SOCIAL EMOTIONAL LEARNING AND

Digital Citizenship

TALE *Academy*

A Digital Dilemma for Carmen and Friends

Melanie and her classmates were getting ready to shift to remote learning. Mr. French, their world studies teacher, set up virtual learning rooms for the in-person learning groups formed during the previous weeks to check in, share notes and resources, and comment on their projects.

Melanie was excited to be part of the Olympics study group - as were Elena and Carmen. Carmen was new to the school and was beginning to come out of his shell. Elena and Melanie enjoyed Carmen's quiet sense of humor.

Mr. Henry, the library media specialist, knew that Carmen was profiling Lake Placid, New York, because the city had hosted two Winter Olympics.

Mr. Henry used the learning room to post a few articles and videos about the Lake Placid Olympic Oval for Carmen to review. A few days later, Melanie noticed she hadn't seen or heard much of Carmen nor did Carmen post a response to Mr. Henry's resources. She missed his humor! "S'up?" Melanie texted Carmen.

Carmen texted back about school and their Olympics project. When Melanie asked Carmen why he hadn't been in the learning room much, Carmen explained that Elena was bothering him. He went on to say that Elena texted after midnight several times and asked to FaceTime at odd hours of the night. Carmen said he felt funny about it because he wanted to do well on the project, but didn't know how to handle Elena.

Melanie remembered playing a game called "Anywhere" that used digital dilemmas such as this. She liked that the game was in English and Spanish so she could play it with her little brother. Melanie joked that Carmen should google "**digital dilemma**" and when he did, he was amazed at what he found.

Later that day...

Carmen: You would not believe what I found! There are lots of examples like what Elena is doing. And do you know there's something called digital citizenship? And there's a Digital Citizenship Week every year during the third week of October!

Melanie: We better let Elena know! 😊

Carmen: And Mr. French and Mr. Henry, too!

Melanie: Hey, that's in two weeks. What can we do to get Elena, Mr. French, and Mr. Henry involved??

Melanie and Carmen started their own learning room and filled it with resources about digital citizenship. They posted resources with tips for families and schools about how to teach digital manners and skills.

They also researched each of the six core topics of digital citizenship, including relationships and communication. They learned what a red flag feeling is and realized that's what Carmen meant when he said he felt funny about Elena texting late at night. Having a name for it helped them talk about what made him uncomfortable and why.

Melanie started a log of activities that her classmates could participate in to build their digital social and self-awareness and decision-making skills in digital spaces (that happened to also build social emotional skills at the same time). Melanie then wondered about younger learners such as her little brother and wanted to see what being a digital citizen might be like for him. She found and shared in the learning room an SEL in Digital Life: Skills and Dispositions Progression chart that outlined age-appropriate skills for kindergarten through grade 12.

Meanwhile, Carmen worked with Mr. Henry, and his mom set up a video conference for families and students to start conversations about their digital lives. Mr. Henry included links about social media platforms for families and students to learn about safety and content. Elena even joined in, offering to create a social networking site where parents and students could ask questions and post reviews about apps, platforms, games, rooms, and sites so their school community could share their knowledge.

6 Core Topics of Digital Citizenship

Common Sense Education developed a free, comprehensive K-12 curriculum for healthy communities and responsible decision-making in the digital space, covering six digital citizenship topics.

MEDIA BALANCE AND WELL-BEING

PRIVACY AND SECURITY

DIGITAL FOOTPRINT AND IDENTITY

RELATIONSHIPS AND COMMUNICATION

CYBERBULLYING, DIGITAL DRAMA, AND HATE SPEECH

NEWS AND MEDIA LITERACY

Melanie commented that what they created started as a project on the Olympics. Now their school was planning ways to incorporate DIgital CItizenship Week into their studies next October with Carmen, Elena, Melanie, Carmen's mom, and Mr. Henry as the planning team. The planning team's goal?

To build, strengthen, and maintain healthy relationships and group dynamics across learning environments.

SEL and Digital Citizenship: A Clear Connection

Now that we see the evolution of digital citizenship take root for Melanie and friends, we will examine the clear connection to social emotional learning (SEL).

There are three guiding principles in connecting digital citizenship with social emotional learning:

1. Promoting digital citizenship means empowering students to think critically, behave safely, and participate responsibly in our digital world.
2. SEL skills are crucial to managing these digital issues with perspective.
3. SEL skills can be integrated into any classroom or lesson — any day of the week — to further making good decisions at home, at school, in our communities, and in the workplace.

Digital Citizenship Discussion Topics that Build Social Emotional Skills

Let's take each of the CASEL 5 competencies for SEL and consider relevant topics for promoting digital citizenship in the classroom. These topics are ripe for class discussion, civic learning, digital journaling, community-building circles, and collaborative research projects – even better if these topics are explored in remote learning environments in which students can practice digital citizenship as they learn!

SEL Competency	Related Digital Citizenship Discussion Topic			
	K–2	3–5	6–8	9–12
Self-Awareness	My Feelings When Using Technology	Our Responsibilities Online	Oversharing and Your Digital Footprint	Who Are You on Social Media?
Self-Management	Saying Goodbye to Technology	My Media Balance	Checking Our Digital Habits	Screen Time: How Much Is Too Much?
Social Awareness	Standing Up to Online Meanness	The Words We Choose	Dealing with Digital Drama	The Impacts of Online Hate Speech
Relationship Skills	Use Your Heart When You're Online	Gaming with Positivity	Friendships and Social Media	Friendships and Boundaries Online
Responsible Decision-Making	Traveling Safely Online	How Can You Be an Online Superhero?	Who Are You Talking to Online?	Perspectives on Posting

Source: _SEL in Digital Life: Skills and Dispositions Progression Chart_

Digital Citizenship and TALE: You Are the Perfect Model!

When we think about digital citizenship, many of us think about remote or hybrid environments, where student interactions can be unsupervised depending on the time of the day that they are engaged in instructional programming. This makes you, the teacher, the perfect model of healthy digital citizenship!

Modeling Digital Citizenship by Core Topic Area

Here are a few ways to model and support healthy online engagement for your students when teaching across learning environments.

MEDIA BALANCE AND WELL-BEING

Offer your students device-free moments and acknowledge the ways in which technology can, at times, be a distraction from deeper learning, depending on the activity at hand.

Offer <u>age-appropriate lessons</u> on protecting personal information and data privacy rights.

PRIVACY AND SECURITY

DIGITAL FOOTPRINT AND IDENTITY

- Provide roles for group engagements in remote or hybrid settings to offer structure for how students engage in virtual collaborations (notetaker, facilitator, participant, timekeeper).
- Provide sentence stems for acknowledging diverse perspectives when working across differences.

- Co-create norms with students for interacting on social media or online learning platforms, such as breakout rooms and asynchronous communication. Even Jamboard requires norms for interaction.
- Provide a mechanism for students to problem solve together through peer consultations before involving adults (i.e., "see three before me").
- Provide a checkpoint in a virtual group activity that allows students to privately share with you how group relationships are going.

RELATIONSHIPS AND COMMUNICATION

- Provide multiple mechanisms for students to comfortably report concerns.
- Encourage in-person and remote learners to be aware and accepting of different family norms, such as religious observances, cultural practices, and family timelines for being engaged in school and work.

CYBERBULLYING, DIGITAL DRAMA, AND HATE SPEECH

Provide age-appropriate tip sheets on such topics as finding credible information online and properly citing others' work. Be transparent about your process for selecting, curating, and citing resources.

NEWS AND MEDIA LITERACY

Now it's your turn!

Now that you have learned about digital citizenship and SEL across learning environments, it's your turn:

- Choose a social emotional learning resource that is your "go-to" in your daily integration.
- Redesign the practice to include digital citizenship as students engage in learning across multiple environments.

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About Us

The TALE Academy
The TALE Academy is a series of virtual learning experiences available to all New York State educators and offers a rich array of resources on topics related to teaching across learning environments (TALE). The TALE Academy is built upon the work New York State educators carried out during emergency remote teaching (ERT) throughout the COVID-19 pandemic and extends it toward the future. TALE invites educators to think beyond online learning to consider a broader perspective on teaching and learning that encompasses teaching across multiple environments (in-person, remote, and hybrid).

The Teaching in Remote/Hybrid Learning Environments (TRLE) Project
The TALE Academy is part of a broader New York State Education Department (NYSED) initiative known as Teaching in Remote/Hybrid Learning Environments (TRLE). In July 2020, NYSED was awarded funding through the United States Department of Education's Education Stabilization Fund-Rethink K-12 Education Models Grant to implement TRLE – a three-year project to build the capacity of teachers and educational leaders to effectively implement remote/hybrid learning for all students. Launched in the depths of the pandemic, the first phase of the TRLE project focused on getting resources to the field through partnerships with Boards of Cooperative Educational Services (BOCES) and school districts across the state. The second phase, which began in February 2022, focused on aggregating lessons learned and emerging teaching and learning strategies to address a broader field of practice: teaching across learning environments.

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