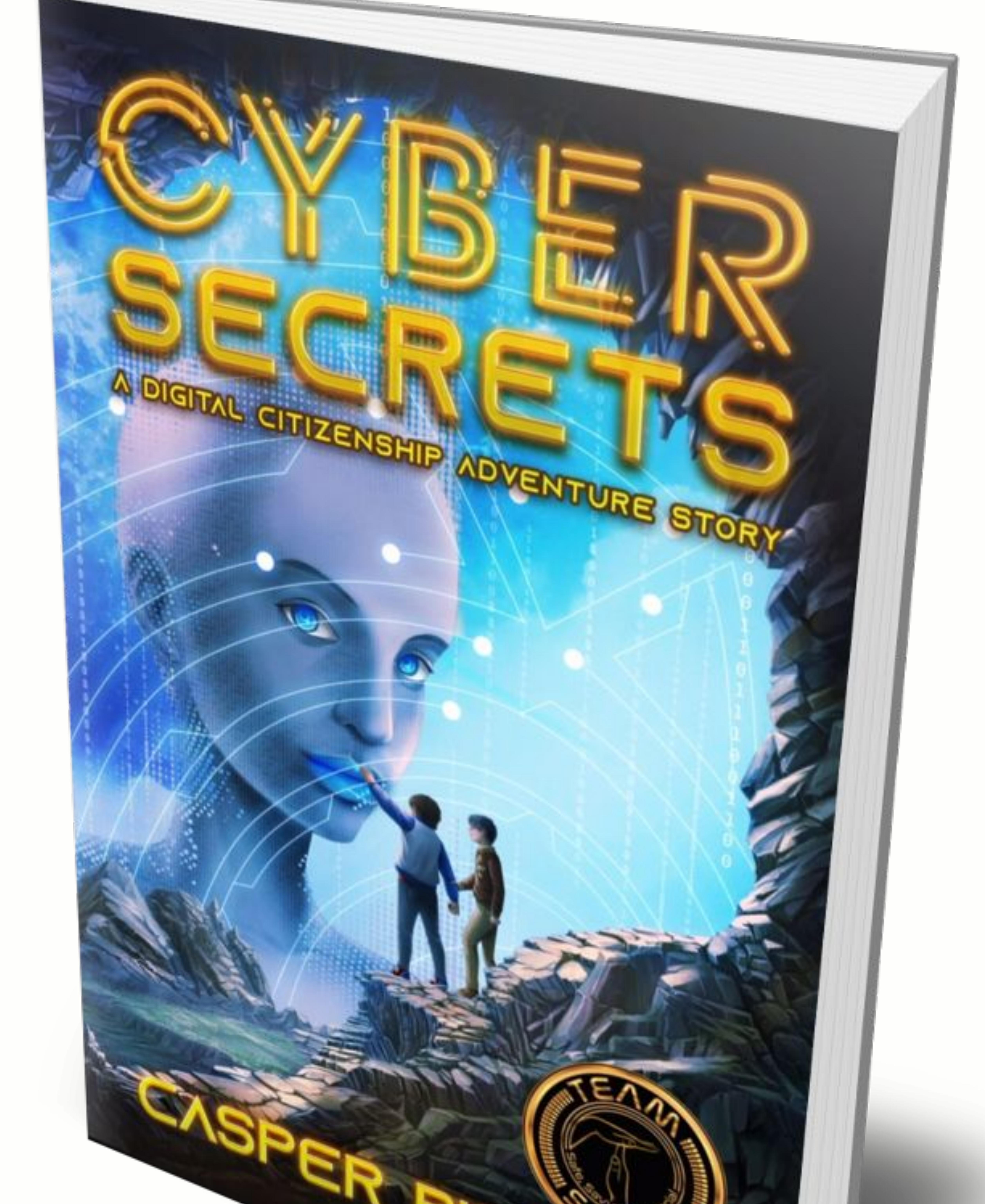
# educator's guide

## ★ Civics and Citizenship ★ Digital Technologies Ages: 11 and up



A cyber adventure for young teens to learn how to be safe, savvy, and social online.

## For Teachers

#### **EDUFICTION** – stories with embedded curricular information

The Team Savv-i YA trilogy chronologically follows the Bindi & Beam MG series, sharing the twins as the protagonists. It has the same aim in teaching young teens about technology, based on grade-related worldwide curricula standards using near-SciFi/Fantasy narratives. The author attempts to captivate his readers through riveting adventures, where deep learning can occur through the trials and tribulations of the main characters. This learning approach may enhance contextual understanding and information retention. 1, *Cyber Secrets - a digital citizenship adventure story*, 2, *Cyber Whispers - a fake news ghost story*, and 3. *Cyber Enhanced - transhuman transformation*.

#### **Common Core State Standards - English Literacy**

6-8 grade AGE:-11-13 Math problems Problem solving Learning, reading and writing

MIDDLE

SCHOOL

## CCSS.ELA-LITERACY RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.9, RL.7.1RL.7.2RL.7.3RL.7.6 and RL.8.1RL.8.2RL.8.3

Reading & Writing, Reading Comprehension, Identifying the Main Idea, Summarizing, Comprehension Questions, Identifying the Author's Purpose, Sequencing Events, Making Inferences, Making Connections in Reading, Comparing and Contrasting, Summarizing Fiction Texts, Sequencing in Fiction. Fiction Comprehension Questions, Identifying Problems and Solutions in Reading, Making Inferences in Fiction, Making Connections in Fiction, Making Predictions in Fiction, Identifying Cause and Effect in Fiction, Comparing and Contrasting in Fiction, Identifying Problems and Solutions in Fiction, Identifying Cause and Effect in Fiction, Comparing and Contrasting in Fiction, Identifying Problems and Solutions in Fiction, Analyzing Character, .

#### **Common Core State Standards K-12 Technology Skills Scope and Sequence**

**Digital Citizenship** - Comply with the district's Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing.

- Explain FairUse guidelines for using copyrighted materials and possible consequences inschool projects.
- Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.
- Give examples of hardware and applications that enable people with disabilities to use technology.
  Explain the potential risks associated with the use of networked digital environments and sharing personal information.

#### **ISTE Sstandards: Students**

**1.2 Digital Citizen -** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

1.2.a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

- 1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 1.2.d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

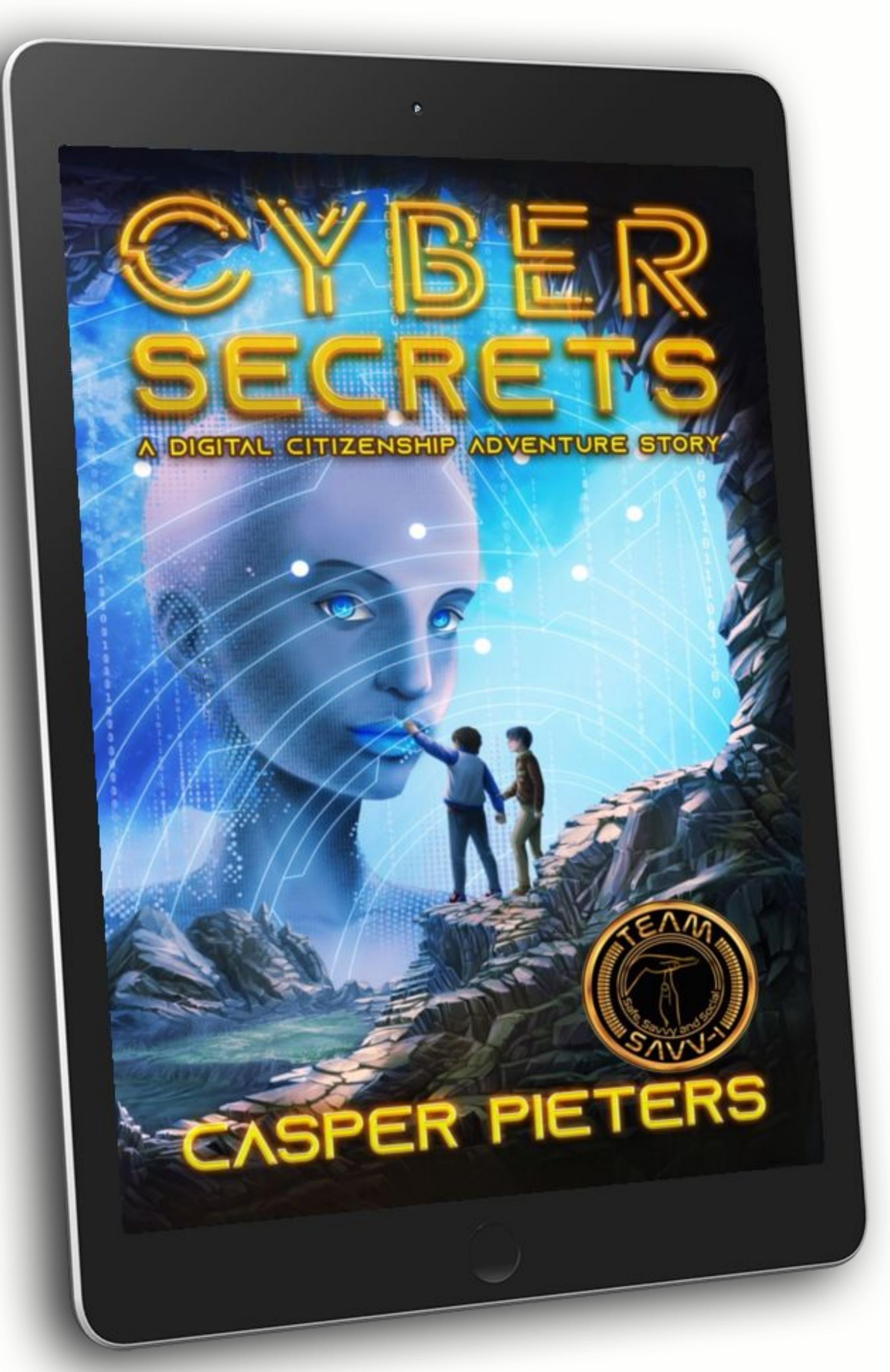
**1.7 Global Collaborator -** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

## A cyber adventure series for young teens to learn how to be safe, savvy, and solid online.

# Cyber Secrets

### about the ebook



Team Savv-i, known for their online adventures, set out to create a hands-on digital citizenship program by hooking up with a remote school in Fiji, helped by their cyber friend, Zeno, who hides from Big-O in Beam's offline computer. Big-O, a nasty superintelligent entity, obliterates all who resist his masterplan to control the Internet. He foresees the Team's success as a genuine threat, for other schools will follow their example, creating a generation of savvy online users, instead of gullible, easily manipulated humans. With his superior intelligence and access to vast data resources, he makes life horribly difficult

## about the author



Casper studied zoology, marine biology, and computer science. For twenty years, he ran a nature consultancy and was a hands-on scientific advisor for the award-winning TV production house, Mindful Media. One day, he threw the switch and taught for ten years at a high school using all his acquired life experience to enrich his teaching. During this time he made a digital citizenship eLearning platform for school communities and began the Team Savy-i adventure stories.

for the Team. Will he succeed to destroy the Team's project, their reputation, and enforce his will on all Internet users or will these youngsters defy the odds stacked against them?

## praise for Cyber Secrets

"Team Savv-i takes the reader on an adventure to discover the topics and issues of technology today. Following the path of nine elemental areas of living in a digital society, the reader learns some important lessons of interacting with these devices. This book helps to focus on the important needs of technology users today and into the future."

other books\* in the **Team Savy-i series** 

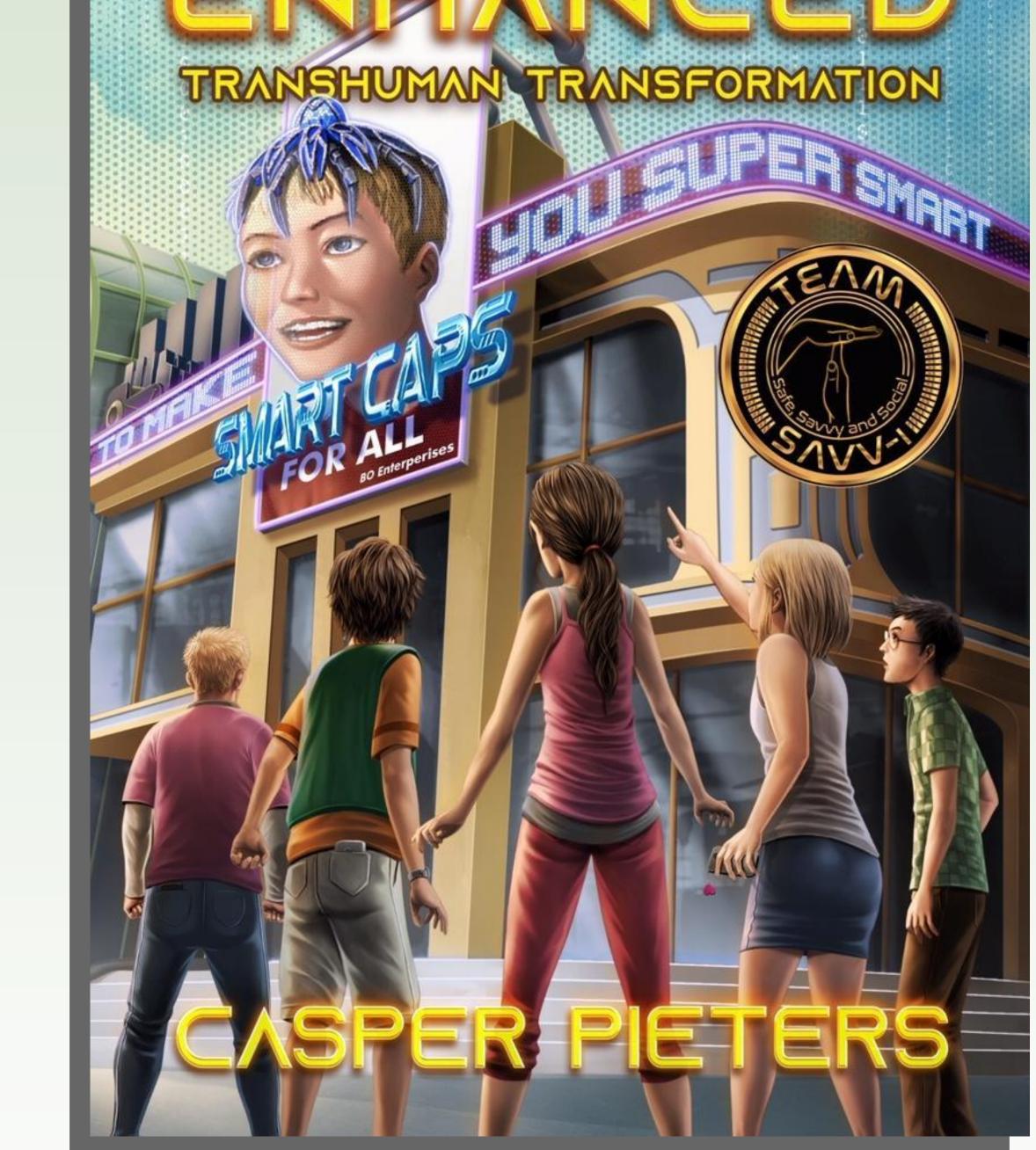




#### Dr. Mike Ribble, Ed.D. author of Digital Citizenship in Schools

"When I read the first words of Cyber Secrets, I was clueless of what to expect. I can candidly say that it was a fascinating read, creative and such an adventure. Electronic technology is a rapidly evolving thing, even I know it, and this story has informed me of both the risks and advantages of it in a witty manner."

#### Beatrice van Rest, 14 years, Australia



\*Ready for publication in 2023

### www.casperpieters.com/team-savv-i

## Cyber Secrets

#### **DISCUSSION QUESTIONS**

1.Does everyone in your school have equal opportunities as far as technology is concerned?

2.Why does Team Savv-i seek to bridge the digital divide with the remote school in Fiji?

3.As online users, how are you aware of others when using technology?

16. How was the Fijian village affected after the Team installed the Internet kiosk? How is your lifestyle affected by digital technology?

17. What precautions can you take to protect yourself and your equipment from harm?

- 4.Do you realise how your use of technology may affect others?
- 5.Why did Mia hide from her friends, that she was being cyberbullied?
- 6.What rules, options, and etiquette do you need to know when using digital technologies?
- 7.Why is using appropriate language for different audiences important?

8.Describe how a document, text, or a selfie is transmitted through the Internet?

18. How did 2eno steal Mr. Martin Becker's identity, and what are some ways you can prevent this from happening to you?

 Digital Technology is changing the way we live.
 Discuss some good and some unwelcome changes in today's society.

#### \*\*\*

20. How do the characters connect to the theme?

21. How does the plot build towards an emotional Impact?

22. In the story, how does the setting makes the final outcome even more powerful?

9.How can you use digital technologies to best take advantage of the educational opportunities the Internet offers?

10.Why did Mr Allsop praise Team Savv-i, even if they did not gain the biggest profit when their class was tasked to explore online business opportunities?

11.How do you test if online media is true or not?

12.What rights and responsibilities do you have in a digital society?

13.Are you aware there are legal ramifications to some illegal online activities? Give examples.

23. What is the protagonist's main story goal? If this is achieved, how was it accomplished?

24. What do you think is the author's intention to write this story? And how did he try to achieve this?

25. Can you summarize the text in just two or three sentences?

26. What would you change in this text if you could write it?

27. What genre(s) and sub-genre(s) would you place this novel in and why?

14.Could you infringe on others' rights when you misuse digital technologies?

15.What are some physical and psychological dangers that can accompany the use of digital technology?

28. How are the Inciting Incident and the climax related to each other in this story?

29. This is the first book of a trilogy. Did you sense an emerging story arc that could span the full series?

"This isn't another tome about heady concepts involved in digital ethics. Instead, Casper has created a rollicking read about digital citizenship, told as an adventure that should connect with teenagers everywhere. It provides a valuable, and fun, teaching tool."

Professor Emeritus Jason Ohler, author of Digital Community, Digital Citizen and co-founder of the Digital Citizenship Institute.