



UNDERSTANDING

DIGITAL CITIZENSHIP

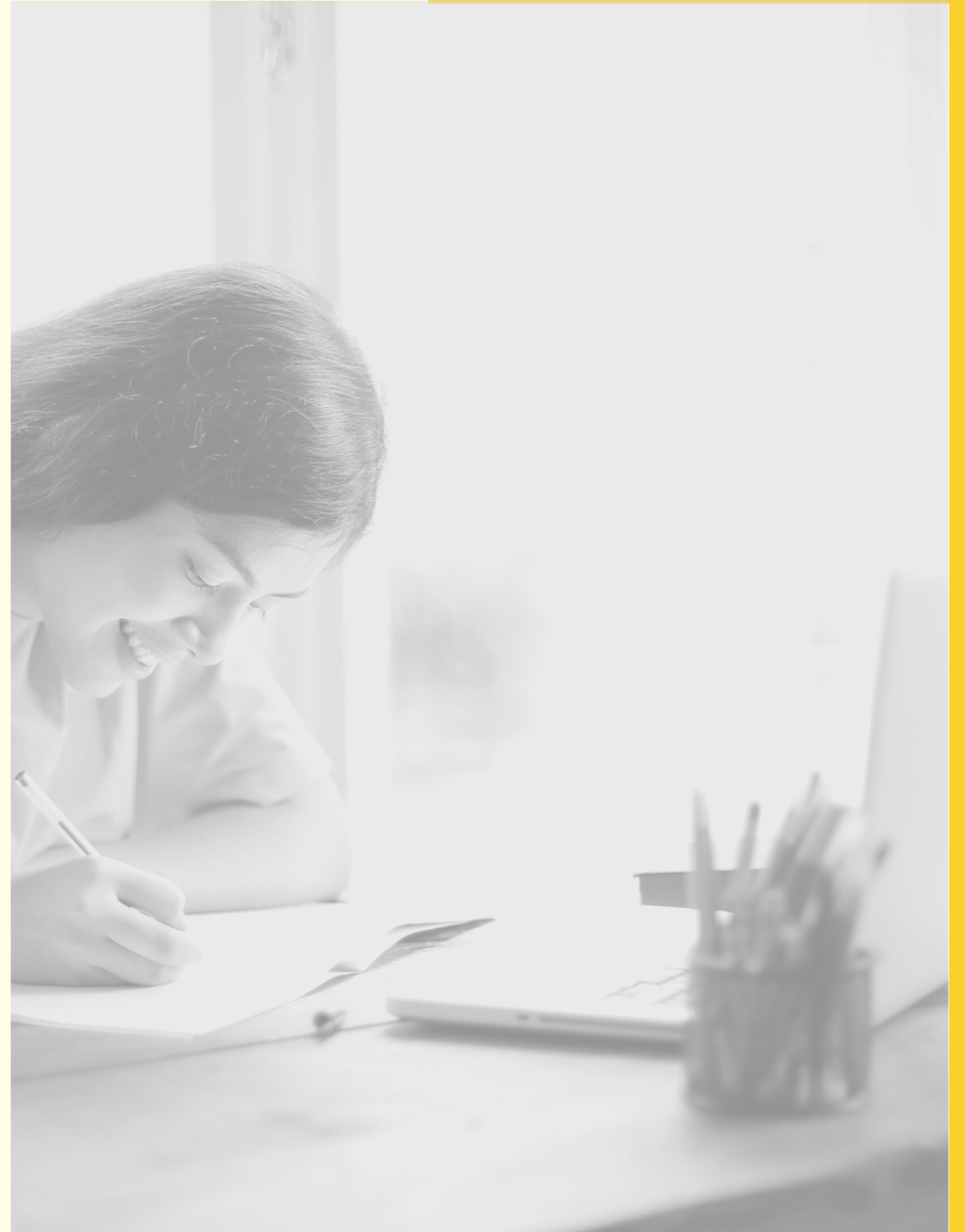
Through BC's Digital Literacy Framework

BC'S DIGITAL LITERACY FRAMEWORK

BC's Digital Literacy Framework identifies the types of knowledge and skills learners need to be successful in the 21st century.

It defines **digital literacy** *as the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others.*

Digital citizenship is identified as a key characteristic of digital literacy.



DIGITAL CITIZENSHIP

**STUDENTS UNDERSTAND HUMAN,
CULTURAL, AND SOCIETAL
ISSUES RELATED TO
TECHNOLOGY AND PRACTICE
LEGAL AND ETHICAL BEHAVIOUR.**

This includes:

- Internet Safety: A digitally literate person stays safe on the Internet by employing strategies such as distinguishing between inappropriate contact and positive connections.
- Privacy and Security: A digitally literate person knows how to protect his/her privacy, respects the privacy of others, and employs strategies to maintain information and data security online.
- Relationships and Communication: A digitally literate person understands the risks and benefits of developing online relationships and uses technology to communicate effectively and respectfully.
- Cyberbullying: A digitally literate person recognizes cyberbullying and knows how to deal with it.
- Digital Footprint and Reputation: A digitally literate person is aware that his/her activities on the Internet leave a permanent "digital footprint" or "trail" and behaves accordingly.

DIGITAL CITIZENSHIP (CONTINUED)

**STUDENTS UNDERSTAND HUMAN,
CULTURAL, AND SOCIETAL
ISSUES RELATED TO
TECHNOLOGY AND PRACTICE
LEGAL AND ETHICAL BEHAVIOUR.**

- **Self-image And Identity:** A digitally literate person understands the nature of self-image and identity in the online environment, how our perceptions of others and our social values may be manipulated, and that people may not be what or whom they appear to be online.
- **Creative Credit and Copyright:** A digitally literate person respects other's ownership of their digital creations.
- **Legal and Ethical Aspects:** A digitally literate person behaves appropriately and in a socially responsible way in digital environments, demonstrating awareness and knowledge of legal and ethical aspects on the use of ICT and digital content.
- **Balanced Attitude Towards Technology:** A digitally literate person demonstrates an informed, open-minded, and balanced attitude towards information society and the use of digital technology, is curious, aware of opportunities and new developments, and is comfortable to explore and exploit them.
- **Understanding and Awareness of the Role of ICT in Society:** A digitally literate person understands the broader context of use and development of information and communication technology.



GENERAL CONSIDERATIONS

The understanding and teaching of Digital Citizenship is the responsibility of all teachers.



PHILOSOPHY

Digital Citizenship should be explicitly and implicitly taught in our schools.

IDEAS TO EMBED DIGITAL CITIZENSHIP

ONLINE ETIQUETTE

Use social-emotional learning activities to help students build social awareness and empathy skills that they can use both online and in the real world.

TALK ABOUT PRIVACY

Point out when personal information is being shared and how students can protect their data and know what data not to share. Let them apply this in real and online environments. Show students how to change settings to make things like social media accounts more secure.

STAY SAFE ONLINE

Help students develop skills to recognize unsafe websites, scams, and how to create strong passwords. Build media literacy discussions into online tasks such as research or current events.

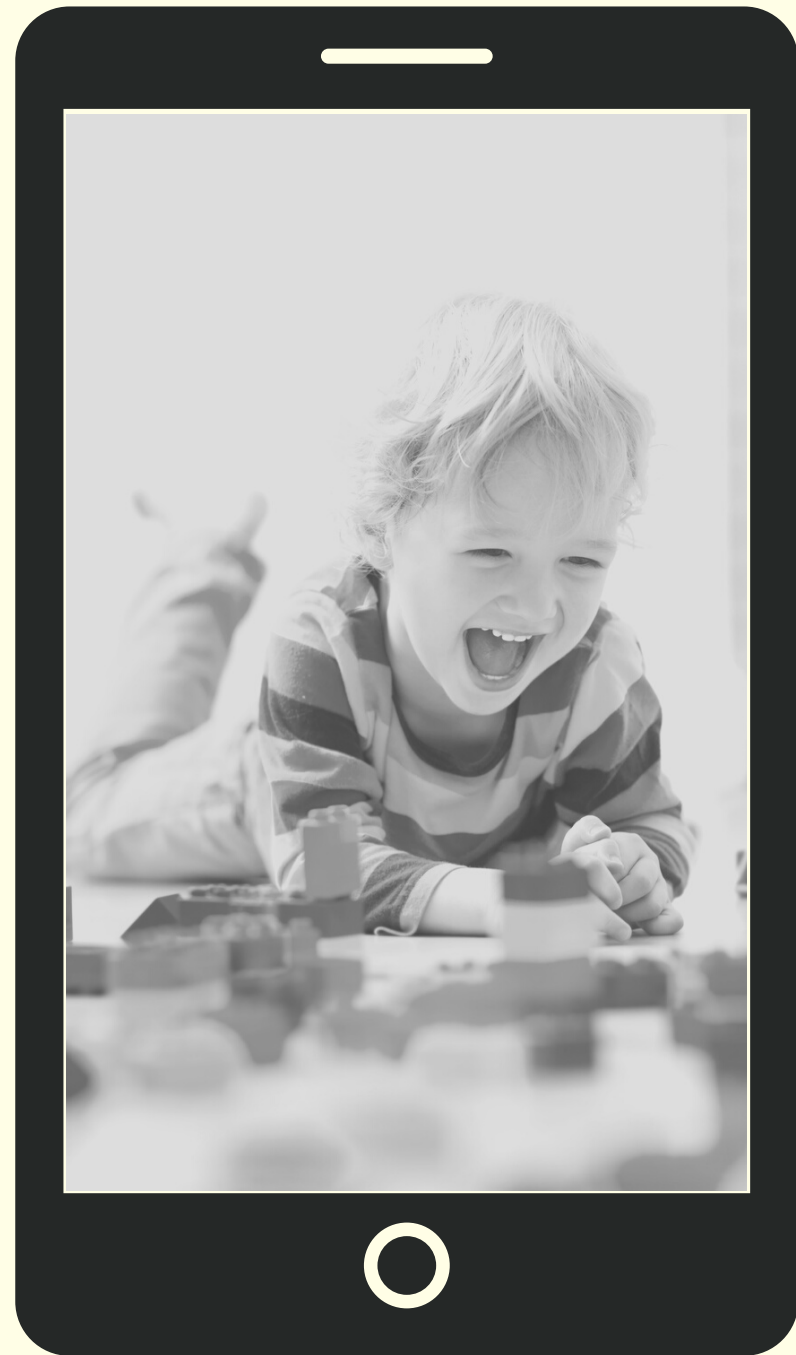
MODEL AND PRACTICE USING DIGITAL PORTFOLIOS

Have students contribute and comment on their own and others portfolios - the public nature of this makes students think about what they put in their posts, knowing that their peers, their teacher and parents will be able to see it.



Digital Citizenship for K-2

INTERNET SAFETY	PRIVACY & SECURITY	RELATIONSHIPS & COMMUNICATION	CYBERBULLYING	DIGITAL FOOTPRINT & REPUTATION
I can go to exciting places online, but need to follow certain rules to remain safe.	<p>I know websites ask for information that is private and I know how to responsibly respond.</p> <p>I know why passwords are used and know strategies for creating and keeping strong, secure passwords.</p> <p>I know that product websites encourage buying and am aware of methods used to promote products on these sites.</p>	<p>I can use email to communicate with real people within my school, family, and community.</p> <p>I know that the ability to communicate online can unite a community.</p>	I know what cyberbullying is and what I can do when I encounter it.	I know that the information I put online leaves a digital footprint and that my footprint can be big or small, helpful or hurtful.
SELF-IMAGE & IDENTITY	CREATIVE CREDIT & COPYRIGHT	LEGAL & ETHICAL ASPECTS	BALANCED ATTITUDE	ROLE OF ICT IN SOCIETY
Guidance provided starting at Grades 3 -5.	I understand the concept of having ownership over creative work.	Guidance provided starting at Grades 3 -5.	Guidance provided starting at Grades 3 -5.	Guidance provided starting at Grades 6 - 9.



K - 2 IDEAS & RESOURCES

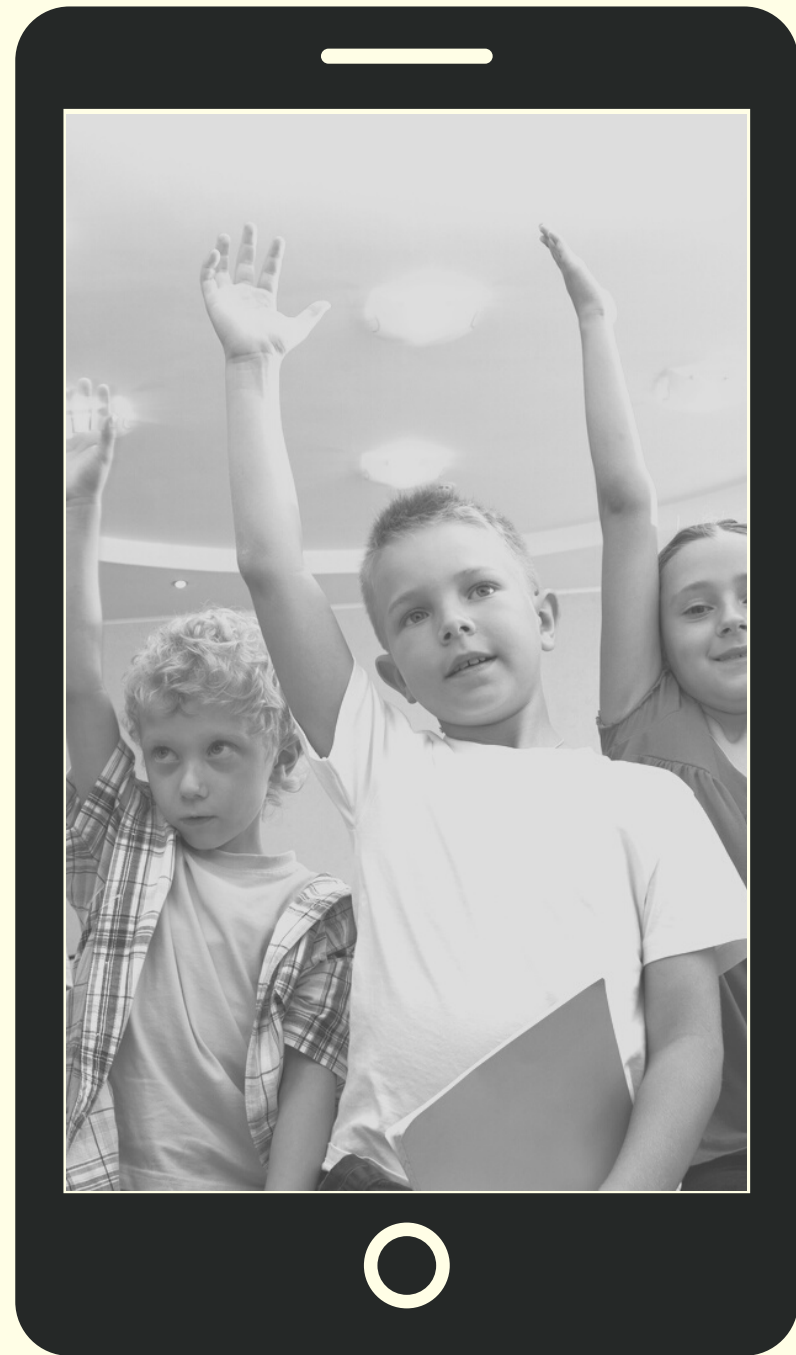
Common Sense Media contains ready to use lesson plans that include videos and activities. Some favourites are:

- Media Balance Is Important (song). Students sing along with the Digital Citizens about the importance of media balance, learning how to be mindful of their tech use and how it makes them feel.
- Safety in My Online Neighborhood (Privacy & Security). Just like traveling in the real world, students learn to be safe when traveling online with three simple rules.
- Internet Traffic Light (Privacy & Security). Students learn the "Internet Traffic Light" poem, helping them understand how to assess "green sites" that are "just right" for them, versus "red sites" that are not appropriate.

Be Internet Awesome was created by Google and teaches kids the fundamentals of digital citizenship and safety so they can explore the online world with confidence. Play the Interland game with students.

Digital Citizenship for Grades 3 - 5

INTERNET SAFETY	PRIVACY & SECURITY	RELATIONSHIPS & COMMUNICATION	CYBERBULLYING	DIGITAL FOOTPRINT & REPUTATION
I can stay safe online by choosing websites that are good for me and avoid ones that are not appropriate.	<p>I know that I should not reveal private information to a person I only know online.</p> <p>I can create secure passwords.</p> <p>I know what spam is, how to identify it and deal with it.</p> <p>I know that children's websites must protect private information and can identify these sites by looking for their privacy policies and privacy seals of approval.</p>	I can respectfully participate in offline/online communities as a way to learn how to be a good digital citizen.	I understand how it feels to be cyberbullied, can compare cyberbullying to in-person bullying, and have strategies for handling cyberbullying.	Continued guidance provided for Grades 6 - 9.
SELF-IMAGE & IDENTITY	CREATIVE CREDIT & COPYRIGHT	LEGAL & ETHICAL ASPECTS	BALANCED ATTITUDE	ROLE OF ICT IN SOCIETY
<p>I know that photographic images can be digitally manipulated for different purposes.</p> <p>I know that digital media can play a role in shaping ideas about ourselves.</p>	I know about plagiarism and how and when it is okay to use the work of others.	I can communicate and collaborate with others following appropriate codes of conduct.	I know that the digital environment can make things better or worse depending	Guidance provided starting at Grades 6 - 9.



3 -5 IDEAS & RESOURCES

Common Sense Media contains ready to use lesson plans that include videos and activities. Some favourites are:

- Digital Passport is a suite of games that help students learn about: protecting their passwords, when not to share, responding appropriately to cyberbullying, and searching the internet safely.
- Tricky Pictures presents two slightly altered pictures with wildly different headlines and helps children see how the way information is presented can be misleading.
- Rings of Responsibility (Media Balance & Well-Being). Students learn about a framework -- the Rings of Responsibility -- to understand how to balance their responsibilities to themselves and others in the digital world.
- The Power of Words (Cyberbullying, Digital Drama & Hate Speech). Students build empathy by learning that words exchanged online are indeed powerful, and strategies to use when confronted with cyberbullying.

Netsmartz provides age-appropriate videos and activities to help teach children be safer online with the goal of helping children to become more aware of potential online risks.

Digital Citizenship for Grades 6 - 9

INTERNET SAFETY

I can see the benefits of online messaging, but know how to deal with situations or online behaviours that make me feel uncomfortable.

PRIVACY & SECURITY

I can use strategies for guarding against identity theft and scams that try to access my private information online.

RELATIONSHIPS & COMMUNICATION

I can recognize the benefits of online communication and know how to handle situations when online behaviour makes me feel uncomfortable.

CYBERBULLYING

I can distinguish good-natured teasing from cyberbullying.

I understand the difference between being a passive bystander and an active intervener in cyberbullying situations.

DIGITAL FOOTPRINT & REPUTATION

I know that I have a digital footprint that can be searched, copied, and passed on, and that I have some control through the moderation of what I post online.

SELF-IMAGE & IDENTITY

I understand and discuss the social nature of digital media and technologies.

I can identify my media habits and the role of digital media in my life.

I know that presenting myself in different ways online carries both benefits and risks.

I know that stereotypes exist in video games, virtual worlds and elsewhere on the Internet.

CREATIVE CREDIT & COPYRIGHT

I know about copyright and license rules, fair use, and the rights that I have as a creator.

LEGAL & ETHICAL ASPECTS

I can apply legal and ethical principles of use and publication of information.

BALANCED ATTITUDE

I have a positive attitude towards: (1) using technology that supports collaboration, learning, & productivity (2) the benefits & risks associated with information technologies, and (3) towards learning about emerging technologies.

I can assess and reduce/avoid technology-related threats to my well-being.

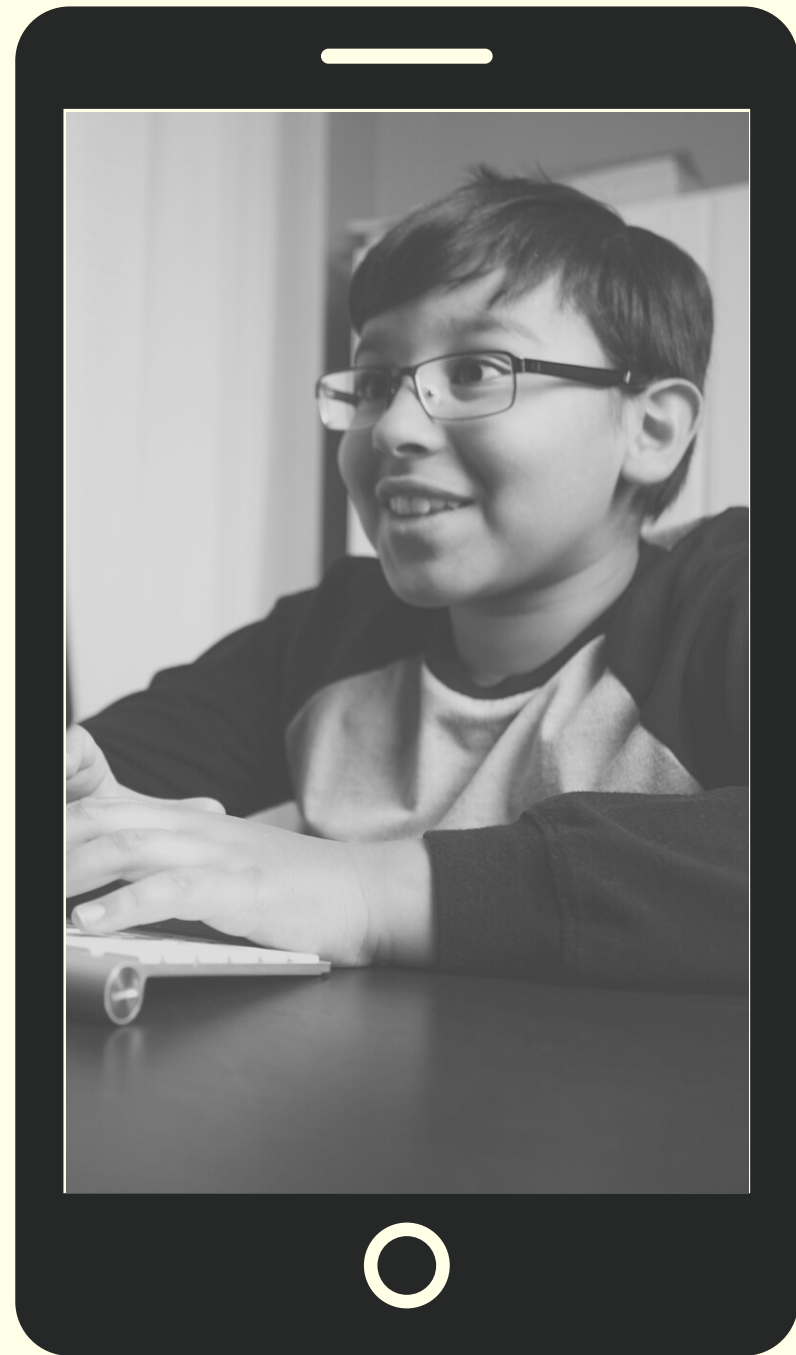
I can experiment with new technologies and reject inappropriate technologies.

I can manage distractions when working digitally.

ROLE OF ICT IN SOCIETY

I understand the role of ICT in everyday life, in social life, and at work.

I am aware of environmental issues related to the use of digital technologies.



6 - 9 IDEAS & RESOURCES

Common Sense Media contains ready to use lessons plans that include videos and activities. A favourite is:

- Digital Compass is an interactive choose-your-own-path game that lets students play through the perspective of different characters who are all facing a different digital citizenship dilemma.

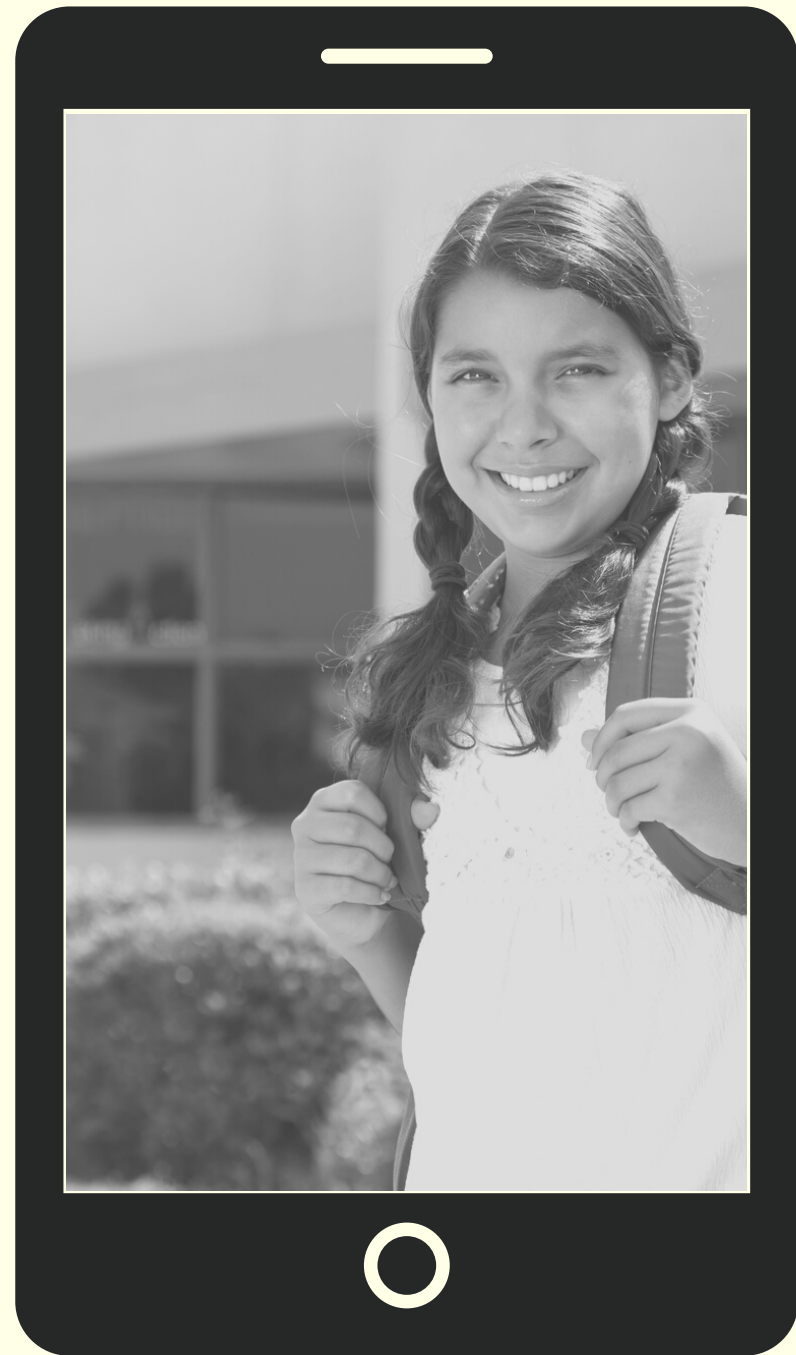
CTRL-F helps develop skills needed to evaluate online information to determine what to trust. Free registration.

Ignition: Digital Wellness and Safety is a digital literacy curriculum designed to provide students with the information they need to safely and confidently navigate the digital world. Free educator accounts.

ISTE Digital Citizen Standards videos show how digital citizens recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

Digital Citizenship for Grades 10 - 12

INTERNET SAFETY	PRIVACY & SECURITY	RELATIONSHIPS & COMMUNICATION	CYBERBULLYING	DIGITAL FOOTPRINT & REPUTATION
Guidance provided K - 9.	<p>I understand the concept of privacy in my everyday life, and as it relates to using the Internet.</p> <p>I understand the ways that websites and companies collect data online and utilize it to personalize content for their users, and can consider their potential motives.</p> <p>I understand the security implications of computer networks and client/servers.</p>	<p>I am aware of the pressures teens face when it comes to editing, posting, and commenting on photos online.</p> <p>I can think critically about the risks and responsibilities of developing relationships with people online.</p> <p>I understand the concepts of ethical behaviour and online ethics.</p> <p>I can identify and participate responsibly in online networks that foster a positive community.</p>	<p>I can appreciate that cruelty can escalate quickly online because people are often anonymous and posts spread quickly.</p> <p>I understand the dynamics of online cruelty and how it affects all of the people involved.</p>	<p>I understand the benefits of sharing information online and the potential risks of sharing inappropriate information.</p> <p>I understand that everything posted online becomes part of a permanent public online presence known as a digital footprint.</p> <p>I understand that it is my responsibility to protect the privacy of others when posting online.</p>
SELF-IMAGE & IDENTITY	CREATIVE CREDIT & COPYRIGHT	LEGAL & ETHICAL ASPECTS	BALANCED ATTITUDE	ROLE OF ICT IN SOCIETY
<p>I understand the different pressures teens face when it comes to editing, posting, and commenting on photos online.</p> <p>I am aware of the way that myself and others represent ourselves online, and the relationship between our online and offline selves.</p>	<p>I understand the legal and ethical dimensions of respecting creative work.</p> <p>I can distinguish between taking inspiration from the creative work of others and appropriating that work without permission.</p> <p>I can consider both the benefits and drawbacks of using collective intelligence in different contexts.</p>	<p>I know that there are different ways of licensing intellectual property production, and understand the differences between using copyright, public domain, "copyleft", and creative commons licenses.</p> <p>I have an advanced sense of suitable behaviour, finely tuned to media context, audience and legal provisions.</p>	<p>I can advocate for and practice safe, legal, and responsible use of information and technology.</p> <p>I exhibit leadership as a digital citizen.</p> <p>I am aware of the discourse on both the issues and the opportunities involved in new media.</p>	<p>I am aware of the general trends within new media even if I do not use them.</p> <p>I understand the wider context of digital tools in a 'digital age' characterized by globalization and networks.</p>



10 - 12 IDEAS & RESOURCES

Common Sense Media : ready to use lessons plans that include videos and activities

CTRL-F: Develop skills needed to evaluate online information to determine what to trust. Free registration.

Technological Literacy examines the knowledge and ability to use technology in a responsible manner. Is it possible that digital piracy is helping the success of movies? Why are websites getting rid of their comment sections? How does fake news spread?

Media Smarts brings together the various concepts and competencies that define what it is to be literate in today's complex media culture.