RENAISSANCE
EDUCATION

DIGITAL CITIZENSHIP

A GUIDE FOR EDUCATORS

Jostens

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INSIGHTS FROM RESEARCH

The term "digital citizenship" is often used to refer to at least two different but related ideas. One focuses on how people act and treat each other online. The other emphasizes civic engagement or activism. Both are part of a continuum of what it means to be a "good citizen" in a democracy, and both have been the focus of extensive research. However, to lay a foundation, we first highlight key findings about how young people participate online and in social media.

Quick Facts on Teen Social Media Use

Technology is an integral part of students' lives as "digital natives." Though the specific platforms and technologies change rapidly, a recent Pew Research Center survey of more than 1,000 13 to 17 year olds gives a snapshot of teens' online lives:

80% go online at least several times a day. (24% say they go online "almost constantly.")

94% go online at least daily if they have smartphones, compared to 68% of those without smartphones.

71% use Facebook, which remains the most popular social media site for teens.

71% use more than one social media platform.

Devices:

73% have access to a smartphone.

87% have access to a desktop or laptop.

81% have access to a gaming console.

58% have access to a tablet.

Note: Low-income youth are less likely to have access to a smartphone. 61% of those with household incomes under $30,000 have a smartphone, compared to 78% of those with household incomes higher than $75,000.
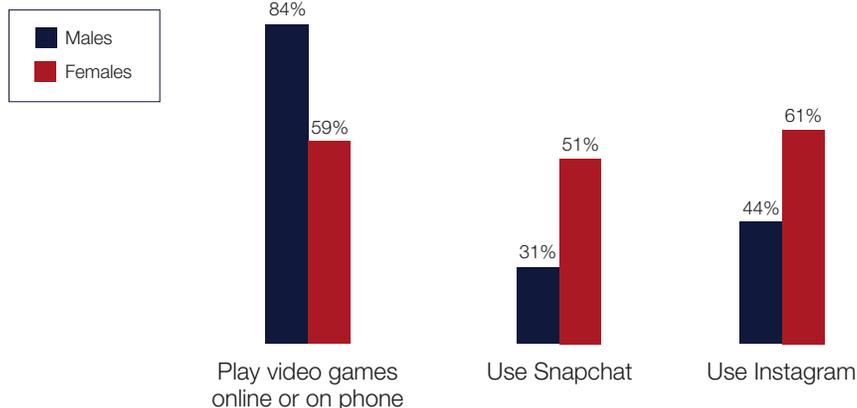
Connecting with Friends Online

It's no surprise that texting and social media such as Facebook, Instagram and networked video games play important roles in teenagers' friendships. According to a survey of 1,060 teens (age 13–17) by Pew Research Center, 57 percent of teens have made new friends online, and 55 percent text daily with friends. Here are percentages of teens who say they interact with their friends online through each medium at least occasionally:

Instant messaging	79%
Social media	72%
Email	64%
Video chat	59%
Video games	52%
Messaging apps	42%
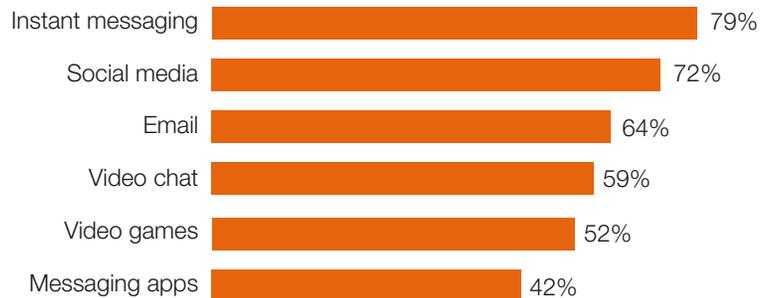
Of course, not all interactions are online. Almost all teens (95 percent) say they spend time in person with friends outside of school at least occasionally. When asked where they regularly spend time with their closest friends, teens were most likely to mention school (83 percent), someone's house (58 percent), online through social media or gaming (55 percent), in extracurricular activities (56 percent), or in the neighborhood (42 percent).
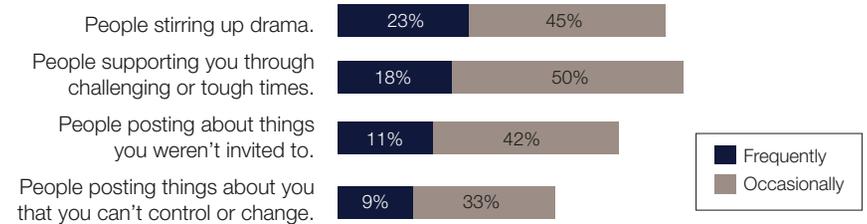
Different Online Experiences for Boys and Girls

Females and males tend to spend their online time in different ways, according to a Pew Research Center survey of 1,016 13- to 17-year-olds.

Legend: ■ Males ■ Females

	Males	Females
Play video games online or on phone	84%	59%
Use Snapchat	31%	51%
Use Instagram	44%	61%

What Happens When Teens Spend Time Online with Friends?

Just like in-person relationships, interactions with friends on social media include a range of experiences, both positive and negative. A Pew Research Center study of 789 teens who use social media found that they had experienced each of the following on social media.

	Frequently	Occasionally
People stirring up drama.	23%	45%
People supporting you through challenging or tough times.	18%	50%
People posting about things you weren't invited to.	11%	42%
People posting things about you that you can't control or change.	9%	33%

Legend: ■ Frequently ■ Occasionally

Risks and Benefits of Social Media

We tend to hear the most about the risks and challenges of social media and the internet for children and youth. However, researchers now have a more balanced view of the risks and benefits. The Council on Communications and the Media of the American Academy of Pediatrics synthesized research on the impact of social media on children and adolescents. They found a balance of both risks and benefits.

Risks	Benefits
• Being bullied or harassed online, including sharing of false, embarrassing or hostile information.	• Socialization by staying in touch with friends and family, making friends, sharing pictures and exchanging ideas.
• Sending and receiving sexually explicit materials (sexting).	• Connecting with others with shared interests from different places and backgrounds.
• Excessive time on social media that can lead to symptoms of depression.	• Cultivating individual identity and social skills. This can be particularly valuable to youth who may feel isolated from the larger peer culture, such as LGBTQ youth.
• Loss of privacy, sharing too much or false information.	
• Risks to personal reputation from a lasting "digital footprint" that can reveal embarrassing information from the past.	• Creative expression through creating and sharing art, music, writing and other forms of self-expression.
• Being defrauded or having identity stolen through indiscriminate online activity.	• Engaging in the community by finding opportunities to volunteer or donate.
• Influence on purchasing decisions through targeted ads based on online activities (such as quizzes on social media).	• Expanding learning through online collaboration, research and expression.
• Accessing inaccurate, contradictory, and overwhelming health and well-being information.	• Accessing health information, improving compliance in taking medication and building support networks for managing specific health conditions.

How Widespread Are Online Risks?

How common are the risks? A review of published research found that risks of cyberbullying, contact with strangers, sexting, and pornography generally affect fewer than one in five teenagers, and they do not appear to be rising substantially as more youth gain online access. Another study found that six percent of youth reported an online victimization in the past year and almost all of them also reported offline victimization during the same period.

It is also important to note that all young people are not equally at risk. Youth are more vulnerable to online risks based on:

- Personal factors (such as sensation-seeking and psychological difficulties)
- Social factors, such as a lack of parental support or positive peer relationships; and
- Online factors, such as technical skills and online practices.

In other words, many of the same factors that put young people at risk in the physical world also increase their risk in the online world. As one group of researchers put it:

> "Children who are already vulnerable offline are likely also to be vulnerable online."

Distracted Driving: Teens Know Better, But Still Do It

One area where digital lives and physical lives don't mix is driving — for both teens and adults. Texting while driving increases the risk of accidents by at least three or four times, researchers concluded after analyzing 28 separate studies. Although 16- to 19-year-olds account for six percent of all drivers, they account for 10 percent of drivers killed in crashes related to documented cellphone use.

A National Institutes of Health survey found that 83% of high school students used electronic devices while driving in the past 30 days. Specifically, 71 percent made or answered phone calls, 64 percent read or sent text messages, 20 percent used email, and 29 percent checked a website.

Like adults, almost all teens (97 percent) know that using a cellphone while driving is dangerous. However, it tends to be socially acceptable and even expected, making it less likely that teens will refrain from use. Other research has found that the perceived importance of a call or text overrides young people's perceived risks of cell phone use while driving.

Youth Follow Technology Rules...When They Help Set Them

Part of digital citizenship involves how young people follow rules or expectations about being part of the online world. One way that families and educators manage risks is by setting limits and rules for technology use. Setting limits is most effective when children and youth have a voice in setting those rules. Young people are more likely to follow technology rules when they have a voice in setting them and when they see the rules as fair.

See the "How to Support Your Teen in a Digital World" brochure for a list of expectations that have worked well for others.

How Social Media Affects Young People's Friendships

There is a great deal of debate about how social media affects young people's relationships and their development. Many have worried that communicating through a screen instead of face to face takes away the need for emotional risk in relationships. However, as researchers have examined data on social media use and relationships, the results have sometimes been surprising, often simply echoing young people's offline experiences.

- Teenagers use social media for the same reasons they use other forms of communication: to stay in touch, make plans, get to know other people and present themselves to the world. Most often, social media extends and helps to maintain face-to-face friendships, rather than replacing them. Most of the time, social media is used to exchange everyday events and coordinate upcoming activities.
- In contrast to conventional wisdom, most studies now show that frequent use of social networking is associated with enhanced friendship quality, intimacy, and feeling like part of a community. Furthermore, those teens who have strong offline skills tend also to have strong online skills. Those with weaker relationship skills offline may experience enhanced relationships online, in some sense compensating for their offline gaps in relationships.

How Social Media Affects Young People's Identity Development

Young people develop a sense of who they are through their relationships with peers. Some specifics that surface around identity formation and social media include:

- **Self-disclosure.** Part of identity formation is sharing information about yourself and getting feedback. Social media brings these processes into the public. For some young people, this is easier and a helpful "rehearsal" for disclosure in person.

- **Presentation of self.** Many observers have worried that youth will post misinformation or idealized information about themselves online as part of presenting themselves to the world. However, researchers have found young people's actual personalities tend to show pretty accurately in social media. Young people do tend to accent or hide certain parts of themselves online, depending on who they expect to see the information.

- **Social comparisons.** Teens tend to compare themselves to each other as part of their social development. Social media makes this easier, and frequent users are most likely to believe others are doing better, are more attractive, and more accomplished than they are themselves. These comparisons can negatively affect self-perceptions and self-esteem.

- **Expanded interests.** Part of identity development is discovering what interests you and what you're good at. For some youth, the online world gives some youth opportunities to explore ideas, places, talents and experiences that they cannot access in their school or community. They can find interest-based networks online that share their passions and help them learn, develop and share these parts of themselves. In the process, they learn new skills and media literacy as they explore, assess and compare information, and develop expertise and authority that can be difficult to cultivate in traditional classrooms.

- **Disenfranchised youth.** Social media can be particularly empowering in this identity-shaping process, particularly for youth who feel socially disenfranchised in their school or community, or who do not have access to support from others who are dealing with similar challenges. This can include cultural or ethnic groups, LGBTQ youth, and youth facing chronic or rare illnesses.

Unlimited Possibilities or Echo Chambers?

Depending on who you talk to, social media and the internet are "echo chambers" in which one's own views are reinforced by like-minded people, or they are sources of vast, diverse and unfiltered information that's accessible with a simple Google search. To some extent, the two perspectives reflect the range of possibilities. But how do young people engage with social issues online?

A study of 242 California youth ages 16 to 21 found that most youth don't report spending much time in either in echo chambers or engaging with divergent perspectives. Most often, they just interact with people who share some of their views on social issues and not others, Or they don't bring up social issues at all. Thus, the expanding choices online allow young people to avoid civic or political issues altogether.

Social Media and Participatory Politics

Proponents of "participatory politics" see great possibilities for positive online civic engagement for young people. "Participatory politics" refers to interactive, peer-based strategies for bringing groups together to exert their voice on public issues. This might include starting an online political group, launching a petition, flash-mobbing to instigate a protest or demonstration, writing a blog about an issue, or forwarding political videos to one's network.

A survey of nearly 3,000 youth between ages of 15 and 25 found the following:

- 41 percent of these young people have engaged in at least one act of participatory politics online in the past year.

- Youth involved in participatory politics are twice as likely to vote as those who do not.

Technology and Global Learning

A study for the World Economic Forum identified nine elements of interactive media that contribute to learning critical skills for the 21st century, suggesting the value of interactive technologies for learning. These features of interactive technologies help students learn:

1. Players have control or influence in the game environment.

2. Online teamwork helps develop communication and collaboration skills.

3. Participants must follow specific rules and goals, which may be explicit or implicit.

4. Participants gain a broad understanding of how things are created and how they function.

5. Technologies are customized to each participant's learning or playing style.

6. Learners are encouraged to take risks and try things, even when they are unsure of the outcome.

7. Ongoing interaction, or active learning, is required between player and the game.

8. Learning from the interactive environment can be transferred to other contexts.

9. Players get timely and ongoing feedback about their performance.

Technology can be quite disruptive in a classroom, interrupting or distracting from learning and undermining a positive culture. Or it can be a way to enrich learning and deepen connections. These tips can help to make it more of the latter.

Model appropriate online behavior. Just as you do in the school and classroom, it is important to interact with students online in ways that are respectful and appropriate.

Set expectations together. If students are part of setting rules for technology use, they are more likely to see those rules as fair and doable. They're also more likely to follow the expectations. Consider setting clear expectations in the following areas:

- How to stay safe online by, for example, not giving out personal information online. This personal information would include family name, password, school name and location, or any other information that could enable someone to locate and contact them.

- Treating each other online with respect, without bullying, teasing or bad language.

- Take steps to avoid being distracted by technology when you're focused on in-class activities. This may include shutting off phones or closing laptops.

- Whether, when and how students can respond to personal texts or calls during class.

- What content can and cannot be accessed in the classroom.

Use online content appropriately. It's easy to plagiarize online, using someone else's writing or ideas as your own. It's also tempting to download or share pirated or "bootlegged" music, videos and computer programs through file-sharing sites. In addition to the ethical issues (plagiarizing is a form of cheating), some of these activities can catch the attention of the rightful copyright holders, with serious consequences.

Keep public and private activities separate. If students are using social media and posting online as part of class activities and assignments, set up separate accounts from their personal accounts. Teachers should do the same. This practice makes it more likely that what is posted online is appropriate for and consistent with classroom expectations.

Learn how to respond to inappropriate behaviors. Students are likely to encounter people who engage in inappropriate behaviors online. These could include cyberbullying, sexual advances, trolling (intentionally starting arguments or doing things to upset people) and various financial or other scams. Encourage students not to respond to comments or actions that make them uncomfortable, but to instead report these comments to you or another authority.

Share expectations with families and other teachers. When students have identified their own expectations and rules, share them with families and other teachers. Try to resolve any potentially conflicting expectations. Consistency in expectations across settings increases the chances they'll be followed and that you'll avoid misunderstandings and conflicts.

More and more teachers are using digital media for teaching and learning. These include blogs, vlogs and Wikis; online video, photo and art creation and sharing platforms; online calendars and other collaboration tools; various social media platforms such as Twitter, Facebook and Instagram; streaming services and podcasts — not to mention the millions of sites with rich content on virtually every topic. Use these ideas to think about ways to expand digital technology use in your classroom.

Recognize Students as Experts
Many students bring lifelong experience with technology to classroom learning. Tap and stretch this expertise as you design and support digital learning opportunities in your classroom. This approach also echoes the online environment where everyone contributes to knowledge.

Capitalize on Peer-Based Learning
Students learn from peers and others online, which challenges established notions of expertise and authority. On one level, that makes education much more difficult. However, it also provides the opportunity to teach students how to be critical learners, sorting and checking their information sources and being open to new insights and perspectives. Often students will be more engaged in learning from each other, pressing them to ask questions about whether and how their own ideas or beliefs fit — or don't fit — with what experts say.

Address the Digital Divide
Although the digital world has become almost ubiquitous, all students do not have equal access or equal digital experience that they bring to the classroom. You may not be able to address the underlying economic challenges that create this divide, but you may be able to help students learn and grow in ways that will help them bridge the divide. Try these approaches:

- Check in with students and families. What technologies do they have access to? What do they use? You may find, for example, that text messaging is more accessible than email for some students and their families. They may have limited data plans that make it difficult to complete assignments that use lots of data (such as watching online videos). Or they may not have access to software that you might take for granted, such as Microsoft Office.

- Design lessons and assignments that take advantage of available technology. Some web pages or online activities don't work well on mobile devices. For each lesson and assignment, explain the added value of the technology use and articulate how students can participate fully if they don't have access at home. One solution is to provide consistent, extra opportunities for students to have technology and internet access.

- Emphasize digital literacy, since students who have not had as many opportunities to engage with technology will not have developed these skills. They may not be familiar with the web or standard software you might use in the classroom.

• Don't use technology for remedial learning. African American, Latino and low-income students are most likely to use computers just for "drill-and-practice" exercises, which do little to expose them to the potential of digital learning. Rather, focus on using technology for advanced skills and knowledge development — particularly for students who tend to have few of these opportunities. The goal is to fully engage students in digital learning as a resource for lifelong learning.

Discover and Evaluate Content

The beauty — and challenge — of the web is the volume of information and ideas that is available at your fingertips. Students can learn anything anywhere at any time. However, sorting through the information can be overwhelming, and it can be tempting to get pulled off track from your learning goals just by following links online. Using digital content and resources well requires helping students develop skills and self-regulation to manage and evaluate the information they encounter. Is it trustworthy? Is it relevant? Is it current?

Cultivate Collaborative Learning

Learning to collaborate with peers is an essential workplace skill in the 21st century, where much of the collaboration may occur online and even across continents. These collaborative skills can include using collaborative learning and sharing platforms, creating shared content (through Wiki pages or Google Docs); giving constructive feedback online (through comments features), setting milestones and monitoring progress on shared activities (through online planning or calendar tools), and sharing learning with each other.

Demonstrate Learning and Growth

Have students create — not just consume — content as a way of demonstrating their learning. In doing so, students develop skills for presentations while also taking deeper ownership of their learning. This can include creating multi-media stories, creating videos and publishing blogs or web content. In the process, students build an online portfolio that showcases their learning.

Many students will also be ready to engage with an authentic online collaborative community so that their work in the class actually contributes to a body of knowledge. Some educators have students find a Wikipedia page that is missing or problematic related to their subject, and the students edit the page so others can learn from it. (Guidance on doing this well is available at https://en.wikipedia.org/wiki/Wikipedia:Student_assignments.)

There are a lot of great tools, sources of information and places to speak your mind online. Some are invaluable. Others are problematic, including scams and misinformation. A critical digital skill for students is to assess sites and platforms they use in the digital world.

Give students the "Evaluating Online Sites and Content" worksheet. (See Digital Citizenship thumb drive or JostensRenaissance.com/digitalcitizenship.) Have them work individually or in groups to evaluate a site of their choice by answering the questions, then discussing in small groups. News sites work best, but others may work as well.

As a class or in small groups, have them consider these questions:
• What did you discover about your site or app as you asked these probing questions?
• Which questions were most helpful to you?
• Were some questions hard to answer? Why?
• How does asking these questions change your impressions of this site?
• Based on these questions, how might you approach this or other sites differently in the future?

Let students know this activity just gets them started thinking more critically about their online activities and information sources. Encourage them to ask themselves these kinds of questions as they look at new websites or engage with other social media platforms.

Additional Opportunity: Keep A Digital Log

For 24 hours, have students create a "Digital Log" of their interactions with social media, apps and the internet. They don't need to record specifics of every interaction, but note the time, place, medium (such as texting, smartphone app, online video game, website), and topic.

Have students bring their digital logs back for a class discussion. Ask:

• What were the most common ways you spent time in the digital world, including social media, texting, smartphone apps, the web and video games?

• What kinds of messages did you encounter? Who was presenting those messages?

• What impressions do you have about those messages? Are you surprised at the amount and/or variety of the messages?

• What kind of information, if any, did you contribute or share?

• Suppose a future employer or spouse were to see your "digital footprint" from this time period. What would be her or his impression of you based on this log?

One of the frustrations many people have about the internet and social media is that people use them at the wrong times or in the wrong ways—at least it seems that way. Part of the challenge is that people have different assumptions about what's appropriate and inappropriate. Or they think their "private" use of technology doesn't interfere with other people. Yet we've all experienced how disruptive cell phones or other technology use can be in a classroom or other setting.

This activity helps you and your students articulate shared expectations about technology use in the classroom. It is built on the premise that students are more likely to follow through on expectations they have helped to create and see as fair. This activity can be useful for any classroom, particularly when you're setting (or re-establishing) classroom norms.

Step 1
Explain that one way to help make classroom time go well is to be clear about what we expect from each other about how we will or won't use cell phones, computers or other technology when we're together.

Step 2
Get students thinking about technology in the classroom by having them remember other groups or classes where people have dealt with technology together. Some may have banned it. Others may have used it a lot, with few or no restrictions. Recognize a range of different ways technology has been dealt with in different parts of their lives.

Step 3
Then ask which experiences were ones that they most enjoyed and felt most engaged in what was happening. When did the expectations around technology use enhance the environment? When did they distract? It's OK to have different perspectives.

Step 4
Now ask the class: Based on these other experiences, what shared expectations or rules do you believe we should set in this classroom about technology use that will enhance our learning time together? As students identify potential expectations, write them on a flipchart or whiteboard. (Write down all ideas for now, even if they conflict.)

Step 5
After two to three minutes of brainstorming, give each student a marker. Have them each put a checkmark by three of the expectations that they think are most important to follow in this classroom.

Step 6
When they've all voted, circle the four or five with the most votes. Ask them if this list will work for them for now. If not, how would they refine it?

Step 7
Rewrite the list on a new sheet to post in the classroom. Decide together how you'll reinforce these shared expectations. Decide together if you will revisit and refine them in a couple of weeks based on how they actually work in this classroom.

Step 8
Post the sheet. You may also want to type it up and send it home to parents so they know the expectations the students have set for themselves in the classroom.

This activity introduces students to four ways they can use the internet, social media and apps to get involved in social issues that matter to them, based on research from the Youth and Participatory Politics project. "Participatory politics" refers to interactive, peer-based strategies for bringing groups together to exert their voice to shape public opinion and take action to make a difference. The digital world has opened up new possibilities for participatory politics.

This activity "crowd-sources" resources and ideas from your class to show that other students can get involved online in social issues they care about. The activity is most relevant to social studies classes. If multiple teachers and classes do the activity, their ideas can be synthesized and shared by students with the whole school.

Step 1
Ask students to think of examples of how people have used the digital world (websites, social media, apps, etc.) to work for a social issue or a cause. Brainstorm a list of a lot of examples, which might include fundraising, getting people to volunteer, sharing a message about an issue, engaging in debates, building online community support and others. Note that this kind of participation in causes and campaigns is an important part of democracy.

Step 2
Explain that researchers have identified four broad types of activities that activists do to participate in democracy through online platforms:
- Research issues and gather important information.
- Exchange ideas and opinions with other people.
- Create messages and strategies that they share in creative ways.
- Mobilize others to get them to work toward shared goals or a specific change.

Step 3
Count off to split the class into four groups of about equal size. Give each group a copy of the "Four Elements of Making a Difference Online" handout. (See Digital Citizenship thumb drive or JostensRenaissance.com/digitalcitizenship.)

Step 4
Give each group a sheet of flip-chart paper and markers. Say that they are all part of a social action group in your community — it may help for them to think of a specific example — and assign them one of four elements.

Step 5
Their task in the next 10 minutes is to think of the creative ways they can advance this cause through using the strategies listed for their element. They should focus on using digital platforms (web, apps, video games, social media, smartphones). They can think of examples of things they've done or have seen done by others. Or they can think of something completely new.

Step 6
When they've all brainstormed a good list, have them choose five recommended strategies for their social action group. Ask each team to present its ideas to the whole class, and look for overlap among the different groups. Collect all the ideas, and decide together whether and how you will compile these ideas for future reference.

Step 7
Debrief the activity by discussing these questions:
- What ideas came out of your group that you thought were particularly interesting or had potential for use in real life? Why?
- What was hard about this activity? Were some areas easier to think of than others?
- The four parts of this participatory democracy approach require different skills and interests. Are some a better fit than others for you?
- How can you imagine personally using some of the ideas that came out in this discussion in your own life?

If students are interested, think about who else in the school might value receiving these ideas.

Use these questions to explore different topics in digital citizenship. Try to stimulate a back-and-forth conversation that focuses on mutual understanding, rather than quizzing or checking on young people.

Being Safe and Responsible Online

- What are some of your favorite apps, video games, web resources or social media sites? What do you like most about them?

- What are some rules your family has about technology use? How did you come up with those rules? How have they changed over time (if they have)?

- What bugs you the most about how people use technology? Why does this bother you?

- What's different about connecting with people online versus offline?

- How do people treat each other online that they don't do in person? What makes us interact differently online than offline?

- What kinds of things do you see or experience online that worry you or make you uncomfortable? How do you respond when you encounter these things?

Expanding Your World Online

- What is something you've discovered or learned about online that you really enjoy or that is really important to you? (It could be something about yourself, about the world or about a particular topic or skill.)

- How have apps, social media, video games or other technology influenced your creativity and imagination?

Online Civic Participation

- How much do people in your social network talk about social or political issues online or when texting? What do you like or dislike about how these topics are dealt with online?

- When someone posts or says something you disagree with in social media, texting or online, how do you respond?

- When, if ever, have you been motivated to take a stand or take action on a social or political issue because of something you encountered in social media or elsewhere online? What was it? Where did you encounter it? What did you do in response?

Center for Media Literacy [www.medialit.org]

This nonprofit center focuses on media literacy education as "a framework for accessing, analyzing, evaluating, creating and participating with media content." The site provides strategies, tools and professional development for educators, families and others to cultivate young people's critical thinking and media literacy skills.

Common Sense Media [www.commonsensemedia.org]

This independent organization focuses on helping kids "thrive in a world of media and technology" by providing information and tools to parents and policymakers. The site includes ratings and reviews of movies, games, apps, TV shows, websites, books and music. It also provides digital literacy and citizenship programs for educators and schools, including a comprehensive, free K-12 Digital Citizenship Curriculum that addresses media literacy, online safety and responsible participation in the digital world.

Digital Media and Learning Research Hub [http://dmlhub.net]

This resource promotes research, learning practices and programs that focus on how "digital technologies are changing the way young people learn, play, socialize and participate in civic life." Hosted by the University of California Humanities Research Institute at UC Irvine, this site is the hub for research and resources developed from the John D. and Catherine T. MacArthur Foundation's Digital Media and Learning Initiative.

Edutopia [www.edutopia.org]

The Digital Literacy section [www.edutopia.org/blogs/tag/digital-citizenship] provides information and tools to help teachers address appropriate, responsible behavior online, including online safety, cyberbullying, copyrights and what to consider in a digital footprint.

The Technology Integration section [http://www.edutopia.org/technology-integration] offers tools and strategies to prepare students to participate in a technology-rich world. According to the site, technology integration supports "four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts."

SOURCES

For sources from all sections of this guide and other materials in the kit, see JostensRenaissance.com/digitalcitizenship/sources.