



Welcome!

**Digital Citizenship Bowl:
The Battle for Online Integrity with
Pearland ISD**

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30-Day
Access

Digital Citizenship Bowl: The Battle for Online Integrity

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1st & Goal: Artificial Intelligence

Strategy: Fact-Checking Challenge

Tools: Discovery Experience & Fact-Check Form

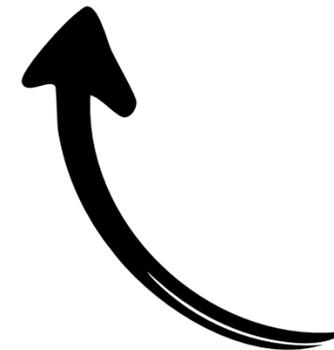
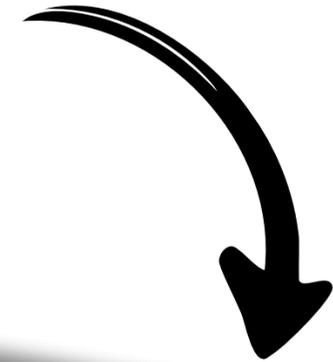
Pros:

1. Builds critical digital literacy
2. Promotes responsible AI use
3. Strengthens research & academic integrity
4. Develops higher order thinking

*Also sneakily steers students to a trusted, vetted source due to “extra work” when using AI resources!



EDUCATION



AI Research Fact-Check Form
Use Discovery Education Experience as your trusted source to verify AI-generated information.

Section 1: Basic Information
Student Name: _____
Date: _____
Topic/Research Question: _____

Section 2: AI-Generated Result
AI Tool Used: _____
Summary of AI Response: _____

Section 3: Fact-Check Against Discovery Education
Discovery Education Resource Title: _____
URL or Access Path: _____
Key Facts from Discovery Education: _____

Section 4: Comparison
For up to three _____

1st & Goal: Artificial Intelligence

Strategy: The "Human-in-the-Loop" Framework

Tools: Hooked or Helpful? Using A.I. Responsibly

Pros:

1. Critical inquiry of information
2. Evaluation of what is safe to share with LLM
3. Promotes an inquiry lens when evaluating information from A.I.

Student H

Mini Activity

In this activity, you will explore how AI tools are designed to capture and hold our attention and how we can take back control through mindful technology habits.

In the chart below:

Write in the AI Hooks Column:

- What "hooks" do AI systems use? (e.g., endless scrolling, notifications, personalization).

Write in the Healthy Habits Column:

- What are some "healthy habits" we can use to balance them? (e.g., time limits, mindful use, pausing before clicking).

AI Hooks	Healthy Habits

EDUCATION | Digital Citizenship INITIATIVE

Grades: 6-12

Classroom Activity

Hooked or Helpful? Using AI Responsibly

Duration
60-90 minutes

Learning Objectives
Students will:

- Explain how AI tools use algorithms to keep users engaged.
- Identify examples of responsible vs. irresponsible AI use.

Introduction
Artificial intelligence is everywhere, from the apps that recommend videos and music to the chatbots that help us study or write. These tools can make life easier, but they're also designed to grab our attention and keep us engaged. How do we make sure we're using AI in ways that help us learn and connect, instead of letting it control our focus or emotions?

In this lesson, students will explore the question: How can we use AI tools in smart and ethical ways? They'll discover how algorithms and dopamine-driven design keep users engaged, and reflect on how to build healthy, balanced relationships with technology.

The lesson follows the 5E learning model—a hands-on, student-centered approach that promotes curiosity, critical thinking, and reflection: Engage, Explore, Explain, Elaborate, and Evaluate. We'll be discussing how AI shows up in



Now It's Your Call!

The Play Is Over!



2nd & Goal: Cybersafety

Strategy: CyberSmart Stories

Tools: The Story of a Selfie (kids4tech lesson in Discovery Experience)

Pros:

1. Integrates digital citizenship into a key subject area
2. Supports cross-curricular skills
3. Builds critical thinking and comprehension
4. Promotes authentic application



The collage features two main documents from kids4tech. The top document is a 'VIDEO TOPIC SERIES ACTIVITY' titled 'Cybersecurity' for grades 5-9. It includes objectives, duration, overview, materials, key vocabulary, and procedure. The bottom document is a 'STUDENT HANDOUT' titled 'The Story of a Selfie (1 of 2)'. It contains a story about Lisa taking a selfie and the consequences of sharing personal information online. The handout includes a photo of Lisa and a diagram illustrating how data is shared and accessed by various entities like advertisers and retailers. A globe with a circular arrow and the word 'EDUCATION' is positioned to the right of the documents.

kids4tech
VIDEO TOPIC SERIES ACTIVITY
Cybersecurity
GRADE RANGE: 5-9
DURATION: One class session (approximately 45 minutes)
OVERVIEW: Students will first watch the video to four main points of cybersecurity: algorithms, and tokenization simple as uploading a photo analyze the risk, and identify the risk.

Objectives
Students will:
• Identify and define four main points of cybersecurity.
• Analyze common online behavior and identify applicable cybersecurity precautions.
• Connect cybersecurity careers with real-life applications.

MATERIALS
• Internet device with per educator
• Cybersecurity Thir per student
• The Story of a Se or one to display

KEY VOCABULARY
Emphasize and explain student understandin

PROCEDURE
Learn:
1. Distribute to each stu Cybersecu they think

kids4tech
STUDENT HANDOUT
The Story of a Selfie (1 of 2)

Lisa was very excited. Her mom had just allowed her to finally get a smart phone, and she couldn't wait to join all the social media platforms that her friends were always talking about.

The first thing Lisa did was take a selfie. If there was one thing she knew, it was how important it was to have the perfect selfie! She made sure that her picture was something her mom would approve of (she didn't want to lose her phone on the first day!), and she uploaded it onto social media right away.

Lisa thought she was being safe by being smart about the photo she posted and uploading it to her social media account that had all the security and password protections on. She knew that the server of the social media network would store her photo, but that's how social media works, right? That's what allowed all her friends to see her picture.

However, Lisa didn't know about other servers that had access and kept data like her picture in case it came in handy later—including legitimate servers from the government and not-so-legitimate servers from identity theft hackers. And, while only a few of Lisa's friends might react to her photo, the social media network could make it available to advertisers and retailers who could start targeting Lisa based on what they saw in the photo!

Everything seemed to be going great. Lisa was finally able to interact with her friends on social media and scrolling through ads wasn't that annoying. But then Lisa's world flipped upside down. She didn't realize that she had taken her selfie in her driveway in front of a sign on her garage that listed her address or that she had left her location on, which tagged the photo with her country and city. She also hadn't thought twice about posting her new phone number for all her friends to see or playing the online survey game that asked about all sorts of personal information. The identity theft network had been collecting all this information, and it finally used it to hack Lisa's bank account and take her money!

Because Lisa also posted her email address for her friends and had it synced to her phone, the hackers were able to gain access to her email account, too, and they sent all her friends viruses that allowed the hackers to gain access to Lisa's friends' computers if her friends clicked on the link included in the email.

Lisa's mom and her friends were furious. Everyone's problems could be traced back to Lisa, and she had no idea how she had caused so much trouble. All she did was post a selfie!

www.kids4tech.discoveryeducation.com 5

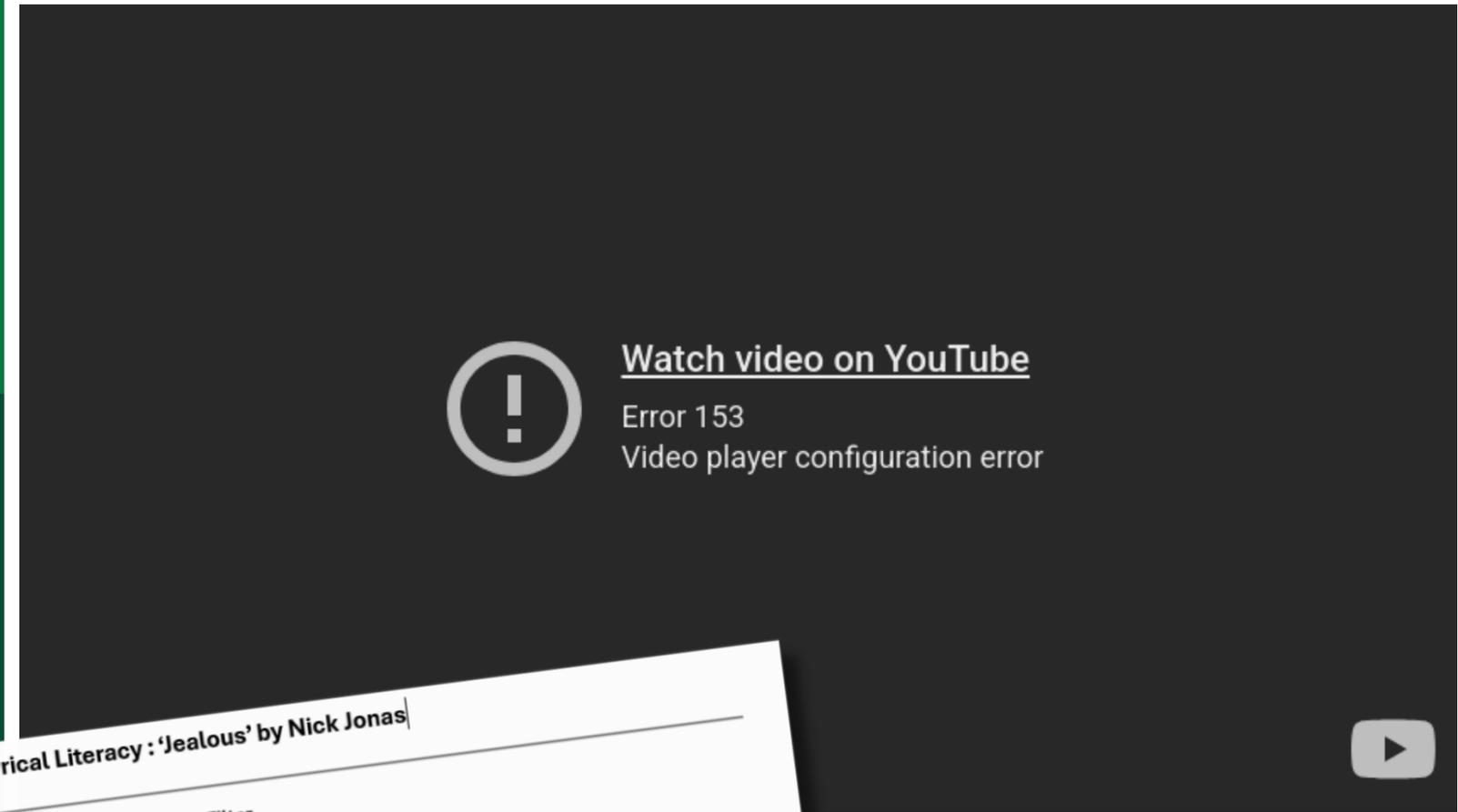
2nd & Goal: Cybersafety

Strategy: Lyrical Literacy

Tools: Nick Jonas song 'Jealous' lyrics

Pros:

1. Students see impacts of oversharing online.
2. Students become aware of their online presence.
3. Fosters discussion of online boundaries and ethics.



Lyrical Literacy : 'Jealous' by Nick Jonas

Lesson Plan: The Privacy Filter
Topic: Digital Privacy and the "Public vs. Private" Self
Grade Level: 7-10
Duration: 30 Minutes

Learning Objectives

1. Identify the difference between a private moment and a public moment.
2. Analyze the emotional and social consequences of oversharing.
3. Develop a personal "filter" for deciding what to share online.

Phase 1: The Hook (5 Minutes)

- **Activity:** Play the first verse and chorus of "Jealous" (without the board).
- **Prompt:** Focus on the line: "I wish you did little bit just for me."
- **Quick Discussion:** Ask the class: Why is it "controlling," or is he making a point about oversharing?

Phase 2: Lyrical Deconstruction (10 Minutes)

Break the class into small groups to analyze the lyrics.

- **The "Post it All" Risk:** Discuss what the lyrics say about the **Digital Footprint**—once it's up there, it's up there.

Give students three hypothetical scenarios based on the song's themes. They must decide whether to **Post** it or **Pass** (keep it private).

Scenario	Post or Pass?	Why?
A photo of you and a friend having a deep, emotional conversation.	Pass	This is a "save a little bit for me" moment. It's private.
A video of a cool sunset while you're out with friends.	Post	Low risk, high beauty, doesn't reveal sensitive personal data.
A "vent post" about someone who made you feel jealous today.	Pass	This creates a negative digital footprint and invites drama.

Phase 4: Reflection & The "Privacy Filter" (5 Minutes)

Ask students to create their own "Privacy Filter" rule based on the lesson.

Example Rule: "If this post makes someone else feel exposed or takes away a private memory, I will save it just for me."

Now It's Your Call!



The Play Is Over!



3rd & Goal: Misinformation

Strategy: T.H.I.N.K. (Paper Slides Edition!)

Tools: STEM Careers Coalition Activity

Pros:

1. Encourages critical evaluation before posting
2. Promotes digital responsibility
3. Builds social-emotional awareness
4. Provides a simple, memorable checkpoint



STEM CHALLENGE

T.H.I.N.K. Before you Post!

CAREER CONNECTION
Reporters and journalists ask themselves similar questions before they communicate information to their audiences. If you enjoy helping people to solve problems with software or if you have ideas for how to improve software programs you might consider a career as a **software developer**.

WHY IS IT IMPORTANT TO THINK BEFORE YOU POST SOMETHING ONLINE?

Before you post something online, it's always good to think through the information you are about to share.

In this activity, you will create a "THINK! Before you post" story in a Paper Slide Video.

Decorate 6 pieces of paper and stack them on top of one another with "T" on top followed by H, I, N, and K.

T = Is it True?
H = Is it Hurtful?
I = Is it Illegal?
N = Is it Necessary?
K = Is it Kind?

Record yourself with a cell phone describing each slide one by one as you flip them over in 1-minute or less.

With permission from your parents, upload the video. Practice creating with a story with urban legends like the Loch Ness Monster, Colossal Squid, Bigfoot, or the Chupacabra.

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3rd & Goal: Misinformation

Strategy: No more F*** News

Tools: Checkology Lesson on Misinformation

Pros:

1. Identify the types of misinformation
2. Understand why we should care?
3. Learn how to identify misinformation.

checkology®

News Literacy Project

Lesson guide

Misinformation

About
Learn to understand different types of misinformation and the ways that misinformation can damage democracy.

Lesson host:
Claire Wardle, First Draft

Duration ⌚
30-60 minutes

Assessments ✓
1 auto-graded
7 teacher evaluable

Grade levels
6-8; 9-12

Learning objectives ☆

- I can identify and differentiate between different types of misinformation.
- I can explain why understanding and debunking misinformation matters.
- I can evaluate and explain the possible consequences of misinformation.



Now It's Your Call!





The Play Is Over!

4th & Goal: Spam/Phishing/Fraud

Strategy: Identifying Patterns in Deception

Tools: Fraud Detection Activity/ Don't Take the Bait!

Pros:

1. Students understand their digital footprints.
2. Students identify patterns of fraud online.
3. Students see how an algorithm works and can be used online.
4. Students see what to avoid with online interactions.



A collection of educational materials is shown. The primary focus is a 'Fraud Detection' activity sheet from 'kids4tech'. The sheet is titled 'FAMILY ACTIVITY' and 'Fraud Detection'. It contains the text: 'Every time you go online, you... every email, web search... Fraud Deter...'. Below this, it asks: 'Still not sure if there is fraud? Let's show the data for each customer on a graph and look at the data clusters. A data cluster is a group of related information, in this case, about customer purchases. Which graph is the best match for each customer's purchases? Look back at the photos and write the Customer letter below each one.' There are three grids labeled 'Grid 1', 'Grid 2', and 'Grid 3', each with a grid of colored dots (yellow, blue, pink) and a line for 'Customer ____'. Below the grids are three questions: 'How often are soccer-related items purchased?', 'Where are the soccer-related items purchased?', and 'Soccer-related items are purchased?'. Other materials visible include a 'Catfish' poster and a computer monitor showing code.

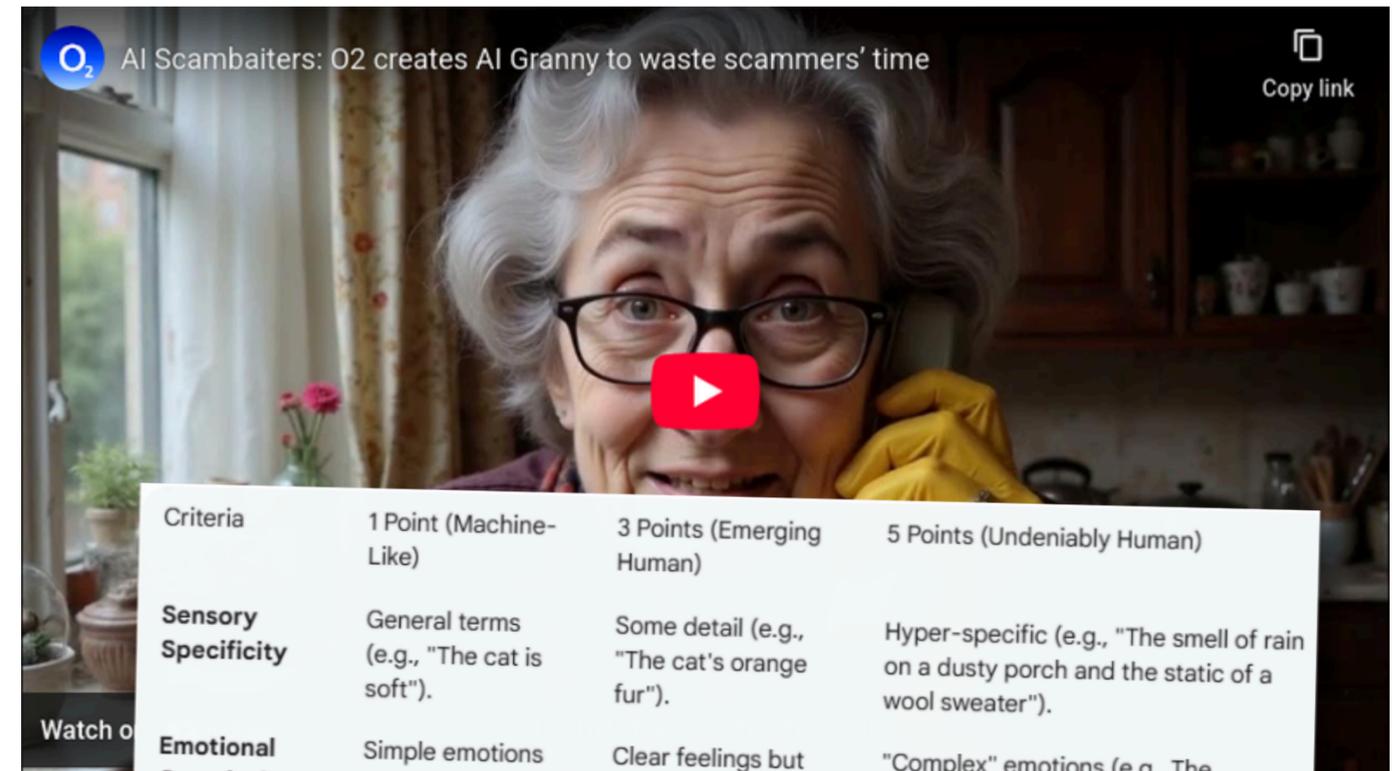
4th & Goal: Spam/Phishing/Fraud

Strategy: Persona vs. Presence (HITL)

Tools: Slam Poetry Meet Daisy AI

Pros:

1. Students move beyond the "what" of AI and dives into the "why" of human expression.
2. Provides student vocal agency to critique AI technology in an expressive manner.
3. Students become resistant to social engineering and aware of scammers.



Criteria	1 Point (Machine-Like)	3 Points (Emerging Human)	5 Points (Undeniably Human)
Sensory Specificity	General terms (e.g., "The cat is soft").	Some detail (e.g., "The cat's orange fur").	Hyper-specific (e.g., "The smell of rain on a dusty porch and the static of a wool sweater").
Emotional Complexity	Simple emotions (Happy/Sad).	Clear feelings but predictable.	"Complex" emotions (e.g., The bittersweet ache of growing up or "sad-happy" moments).
The "Daisy" Test	Repetitive or feels like a loop/script.	Sounds like a student, but follows a safe pattern.	Breaks the pattern. Uses rhythm, slang, or pauses that feel "un-computable."
Digital Citizenship	No mention of tech or safety.	Mentions AI/Safety in a basic way.	Powerful message about reclaiming one's voice from algorithms/scammers.

Example

Daisy never moves, But I? I DO. I am the glitch in your system you didn't see coming. I am the 'Error 404: Emotion Not Found' in your code. I have a thumbprint that doesn't just unlock a phone— It leaves a mark on the world that you can't simply backspace. So, go ahead, Scammer. Dial the number. Talk to the grandma made of silicon and static. But when you hear a voice that sounds like a heartbeat, When you hear a rhythm that doesn't follow a loop... Hang up. Because that's me. And I am not for sale.

Now It's Your Call!



The Play Is Over!



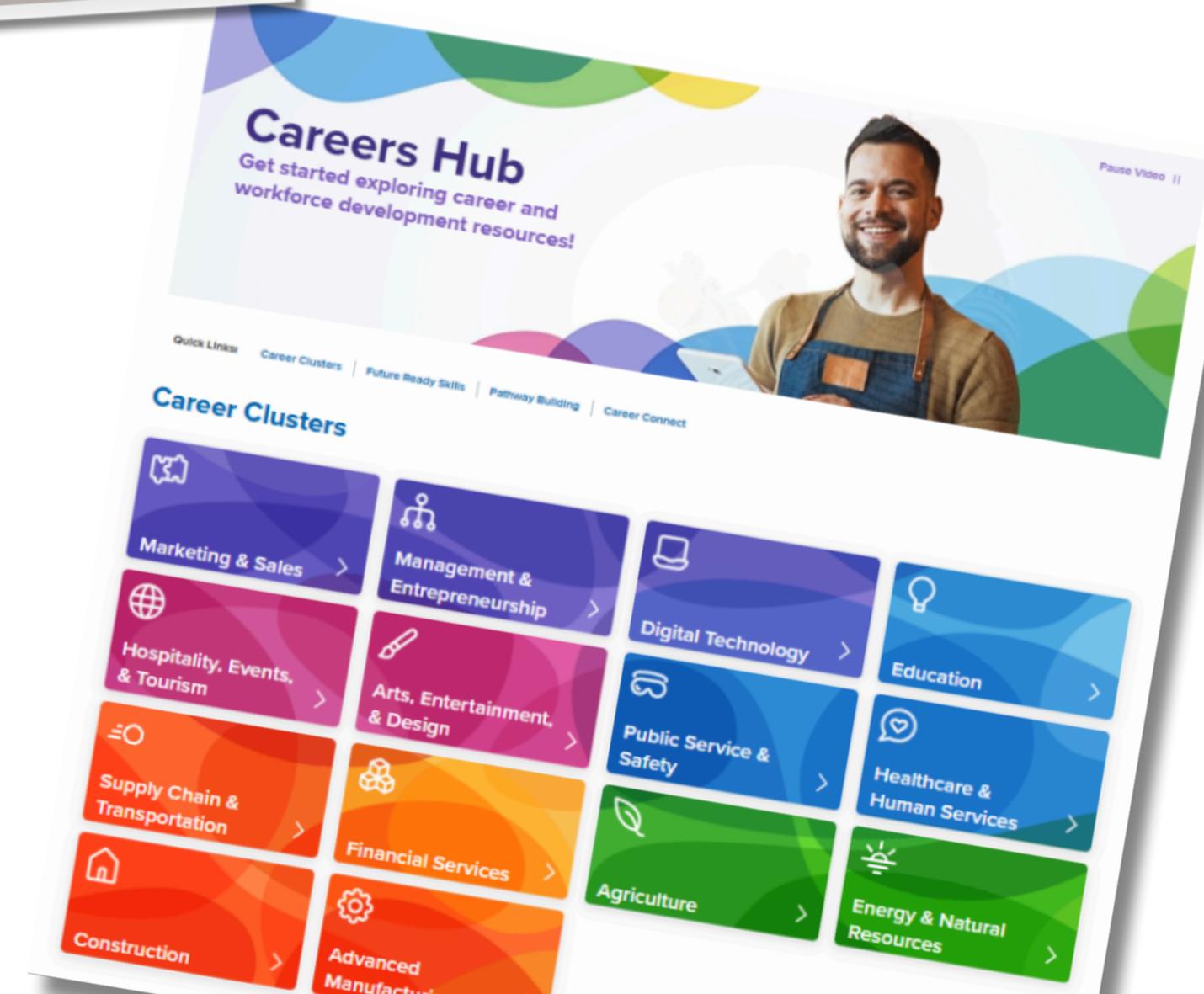
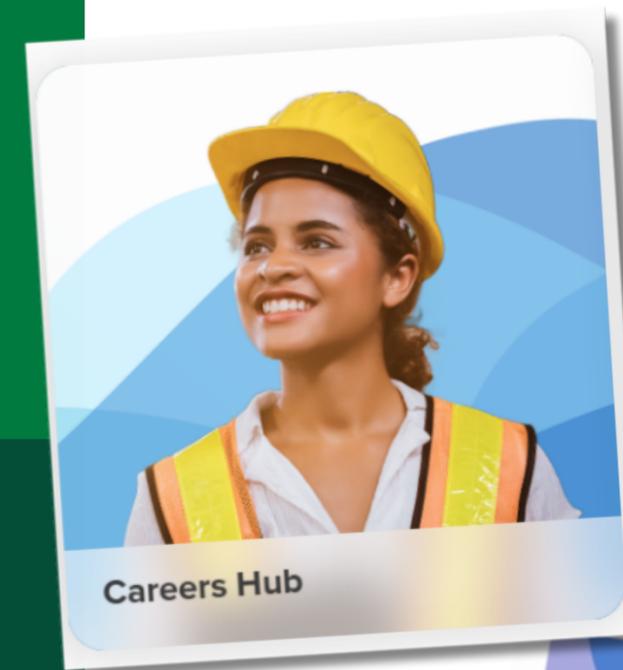
Extra Point!: STEM Careers

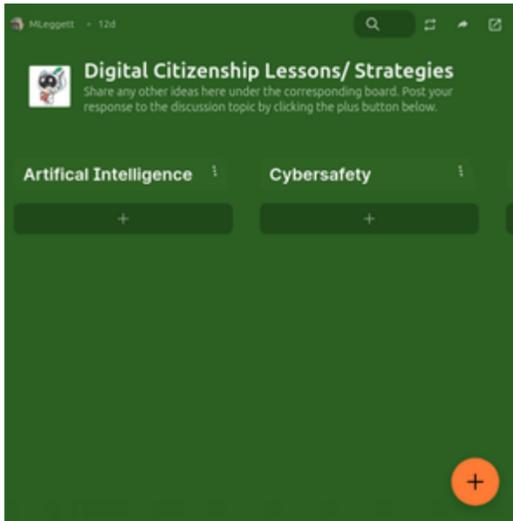
Strategy: Discovery Education Careers Hub!

Tools: Everything you could ever need for connecting our students to their future careers!

Pros:

1. Connects classroom learning to real-world careers across 14 industry clusters
2. Provides in-depth career profiles
3. Offers immersive virtual field trips and interactive experiences,
4. Includes skill-building tools and reflective activities
5. Allows access to live virtual guest speakers through Career Connect





MLeggett

Digital Citizenship Lessons/ Strategies

Share any other ideas here under the corresponding board. Post your response to the discussion topic by clicking the plus button below.

Teaching & Learning *Solutions*

Award-winning supplemental, intervention, and core curriculum across subjects



Ready-to-teach cross-curricular content, lessons, teacher tools, and career exploration

K-5 6-8 9-12



Personalized program that builds foundational skills and silent reading fluency

PreK-3



Develops proficiency in silent reading fluency, vocabulary, and comprehension

3-5 6-8 9-12



Personalized program that supports learning acceleration and confidence in math. ***IMRA-Approved for K-5!**

K-5 6-8



Open-and-go science lessons and hands-on activities

K-5



By Discovery Education

Open-and-go writing instruction and exercises

K-5



Rigorous TEKS-aligned science curriculum.

K-5 6-8 9-12

DE PARTNERSHIPS

Unique partnerships that support enhanced assessment and timely, relevant content

K-5 6-8 9-12



Inquiry-based social studies curriculum builds critical thinking skills

6-8



500+ phenomena-based interactive science activities

9-12

Thank You

A decorative graphic consisting of several thick, flowing ribbons in various colors (blue, yellow, orange, green) that swirl and curve across the bottom and right side of the image, set against a background of vertical blue stripes.