discuss spam/viruses in more detail with students if there is interest (just like people can get germs that make us sick, there are viruses on the internet that can be bad for our devices, too)
• Review the learning from the previous lesson → we should always have an adult present when we are on our device/the internet. They can help us figure out if something is okay to click on or not

Extension Activities and/or Ways to Incorporate in Play:
• Read other interactive books that invite students to physically take part in the reading of the story ("Press Here" by Hervé Tullet, "Tap the Magic Tree" by Christine Matheson, "This Book is Magic" by Ashley Evanson, "Don't Let the Pigeon Drive the Bus" by Mo Willems) (LLP.7 – Engaging with Stories and Books)
• Invite students to discuss cause and effect or the results of different actions (IDP.1 – Solving Problems)
• Discuss actions that have consequences which cannot be solved or fixed instantly (ex. knocking down a tower you have built, ripping the page of a book, etc.) (IDP.1 – Solving Problems, LLP.2 – Engaging in Conversations)

Lesson 3.3 – What to share and what not to share on the internet *	
What will students be learning about? • What information to share/not share with people on the internet • Who is/isn't safe to share information with	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** <u>Domains:</u> • Social Emotional (SE) • Physical (PD) <u>ELEs:</u> • SEP.1 – Developing Self Awareness • SEP.6 – Interacting with Others • PDP.6 – Developing Healthy Habits

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Communication & Collaboration → (Digital) Identity (from DigCit 9 Elements Progression Chart)
- Digital Security & Privacy
- Digital Fluency → Digital Footprint (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Read the book "Chicken Clicking" by Jeanne Willis and Tony Ross (The book is about a little chick who uses the farmer's computer at night while everyone is sleeping. It starts off with the chick buying a few funny items, but then turns into her meeting a 'friend' online and going to meet them in person. The book ends on a cliffhanger and invites readers to decide what will happen)
- After reading the book, get students to predict what they think will happen to the chick who went to meet someone they met online (a fox)
- Discuss, as a class, what choices the chick made on the internet that were not safe (not having an adult or someone to supervise her, going to meet someone that she had met online, not telling anyone where she was going, ordering things online without asking first)
- Compare the online interactions between the books "Chicken Clicking" and "Tea with Grandpa (Zayde)" (Lesson 2.7) → Why was it okay for the little girl to talk to her grandpa online, but not for the chick to talk to the "new friend" (fox)? (someone you know versus a stranger, no adult supervision)
- Discuss, as a class, that we can talk online with people we know in real life (and when an adult is present)
- Brainstorm a list of things we know about ourselves – ex. full name, age, where we live, who is in our family, hair/eye colour, likes/dislikes (connection to SEP.1 – Developing Self Awareness) → We shouldn't tell these personal details to someone online if they don't know that about us in real life
- Watch the Common Sense Education video "Follow the Digital Trail" → Feet, from the Digital Citizens, discusses digital footprint and information that you should/shouldn't share online

Extension Activities and/or Ways to Incorporate in Play:
- Read other storybooks about dealing with strangers: (LLP.7 – Engaging with Stories and Books)
  - "Once Upon a Dragon: Stranger Safety for Kids (and Dragons)" by Jean E. Pendziwol and Martine Gourbault (a child and their dragon friend bump heads when riding the slide and get transported into dragon's storybook of fairytales, where they have to stay safe from strangers)
  - "Who's Bad and Who's Good, Little Red Riding Hood?" by Steve Smallman (Little Red Riding Hood learns that you can't tell who is bad or good by looking at them, and not to tell strangers who you are or where you're going)
- Read classic fairytales and look for examples of strangers that characters talk to or trust (LLP.7 – Engaging with Stories and Books)

Lesson 3.4 – What to do if you see something bad on the internet *	
What will students be learning about? • Strategies to deal with seeing something bad on the internet (walk away, tell an adult)	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Social Emotional (SE) • Physical (PD) ELEs: • SEP.5 – Identifying and Regulating Emotion • SEP.6 – Interacting with Others • PDP.6 – Developing Healthy Habits

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Security & Privacy
- Digital Rights & Responsibilities

What learning activities will students engage in?
- As a class, talk about strategies we use if someone does something we don't like in the classroom (ex. ask them to stop, walk away, tell an adult)
- Ask students what they think they can do if someone does something you don't like on the internet, or you see something bad on a device (we can do two of the same things as in our classroom → walk away and tell an adult)
- Discuss that something bad on the internet might be something that makes you feel sad, mad, or scared → get students to brainstorm things that make them feel sad, mad, or scared
- Teach students the two steps to follow when you see something bad on the internet: walk away and tell an adult
- Students can practice following these two steps (walk away and tell an adult) by acting out an imaginary situation (pretend to look at an iPad or device and see something bad, put the iPad down right away, leave it there, and go tell an adult)
- Get students to guess which of Common Sense Education's 'Digital Citizen' characters would connect to this learning of listening to your feelings and not engaging with inappropriate content on line? (Guts – review the Common Sense Education "Pause and Think Online" video starting at 0:31 if you need a hint)
- Watch the video "Internet Traffic Light" by Common Sense Education (featuring Guts from the Digital Citizens → about trusting your gut and thinking if a site is green, yellow, or red)

Extension Activities and/or Ways to Incorporate in Play:
- Use puppets to act out situations of telling an adult when you are sad, mad, or scared (IDP.2 – Creating and Imagining, SEP.6 – Interacting with Others, SEP.5 – Identifying and Regulating Emotions)
- Read stories about handling emotions and getting help from an adult (Ex. "When I Feel Angry" by Cornelia Maude Spelman and Nancy Cote) (SEP.5 – Identifying and Regulating Emotions)

Lesson 3.5 – Healthy internet habits *

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
• We can be healthy when using the internet • Eye protection and how screens can hurt your eyes • Screen time and limiting the amount of time on a device	Domains: • Physical (PD) • Intellectual (ID) • Language and Literacy (LL) ELEs: • PDP.3 – Stability and Balance • PDP.6 – Developing Healthy Habits • IDP.5 – Exploring Time • LLP.5 – Engaging in Sound and Word Play • LLP.4 – Incorporating Vocabulary in Play

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Health & Welfare → Eye Safety (from DigCit 9 Elements Progression Chart)
- Digital Health & Welfare → Screen Time (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Watch the video "Media Balance is Important" by Common Sense Education (featuring Arms from the Digital Citizens → discusses finding balance between using a device and doing other activities and other healthy device use practices)
- Discuss: What things did Arms and the other Digital Citizens do to help them find a good media balance? (turn off devices at night, share devices with friends, look up from screens to talk to people, play outside and do other fun things)
- Try using your arms to balance, just like Arms the character (put your arms out the sides and use them to help you keep your balance as you try to stand on one foot)
- Have a discussion with students about things we might miss if we only went on a device all day. What things would they miss playing with in the classroom if they only used play time to look at a screen?
- Introduce the term "screen time" and explain that it is how much time you spend looking at a screen. We want to have time to do other things in our day, too, and should set a limit for how much screen time we get
- Watch the video "The Effects of Too Much Screen Time" and discuss what is happening with the little boy who is playing on a device and doesn't want to play soccer with his friends (this video also touches on eye strain from looking at a screen)

Extension Activities and/or Ways to Incorporate in Play:
- Have a timer set up beside classroom iPads or devices. Set the timer when you start to play and go do something else when the timer rings. You can also use the built-in timer function on the Clock app (IDP.5 – Exploring Time)
- Provide blue light glasses that students can use to prevent eye strain when they are on a device (PDP.6 – Developing Healthy Habits)
- Incorporate this learning into gross motor balancing activities – set up balance beams in the classroom, do balancing activities in the gym, balance something on your head, balance on the edge of the sidewalk when walking, etc. (PDP.3 – Stability and Balance)
- "Saying Goodbye to Technology" video by Common Sense Education to help students with a strategy to pause, breathe, and finish up with their devices when it's time for a break from screen time (IDP.5 – Identifying and Regulating Emotion, IDP.1 – Solving Problems)

Section 4: How do we show kindness on the internet?	
Lesson 4.1	Be kind *
Lesson 4.2	Be fair
Lesson 4.3	Be brave *

The asterisk (*) indicates a lesson that features one of [Common Sense Education's 'Digital Citizens'](#)

Lesson 4.1 – Be kind *	
What will students be learning about? • Being kind to others on the internet • Treating people with kindness online and offline	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Social Emotional (SE) • Language and Literacy (LL) ELEs: • SEP.5 – Identifying and Regulating Emotion • SEP.6 – Interacting with Others • SEP.7 – Perspective Taking and Empathy • LLP.2 – Engaging in Conversations

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Rights & Responsibilities
- Digital Etiquette → Acceptable use policy (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Read the book "Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids" by Carol McCloud and David Messing
- As a class, discuss things we can do to fill someone's bucket (you can record the list you brainstorm if you like)
- Discuss with students that we can be bucket fillers or bucket dippers online, just like we can in person
- We want to be bucket fillers online → do and say kind things that will fill someone's bucket, not dip from it
- Ask students for their ideas about how we can fill someone's bucket on the internet (you can record the list you brainstorm if you like) → how are these things different than filling someone's bucket in person?
- Get students to guess which of Common Sense Education's 'Digital Citizen' characters would connect to this learning of bucket filling? (Heart – review the Common Sense Education "Pause and Think Online" video starting at 1:11 if you need a hint)

Extension Activities and/or Ways to Incorporate in Play:
- Use a digital tool (such as Edsby, Class Dojo, Seesaw, etc.) to fill someone's bucket → get students involved in deciding a kind thing they can do or say to fill someone's bucket online (SEP.6 – Interacting with Others, SEP.7 – Perspective Taking and Empathy)
- Point out ways that students are filling each other's buckets in daily classroom happenings or get students to share examples of ways their peers have filled their buckets (SEP.6 – Interacting with Others, SEP.7 – Perspective Taking and Empathy)

Lesson 4.2 – Be fair	
What will students be learning about? • Being an author/ artist and owning your work • Not claiming someone else's work as your own	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** <u>Domains:</u> • Social Emotional (SE) <u>ELEs:</u> • SEP.2 – Developing Self Worth • SEP.6 – Interacting with Others • SEP.7 – Perspective Taking and Empathy

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Law → Copyright/Fair Use/Plagiarizing (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Show the class an art piece or creation that was recently made by a student (ex. a painting, a clay creation, a photo of a block structure, a drawing, etc.) and see if they know who made it/if the creator of the work can identify themselves
- Once students know who the creator of the art piece was, ask the class if it is okay for someone else to say they made this piece? Get student responses to this question → what do they think?
- Ask the creator of the piece to share how they would feel if someone else said they created this art work
- Discuss with students that, if you create something, you own it and no one else can say they made it
- Review the video "My Online Neighborhood" by Common Sense Education (Lesson 2.1), specifically the timestamps below
- 0:39 – 1:00 (creating a zebra picture) and 2:00 – 2:11 (drawing robots)
- Discuss with students that, just like real life art pieces, things created on the internet are owned by people too (like the zebra and robot pictures the character in the video was creating) → we cannot say that we made something on the internet if it isn't ours, just like in real life
- We can appreciate things we see on the internet and show them to others if we like them, but we should say who made it or where we found it from (if we know) and we can't say it is our creation if we didn't make it

Extension Activities and/or Ways to Incorporate in Play:
- Have regular sharing times in the classroom, where students can share the creations they have made (SEP.2 – Developing Self Worth)
- Encourage students to write their name on their creations to show ownership of their work (SEP.2 – Developing Self Worth, LLP.9 – Exploring How Print Works)
- Get students to practice sharing other people's work that they like and give credit to the original artist (SEP.7 – Perspective Taking and Empathy, LLP.2 – Engaging in Conversations)
- Use iPad apps or other digital tools to allow students to create images and artworks digitally; these can be shared (while giving credit to the original creator) using digital tools such as a blog, Twitter, Seesaw, Edsby, etc. (SEP.2 – Developing Self Worth, LLP.8 – Representing Ideas)

Lesson 4.3 – Be brave *

What will students be learning about?	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?**
- Stand up to bullies online when you can by getting help from an adult - Bystander vs upstander	Domains: - Social Emotional (SE) ELEs: - SEP.6 – Interacting with Others - SEP.7 – Perspective Taking and Empathy

Which areas of Digital Citizenship/Media Literacy are being explored?
- Digital Rights & Responsibilities → Digital Upstander/Bystander (from DigCit 9 Elements Progression Chart)

What learning activities will students engage in?
- Read the book "One" by Kathryn Otoshi (this book is about hot-head Red, who likes to pick on Blue and put him down. The other colours are too scared to stand up to Red, until One comes along)
- As a class, discuss: Why didn't the other colours stand up to Red? What did One do that was special? What happened after One stood up to Red?
- Discuss the terms bystander and upstander. A bystander is someone who stands by and watches someone bully or be mean (like the other colours in the story). An upstander is someone who stands up to a bully and tells them to stop (like One from the story). Tell students that upstanders often lead to others deciding to stand up as well (again, similar to what happened in the story). All it takes is one person to be brave and stand up!
- Tell students that, just like in the story, we can be bystanders or upstanders online. If we see someone being mean, we can stand up to them by telling them to stop or getting an adult to help
- You could also review the two things we can do when we see something bad on the internet (Lesson 3.4) → walk away and tell an adult
- Get students to guess which of Common Sense Education's 'Digital Citizen' characters would connect to this learning of being an upstander? (Legs – review the Common Sense Education "Pause and Think Online" video starting at 0:42 if you need a hint)

Extension Activities and/or Ways to Incorporate in Play:
- Encourage students to be upstanders in their play; they can tell someone to stop if they aren't making a kind choice or find an adult to help if needed (SEP.6 – Interacting with Others)

Section 5: How do we use the internet in a smart way?	
Lesson 5.1	Fact and fiction *
Lesson 5.2	Everything you see on the internet was made by someone
Lesson 5.3	Anyone can put something on the internet

The asterisk (*) indicates a lesson that features one of [Common Sense Education's 'Digital Citizens'](#)

Lesson 5.1 – Fact and fiction *

What will students be learning about?	Which Essential Learning Experiences from the Pre-K curriculum are being covered?
- Not everything on the internet is true - We have to think about the things we see on the internet	Domains: - Intellectual (ID) - Language and Literacy (LL) ELEs: - IDP.1 – Solving Problems - LLP.3 – Inquiring - LLP.5 – Exploring Meaningful Images and Symbols

Which areas of Digital Citizenship/Media Literacy are being explored?
- Discerning between fact and fiction (Media Literacy)
- Thinking critically about the things we see on the internet (Media Literacy)
- Media are constructions (from 'Key Concepts for Media Literacy' by Media Smarts)

What learning activities will students engage in?
- Read two books about the same topic, one fiction and one non-fiction (Ex. Clifford the Big Red Dog versus a nonfiction book about puppies)
- Discuss, as a class, the differences between the two kinds of books (types of illustrations/images, a story line versus informational text, text features of fiction versus non-fiction books)
- Discuss with students that, just as book authors can tell made-up stories or real facts, people on the internet can post or write true or made-up things → this is why it is important that we think about the things we see on the internet, because not everything will be true
- Show students some images to get them to question if they are real or not (there are some kid-friendly faked photos here that you can mix in with real photos)
- Get students to guess which of Common Sense Education's 'Digital Citizen' characters would connect to this learning of thinking while online? (Head – review the Common Sense Education "Pause and Think Online" video, watch 0:00-0-15 if you need a hint)

Extension Activities and/or Ways to Incorporate in Play:
- Get students to identify books as fiction or non-fiction in the classroom or library setting → what strategies do they use to distinguish between the two? (LLP.7 – Engaging with Stories and Books)
- Talk about elements of books that are real or imagined → what could happen in real life and what is make believe? (LLP.7 – Engaging with Stories and Books)
- Read the book "Penguinpig" by Stuart Spendlow and and Amy Bradley → about a little girl who reads about a creature called a 'penguinpig' on the internet and decides she wants to see one in real life (LLP.7 – Engaging with Stories and Books)

Lesson 5.2 – Everything you see on the internet was made by someone	
What will students be learning about? • Everything on the internet was made by someone (has an author)	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** <u>Domains:</u> • Language and Literacy (LL) • Social Emotional (SE) <u>ELEs:</u> • LLP.8 – Representing Ideas • LLP.9 – Exploring How Print Works • SEP.2 – Developing Self Worth • SEP.3 – Developing a Sense of Belonging
Which areas of Digital Citizenship/Media Literacy are being explored? • Everything on the internet has an author; authors have a specific message • Media are constructions (from <u>'Key Concepts for Media Literacy'</u> by Media Smarts)	
What learning activities will students engage in? *This lesson and the next lesson will explore the idea of the internet as a 'bulletin board' where anyone can post something on it. You can use a bulletin board in your classroom for students to 'post' on to simulate an internet experience. • Introduce students to their new 'internet bulletin board' (a cleared-off bulletin board where students can post their own creations for everyone to view) • Students can post drawings, writing, etc. on the 'internet bulletin board' • Encourage students to write their name on their creations so others can tell who made what • Look through the internet bulletin board and encourage students to discuss their work with others and identify the creations that are theirs • After the internet bulletin board has been established, compare this to a discussion board or website online where users can post; look at an example as a class (teacher should preview this beforehand to ensure all the postings are appropriate) • Discuss that all online content was made by someone (an author or artist), just like all of the content on our internet bulletin board was made by someone, too. Look for the author names/usernames on the posts in the discussion board • You can review some of the concepts from Lesson 4.2 about ownership, plagiarism, and copyright → we should credit the person who made something online if we know who created it	
Extension Activities and/or Ways to Incorporate in Play: • Look at book covers to find author/illustrator names, read author and illustrator names aloud to students when you read them a story (LLP.7 – Engaging with Stories and Books)	

Lesson 5.3 – Anyone can put something on the internet	
What will students be learning about? • Anyone can put something on the internet • All content on the internet has a message	**Which Essential Learning Experiences from the Pre-K curriculum are being covered?** Domains: • Language and Literacy (LL) • Social Emotional (SE) ELEs: • LLP.8 – Representing Ideas • LLP.9 – Exploring How Print Works • SEP.2 – Developing Self Worth • SEP.3 – Developing a Sense of Belonging

Which areas of Digital Citizenship/Media Literacy are being explored?
- Everything on the internet has an author; authors have a specific message
- Media are constructions (from 'Key Concepts for Media Literacy' by Media Smarts)
- Media have social and political implications (from 'Key Concepts for Media Literacy' by Media Smarts)

What learning activities will students engage in?
*This lesson and the previous lesson will explore the idea of the internet as a 'bulletin board' where anyone can post something on it. You can use a bulletin board in your classroom for students to 'post' on to simulate an internet experience.
- Continue to use the internet bulletin board from the previous lesson; reiterate that anyone can post on the internet bulletin board
- Invite some outside guests to post items on the internet bulletin board to demonstrate this principle (could be students from other grades, other staff members, family members of students. etc.)
- Talk about how all content on the internet bulletin board (and the real internet) has a message or purpose behind its creation
- Discuss with students some of the common reasons that messages or content on the internet bulletin board were created (ex. for fun, to talk to someone, to share information, etc.)

Extension Activities and/or Ways to Incorporate in Play:
- Look at fiction and non-fiction books and discuss the reasons that those messages are created (ex. to entertain/tell a story versus be informative) (LLP.7 – Engaging with Stories and Books)

Appendices

Appendix A	Children's books about devices and the digital world
Appendix B	Resources for families and caregivers
Appendix C	Full list of Pre-Kindergarten Essential Learning Experiences (ELEs)
Appendix D	Scholarly articles list

Appendix A – Children's books about devices and the digital world

Antony, S. (2018). *Unplugged.* Scholastic Press.

Bedford, D. & Reeve, R. (2016). *Once upon a time online.* Parragon Inc.

Liukas, L. (2018). *Hello Ruby: Expedition to the internet.* Feiwel & Friends.

McDonnell, P. (2016). Tek: The modern cave boy. Little, Brown Books for Young Readers.
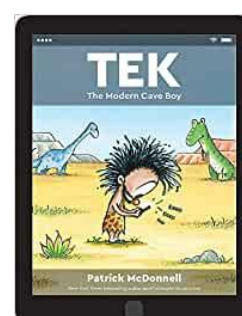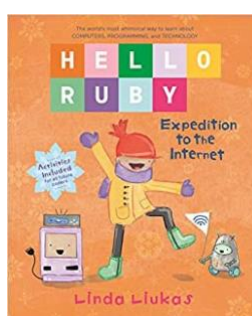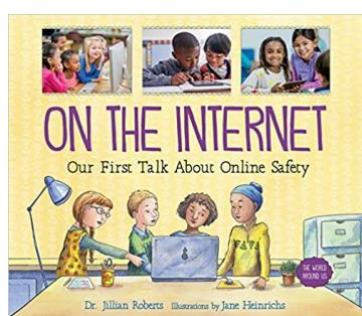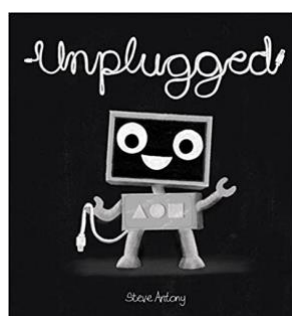
Roberts, J. & Heinrichs, J. (2019). *On the internet: Our first talk about online safety.* Orca Book Publishers.

Saltzberg, B. (2014). *Tea with Grandpa.* Roaring Brook Press.

Spendlow, S. & Bradley, A. (2015). *Penguinpig*. Mathom House Publishing.

Willis, J. & Ross, T. (2015). *Chicken clicking.* Andersen Press.

Willis, J. & Ross, T. (2020). *#Goldilocks: A hashtag cautionary tale.* Andersen Press.
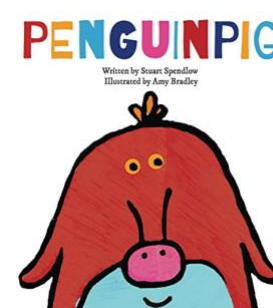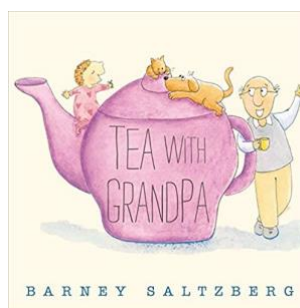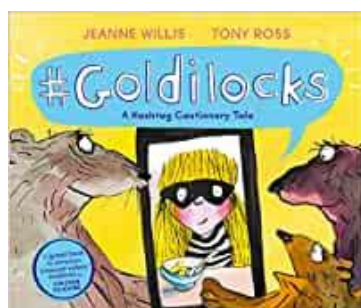
Images of books retrieved from Amazon.ca

Appendix B – Resources for families and caregivers

Healthy Digital Habits

Healthy Habits for TV, Video Games, and the Internet by Kids Health

Digital Wellbeing Family Guide by Google

When to Introduce Your Child to a Smartphone or Tablet by PBS

Help Your Family Use TV, Phones, and Tablets in Healthy Ways by Common Sense Education

SEL in Digital Life: Grades K-2 Family Conversations Packet by Common Sense Education

Online Safety

Internet Safety Tips for Ages 2-4 by Media Smarts

5 Tips for Online Safety by UNICEF

Internet Safety: Children 3-5 Years by raisingchildren.net.au

Online Safety Guide 0-5 years by Internet Matters

Internet Safety Checklist for Preschoolers by Safe Search Kids

Screen Time

Screen Time Guidelines for Preschoolers by Kids Health

Screen-Time Recommendations for Children Under Six by Kathy Kinsner

Introducing Digital Citizenship and Media Literacy to Families

7 Easy Ways to Get Families on Board with Digital Citizenship by Common Sense Education

Digital Citizenship Guide for Parents by Media Smarts

Media Literacy Fundamentals by Media Smarts

Digital Citizenship & Ethics by Let's Talk Science

Appendix C – Full list of Pre-Kindergarten Essential Learning Experiences (ELEs)

Social Emotional Development (SE)

SE P.1 – Developing Self Awareness
SE P.2 – Developing Self Worth
SE P.3 – Developing a Sense of Belonging
SE P.4 – Separating from Family Without Distress
SE P.5 – Identifying and Regulating Emotion
SE P.6 - Interacting with Others
SE P.7 – Perspective Taking and Empathy
SE P.8 – Resolving Conflicts

Physical Development (PD)

PD P.1 – Locomotor Skills
PD P.2 – Fine Motor Skills
PD P.3 – Stability and Balance
PD P.4 – Manipulative Skills
PD P.5 – Space and Body Awareness
PD P.6 – Developing Healthy Habits

Spiritual Development (SD)
SD P.1 – Experience a Sense of Wonder, Joy, and Awe
SD P.2 – Experiencing Heightened Sensory Awareness
SD P.3 – Developing an Appreciation of Beauty and Connection to the Natural and Man-Made World

Language and Literacy Development (LL)

LL P.1 – Listening with Interest
LL P.2 – Engaging in Conversations (Responding to Others and Expressing Ideas)
LL P.3 – Engaging in Conversations (Inquiring)
LL P.4 – Exploring Words (Incorporating Vocabulary in Play)
LL P.5 – Exploring Words (Engaging in Sound and Word Play)
LL P.6 – Gaining Meaning from a Variety of Formats and Text Materials (Exploring Meaningful Images and Symbols)
LL P.7 – Gaining Meaning from a Variety of Visual Formats and Text Materials (Engaging with Stories and Books)
LL P.8 – Representing Ideas
LL P.9 – Exploring How Print Works

Intellectual Development (ID)

ID P.1 – Solving Problems
ID P.2 – Creating and Imagining
ID P.3 – Recognizing Attributes and Characteristics
ID P.4 – Exploring Numeracy
ID P.5 – Exploring Time
ID P.6 – Exploring Position and Direction

*Highlighted ELEs are touched upon in the lessons in this resource

Appendix D – Scholarly articles list

Daniels, K., Bower, K., Burnett, C., Escott, H., Hatton, A., Ehiyazaryan-White, E., & Monkhouse, J. (2019). Early years teachers and digital literacies: Navigating a kaleidoscope of discourses. *Education and Information Technologies, 25*(4), 2415-2426. https://10.1007/s10639-019-10047-9

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Johnston, K. (2021). Engagement and immersion in digital play: Supporting young children's digital wellbeing. *International Journal of Environmental Research and Public Health, 18*(19), 10179. https://10.3390/ijerph181910179

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Ozturk, G., & Ohi, S. (2019). What do they do digitally? identifying the home digital literacy practices of young children in Turkey. *Early Years (London, England),* , 1-16. https://10.1080/09575146.2019.1702925

Zabatiero, J., Straker, L., Mantilla, A., Edwards, S., & Danby, S. (2018). Young children and digital technology: Australian early childhood education and care sector adults' perspectives. *Australasian Journal of Early Childhood, 43*(2), 14-22. https://10.23965/AJEC.43.2.02