

Teacher Guide to Student Social Media Guidelines: 12 and Younger



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Social media enhances education, communication, and learning when used safely and responsibly. The New York City Department of Education (NYCDOE) convened teachers and librarians, students, and parents and partnered with [Common Sense Media](https://www.common sense media.org/) <<https://www.common sense media.org/>> to develop guidelines to support both staff and students in the effective use of social media. They are available for use without payment or special permission.

The social media guidelines for students younger than 12 address four areas:

- Digital image
- Post responsibly
- Considering consequences
- Cyberbullying

This document offers ideas for teaching each area from either [Common Sense Media](#) or the [Citizenship in a Digital Age](#) handbook <<http://schools.nyc.gov/NR/rdonlyres/3CA0188D-66A2-490C-9E90-1EFCADA92F8C/0/Citizenshipinthedigitalage.pdf>>. At the end of each section, you will find alignment to the Common Core Standards, the Information Fluency Continuum (IFC), and the National Education Technology Standards for Students (NETS•S). There is also a guide for parents and an activity book for students with off line games to help introduce students younger than 12 to these concepts.

When using social media it is important that you notify parents (see [sample notification](#)) and review the terms of service. Many sites have specific consent requirements that need to be met for students 12 and younger. Your school librarian and/or tech liaison play an important role in ensuring staff and students are prepared for success in the digital age. Either might be a good person to reach out to for suggestions about the best sites and activities to support student learning using social media. They are probably familiar with the topics addressed in this guide and may also be able to provide professional development.

Educators can find all of the resources mentioned in this document posted at schools.nyc.gov/SocialMedia and may join the associated Facebook group: <https://www.facebook.com/groups/NYCSchoolstech/>.

Here are some ideas for introducing these guidelines at your school:

- Assign the social media guidelines as homework reading for your students. Print and hand out the accompanying activity book for each student to complete as an extra-credit assignment.
- Host a contest in your classroom and give a reward to students who complete all of the puzzles.
- Collaborate with the technology educator at your school to demonstrate learning activities using relevant social media sites for students during computer lab hours (if applicable).
- Provide copies of the guidelines and activity book to colleagues at your school to encourage school-wide implementation.
- Collaborate with colleagues to share the social media guidelines link in emails, texts, tweets or calls to families.
- Host an evening workshop or meeting for families at your school.

Create the Digital Image You Want

Students learn that to control their own digital image they must align their in-person reputation with their online image, be positive, be their best self, and know their audience. Students younger than 12 also learn that all information posted online leaves a record or digital footprint.

Ideas for the classroom

- Ask students why their image is important: How does the way others perceive them extend to the digital world?
- Ask your students if their parents have ever posted about them on social media. If so, how did it make them feel? Did the posts align with how they want to be perceived? Students may draw pictures to show how they want to be seen by their parents and how they see themselves. (Ex. Playing sports, being silly, reading, etc.)
- Have your students think of a favorite celebrity. Ask your students: What does that person do to convey a positive digital image? What have they done to convey a negative image? If they have a negative image, how could they fix it?
- Ask students to create and share one or more sentences to represent how they want to be seen online. When they look at each other’s social media presences (on Movie Star Planet, Edmodo, Club Penguin, etc.), is the image they want to convey coming through? If so, how do they know? If not, what can they change to improve the way they are perceived online?
- Have students use [Tagxedo](#) to list qualities they want in their digital footprint. Students can customize colors, fonts and print out.
- Have students create an online avatar using [Voki](#).
- Provide students with a lesson on creating Avatars. You can use [this lesson](#) from high school teacher Susan Ettenheim.

Lessons from **Common Sense Education**

| Title | Students learn that | Grade Level |
|--|---|----------------|
| Follow the Digital Trail | Information they put online leaves a digital footprint. This trail can be big or small, helpful or hurtful, depending on how they manage it. | (Grades K - 2) |
| Digital Citizenship Pledge | They can outline common expectations to build a strong digital citizenship community. Each member of the class signs a <i>We the Digital Citizens Pledge</i> . | (Grades 3 - 5) |
| Trillion Dollar Footprint | Each student has a digital footprint, and this information can be searched, copied, and passed on. Students can take control of how they are perceived online. <i>*Material should be adapted for earlier grades.</i> | (Grades 6) |
| Which Me Should I Be? | They can present themselves in different ways online, which carries both benefits and risks. | (Grades 6) |

Lessons from **Citizenship in the Digital Age**

| Title | Students learn that | Grade Level |
|-----------------------------|--|----------------|
| Respecting Your Own Privacy | It's important to keep personal information private. | (Grades K - 2) |
| Your Digital Footprint | A digital footprint can affect their real life and future. Their actions on the internet contribute to their digital footprints. | (Grades 3 - 5) |

Additional Resources

“Common Sense on Privacy and Digital Footprints.” *Family Tip Sheet*. Common Sense Media, 2012. Web. 10 July 2015. <<https://www.common Sense Media.org/sites/default/files/uploads/pdfs/k-5-familytip-privacyanddigitalfootprints.pdf>>

“Digital Footprint Quiz.” *Digital Footprint Quiz*. New York City Department of Education, n.d. Web. 4 Aug 2015. <<https://www.surveygizmo.com/s3/2245969/Digital-Footprint-Quiz>>

“Digital Citizenship Poster for Elementary Classrooms | Common Sense Media.” *Digital Citizenship Poster for Elementary Classrooms | Common Sense Media*. Web. 11 Aug. 2015. <https://www.common Sense Media.org/educators/elementary_poster>

“Digital Citizenship Pledge Poster for Elementary School Classrooms | Common Sense Media.” *Digital Citizenship Pledge Poster for Elementary School Classrooms | Common Sense Media*. Web. 11 Aug. 2015. <https://www.common Sense Media.org/educators/pledge_poster>

“Spam Scam Slam | OnGuard Online.” *Spam Scam Slam | OnGuard Online*. N.p., n.d. Web. 13 Aug. 2015. <<http://www.onguardonline.gov/media/game-0012-spam-scam-slam>>

“Digital Passport by Common Sense Media | Digital Passport.” *Digital Passport by Common Sense Media | Digital Passport*. N.p., n.d. Web. 13 Aug. 2015. <<https://www.digitalpassport.org/educator-registration>>

Standards Supported

Common Core:

Grade K: RL.1, RL.3, RL.4, RL.10, RI.1, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.6, L.6

Grade 1: RL.1, RL.3, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

Grade 2: RL.1, RL.3, RI.4, RI.2.8, RI.10, RF.4a, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

Grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

Grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

Grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

Grade 6: RI.2, RI.3, RI.4, RI.7, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

NETS•S: 1a-d, 2a-d, 3a-d, 4a-d, 5a-d, 6a, 6b, 6d

IFC Standards: Compares new ideas with what was known at the beginning of the inquiry

Post Responsibly – Be Mindful of Your Audience

Students learn to think before they post by:

1. Discussing how to be respectful in online social situations
2. Examining how they communicate offline vs. online
3. Thinking about whether a parent or relative would be proud or concerned by the content of their posts
4. Considering whether a post will be hurtful or helpful, embarrassing or promising, or could positively or negatively affect their reputation or that of another person.

Ideas for the classroom

- Review [NYCDOE's Digital Citizenship in the Digital Age Guide](#).
- Create a Responsible Use Policy with your class.
- Have your students create a superhero avatar online during the “Super Digital Citizen” lesson below, using [Marvel online](#) or [Heroized](#).
- Whenever you use a social media tool with your class, review proper [commenting](#) and [posting etiquette](#).
- Teachers collect pictures and updates of their student’s favorite celebrities on social media and create a matching activity where students categorize positive and negative posts.
- Have students create a class contract defining proper posting, questionable posting, and inappropriate posting. Hang the contract in the classroom, and have students sign it.
- If you’re not sure of something, or need advice and support, share in the NYC Schools Tech group on Facebook at <https://www.facebook.com/groups/NYCSchoolsTech/>. The group is composed of many educators sharing ideas and building their learning networks.

Lessons from Common Sense Education

| Title | Students learn that | Grade Level |
|------------------------------|--|----------------|
| Going Places Safely | They can go to exciting places online, but they need to follow certain rules to remain safe. | (Grades K - 2) |
| Rings of Responsibility | Responsible and respectful online behavior creates good digital citizens. | (Grades 3 - 5) |
| Super Digital Citizen | With great power comes great responsibility. Students create comic strips to show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it. | (Grades 3 - 5) |
| The Reality of Digital Drama | Perceptions of digital drama and stereotypes of men and women on reality TV may affect their behavior. <i>*Material should be adapted for earlier grades.</i> | (Grades 6) |

Lessons from Citizenship in the Digital Age

| Title | Students learn that | Grade Level |
|-------------------------------|---|----------------|
| Digital Netiquette | Being a good citizen means acting responsibly and respectfully in the online environment. | (Grades 3 - 5) |
| Good and Bad Online Behaviors | There is good and bad behavior in online environments. | (Grades 3 - 5) |

Additional Resources

“Beyond Emily: Post-ing Etiquette.” Edutopia. August 2008. Web 14 Aug 2015.
<<http://www.edutopia.org/netiquette-guidelines>>

“Family Tip Sheet: Common Sense on Boys, Girls, and Media Messages, Elementary School.” *Digital Literacy and Citizenship in a Connected Culture*. Common Sense Education, 2012. Web. 10 July 2015.
<<https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/k-5-familytip-boysgirlsmediamessages.pdf>>

“Kids and Socializing Online.” *Consumer Information: Privacy & Identity*. Federal Trade Commission. September 2011. Web. 8 March 2014. <<http://www.consumer.ftc.gov/articles/0012-kids-and-socializing-online>>

Additional Resources (Cont.)

“Kids and Socializing Online.” OnGuardOnline.gov. The Federal Trade Commission. September 2011. Web. 8 March 2014. <<http://www.onguardonline.gov/articles/0012-kids-and-socializing-online>>

“Internet Word of the Day.” NetLingo The Internet Dictionary. N.p., n.d. Web. 20 July 2015. <<http://www.netlingo.com/index.php>>

“Class 2: Manage Your Digital Footprint”. Google Digital Literacy and Citizenship Curriculum. Web. 21 July 2015. <<https://docs.google.com/a/google.com/viewer?url=www.google.com/goodtoknow/pdfs/class-2-manage-your-digital-footprint.pdf>>

“T.H.I.N.K. Poster - FREE!!” *Teachers Pay Teachers*. Web. 11 Aug. 2015. <<https://www.teacherspayteachers.com/Product/THINK-Poster-FREE-778848>>

“Digital Passport by Common Sense Media | Digital Passport.” Digital Passport by Common Sense Media | Digital Passport. N.p., n.d. Web. 13 Aug. 2015. <<https://www.digitalpassport.org/educator-registration>>

McGeady, Kathleen “Teaching Commenting Skills & Etiquette” The Edublogger. February 2010. Web. 14 Aug. 2015. <<http://www.theedublogger.com/2010/02/22/guest-post-by-kathleen-mcgeady-teaching-commenting-skills>>

Standards Supported

Common Core:

Grade K: W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6

Grade 1: W.5, W.7, W.8, L.6

Grade 2: W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.6, L.6

Grade 3: RI.1, RI.4, RI.10, RF.4a, W.3a, W.3b, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

Grade 4: RI.1, RL.3, RI.4, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.3a, W.3b, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.3a, L.6

Grade 5: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.3a, W.3b, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.3a, L.6

Grade 6: RI.4, RI.7, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.6

NETS•S: 1a-d, 2a-b, 2d, 3a-d, 4a-d, 5a-d, 6a-b, 6d

IFC Standards: Restates ideas of others accurately and adds own perspective; recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others

Consider the Consequences of Your Online Actions

Students learn to consider the consequences of their online actions and discover that what they do outside of school affects their lives at school, offline, and elsewhere. They also learn strategies for protecting themselves online such as not posting addresses and keeping passwords and other personal information private.

Ideas for the classroom

- Have students create a chart of online activities and potential consequences (both positive and negative) to be displayed in class. Create a handout of the chart for parents so they can also display it at home.
- With the class, create a poster with terms, definitions, images and examples describing potential benefits (e.g., helping classmates learn and supporting each other) and hazards (e.g., hurting someone's feelings, disclosing personal information to an unintended audience or person) when using the internet.
- Demonstrate the strength of various passwords using a site like <http://www.passwordmeter.com>. Note: the teacher should provide the password examples to prevent students from sharing their own. Avoid having students call out passwords.
- Have a guidance counselor speak to students about the importance of being positive online just as they would in person. Help students understand the permanence of what is online and how that can be helpful or hurtful. Try to elicit real examples from students to discuss.
- Review [NYCDOE Citywide Behavioral Expectations](#) (pertinent sections) with your students.
- Use these training missions from [Carnegie Mellon](#) to teach students about cybersecurity topics, such as email threats and website safety. Students earn a gold badge for completing a training mission.

Lessons from **Common Sense Education**

| Title | Students learn that | Grade Level |
|------------------------------------|---|----------------|
| Powerful Passwords | People use passwords, the benefits of using passwords, and strategies for creating and keeping strong, secure passwords. | (Grades K - 2) |
| Strong Passwords | They must create secure passwords to protect their private information and accounts online. | (Grades 3 - 5) |
| Privacy Rules | Some websites protect your private information and others do not. | (Grades 3 - 5) |
| Scams and Schemes | There are strategies for preventing identity theft and protecting their private information online. <i>*Material should be adapted for earlier grades.</i> | (Grades 6) |
| Safe Online Talk | While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behavior which may make them feel uncomfortable. <i>*Material should be adapted for earlier grades.</i> | (Grades 6) |

Lessons from **Citizenship in the Digital Age**

| Title | Students learn that | Grade Level |
|---|---|----------------|
| Cybersafety | Being a good citizen means acting responsibly and respectfully in the online environment. | (Grades K - 2) |
| Respecting the Digital Privacy of Yourself and Others | There are ways to use online resources responsibly, efficiently, and ethically. There are ways to protect their privacy and the privacy of others and why it is important to do so. <i>*Material should be adapted for earlier grades.</i> | (Grade 7) |

Additional Resources

“The Password Meter.” Password Strength Checker. N.p., n.d. Web. 17 July 2015.<<http://www.passwordmeter.com/>>

“Social Media PSA.” YouTube. YouTube, 3 June 2014. Web. 17 July 2015. <<https://www.youtube.com/watch?v=sECOdv0ltvw&feature=youtu.be>>

“Understanding Social Media: Encouraging Responsible Digital Citizenship and Social Media Use.” *New York City Department of Education: Rules and Policies*. NYC Department of Education, Division of Family and Community Engagement. n.d. Web. 10 March 2014. <<http://schools.nyc.gov/NR/ronlyres/7A8FE940-0015-403C-9487-E7B28431A4D6/0/socialmedia41513.pdf>>

“Training Mission: Cyber Threats.” Carnegie Mellon <<http://www.carnegiecyberacademy.com/missions.html#email1>>

Standards Supported

Common Core:

Grade K: RI.1, RI.4, RI.10, RF.1a, RF.1b, RF.1c, RF.1d, RF.4, W.3, W.10, SL.1a, SL.1b, SL.3, SL.6, L.6

Grade 1: RI.1, RI.4, RI.10, RF.4a, RF.4b, W.3, W.10, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

Grade 2: RI.1, RI.4, RI.10, RF.4a, W.3, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

Grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.6, L.3a, L.6

Grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

Grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

Grade 6: RI.1, RI.4, RI.7, RI.8, RI.10, W.4, W.6, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.6, L.3a, L.6

NETS•S: 1a-c, 2a, 2b, 2d, 3b, 4a, 4d, 5a, 5b, 6a

IFC Standards: Considers culturally divergent and opposing viewpoints on topics; Recognizes the effect of different perspectives and points of view on information; Uses prior knowledge and experiences to understand new facts and ideas

Take Threats of Cyberbullying Seriously

Students learn the definition of cyberbullying and what to do when they see it happening.

Ideas for the classroom

- Teachers, families, and students should be familiar with the [Citywide Behavioral Expectations to Support Student Learning](#).
- Share age-appropriate, real stories from the media and discuss them with your students.
- Discuss how students can behave constructively when bullying occurs and who they can turn to for help if they know someone being bullied or are bullied, themselves. Discuss what the consequences would be based on the Citywide Behavioral Expectations.
- Know your school's [Respect for All](#) liaison and guidance counselor. Find out how they can support you when cyberbullying situations happen in your classroom.
- Have students create posters to promote awareness of cyberbullying and tips for help.
- Have your principal contact your Borough Field Support Center to set up a Cyberbullying workshop.

Lessons from **Common Sense Education**

| Title | Students learn that | Grade Level |
|--|---|----------------|
| Screen Out the Mean | That children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. | (Grades K - 2) |
| The Power of Words | That they may encounter online messages from other kids that can make them feel angry, hurt, sad, or fearful. | (Grades 3 - 5) |
| What's Cyberbullying? | To discuss positive and negative aspects of interacting with others online. | (Grades 3 - 5) |
| Cyberbullying: Crossing the Line | To distinguish good-natured teasing from cyberbullying. <i>*Material should be adapted for earlier grades.</i> | (Grades 3 - 5) |

Lessons from **Citizenship in the Digital Age**

| Title | Students learn that | Grade Level |
|--|---|----------------|
| Cyberbully or Cybersaint | People bully others to exert power and influence over them. | (Grades 5 - 6) |
| Cyberbullying | Cyberbullying can hurt others. There are ways to act safely to support others. <i>*Material should be adapted for earlier grades.</i> | (Grades 6) |

Additional Resources

“Cyberbullying.” U.S. Department of Health & Human Services. n.d. Web. 19 Mar. 2014.
<<http://www.stopbullying.gov/cyberbullying/index.html>>

“Cyberbullying Toolkit.” *Common Sense Education*. n.d. Web. 13 Mar. 2014.
<<http://www.common sense media.org/educators/cyberbullying-toolkit>><<http://www.stopbullying.gov/cyberbullying/index.html>>

“Cyber Bullying.” *i-Safe*. n.d. Web. 20 Mar. 2014. <<http://www.isafe.org/imgs/pdf/education/CyberBullying.pdf>>

“Educator Resources.” Respect for All. n.d. Web. 13 Mar 2014.
<<http://schools.nyc.gov/RulesPolicies/RespectforAll/EducatorResources/default#cyber>>

“Respect for All.” New York City Department of Education. n.d. Web. 21 Mar. 2014.
<<http://schools.nyc.gov/RulesPolicies/RespectforAll/default.htm>>

“The Discipline Code and Bill of Student Rights and Responsibilities, K-12.” *New York City Department of Education*. April 2015. Web. 20 Mar. 2014.
<<http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>>

“Stop. Think. Connect: Cybersecurity for Kids”
<http://www.dhs.gov/sites/default/files/publications/Cybersecurity%20for%20Kids%20Tip%20Card_1.pdf>

“Title.” *Activity Cards*. Web. 11 Aug. 2015. <<http://www.netsmartz.org/Resources/ActivityCards>>

“BrainPOP - Cyberbullying - Movie.” BrainPOP. Web. 11 Aug. 2015.
<<https://www.brainpop.com/technology/communications/cyberbullying/>>

Standards Supported

Common Core:

Grade K: RL.1, RL.2, RL.3, RL.4, RL.10, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6

Grade 1: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

Grade 2: RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8, RF.4a, SL.1a, SL.1b, SL.1c, SL.2, SL.3, L.6

Grade 3: RI.1, RI.3, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

Grade 4: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

Grade 5: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.6

Grade 6: RI.7, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

NETS•S: 2a, 2b, 5a, 5d

IFC Standards: Differentiates between important and unimportant details; Presents conclusions and supporting facts in a variety of ways; Demonstrates tolerance for different opinions