

**Thank You For Doing Your Part To Help Our Youth Obtain a Digital Consciousness™.**



This curriculum is the first step towards helping our future leaders understand how to be responsible digital citizens, and utilize rapidly evolving digital tools to create a brighter and safer global village for everyone.

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## TEACHING GUIDE

### ALIGNMENT TO COMMON CORE STATE STANDARDS

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The activities in these units cover the following Common Core State Standards:

**Grade 5:** [RI.5.1](#), [RI.5.9](#), [RF.5.4](#), [W.5.1](#), [W.5.2](#), [W.5.4](#), [W.5.7](#), [W.5.9](#), [SL.5.1](#), [SL.5.2](#), [SL.5.4](#), [L.5.1](#), [L.5.3](#),

**Grade 6:** [RI.6.6](#), [RI.6.7](#), [W.6.1](#), [W.6.2](#), [W.6.7](#), [W.6.9](#), [SL.6.1](#), [SL.6.2](#), [L.6.1](#), [L.6.6](#)

**Grade 7:** [RI.7.1](#), [RI.7.3](#), [W.7.1](#), [W.7.2](#), [W.7.7](#), [W.7.9](#), [SL.7.1](#), [SL.7.2](#), [SL.7.4](#), [L.7.1](#)

**Grade 8:** [RI.8.1](#), [RI.8.3](#), [RI.8.7](#), [W.8.1](#), [W.8.2](#), [W.8.7](#), [W.8.8](#), [W.8.9](#), [SL.8.1](#), [SL.8.4](#), [L.8.1](#)

**Grades 9-10:** [RI.9-10.1](#), [W.9-10.1](#), [W.9-10.2](#), [W.9-10.9](#), [SL.9-10.1](#), [SL.9-10.4](#), [L.9-10.1](#)

**Grades 11-12:** [RI.11-12.1](#), [W.11-12.1](#), [W.11-12.2](#), [W.11-12.9](#), [SL.11-12.1](#), [SL.11-12.4](#), [L.11-12.1](#)

Resource: <http://www.corestandards.org/ELA-Literacy/>

Teachers should note that the material in this curriculum was crafted to produce self-learning and self-discovery to assist students in developing a basic foundation for Digital Consciousness™. It is also designed to promote peer learning and citizenship development through various group activities and class discussion.

Throughout the course, student questions and class discussions may vary significantly dependent on individual experiences, and teachers should be prepared to utilize these teachable moments - in conjunction with this teachers guide - to build and expand on the material presented in the videos and in these Units.

## TEACHING GUIDE USING THE LESSON PLANS

Before beginning these Units, it is important to first assess the knowledge base of your students. With technology continually evolving, the degree of exposure that students have to technology can vary greatly throughout a classroom. Depending on their individual circumstances, some students may be very well versed in technology and digital safety, while others may have little to no exposure to these concepts prior to beginning their work with this curriculum.

Teachers should begin by providing the class with the “History and Rationale Behind The Digital Risk Assessment” on page 6 of this document.

Teachers should then ask the class to take the IROC2 Cyber Risk Assessment online - at school or at home - at <http://www.iroc2.org/CyberSafetyRiskAssessment.html>. Overall the risk assessment should allow students to establish a baseline of their knowledge regarding technology and digital safety prior to this curriculum.

- Students should note their score for reference as they will be required to know it later, however they should ***not*** be asked to share their answers as part of this exercise.

Upon completing all 4 Units within this curriculum, students should be provided with another opportunity to complete the IROC2 Cyber Risk Assessment.

Students should be asked to note their new score and after some reflection, create a short essay as to how their score changed (did it go up, down, or remain the same) and how they may use what they learned to teach others about responsible use of technology.

As a final Assignment, your class should be assigned a “School Project”.

- Each class should create a project to be shared with the school to summarize what they have learned about the importance of having a mindset of Public and Permanent™. This project should help teach others about using technology responsibly.
- Your “School Project” is completely up to your class and can be in the form of a large poster for the school, individual posters to hang throughout the school, a digital wall paper for school devices, a class video, a class skit - use your imagination, creativity and technology to make something Awesome.
- We invite you to share your project in the IROC2 Cyber Safety Community Center (located at <http://www.iroc2.org/144.html>) or share your project with IROC2 directly (via email) and we will be happy to share it for you across our various sites and social network pages to illustrate your participation in creating a more responsible global village.

## TEACHING GUIDE THE LESSON PLAN CHECKLIST

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### Guidance:

Please utilize the checklist provided below to help track your progress and guide you through the process of teaching Public and Permanent™.

- Step 1: Watch the Public and Permanent™ Video on Demand in its entirety
- Step 2: Have your students independently take the Cyber Risk Assessment
- Step 3: Replay the Video Chapter titled, “Introduction” for the class, then Teach Unit 1
- Step 4: Replay the Video Chapters titled, “Cyber Cruelty”, “Status Updates”, “Social Privacy” and “Criminal Exploitation”, then teach Unit 2
- Step 5: Replay the Video Chapters titled, “Permanent” and “Legacy”, then teach Unit 3.
- Step 6: Teach Unit 4
- Step 7: Have your students independently take the Cyber Risk Assessment again. Students should be asked to note their new score and after some reflection, create a short essay as to how their score changed (did it go up, down, or remain the same) and how they may use what they learned to teach others about responsible use of technology.
- Step 8: Implement the “School Project”