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About WE Schools

**WE Schools empowers students with the knowledge, skills and motivation to create positive change in both themselves and the world. Through our experiential service-learning programs, they explore and take action on critical issues impacting their communities and people around the globe—from access to clean water to bullying and the environment. Along the way, they gain the social and emotional learning skills they need to reach their full potential, such as resilience, empathy and problem-solving.**

**WE SCHOOLS PROGRAM**
Our unique online offering includes educational resources, service-learning campaigns, professional learning for educators and mentorship programs to help students become change-makers. Our resources are free to schools and are always evolving to keep learning materials fresh, relevant and inspiring.

All of our program resources can be found in our [Virtual Learning Centre here](#).

**WE SCHOOLS KIT IN ONENOTE**
This interactive resource makes collaborating and creating action plans with peers easy and accessible. It includes more than 14 lesson plans and curriculum packages, issue-based discussion cards on topics relevant to students around the world and downloadable, easy-to-use resources associated with service-learning and action campaigns. [Get your WE Schools Kit in OneNote.](#)

**TECH FOR GOOD**
The “Tech For Good” badge is part of the WE Schools Badge Program. It supports students in developing important digital skills by encouraging them to implement technology into their service-learning campaigns.

Whether you are an educator or a student, this guidebook will provide you with step-by-step instructions to help you get started on digital skill-building in your classroom.
INTRODUCTION

How to Earn the Badge

1. Join WE Schools

To get your classroom started, download the WE Schools Foundational Module to build a classroom environment that will nurture social and emotional learning and prepare students for their WE Schools service-learning journey.

2. Select a Campaign

Investigate local and global issues with the Issue Cards and complete the Issue Compass Activity to help you select a campaign.

3. Apply Tech Tools in Your Campaign

Throughout your campaign, look for ways to empower and assist students using technology and digital skills. To qualify for the badge, students will need to incorporate at least three of the sub-standards in one of the ISTE Standards for Students as outlined in this guide.

4. Complete the Survey

The Tech for Good Survey documents how your students demonstrated progress toward technology proficiency as set by the ISTE Standards for Students. The survey also asks educators to explain how your students were assisted in the use of technology and digital skills, incorporating at least one of the ISTE Standards for Students into each campaign.

Click here to complete the survey.

5. Celebrate!

- Share on social media with: #TechforGood #WESchools #ISTE #MicrosoftEDU
- Add it to your profile picture on social media.
- Add it to your email signature.
Combine the ISTE Standards for Students with WE Schools campaigns to infuse technology into service-learning.

**ISTE STANDARDS**

The guidebook is organized by the seven ISTE Standards for Students.

- For each standard, there are four sub-standards where real-world application examples provide innovative ways students can apply the specific standard to the campaign they are working on.
- Tech tool suggestions are provided to help springboard student learning.
- Associated WE Schools Learning Framework Skills are identified. (See next page overview.)

**OUTPUT IDEAS**

For each of the ISTE Standards for Students, Output Ideas are provided.

- Tech Tools, Sustainable Development Goals (SDG’s), Issues, and Action Types articulated for each campaign.
- The Output Ideas are actual deliverables your students can accomplish for specific campaigns.
- The Output Idea summary is loaded with hyperlinked resources to inform and support teachers and students.
- Output Ideas are meant to give you and your students ideas of what is possible when we thoughtfully apply Tech for Good!

**TECHNOLOGY TOOLS, TRAINING & RESOURCES**

With so many tools available, how do educators successfully identify, learn and use them in their classrooms? The answer is the Microsoft Educator Center (MEC). This free global gateway offers training, lesson plans, learning resources and professional engagement in a user-friendly and interactive portal. Browse the whole site or click on any of the MEC Resources and Trainings listed for each standard.
# Standards and Skills Crosswalk

## We Schools Learning Framework Skills

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Empowered Learner

*Students leverage technology to take an active role in choosing, achieving and demonstrating competencies in their learning goals informed by the learning sciences.*
1. EMPOWERED LEARNER

Integrating into WE Schools Campaigns

1.A Students articulate and set personal learning goals, develop strategies, leverage technology to achieve those strategies and reflect on the learning process itself to improve learning outcomes.

- Teachers can create a collaborative space such as Microsoft OneNote Class Notebook for their WE Schools campaigns. In Microsoft OneNote Class Notebook, in the student’s personal section, they can create a personal reflection space and reflect about their contributions, findings and impact as they work on their campaign.
  
  △ Tech Tools: Microsoft OneNote Class Notebook

1.B Students build networks and customize their learning environments in ways that support the learning process.

- Students work within a collaborative space using co-author features or commenting and tagging tools to provide feedback and ideas to one another as they work on their campaigns.
  
  △ Tech Tools: Microsoft Teams, Word, Excel & PowerPoint

1.C Students use technology to seek feedback that informs and improves their practice and demonstrates their learning in a variety of ways.

- As part of the Reflect and Celebrate phases of their WE Schools campaign, students can use tech tools to seek feedback from classmates and others.
  
  △ Tech Tools: Microsoft Forms

1.D Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

- Within their campaign, students can identify the best technology to fit their purpose. Students demonstrate an understanding of how to use the technologies and the troubleshooting tools available such as: support.microsoft.com, support.office.com/education and support.microsoft.com.
  
  △ Tech Tools: Microsoft Edge Browser

ISTE YOUTUBE PLAYLIST ➔
WE are silent

**TECH TOOL** Microsoft Forms

**SUSTAINABLE DEVELOPMENT GOAL (SDG)** 1. No Poverty, 2. Zero Hunger & 5. Gender Equality

**ISSUE** Children's Rights

**ACTION TYPE** Fundraising

**OUTPUT** Students will create a digital student empathy survey. During the Action Planning phase of the fundraiser, students should reflect on what they’ve learned in the Advocating Children’s Rights lessons and in their fundraising toolkits. They will then come up with an Action Plan to organize an event that celebrates 30 years of children’s rights and highlights children standing up for their rights that are being denied and voices that go unheard. The teacher could use Microsoft Forms to create a survey that helps students reflect using questions such as: Why are you going silent? What children’s rights are you amplifying? How will you raise awareness? How can other students, teachers, family members and community members support you in reaching your goal? The Form could be embedded on a Microsoft OneNote Class Notebook page and distributed to individual notebooks, or it could be added to Microsoft Class Team.
1. EMPOWERED LEARNER

Output Ideas

**WE volunteer now**

**TECH TOOL**  Padlet & Sli.do

**SDG**  Depends on Campaign Focus

**ISSUE**  Depends on Campaign Focus

**ACTION TYPE**  Volunteering

**OUTPUT**  Students create a virtual issues board to inform and facilitate understanding. After completing the **Community Mapping** activity and determining an issue for the class to focus on, students collaborate to create an online bulletin board using a tool like Padlet to highlight the issue that will be the focus of their WE Volunteer Now campaign. The Padlet should include the issue that was identified, the emotions or feelings it brought out, what programs are already in place to help and what more can be done. Students then create a sign-up poll using an online survey poll creator such as Sli.do to sign up volunteers for their event after sharing their Padlet or online bulletin board.
# Technology Tools, Training & Resources

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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.
2. DIGITAL CITIZEN

Integrating into WE Schools Campaigns

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

- During campaign promotion, students ensure that they are posting and reposting informative content where sources have been verified and facts checked.
- Students get permission to photograph people and disclose the intended use of the photos. The privacy wished of other must be observed and images erased upon request.

  △ Tech Tools: Smart phones, Researcher in Microsoft Word & social media apps

2.B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

- Students get permission from school and district network administrators prior to posting campaign specific content to their social media feeds.
- Students who are age 13 or younger do not post campaign specific content from their personal social media account. Rather, they provide content to their teacher to post on official school social media feeds.

  △ Tech Tools: Social media apps

2.C Students demonstrate an understanding of, and respect for, the rights and obligations of using and sharing intellectual property.

- Students ensure that intellectual property used in campaign resources is openly licensed or part of the public domain.

  △ Tech Tools: Websites like Creative Commons & The Noun Project

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.

- While working on campaign Action Planning and Take Action steps, student ensure they are maintaining digital privacy by using secure websites with valid encryption certificates (i.e., “https” and lock icon in address bar).
- Students do not accept application and website navigation and notification requests.

  △ Tech Tools: Web Browser

ISTE YOUTUBE PLAYLIST ➔
Output Ideas

WE walk for water

TECH TOOL  Researcher in Microsoft Word

SDG  6. Clean Water and Sanitation & 5. Gender Equality

ISSUE  Water

ACTION TYPE  Fundraising

OUTPUT  Students use the Researcher Tool in Microsoft Word to verify source credibility and give proper attribution. To launch the WE Walk for Water campaign, students explore the issues related to limited access to clean water. After conversations are launched using the WE Schools Issues Cards, students should conduct their own research to be able to answer the questions: What would your life be like without access to clean water? What are the consequences to not having access to clean water? What do you think needs to be done to make clean water accessible to everyone? Students can conduct their research within a Microsoft Word document using the Researcher tool. The tool can be used to help students sort research into topics, and students can ensure proper credit by using the “add and cite” feature of Researcher.

#WEWALKFORWATER
2. DIGITAL CITIZEN

Output Ideas

TECH TOOLS: Word & Email
SDG 2. Zero Hunger
ISSUE Hunger
ACTION TYPE Fundraiser

OUTPUT Students create a school cookbook of favorite family recipes to sell along with their bake sale for WE Bake for Change. As part of the Take Action step, students request use permissions from recipe authors or publishing companies. These requests for permissions will be digitized and kept in a secure folder in case use rights are challenged. For recipes that are original to the student or student’s family, students get a Creative Commons License for their recipe and include the appropriate Creative Commons License Icon on each recipe submitted for including in the cookbook.

#WEBAKEFORCHANGE
2. DIGITAL CITIZEN

Output Ideas

ALL CAMPAIGNS

TECH TOOL: [Common Sense Media] & social media apps

SDG: Depends on the Campaign

ISSUE: Depends on the Campaign

ACTION TYPE: Depends on the Campaign

OUTPUT: Students create a class set of norms for safe and responsible use of social media while promoting their WE Schools campaign. Students can participate in Digital Citizenship lessons like those posted by Common Sense Media to serve as a resource in creating their rules. Norms should include topics such as privacy and location settings, messaging and commenting and age restrictions. Once norms are established, they should be posted and practiced prior to allowing students to post to social media to promote their campaign. PLEASE NOTE: Students should not post from their personal accounts and students who are 13 years of age or younger should create the content of the post and provide it to the teacher to who will then post it to the social media account.
## 2. Digital Citizen

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Knowledge Constructor

*Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*
3. KNOWLEDGE CONSTRUCTOR

Integrating into WE Schools Campaigns

3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- Students use web browser tools like filtering by license type to locate and identify images and videos that are openly licensed and public domain works to use in campaign promotional materials.

- Students use curated collections of creative resources that are openly licensed and public domain works like Creative Commons and The Noun Project to create remixed content.

  △ Tech Tools: Microsoft Bing

3.B Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

- Students use fact-checker skills, like lateral reading, to identify who is behind the information they are reading and the media they are consuming.

- Students use research tools built into their productivity applications to find credible resources and to check their own work for authenticity and attributions.

  △ Tech Tools: Microsoft Word Researcher & Smart Lookup

3.C Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

- Students use web-based digital curation tools to collect, annotate, and link resources for campaign research during the Action Plan phase of campaigns.

  △ Tech Tools: Padlet and Wakelet

3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

- Students use the four steps of WE Schools as the deliberate design process to scaffold their WE Schools campaign.

ISTE YOUTUBE PLAYLIST ➔
3. KNOWLEDGE CONSTRUCTOR

Output Ideas

WEwalk for water

TECH TOOLS: Microsoft Flipgrid, Microsoft Word & GoFundMe Charity


ISSUE  Water & Environment

ACTION TYPE  Fundraising

OUTPUT  Students will use digital research tools to curate information used in campaign-focused collaborative video sharing.

Students hold a WE Walk for Water event where participants solicit virtual pledges and then walk a course while carrying a gallon of water. During the Action Plan phase, students will investigate impacts of water retrieval and how these impacts influence gender equality, access to education and sustainable farming practices in developing communities. Students will utilize research tools, like databases and Microsoft Word Researcher, to ensure their findings are factual and substantiated. Students will report these findings using Microsoft Flipgrid. These Microsoft Flipgrid videos can be used to promote the school’s event and as a useful resource for the campaign Impact Report.
Output Ideas

TECH TOOLS: Wakelet
SDG  Depends on campaign focus
ISSUE  Depends on campaign focus
ACTION TYPE  Volunteering

OUTPUT  Students curate a digital collection of organizations and initiatives in their community that need volunteers to serve as a match maker to pair students with groups who need their skill set.

During the Action Plan step of the campaign, students will research and collect specific information for each organization, including contact information, application process, special skills needed, location and organization description. This data will be curated in a virtual tool like Wakelet and shared with community members via social media. During the Take Action step, students will review the curated resources and match themselves with organizations needing student volunteers. Finally, students will take the initiative and contact the organizations to volunteer. For the Report and Celebrate step, students will add a comment in the Wakelet under their organizations post, detailing their experience and offering helpful suggestions to make future volunteer experiences as valuable as possible.
## Technology Tools, Training & Resources

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Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
4. A Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

- Students use the four steps of WE Schools as the deliberate design process to scaffold their WE Schools campaign.
  ▶ Tech Tools: Microsoft Word, Excel & Bing

4. B Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

- Students use collected data to determine campaign constraints during the Action Plan phase, like student transportation or funding. Then, students use this feedback to shape their campaign’s targeted impacts.
- Students use spreadsheet and flow chart applications to capture and analyze information during the Action Plan and Take Action phases of their WE Schools campaigns.
  ▶ Tech Tools: Microsoft Excel & MindMeiser

4. C Students develop, test, and refine prototypes as part of a cyclical design process.

- Students develop campaign output prototypes during the Take Action step of their campaigns. These prototypes are tested, and data is collected to determine needed improvements. Students make small systematic changes to their prototype, then repeat, test and refine the process.

4. D Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

- Students Record and Reflect during and after each of the steps in their WE Schools campaign. Students maintain a log of activities and complete written reflections throughout their project. Students grow to recognize every problem has variables they may or may not have influence over. This recognition helps students build perseverance. These challenges and successes are recorded and used in the Campaign Impact Survey and Tech for Good Survey completed at the end of each campaign.
  ▶ Tech Tools: Microsoft Word, Excel, Flipgrid
TECH TOOLS: Microsoft Paint 3D or TinkerCAD
SDG 12. Responsible Consumption and Production
ISSUE Environmental Sustainability
ACTION TYPE Awareness Raising
OUTPUT Students create reusable face shields using 3D printed and recycled materials. Students ideate using computer aided drafting (CAD) applications. Once virtual designs are perfected, students create prototypes of face shields as part of the Action Plan phase of the campaign. Prototypes are evaluated and improved based on testing. Next, students Take Action by 3D printing components or building shields from recycled everyday objects, like 2-liter plastic bottles, upcycled sunglasses or 3D glasses with lenses removed, sheet protectors, clear plastic food containers and cardboard. Students can even recycle plastic bottles to create their own filament for 3D Printing. Classrooms can also investigate industrialization practices, like assembly line and lean manufacturing, by working to make face shields as an entire class.
# Technology Tools, Training & Resources

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Computational Thinking

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
5. COMPUTATIONAL THINKING

Integrating into WE Schools Campaigns

5.A Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

- Students use mind map and brainstorm applications to capture and analyze information for the Community Mapping and Issue Compass activities from the WE Schools Kit.
- Tech Tools: Padlet, Wakelet & MindMeiser

5.B Students collect data or identify relevant sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.

- Students use spreadsheet and flow chart applications to capture and analyze information during the Action Plan and Take Action phases of their WE Schools campaigns.
- Students collect feedback from stakeholders through digital surveys and video discussion boards.
- Tech Tools: Microsoft Excel, Microsoft Forms, Flipgrid & MindMeiser

5.C Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.

- Students use a digital curation application to facilitate problem-solving for identified community needs. The curation tool can be used to collect and share defined campaign objectives, compile information and break down needs relevant to future actions.
- Tech Tools: Wakelet

5.D Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

- Students utilize an Agile tool to project and manage campaign outputs. Steps are identified, broken into definable, actionable steps and assigned to team members. Students ask for support, assist others and check off steps as they are completed.
- Tech Tool: Microsoft Planner

ISTE YOUTUBE PLAYLIST ➔
5. COMPUTATIONAL THINKING

Output Ideas

**TECH TOOLS:** Microsoft Forms & PicsArt Photo Studio

**SDG** 4. Quality Education & 10. Decreased Inequalities

**ISSUE** Accessibility

**ACTION TYPE** Advocacy

**OUTPUT** Students meet virtually with community members with disabilities to determine accessibility barriers within the community, then use this information to inform and educate others using social media. Students Investigate and Learn about issues and obstacles people with disabilities face within their community by convening a diverse virtual focus group to discuss and collect information. Students take their qualitative findings from the focus group and create a series of survey questions to determine the overall level of general knowledge and understanding of universal design, accessibility and mobility obstacles on campus. Students use Forms in Office 365 to create, administer and analyze the survey data. Survey findings are used to Take Action and drive change on campus through student-created social media posts using PicsArt Photo Studio. Topics of these informative posts could include addressing mobility obstacles and general use of Microsoft’s inclusive classroom tech tools, like Read Aloud & Immersive Reader, for text to speech and Dictate for speech to text.

#WEAREONE
Output Ideas

**TECH TOOLS:** Wakelet


**ISSUE** Environmental Sustainability

**ACTION TYPE** Behavioral Change

**OUTPUT** During the Take Action phase of the campaign, students create a Public Wakelet serving as a community resource guide for teaching and learning practices that promote environmentally responsible behaviors within the school and community.

Students identify available and needed resources in their community for recycling, waste minimization, composting, waste-water management, worm bins and battery collection. Next, students create, curate and post information in a collaborative Wakelet. Finally, the Wakelet is shared with families through digital classroom and school newsletters and on the school’s website.
Output Ideas

### TECH TOOLS:
- Spreadsheet

### SDG
- 2. Zero Hunger

### ISSUE
- Hunger & Nutrition

### ACTION TYPE
- Material Support

**OUTPUT** Students Take Action by hosting a school-wide food drive and use a spreadsheet application to record, track and sort food collected. As food is collected each day, students use a spreadsheet application to record the volume of food, classroom or grade level donating, food group classification and number of expired items donated. Students use the data from the spreadsheet to report food-drive progress with charts and graphs. This data can also be used to encourage students to donate more protein rich foods and check expiration dates before donating. Educators can also use this daily data to teach math concepts including: basic arithmetic, ratios, percentages, weigh, measure and volume.
## Technology Tools, Training & Resources

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Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
6. A Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

- Students create digital presentations to showcase their learning and outcomes during the Report and Celebrate phase of their WE Schools campaign.

  ▶ Tech Tools: Microsoft Sway, Microsoft PowerPoint & Microsoft Flipgrid

6. B Students create original works or responsibly repurpose or remix digital resources into new creations.

- Students take inspiration from copyright-free resources from sources such as Creative Commons to create new presentations using the Microsoft Sway Remix and/or Power Point Designer tool.

  ▶ Tech Tools: Microsoft Sway & Power Point

6. C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

- During the Take Action phase of their WE Schools campaign, students can recruit supporters to their cause by creating models or 3D representations to convey information in a simplified format.

  ▶ Tech Tools: Microsoft Word, Minecraft Education Edition & Paint 3D

6. D Students publish or present content that customizes the message and medium for their intended audiences.

- Once students have identified their intended audience, student can use Rehearse Your Slide Show with Presenter Coach in Microsoft Power Point in order to prepare for presenting their outcomes during the Report and Celebrate phase of their WE Schools campaign.

  ▶ Tech Tools: Microsoft Power Point

ISTE YOUTUBE PLAYLIST ➔
6. CREATIVE COMMUNICATOR

Output Ideas

**TECH TOOLS:** Canva, Microsoft Bing Maps & Social Media Applications

**SDG** 2. Zero Hunger

**ISSUE** Hunger

**ACTION TYPE** Material Support

**OUTPUT** Students create an interactive map of community resources to ease food insecurity and create promotional items to get the word out with web-based graphic design applications.

As part of the Action Planning phase, students use Microsoft Bing Maps to identify food banks and distribution centers in their community. Students investigate each location to identify what that organization needs most. Students Take Action by creating posters to advertise their campaign using Canva. Students can use their designs to begin a social media campaign to raise awareness of their cause with #WEScareHunger.

#WEScareHUNGER
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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
7. GLOBAL COLLABORATOR

Integrating into WE Schools Campaigns

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.

- Students can connect to other classrooms by exchanging videos with one another related to the issues they take action on within their campaigns.
  
  △ Tech Tools: Microsoft Stream & Microsoft Flipgrid

7.B Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

- Teachers schedule guest speakers for the students to interact with during the Investigate and Learn phase of their WE Schools campaign. Students can prepare questions prior to the speaker’s “visit” to engage in conversation around their campaign issue.
  
  △ Tech Tools: Microsoft Flipgrid

7.C Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

- In the Action Planning phase of their WE Schools campaign, students work in project teams, outline goals and responsibilities, and can use collaborative technologies to complete tasks.
  
  △ Tech Tools: Microsoft Teams & Microsoft Planner

7.D Students explore issues and use collaborative technologies to work with others to investigate solutions.

- As part of their WE Schools campaign, students take virtual field trips to learn more about their campaign focus and work with others to find solutions to the focus issue.
  
  △ Tech Tools: Microsoft Flipgrid & PenPal Schools

ISTE YOUTUBE PLAYLIST ➔
Output Ideas

7. GLOBAL COLLABORATOR

TECH TOOLS: Microsoft Stream, Microsoft Video Editor & social media

SDG 12. Responsible Consumption and Production

ISSUE: Food Security

ACTION TYPE: Fundraising

OUTPUT: Students produce an informative baking show about food insecurity and WE Villages.

After students Investigate and Learn about Food Security, they can work in small groups to develop an online cooking show. Students will create teams made up of a videographer, a director, an anchor and a baker. The anchor will share facts related to food insecurity and WE Villages while the baker works to bake their favorite sweet treat. The director will work with the anchor and baker to develop their commentary. The videographer will record the show, edit it using an editing tool such as Microsoft Video Editor, and upload it to the class’s Microsoft Stream channel. The video link will be shared via social media outlets to kick off their WE Bake for Change fundraiser.
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Additional Resources

Find even more helpful books, posters and videos to enrich your experience and help your students grow and learn!
CHILDREN’S BOOKS

*Nerdy Bird Tweets*

*The Technology Tail*

*But I Read it on the Internet*

*What Does it Mean to Be Global*
Written by Rana DiOrio (Sourcebooks Inc., 2009) ISBN: 9780984080649

*Hello Ruby: Adventures in Coding*
ADDITIOINAL RESOURCES

General Books & Articles

BOOKS

*ISTE Standards for Students: A Practical Guide for Learning with Technology*

Written by Susan Brooks-Young. (ISTE, 2016) ISBN: 978-1564843982

*EdTech for the K-12 Classroom: ISTE Readings on How, When and Why to use Technology in the K-12 Classroom*

(ISTE, 2018) ISBN: 9781564846938

*Digital Citizenship in Action Empowering Students to Engage in Online Communities*


ARTICLES

“Esports and the ISTE Standards for Students”

“The Empowered Learner and Esports”
ADDITIONAL RESOURCES

Posters & Videos

POSTERS

- Digital Citizenship in the Elementary Classroom Poster
- Digital Citizenship Classroom Pledge Poster
- "I Am A Digital Age Learner" Poster

VIDEOS

- "Introducing the ISTE Standards for Students"
- ISTE Playlists for each standard