**Volunteer Instructor Guide**

**Digital Connections Training Workshop**

**Instructor Outline: Digital Connections**

This document is designed to be used by the instructor alongside the Digital Connections interactive video series for students in grades 6–12 and their parents/caregivers.

This video series is designed for students and parents/caregivers. The workshops can be offered to families or offered as a workshop for students.

The course was created by Common Sense Media in collaboration with AT&T and the Public Library Association. It includes a six-part video series, instructions to help facilitate the workshop, and learning activities.

The series also includes a video, approximately 2 minutes long, that introduces the course material to parents and caregivers. This video can be shown to parents/caregivers at the beginning of the workshop, sent to parents/caregivers of students attending the workshop to introduce them to the content their student will learn, or can be used to promote and encourage parents/caregivers to watch the videos either on their own or with their children.

**Workshop Description**

This in-person or virtual workshop is for students in grades 6–12 and their parents/caregivers. The video series teaches the competencies of good digital citizenship. The fun and engaging videos follow two best friends, Daveed and Skylar, as they navigate the complexities of digital life, learning tips and strategies for how to use media and technology safely, and to how to create and participate online responsibly.

The learning objectives for each lesson can be found with the corresponding lesson in the Workshop Instructor Facilitation Guide, which begins on page 4.

**Curriculum Track**

Basic

**Audience**

This course was created for use with students in grades 6–12, or students together with their parents/caregivers. It can also be used by parents and caregivers to help them help their children through managing their digital connections effectively.

**Workshop Length**

Watching the six-part video series will take 44 minutes. With time for personal reflection and group discussion, the class will last approximately 90 minutes to two hours. The instructor guide is structured so that all videos and group discussions happen in one session; however, the instructor can also customize this guide to break down the workshop into smaller workshops.

Note: a workshop, including 1 video with time for personal reflection and group discussion, will take approximately 15-30 minutes, depending on how much time you provide for individual reflection and group discussion. A workshop including 2-3 videos with time for personal reflection and discussion should allow for 45 – 75 minutes.

**Training Method**

The group watches each video. Before moving to the next section, the facilitator includes time for participants to reflect on the course content and leads the group through a discussion of the questions and issues raised in the video using the lesson’s Activity Guide. The instructor repeats these steps for each additional video.

**Equipment Requirements**

**In-person:** Projector and projection screen; internet-connected computer for the instructor.

**Virtual:** A web conferencing platform such as Zoom or Google Meet; computers for instructor and participants with internet connections

**Software Requirements**

Computer with a web browser, preferably Google Chrome.

**Material Requirements:**

* Pens or pencils
* Instructor Guide (this document): Review the Instructor Guide and familiarize yourself with the workshop materials prior to the workshop.
* Activity Guide
  + The activity guide includes an introduction to the lesson and questions to help facilitate personal reflection and group discussion. Each lesson has its own Activity Guide.
  + For in-person workshop: Print handouts for each attendee and provide them before the workshop begins.
  + For virtual workshop: Provide a link to the relevant Activity Guides, either before the workshop as part of their registration confirmation or include in the online platform’s chat feature.
* Tips and Tricks
  + This document includes the tips that Daveed and Skylar discuss at the end of each lesson.
  + Print a copy for each student. If you are not covering all the videos in this workshop, only print those tips that will be covered in today’s workshop.
* Certificate of Completion: For the in-person workshop, print a certificate to hand out to each attendee once the workshop is completed. For virtual attendees, send them an electronic copy by email.
* Attendee Name Tags: If you want to easily identify attendees, make sure to bring name tag stickers or table tents.

**Before the Workshop Begins**

* In person:
* Test all the equipment including the computer and projector to ensure it works.
* Review the computer before the course. Identify which web browser is installed and how to launch it from the computer. Load the web page: <https://att.digitallearn.org/#digital-citizenship>, and ensure the videos launch and display on the screen before the workshop begins.
* Turn on the projector or digital display to display the videos on the screen.
* Certificate of Completion: For the in-person workshop, print a certificate to hand out to each attendee once the workshop is completed. For virtual attendees, send them an electronic copy by email.
* Print the Activity Guides, one guide per student.
* Attendee Name Tags: If you want to easily identify attendees, make sure to bring name tag stickers or table tents.
* As attendees arrive, provide them with the learner handout.
* Identify a “parking lot” which is a place to track questions to be answered later in the workshop. Some suggested places for a parking lot are a whiteboard, flip chart, or notepad.
* Virtual
* Send instructions to participants about how to connect to the workshop. If possible, you may want to create a short video or document with step-by-step instructions (with images) to provide a basic overview of how to use the web conferencing tool to share with your participants.
* Send a link before the workshop to the Activity Guides.
* Keep a registration list so you can identify who attended.
* Identify a virtual “parking lot” which is a place for participants to ask questions and a way for you to easily track the questions to be answered later in the workshop. For your virtual parking lot, you may want to use the chat feature or the question feature of the web conferencing tool.

**Assessment Technique(s)**

Successful participation in the discussion, personal reflection using the Activity Guide and a completion of an online survey.

**Workshop Instructor Facilitation Guide**

**Video 1: Connecting with Balance: Digital Habits**

**Video Length:** 9 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:** Daveed is reflecting on how much time he spends on his device. In this video, Skylar and Daveed think about their digital habits, and how they make them feel, and learn tips to find balance

on and offline.

**Learning Objectives:**

* Reflect on your digital habits and the different feelings that come with them
* Reflect on the places and times when it's important to be device- and distraction-free
* Explore strategies for how to achieve more balance around media and technology use

**Learning Activities and Reflections**

**STEP 1: Welcome & Housekeeping**

Welcome to the Digital Connections workshop. I am **<insert name here>** and I am **<brief description of yourself>.** The digital connections video series was developed by Common Sense Media in collaboration with AT&T and the Public Library Association. Today’s workshop is hosted by <**insert host org here.>**

Before we get started here are a few housekeeping items: **<mention the items that are relevant to your workshop>**

* Where are the restrooms?
* Where are the emergency exits?
* When/how to ask questions—Note where to locate the page number on each slide for participants to include when they have questions to ask later.
* If you have a cell phone with you, please make sure to either turn it off or set it to silent.
* Will there be a break?

In today’s workshop we are going to watch a series of videos that follow two best friends, Daveed, and Skylar, as they navigate the complexities of digital life. Through watching the videos, personal reflection, and group discussion we will learn tips and strategies for how to use media and technology safely and responsibly to learn, create, and participate.

Any questions before we begin? Great, let’s get started!

**STEP 2: Video Presentation & Reflection Activities**

**Before showing the video, say:** “Tech is an important part of our lives. What are some of the things you do with tech everyday?”

Invite students to respond**.** Possible answers include:

1. text or video chat with friends
2. watch or create a TikTok video
3. listen to music, search the internet
4. play games
5. learn how to do something like play the guitar or a new language, etc.

**Watch the video and reflect**: When the reflection questions display, pause the video, ask the question, provide time to reflect, invite students to respond, and facilitate the discussion.

**02:59:** **What is a habit?**

1. Pause the video when this question appears on the screen, “What is a habit?”
2. **Give them a minute** to write some ideas on the handout**.**
3. Invite students to share their responses. A habit is something you do every day. Examples include:
   1. walking the dog in the morning
   2. packing your bag before school
4. Once the discussion is done, return to the video and click play.

**04:59:** **Let’s Reflect**

What are some habits that make you feel happy and good?

What are some habits you have that make you feel the opposite?

1. **Begin with the first question** and ask the students "What are some habits that make you feel happy and good?”
2. **Give them a minute** to write some ideas on the handout**.**
3. **Invite students to share their responses**. Examples include:
   1. Connecting with friends
   2. Learning something new
   3. Listening to music
4. **Ask the students the second question.**  “What are some habits you have that make you feel the opposite?”
5. **Give the students a minute** to write some ideas on the handout.
6. **Invite students to share their responses.** Examples of habits that do not make you feel good include:
   1. Checking your mobile device during a meal instead of talking with your family or friends
   2. Staying up late playing a game online and being tired when the alarm goes off in the morning
   3. Spending a lot of time online with no breaks
   4. Getting distracted and not completing my homework on time
7. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

At the end of the video, Daveed and Skylar gave us 4 tips for connecting with balance. Once the video ends, review the list with the students.

**8:08 Tips for connecting with balance:**

1. Prioritize the time you spend online
2. Create screen-free zones for those times that screen time is distracting or does not belong
3. Limit distractions when you need to stay focused
4. Take breaks from technology
5. Which of these tips do you want to try?
6. **Invite students to share their responses.**

**Step 4: Module Review: Practice Healthy Habits**

Once the video ends, use the Digital Habits Activity Guide to reflect on what the students learned.

1. **Review the activity** in Step 2 of the Digital Habits Activity Guide.  
   “In this video, Daveed and Skylar shared tips for connecting with balance. Select the healthy digital habits you will try and write down your strategy to succeed.”
2. **Give them a few minutes** to write some ideas on the handout for 5 questions in Step 2**.**
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner.
   1. How do your answers differ from your partners or from others in the group?
   2. What areas of technology do you both struggle in maintaining a balance?

**Step 5: Module Transition**

Great conversation everyone! In this section, we learned how we can connect with balance by making sure that our time online does not interfere with in real-life experiences.

**If you are continuing to the next lesson.**

In the next section, we will learn how to communicate with kindness online. Before we move on, I would like to ask if anyone has any questions.

**If this is the end of the workshop, go to the last section of this guide, Conclusion, for end of workshop instructions.**

**Video 2: Connecting with Kindness: Online Relationships**

**Video Length:** 6 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:**

Online communication can get complicated! In this video, Skylar leans on Daveed to help navigate a dilemma she experienced with a friend, while learning some useful tips for connecting with kindness.

**Learning Objectives:**

* Reflect on how you engage and interact with others online
* Understand what positive online communication and connections look and feel like
* Explore strategies for creating healthy relationships online and off

**Learning Activities and Reflections**

**Step 1: Welcome and Housekeeping**

If you are starting today’s workshop with this lesson, see Step 1, Welcome and Housekeeping from Video 1, for the information you should include before moving to Step 2: Video Presentation and Reflection Activities.

If this is a continuation of the course, move to Step 2.

**STEP 2: Video Presentation & Reflection Activities**

**Before showing the video, say:** “Our devices are important to staying connected with our friends and family. What are some ways that you use your devices to stay connected?”

1. **Give them a minute** to write some ideas on the handout.
2. **Invite students to respond.** Possible answers include:
   1. Send texts
   2. Send messages
   3. Video chat
   4. Like online posts on social media like TikTok
   5. Play online games with a friend
3. **Once this conversation concludes,** ask the next question in the Activity Guide, “What do you think acting with empathy means? How would it look?,” Examples include:
   1. Acting with empathy: ask yourself how you would feel if someone did that to you.
   2. How would it look: be positive, provide support, let them know you are on their side

**Watch the video and reflect:** When the reflection questions display, pause the video, ask the question, provide time to reflect, invite students to respond, and facilitate the discussion.

**02:47: Let’s Reflect**

1. **Pause the video when this question appears on the screen,** “Why do you think the friend was hurt and stopped talking to Skylar?”
2. **Invite students to share their responses.** Examples include:
   1. because she felt left out
   2. because her friends were having fun without her
   3. her friends did not ask her how she felt about the sleepover going on without her, etc.
3. Once the discussion is done, **return to the video and click play.**

**05:41: Let’s Reflect**

1. **Pause the video when this question appears on the screen,** “Have you ever experienced a misunderstanding or unkindness online? What do you wish had happened differently?’ Examples include:
2. **Invite students to share their responses.** Examples include:
   1. Being asked how I felt one-on-one and not in a group chat
   2. Wish people would have thought about how they would have felt if it had happened to them
   3. I wish someone would have helped advocate for me
   4. thinking about how your comment about someone’s online post may be perceived or could it be misunderstood

Another question to ask if you need help sparking the conversation: “What would have improved the situation?” Or “If you could go back in time, what would you do differently?”

1. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

At the end of the video, Daveed and Skylar gave us 5 tips for connecting with kindness. **Once the video ends, review the list with the students.**

**06:07: Connecting with Kindness**

1. Think before you post
2. Consider other people’s perspectives
3. Meet in person when having difficult conversations
4. Post positive and kind comments
5. Keep up with texting etiquette
6. Do you have other tips for connecting with kindness?
7. **Invite students to share their responses.**

**Step 4: Module Review: Practice Healthy Habits**

**Once the video ends, use the Online Relationships Student Activity Guide to reflect on what the students learned.**

1. **Review the activity** in Step 2 of the Online Relationships Activity Guide.  
   “In this section, we learned how to connect with kindness, avoid miscommunication online and what steps we can take to resolve miscommunication when it does happen.”
2. **Give them a few minutes** to write some ideas on the handout for the 4 questions in Step 2.
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner.
   1. How do their answers differ from yours?
   2. Write down one or two ways you can be kind online that your partner thought of but you did not.

**Step 5: Module Transition**

Great conversation everyone! I hope you learned some strategies you can use avoid miscommunication online.

**If you are continuing to the next lesson.**

In the next section, we will talk about what to do when you experience digital drama and cyberbullying. Before we move on, I would like to ask if anyone has any questions.

**If this is the end of the workshop, go to the last section of this guide, Conclusion, for end of workshop instructions.**

**Video 3: Connecting with Kindness: Digital Drama**

**Video Length:** 8 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:**

In this video, Daveed and Skylar start to witness digital drama quickly turn into cyberbullying. Understanding the seriousness of this, the duo is quick to respond in helpful and supportive ways.

**Learning Objectives:**

* Understand how online life can impact people's behavior
* Reflect on how cyberbullying and hate speech can impact you and others
* Explore strategies for how to respond to cyberbullying and online hate

**Learning Activities and Reflections**

**Step 1: Welcome and Housekeeping**

If you are starting today’s workshop with this lesson, see Step 1, Welcome and Housekeeping from Video 1, for the information you should include before moving to Step 2: Video Presentation and Reflection Activities.

If this is a continuation of the course, move to Step 2.

**STEP 2: Video Presentation & Reflection Activities**

**Watch the video and reflect. When the reflection question displays, pause the video, and discuss.**

**Watch the video and reflect**: When the reflection questions display, pause the video, ask the question, provide time to reflect, invite students to respond, and facilitate the discussion.

**02:15: Let’s Reflect**

1. **Pause the video when this question appears on the screen:** “What about you? Have you ever experienced or witnessed drama online? How did it feel? What did you do?”
2. **Give them a minute** to write some ideas on the handout**.**
3. **Invite students to share their responses**. Examples include:
   1. it was hard to communicate my feelings online
   2. I was afraid for my friend
   3. I was frustrated because I did not know how to help
   4. it felt like my friend was being marginalized, etc.

If the conversation veers more toward the excitement the drama introduced, try

reframing the conversation with one of these questions:

1. When have you seen drama go too far?
2. Do you believe everything you see or read when online drama is happening?
3. Why is it that drama can escalate online and become cyberbullying?
4. Once the discussion is done, **return to the video and click play.**

**05:38: Let’s Reflect**

1. **Pause the video** when this question appears on the screen, “Who (like trusted friends and grown-ups) can you talk to if you see or experience cyberbullying or online hate?”
2. **Invite students to share their responses**. Examples include:
3. Teacher
4. Another trusted adult
5. Parent
6. Once the discussion is done, **return to the video and click play.**

**06:32: Let’s Reflect**

1. **Pause the video** when this question appears on the screen, “What did Daveed and Skylar do to try to de-escalate the situation?”  
   A possible follow-up question: “Does your school or the library have a policy that informs what steps you take when an online drama or bullying occurs?”
2. **Give them a minute** to write some ideas on the handout**.**
3. **Invite students to share their responses**. Examples include:
   1. flagged posts online as inappropriate
   2. reached out to their friend to let them know they support them
   3. asked their friend what other support they need
   4. informed a teacher
   5. posted positive and kind comments to show support, etc.
4. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

At the end of the video, Daveed and Skylar gave us 4 more tips for connecting with kindness. **Once the video ends, review the list with the students.**

**06:47: More tips for connecting with kindness**

1. Pause, reflect, and post positive and kind comments
2. Report negative or hurtful posts, especially anonymous ones
3. Ask a trusted adult for help
4. Support the person who is being cyberbullied
5. Do you have other tips for connecting with kindness?
6. **Invite students to share additional responses**

**Step 4: Module Review: Practice Healthy Habits**

Once the video ends, use the Digital Drama Activity Guide to reflect on what the students learned.

1. **Review the activity** in Step 2 of the Digital Drama Activity Guide.  
   “In this video, Daveed and Skylar shared tips for connecting with kindness. Complete the sentences below with strategies or actions you can take if you or someone you know is experiencing digital drama.”
2. **Give them a few minutes** to write some ideas on the handout for the 3 questions in Step 2**.**
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner.
   1. How do your answers differ from your partners or from others in the group?
   2. What ideas for dealing with digital drama did they have that you did not?

**If your library has resources that it recommends about cyber bullying, highlight them here.**

**Step 5: Module Transition**

Great conversation everyone! I hope you learned some strategies you can use if you or a friend experiences digital drama. Remember, talk to a trusted adult when you experience digital drama, especially when it is cyberbullying.

**If you are continuing to the next lesson.**

In the next section, we are going to talk about being safe online. Before we move on, I would like to ask if anyone has any questions.

**If this is the end of the workshop, go to the last section of this guide, Conclusion, for end of workshop instructions.**

**Video 4: Connecting with Vigilance: Cyber Safety**

**Video Length:** 7 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:**

Internet scams are all over the place! In this video, Skylar and Daveed help each other with tips on how to keep their personal information safe online and not fall prey to scams (as tempting as some of the offers may be!).

**Learning Objectives:**

* Understand the basics of data privacy and why it’s important to keep your personal information and devices safe
* Reflect on the concept of privacy, including what you feel comfortable sharing and with whom
* Identify strategies for protecting your privacy online

**Learning Activities and Reflections**

**Step 1: Welcome and Housekeeping**

If you are starting today’s workshop with this lesson, see Step 1, Welcome and Housekeeping from Video 1, for the information you should include before moving to Step 2: Video Presentation and Reflection Activities.

If this is a continuation of the course, move to Step 2.

**STEP 2: Video Presentation & Reflection Activities**

**Before showing the video,** say, It’s important to understand what our responsibilities are when we’re online. How can you use your devices responsibly to make sure you’re connecting with vigilance and staying safe online? Another question you may want to ask if the participants struggle with this question: How do you protect yourself online?

**Invite students to respond. Possible answers include:**

1. if it is too good to be true it probably is
2. asks for more information than they need
3. verify that the sender is who it says it is
4. don’t share your username and password

**Watch the video and reflect:** When the reflection questions display, pause the video, ask the question, provide time to reflect, invite students to respond, and facilitate the discussion.

**03:14: Let’s Reflect**

1. **Pause the video when this question appears on the screen,** “Have you or someone you know ever had an experience with an online scam? What happened?”
2. **Give them a minute** to write some ideas on the handout**.**
3. **Invite students to share their responses.** Examples include:
4. someone asked for personal information,
5. I received a text asking me to reset my password
6. I received a text or email asking for my bank account information
7. I received a text or email asking for money so I could receive a prize
8. Once the discussion is done, **return to the video and click play.**

**05:56: Let’s Reflect**

1. **Pause the video when this question appears on the screen,** “Why was it risky for Daveed to respond to the sneaker email?”
2. **Give them a minute** to write some ideas on the handout.
3. **Invite students to respond.** Possible answers include:
   1. they asked for more information than was needed (birth date, school, home address, etc.)
   2. if it is too good to be true, it probably is
   3. don’t share information with people you don’t know, etc.
4. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

At the end of the video, Daveed and Skylar gave us 4 tips for how to connect with vigilance.

**Once the video ends, review the list with the students.**

**07:07: Tips for connecting with vigilance**

1. Make sure your passwords are secure
2. Use a different password for each account
3. Only share private information with trusted adults in your life
4. Together with your parents or an adult, review and set the privacy setting on your device and apps
5. **Question for the group,** “How can you protect your information and yourself when you go online?“
6. **Give the students a minute to write some ideas on the handout.**
7. **Invite students to share their responses.**

**Step 4: Module Review: Practice Healthy Habits**

Once the video ends, use the Cyber Safety Activity Guide to reflect on what the students learned.

1. **Review the** activity in Step 2 of the Cyber Safety Activity Guide.  
   “In this video, Daveed and Skylar shared tips for connecting online with vigilance. Think about what vigilance means. Complete the sentences on the Activity Sheet by listing strategies or things you can do to stay safe online.”
2. **Give them a few minutes** to write some ideas on the handout for the 2 questions in Step 2.
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner.
   1. What clues do they look for when determining if something is real or a scam?
   2. Do they use clues you don’t?

**If your library has resources that it recommends about Cyber Safety, highlight them here.**

**Step 5: Module Transition**

Great conversation, everyone! Thanks for sharing your tips and tricks to keep your personal information safe online so you don’t fall prey to scams (as tempting as some of the offers may be!). Remember, if it is too good to be true, it probably is!

**If you are continuing to the next lesson.**

In the next section, we will learn how to ensure that the information we are reading online is credible. Before we move on, I would like to ask if anyone has any questions.

**If this is the end of the workshop, go to the last section of this guide, Conclusion, for end of workshop instructions.**

**Video 5: Connecting with Vigilance: Online Misinformation**

**Video Length:** 7 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:**

Drones disguised as birds?! In this video, Daveed and Sklyar put on their detective hats to navigate the world of misinformation. Each clue brings them closer to making sure what they consume and share online is credible.

**Learning Objectives:**

* Understand what constitutes news and the different ways you can access it
* Reflect on how we react to news and the impacts of those behaviors
* Explore strategies for finding credible news and being responsible for creators of online content

**Learning Activities and Reflections**

**Step 1: Welcome and Housekeeping**

If you are starting today’s workshop with this lesson, see Step 1, Welcome and Housekeeping from Video 1, for the information you should include before moving to Step 2: Video Presentation and Reflection Activities.

If this is a continuation of the course, move to Step 2.

**STEP 2: Video Presentation & Reflection Activities**

**Before showing the video, say,** “When you go online, you can find answers to just about anything, but you might also come across some questionable stuff. What strategies do you currently use to connect with vigilance and not fall for misinformation?”

**Invite students to respond**. Possible answers include:

1. check to see who is writing it – are they biased, and are they trustworthy
2. is the information from a trusted source
3. can the information be verified by another trusted source, etc.?

**Watch the video and reflect. When the reflection question displays, pause the video, and discuss.**

**01:03: Let’s Reflect**

* 1. **Pause the video when this question appears on the screen,** “Where do you usually hear or get the news from?
  2. **Give them a minute** to write some ideas on the handout**.**
  3. **Invite students to share their responses**. Examples include:
     1. social media
     2. friends
     3. official website
     4. newspaper, etc.
  4. Once the discussion is done, **return to the video and click play.**

**05:14: Let’s Reflect**

1. **Pause the video when this question appears on the screen,** “Have you or someone you know ever shared misinformation accidentally? What was it? How did you find out it was misinformation?”
2. **Give them a minute** to write some ideas on the handout**.**
3. **Invite students to share their responses**. Examples include:
   1. could not be verified using credible news sources
   2. it was from a personal blog and the author does not have expertise in this topic
4. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

At the end of the video, Daveed and Skylar gave us 4 tips for connecting with vigilance. **Once the video ends, review the list with the students.**

**06:33: Tips for connecting with vigilance**

1. Pause and think before sharing
2. Consider if the source of information is trustworthy
3. Check for bias
   1. Who is writing what you are reading?
   2. Who benefits if you share their article?
   3. Who is behind the information?
4. Look for corroboration
5. **Question for the group,** “How do you make sure that the information you read or share online is credible?”
6. **Give the students a minute to write some ideas on the handout.**
7. **Invite students to share their responses.**

**If your library has resources that it recommends attendees review highlight them here.**

We got some great tips to make sure we are not believing or sharing misinformation online. In the next and final video, we will talk about your digital footprint. Before we move on I want to ask if anyone has any questions.

**Step 4: Module Review: Practice Healthy Habits**

Once the video ends, use the Online Misinformation Activity Guide to reflect on what the students learned.

1. **Review the activity** in Step 2 of the Online Misinformation Activity Guide. “In this video, we got some great tips from Daveed and Skylar to make sure we are not believing or sharing misinformation online. Complete the sentences in the activity sheet with strategies or actions you can take to avoid falling for online misinformation.”
2. **Give them a few minutes** to write some ideas on the handout for the 2 questions in Step 2**.**
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner.
   1. How do they find credible news sources?
   2. What do they do that you had not considered?

**Step 5: Module Transition**

Great discussion! I hope you learned some strategies that will help you connect with vigilance and have identified strategies or actions you can take to avoid falling for online misinformation.

**If you are continuing to the next lesson.**

In the next section, we are going to talk about your digital footprint. Before we move on, I would like to ask if anyone has any questions.

**If this is the end of the workshop, go to the last section of this guide, Conclusion, for end of workshop instructions.**

**Video 6: Connecting with Purpose: Digital Footprint**

**Video Length:** 7 minutes

**Video + Exercise Length:** 15-30 minutes

**Video Description:**

Is what we do online a reflection of who we are and who we want to be? In this video, Skylar and Daveed think deeply about their digital footprints and how they can use technology with purpose.

**Learning Objectives:**

* Understand what a digital footprint is and how what you do online can impact both your own footprint and others
* Consider how you can use technology to advance your own interests, goals, and passions
* Identify different ways to use technology as a force for good in the world

**Learning Activities and Reflections**

**Step 1: Welcome and Housekeeping**

If you are starting today’s workshop with this lesson, see Step 1, Welcome and Housekeeping from Video 1, for the information you should include before moving to Step 2: Video Presentation and Reflection Activities.

If this is a continuation of the course, move to Step 2.

**STEP 2: Video Presentation & Reflection Activities**

Watch the video and reflect. When the reflection question displays, pause the video, and discuss.

**Before showing the video, say:** “We can use technology to pursue our passions and achieve the goals we set for ourselves. What are some ways that you use tech to do this?”

**Invite students to respond:**

1. post information about causes you feel passionate about on social media
2. share your accomplishments
3. curate what you choose to share and not share online, etc.

**Watch the video and reflect**: When the reflection questions display, pause the video, ask the question, provide time to reflect, invite students to respond, and facilitate the discussion.

**02:57: Let’s Reflect**

1. **Pause the video when this question appears on the screen,**

“What's in your digital footprint?”   
“What do you feel proud of?”   
“Is there anything you might want to change?”

1. **Give them a minute to write some ideas on the handout.**
2. **Invite students to respond.** 
   1. What's in your digital footprint? Possible answers include:
      1. items I post like videos, pictures, etc.
      2. things others post about me.
   2. What do you feel proud of? Examples include:
      1. actions I took that were positive like organizing an earth day event
      2. highlighting a major accomplishment, etc.
   3. Is there anything about your digital footprint you regret? What would you like to change or curate if you could?
      1. Too many pictures on a specific topic like pictures of food?
      2. Posts that overshare information
3. Once the discussion is done, **return to the video and click play.**

**05:34: Let’s Reflect**

1. **Pause the video when this question appears on the screen**, “What does "using tech with purpose" mean to you?
2. **Invite students to respond.** Possible answers include: highlighting the things and causes you are passionate about
3. Once the discussion is done, **return to the video and click play.**

**STEP 3: Tips & Module Transition**

**At the end of this video, Daveed and Skylar gave us 3 tips connecting with purpose.**

**06:29: Tips for connecting with purpose:**

1. Do a search of your own digital footprint
2. Think before you post
3. Create awareness about local/global problems/challenges
4. What are your tips for connecting with purpose?
5. **Give the students a minute to write some ideas on the handout**
6. **Invite students to share their responses.**

What a great conversation. I hope you have some steps you want to take after this workshop is over to curate your digital footprint!

**Step 4: Module Review: Practice Healthy Habits**

Once the video ends, use the Digital Footprint Activity Guide to reflect on what the students learned.

1. **Review the activity** in Step 2 of the Digital Footprint Student Activity Guide. “In this video, Daveed and Skylar shared tips for connecting with purpose. Answer the 3 questions on the Activity Guide with strategies or actions you can take to be sure that you create a positive digital footprint that makes you proud.”
2. **Give them a few minutes** to write some ideas on the handout for the 2 questions**.**
3. **Share.** Have students either share their responses with the group, a caregiver, or with a partner. Discuss whether your digital footprints are a real reflection of who you are and what you might do differently in the future.

**Step 5: Conclusion**

Before the workshop ends, ask the participants to write down their top three takeaways. It could be something they learned, something they want to do (like curate their digital footprint), etc. If time allows, ask the students to share if they feel comfortable.

**Close out the session by following these steps:**

1. Thank the participants for attending and for the great conversation.
2. (If applicable): Mention future AT&T and PLA digital learning workshops planned for the location and/or community.
3. (If applicable): Mention that more learning activities, like these, are available on The Achievery ([www.theachievery.com](http://www.theachievery.com)), a free digital learning platform created by AT&T
4. We encourage you to share these videos and your worksheet with your parent or caregiver.
5. Ask if there are any other final questions and answer any outstanding ones that may have been missed in the parking lot sections.
6. “Thanks again to Common Sense Media, AT&T, and the Public Library Association for this video series and <**insert host name**> for hosting today’s workshops. We appreciate all our participants for coming, and we encourage you to keep learning!”
7. (If applicable): Ask participants to complete the survey. Visit: **digitalliteracy.att.com/learnersurvey** or share this QR code with the participants:  
     
    Qr code

   Description automatically generated
8. **Important Note to Instructor:** Please complete the Impact Survey for this workshop by visiting: **digitalliteracy.att.com/impactsurvey** or scan the QR code:

Qr code

Description automatically generated

**Thank you!**