

## INTRODUCTION

### 1.1 Making the Most of Digital Passport

Welcome!

Digital Passport is an interactive learning tool for grades three to five that teaches and tests the basics of digital safety, etiquette, and citizenship. Students learn foundational skills from online games and videos, while deepening their learning through collaborative offline activities.

This guide provides an overview of everything that Digital Passport has to offer: digital interactive games for students, a comprehensive teacher dashboard that includes student reporting, additional downloadable classroom materials, module guides, and more.

### 1.2 Module Overview

Digital Passport consists of five topical modules:

(1) Privacy, (2) Cyberbullying, (3) Communication, (4) Creative Credit, and (5) Search.

**1 Module = Ice Breaker + Video & Game + Mission + Wrap-up**

Each module in its entirety takes about 45 minutes and has an accompanying Module Guide, which can be accessed within Digital Passport.

In addition to an Essential Question, Learning Overview and Objectives, and Key Vocabulary, each Module Guide includes the following components:

- **Ice Breaker (5 minutes):**

The Ice Breaker is a whole-class, short activity that orients students to the main idea of the module, and it includes key vocabulary.

- **Video & Game (15 minutes):**

Before playing a game, students watch a two-to-three-minute, live-action video (videos can be skipped in subsequent play). Each video features a child reflecting on an experience he or she has had with digital media. The videos introduce students to the content of the game they are about to play, framing it in a real-world context. Digital Passport's interactive games are self-guided activities for students to complete individually. Each game includes educational tips, three rounds of gameplay, and a cartoon "consequence simulator" that shows students what might result from the choices they make in the game.

- **Mission (20 minutes):**

Once a student finishes playing all three rounds of a game in a module, a Mission for that module "unlocks" on her home page. The Mission is a printable activity handout that challenges students to extend learning beyond the games, either in pairs or by themselves, with minimal teacher guidance. The Missions help students connect what they did in the game to "real life" through media creation and performance.

- **Wrap-up (5 minutes):**

The Wrap-up is a whole-class, teacher-led activity for students to reflect on what they have learned in the module. Teachers also can gauge students' understanding with these questions.

# CURRICULAR TIES

## 2.1 Scope and Sequence

Although there are no hard and fast rules, we recommend the following sequence of Digital Passport modules:

Note: Password Protect is an onboarding activity that students play once to “unlock” Digital Passport.

It is not considered a module, and therefore does not include any supporting materials.

<p><b>COMMUNICATION</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• learn that cell phones are powerful, convenient tools for communication</li> <li>• identify situations in which using cell phones can be rude or distracting</li> <li>• reflect on the benefits of focusing on one task at a time</li> </ul>	<p><b>Twalkers</b></p> <p>Students learn why it’s important to avoid multitasking with a cell phone. They consider the benefits of focusing on one task at a time.</p> <hr/> <p><b>Mission</b></p> <p>Students create a fictional phone app that raises awareness about safe and responsible cell phone usage.</p>
<p><b>PRIVACY</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• reflect on the benefits of sharing online, while acknowledging that information can spread fast and far</li> <li>• classify information that should be kept private online</li> <li>• predict the effect that an online post or message might have on someone’s reputation</li> </ul>	<p><b>Share Jumper</b></p> <p>Students evaluate examples of online messages. They decide what information is appropriate to share, and when. Students are also reminded that nothing is truly “private” or “erasable” online.</p> <hr/> <p><b>Mission</b></p> <p>Students read short scenarios about online sharing and create comic strips to show alternative endings.</p>
<p><b>CYBERBULLYING</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• compare different forms of cyberbullying and the roles of those involved</li> <li>• interpret scenarios that illustrate the importance of empathizing with targets of cyberbullying</li> <li>• identify ways to be an “Upstander” when cyberbullying occurs</li> </ul>	<p><b>E-volve</b></p> <p>Students make choices about what to do if they or their friends are cyberbullied. They are encouraged to “E-volve” into an Upstander – someone who takes action to stop cyberbullying, rather than standing by.</p> <hr/> <p><b>Mission</b></p> <p>Students create fortune cookie messages from Upstanders to cyberbullies, targets, and bystanders.</p>
<p><b>SEARCH</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• learn how keywords can help them find information online</li> <li>• evaluate keywords for their relevance and helpfulness</li> <li>• practice identifying the most effective keywords for different search scenarios</li> </ul>	<p><b>Search Shark</b></p> <p>Students learn how to choose effective keywords for searching online. They practice selecting keywords that are most relevant to a search prompt. Along the way, students discover tips for narrowing their search results.</p> <hr/> <p><b>Mission</b></p> <p>Students practice identifying multiple, descriptive keywords to help narrow their online searches.</p>
<p><b>CREATIVE CREDIT</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• learn about copyright, credit, and plagiarism, and apply them to their own creative work</li> <li>• reflect on the ethical importance of giving credit to others for their work</li> <li>• determine how to receive credit for their digital creations</li> </ul>	<p><b>Mix-n-Mash</b></p> <p>Students remix media content to create a new creative piece. Along the way, they give proper credit to the artists whose images and sound clips they use.</p> <hr/> <p><b>Mission</b></p> <p>Students imagine that their band’s song was ripped off by another artist, and they write a song about how they feel.</p>

# CURRICULAR TIES

## 2.2 Standards Alignment

Digital Passport’s modules are tied to both the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies and to ISTE’s National Educational Technology Standards (NETS•S) and Performance Indicators for Students:

Standards	3rd grade	4th grade	5th grade	
<b>COMMUNICATION</b>	ELA Common Core	RI.3.1; RI.3.4; RI.3.7; RI.3.10; RF.3.4a; W.3.4; W.3.10; SL.3.1a-d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.3a; L.3.6	RI.4.1; RI.4.4; RI.4.7; RI.4.10; RF.4.4a; W.4.4; W.4.10; SL.4.1a-d; SL.4.2; SL.4.4; L.4.3a; L.4.6	RI.5.1; RI.5.4; RI.5.7; RI.5.10; RF.5.4a; W.5.4; W.5.10; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.6; L.5.6
	NET-S	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d
<b>PRIVACY</b>	ELA Common Core	RI.3.1; RI.3.4; RI.3.5; RI.3.7; RI.3.8; RI.3.10 RF.3.4a; W.3.4; W.3.10; SL.3.1a-d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.6	RI.4.1; RI.4.4; RI.4.5; RI.4.7; RI.4.10; RF.4.4a; W.4.4; W.4.10; SL.4.1a-d; SL.4.2; SL.4.3; SL.4.4; L.4.3a; L.4.6	RI.5.1; RI.5.4; RI.5.5; RI.5.7; RI.5.10; RF.5.4a; W.5.4; W.5.10; SL.5.1a-d; SL.5.2; SL.5.3; SL.5.4; SL.5.6; L.5.6
	NET-S	1a-d; 2a-c; 3a-c; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a-c; 3a-c; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a-c; 3a-c; 4a-d; 5a-d; 6a; 6b; 6d
<b>CYBERBULLYING</b>	ELA Common Core	RI.3.1; RI.3.4; RI.3.5; RI.3.10; RF.3.4a; W.3.4; W.3.10; SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.3a; L.3.6	RI.4.1; RI.4.4; RI.4.7; RI.4.10; RF.4.4a; W.4.4; W.4.10; SL.4.1a-d; SL.4.2; SL.4.4; L.4.3a; L.4.6	RI.5.1; RI.5.4; RI.5.7; RI.5.10; RF.5.4a; W.5.4; W.5.10; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.6; L.5.6
	NET-S	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a-d; 5a-d; 6a; 6b; 6d
<b>SEARCH</b>	ELA Common Core	RI.3.1; RI.3.4; RI.3.5; RI.3.7; RI.3.10; RF.3.4a; SL.3.1a-d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.3a; L.3.5a; L.3.6	RI.4.1; RI.4.4; RI.4.7; RI.4.10; RF.4.4a; SL.4.1a-d; SL.4.2; SL.4.4; L.4.3a; L.4.5b; L.4.6	RI.5.1; RI.5.4; RI.5.7; RI.5.10; RF.5.4a; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.6; L.5.5a; L.5.6
	NET-S	1a-d; 2a-d; 3a-c; 4a-d; 5a-d; 6a-d	1a-d; 2a-d; 3a-c; 4a-d; 5a-d; 6a-d	1a-d; 2a-d; 3a-c; 4a-d; 5a-d; 6a-d
<b>CREATIVE CREDIT</b>	Common Core	RI.3.1; RI.3.4; RI.3.5; RI.3.7; RI.3.10; RF.3.4a; W.3.4; W.3.10; SL.3.1a-d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.3a; L.3.6	RI.4.1; RI.4.4; RI.4.7; RI.4.10; RF.4.4a; W.4.4; W.4.10; SL.4.1a-d; SL.4.2; SL.4.4; L.4.3a; L.4.6	RI.5.1; RI.5.4; RI.5.7; RI.5.10; RF.5.4a; W.5.4; W.5.10; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.6; L.5.6
	NET-S	1a-d; 2a; 2b; 2d; 3a-d; 4a; 4b; 4d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a; 4b; 4d; 5a-d; 6a; 6b; 6d	1a-d; 2a; 2b; 2d; 3a-d; 4a; 4b; 4d; 5a-d; 6a; 6b; 6d

The Common Core State Standards Initiative, c 2012; International Society for Technology in Education, © 2011.

## 2.3 Deepening Learning

Common Sense Media’s K-12 Digital Literacy and Citizenship Curriculum deepens the basic skills introduced in Digital Passport. If time permits, we recommend implementing Digital Passport in conjunction with the following lessons:

MODULE	GAME	DIGITAL LITERACY AND CITIZENSHIP LESSON
Communication	Twalkers	Rings of Responsibility
Privacy	Share Jumper	Private and Personal Information
Cyberbullying	E-Volve	The Power of Words
Search	Search Shark	The Key to Keywords
Creative Credit	Mix-n-Mash	Whose Is It Anyway?

## GETTING STARTED

Are you ready to launch Digital Passport in your classroom? Once you are registered, you may want to bookmark the login page: [www.digitalpassport.org](http://www.digitalpassport.org).

### 3.1 Setting Up Classes

#### Step 1 – Create a Group

After logging in under Educator Login, click on the “+” tab next to the **OVERVIEW** tab at the top of the page to set up a new student group. Enter your group’s name (e.g., Period 3, Cardinals) and grade level. A new tab will appear at the top of the page with your group’s name on it. Now click this new tab to add your students’ information.

#### Technical Requirements

- One of the following Internet browsers: Internet Explorer 7, 8, or 9; Chrome; Firefox; Safari
- Windows 7, Vista, XP; or Mac OS 10.5 or 10.6
- Adobe Flash (version 10 and up)
- Sound card/speakers (individual headphones are recommended)

*Check with your school/district about firewalls. You may need to clear the URL: [www.digitalpassport.org](http://www.digitalpassport.org).*

Manage Group

Manage Activities

View Reports

#### Step 2 – Add Students

There are two options for adding individual student users on the **MANAGE GROUP** page:

- To add individual students manually, click on the **ADD NEW STUDENT** button.
- To add multiple students, click on the **IMPORT NAMES FROM A FILE** button and upload an existing CSV file.

Once you have added all students to your group, you can edit their information- including their names, unique IDs, as well as user names and passwords (both of which can be autogenerated). You can delete a student group at any time, but do know that this action is permanent.

#### Spreadsheet Tips

- Do not provide headers for the fields in your spreadsheet, but do populate the fields in the following order: *first name, last name, unique ID* (leave blank if none exist), *user name, password*.
- You can convert your Excel spreadsheet to a CSV file by selecting “Save As” from the File menu in Excel, and then choosing “Comma Separated Values (.csv)” as a new formatting option.

You can **PRINT STUDENT LOGIN TICKETS**, cut into strips, and distribute to each student. If you are using the website, have your students log into <http://digitalpassport.org/user/studentLogin>. If you are using the mobile app, students log in when they open the app.

You may also want to **PRINT A LIST OF LOGINS** for your own records.

### Step 3 – Customize Activities

On the **MANAGE ACTIVITIES** page, you can turn control access to the videos, the games, and repeated play. If bandwidth is an issue, you may choose to disable the videos. Instead, you can choose to show a video to the entire class (see links under **EDUCATOR MATERIALS**), and then allow students to dive right into gameplay. You may also want students to focus on one module only; in that case, you can restrict access to the other modules (all of the games and Missions default to being assigned).

Modules Enabled	Description	Video
<input checked="" type="checkbox"/> Privacy: Share Jumper	Students evaluate examples of online messages. They decide what information is appropriate to share and when. Students are also reminded that nothing is truly "private" or "erasable" online.	<input checked="" type="radio"/> Enabled <input type="radio"/> Disabled

Lastly, you can choose to leave games unlocked for repeated play, whether in or out of school. (As Digital Passport is a Web-based app, students can play at home as well.) Don't forget to click "SAVE" upon making changes.

### Step 4 – View Student Data

On this page you can access student performance data – both at the individual student level and the group level.

#### STUDENT GROUP SUMMARY

- Use this viewing option to access individual students' accuracy scores. A red circle containing a checkmark will denote scores below 60 percent.
- When you click on an individual student's name, the report data will be organized by the different games that he or she has played. You can tab through the game titles on the left-hand side of the table, and view all of the answers the student selected.
- This data corresponds only to students who have *completed* all three rounds of a game. Note that the scores represent only students' performances in the second and third round of the game. This is because the first round is intended as a warm-up, in which students may experiment with incorrect answers/moves.

#### STUDENT GROUP OVERVIEW

- Use this viewing option to keep track of how your students, as a class, are performing within each game.
- A warning sign will appear next to a question if more than 30 percent of your students answer it incorrectly.

#### What do the percentages indicate?

The percentages in this report are not meant to correspond to letter grades, but rather to give you a sense of your students' proficiency. The percentages reflect the students' percentage of correct (green) answers. Scores only update on future gameplay if they are higher than the previous score.

#### Do students see these percentages?

No. Students see different scores that are specific to the gameplay objectives. For instance, a student's score in *Share Jumper* is relayed in seconds. However, if a student does not apply her understanding of the content, her time score will suffer. Students are encouraged to beat their score from the previous round.

## Step 5 – Preview and Play!

Under **EDUCATOR MATERIALS** you will find descriptions and learning objectives for each module, as well as the following printable PDFs:

- Module Guides
- Missions
- Brain Boosters  
(also found in the Expert Zone)
- Parent Tips
- Student Progress Chart
- Digital Passport
- Certificate of Achievement

Try your hand at Digital Passport to familiarize yourself with the games. The **PREVIEW GAMES** button will open Digital Passport's home page in a separate window and allow you to play the game from a student's point of view.

On the home page, you can access the five modules. A badge will appear once a student has completed all three rounds of gameplay, and the Mission for that game will unlock.

By clicking on this button, students can replay the *Password Protect* activity.

There is also an Expert Zone containing ten printable PDF activity sheets for students, two for each module.



## MOBILE APPS

### 4.1 Setting Up Devices

#### Step 1 - Purchase

Digital Passport is available for students on iPads and on Android devices. When students launch the app, they are required to enter a username to begin. This username is generated by you when you set up your class “group” as described in Step 2.

#### Step 2 - Create a Group

Once you have installed the Digital Passport app on students’ devices, you will need to visit [www.digitalpassport.org](http://www.digitalpassport.org) to register and log in as an educator. Please review all educator materials. Refer to **Getting Started (3.1)** in this Educator Handbook to set up a class.

#### Step 3 - Manage Groups

Once you are logged into the site, you can create student accounts, manage groups, and assign activities. Access module guides and printable activities on the site’s Educator Materials page.

#### Step 4 - View Student Data

All of your students’ mobile app gameplay activity will be reported to your teacher dashboard on the website. There you can view all individual and group student data.

#### Step 5 - Play

Students can access the five games (approximately 15 minutes each) within the app. Once students complete a game, they “unlock” a Mission, a PDF-based collaborative activity. Students can view these PDF-based Missions in a separate browser window, and can print the pages or use a PDF annotator to complete the activities. You may need to remind students to close the browser window in order to return to Digital Passport’s games. The Expert Zone, containing printable BrainBooster activities, is only available on the Digital Passport website: [www.digitalpassport.org](http://www.digitalpassport.org).

**Note: All of the teacher dashboard features are ONLY available on the Digital Passport website, NOT inside the mobile app.**



#### *Tell us what you think!*

Click on the **CONTACT US** page to access FAQs and to send us comments, questions, and suggestions. We would love to hear from you and your students!