Digital Citizenship and You

Gr. 5-7 Activity Write Up

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Digital Citizenship and You

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About Actua

Actua is Canada's leading science, technology, engineering and mathematics (STEM) youth outreach network, representing a growing network of over 40 universities and colleges across the country. Each year 350,000 young Canadians in over 500 communities nationwide are inspired through hands-on educational workshops, camps and community outreach initiatives. Actua focuses on the engagement of underrepresented youth through specialized programs for Indigenous youth, girls and young women, at-risk youth and youth living in Northern and remote communities. For more information, please visit us online at www.actua.ca and on social media: Twitter, Facebook, Instagram and YouTube!

Digital Citizenship and You

Activity Summary

Participants will discuss the concept of digital citizenship and how the internet can be used to create meaningful and positive contributions to the digital world. Building on these discussions, participants will collaborate to create an idea for an application software (also known as app) that can be used to solve a real world problem.

This activity is part of a series in the cyber smart education suite which includes; Digital Citizenship and You, Being Online, Web Detective, Netiquette, Crack the Code and Secure the Network. Explore [Actua's Cyber Smart Educator Handbook](#) to learn how you can bring cyber smart education into your teaching context.

Developed by Actua, 2022.

Delivery Environment	Activity Duration	Intended Audience	Tech
In-Person	1 hour & 30 mins	Grades 5-7 *(Ages 10-13)*	Certain activities will require a laptop/tablet. With modifications, it is possible to run this entire lesson in pairs/groups. **Facilitators should have access to a laptop, projector, speakers, and a screen or blank wall to project onto.** • Projector • Speaker • Screen / Blank Wall • Laptops/Tablets

Learning Outcomes

Following this activity, participants will:

- Understand what it means to be a digital citizen and the role of digital citizenship in having positive interactions online.
- Carefully reflect on their individual role in the digital world and the important role the digital world plays in society.
- Identify and discuss the positives and negatives of digital applications and their impacts on society.

TOOLSETS	SKILLSETS	MINDSETS
Knowledge, resources, and experiences • Digital citizenship • Digital applications • Safe, positive, inclusive online settings	**Digital skills, STEM skills, & essential employability and life skills** • Digital literacy • Being safe and responsible online • Critical thinking • Analysis • Problem solving	**Digital intelligence, community action, and computational thinking** • Understanding your relation to technology • Positive digital contributions • Digital wellness

Logistics (Timing, Group Sizing, Materials)

Section Title	Est. Time	Group Size	Materials
Opening Hook	10 minutes	*Whole Group*	**Facilitators** • Board & Board Marker
Section 1: Digital	15 minutes	*Whole Group*	**Facilitators** • ▶ What Is Digital Citizenship?

Section Title	Est. Time	Group Size	Materials
Citizenship			• Citizenship Venn Diagram Activity Page *(Appendix C)*
Section 2: App Design Project	30-45 minutes	*Pairs; Individual*	**Facilitators** • Board & Board Marker **Per Participant** • Create an App! Activity Page *(Appendix C) OR* Create an App! Slide Template • Laptop/Tablet • Digital Citizenship Slide Deck (Gr. 5-7) • Writing Utensil
Reflection & Debrief	20 minutes	*Whole Group*	• N/A

Safety Considerations

Safety considerations have been provided below to support safety during this activity, however they are not necessarily comprehensive. It is important that you review the activity and your delivery environment to determine any additional safety considerations that you should be implementing for the delivery of these activities.

Emotional Safety

The goal of this Cyber Smart project is to equip participants with the tools and knowledge to understand online behaviours and make safe decisions.

- Facilitators should understand that participants have different lived experiences and prior knowledge about cyber safety, cyber security and digital citizenship. This activity may involve or lead to discussion of sensitive topics, such as cyberbullying and other online risks. Facilitators should always keep the participants' emotional safety in mind in these discussions, and defer to training from their institution and training received for this project.
- Facilitators should focus on guiding discussions toward an appreciation for healthy and safe online behaviours, and empowering participants to make responsible, informed, and smart choices.

Online Safety

Some components of this activity require the use of devices connected to the internet.

- Facilitators should review the provided videos and read/explore provided websites and materials to determine if they are suitable for their participants.
- Where applicable, facilitators should remind participants to stay on task and only use links provided within this activity.
- Facilitators should also model and encourage appropriate online behaviour by all participants in the group (e.g., using chat boxes to answer and ask questions, using positive and encouraging language, using devices for the purpose of the task).

Curriculum Connections

Each of these activities align with these components found in the Pan-Canadian K-12 Computer Science Education Framework:

Cyber Security

- Starting learners should be able to define cybersecurity and create safe passwords using effective criteria. Proficient learners should be able to describe common cyber attacks and identify malicious content, apply prevention practices and assess the role that people play in creating,

preventing, and minimizing the impacts of cyberattacks as well as consider how they affect people and society (p. 24).

Data: Data Governance

- Starting learners should be able to identify ways that their digital or physical activity creates digital data and learn how to adjust privacy settings on commonly used digital tools. Proficient learners should be able to discover who owns the digital data they produce, as well as assess provincial, national and Indigenous data governance laws/agreements and be able to advocate for their data rights and the rights of others (p. 26).

Technology and Society: Ethics, Safety & the Law

- Starting learners should be able to identify strategies to protect their personal data and identity online. Proficient learners should be able to define and apply basic copywriter principles, explain privacy concerns, and assess the effects of computer crime/hacking on self and society (p. 28).

Activity Procedure

To Do in Advance

Section Title	Preparation
General	• **Think ahead and be ready to adapt:** ○ Determine your **delivery method** and leverage ideas from the delivery recommendations and adaptations sections. ○ While **estimated times** are provided, it will be helpful to think about how much time you would like to spend on different activities and discussions. ○ While **group sizes** (individual, pairs, groups) are suggested, many activities are flexible for

Section Title	Preparation

	whatever will work in your classroom.
	 • **Prepare for the content:**
	     ○ Have **answers in mind** to share with participants for the various reflection questions asked.
	     ○ Examine the provided videos and read/explore the provided materials in *Appendix C* to determine if they are **suitable** for your participants.
	 • **Equipment:**
	     ○ Ensure device, screen and projector are set up.
	     ○ Prepare participant devices.

Section 1: Digital Citizenship	• Have the *Citizenship Venn Diagram Activity Page (Appendix C)* ready or draw it out on a board. • Examine the provided videos and read/explore provided websites and materials to determine if they are suitable for your participants.
Section 2: App Design Project	• Print the *Create an App! Activity Page (Appendix C)* or ensure participants have a tech tool to record and share their ideas. • Design your own app to help prompt participants who need support with brainstorming an app idea.
Reflection & Debrief	• Have the projector and laptop ready to share presentations if needed.

Opening Hook

1. Ask participants **"What do you think a citizen is? What are some good choices a citizen can make?"**. Discuss responses with participants.

a. There are things that people can do and things that they should do. A citizen knows the difference and makes good choices. Not stealing, and being kind rather than unkind to others are examples.

b. *Possible responses: living in a place (country, city, community, province), having credentials (passport, work visa, etc.); following the rules/laws, being nice to others, not littering, contributing to society, being part of a group, staying safe, protecting yourself and others, activism; being respectful towards family, school, community members, and of other cultures and/or values.*

Section 1: Digital Citizenship

1. Discuss with participants the idea that **"Being online is a responsibility"**.

    a. Ask participants to share their thoughts and whether or not they feel this is true. Encourage them to explain their thinking.

2. Put participants into small groups and distribute a *Citizenship Venn Diagram Activity Page (Appendix C)* to each group. Use the following questions as prompts to help them fill out the Venn Diagram.

    a. **"What do you think a citizen is? What are some good choices a citizen can make?"** They can add in their responses from the opening hook.

    b. **"What do you think a digital citizen is? What are some good choices a digital citizen can make?"**

        i. A digital citizen also makes good choices. Not spamming posts to be malicious and being kind when making comments or sharing about others are examples.

        ii. *Possible responses: following the rules (chatrooms, online gaming, social media), being positive to others (comments, captions, emoji), contributing positively to an online community (not distributing false information, positive interactions, allowing others to speak and share, not spamming), being part of a group (online communities, social media, gaming servers), staying safe (thinking about what you post, keeping strong*

passwords, protecting personal information, not oversharing),
being held accountable, acting as a social activist (#movements,
alternative media outlets, change.org).

3. Play the following video for participants: ▶ What Is Digital Citizenship? (Common Sense Education, 0:40s)

   a. **Note:** Consider playing the video twice due to its short length to help participants understand the video's content.

4. **Short discussion:** Part of digital citizenship is being safe and respectful online (refer back to examples shared in the previous video and discussion) but it also involves making meaningful contributions to the digital world.

   a. Digital citizenship also involves positive contributions to the online community. Ask groups to brainstorm examples of apps, websites, or devices that have been a meaningful contribution both in the digital, and real world.

   b. Prompts:

      i. **What apps have they used themselves that have been helpful?**

      ii. **What apps do they know of that helped them or someone else exercise or try to be healthier?**

      iii. **Have you used apps to learn about or explore a topic?**

      iv. **Have you used apps to communicate with someone far away or someone who you haven't connected with in a long time?**

   a. **Note:** Some examples may have both positive and negative effects on people. Challenge participants to think about both the pros and cons of things like social media and knowledge sharing.

   b. Ask participants to share examples of apps, websites, or devices that have made meaningful contributions to the digital world (see *Appendix B* in this activity's section for more information on examples of apps that do this).

      i. *Possible responses:* telehealth, emergency alert systems, video conferencing, knowledge sharing, social media, satellite internet for remote communities, health care systems, online

*communities, social activism, virtual school, work, and health
care provision.*

Section 2: App Design Project!

1. Explain to participants that their task will be to design an app that will be a positive contribution to the digital world.

   a. **Scenario:** An organization focused on helping people who design and create exciting new apps has just announced a series of grants for app developers making their first website. The organization is focused on 3 key areas: **Health, Staying Connected, Sharing Knowledge**. Participants should choose one of these areas to focus on.

   b. They've asked that applicants create a short 1 minute sales pitch and share their initial ideas! Are you up for the challenge?

2. Ask participants to brainstorm a few ideas before putting them into groups (2-3). Ideation (also known as brainstorming) is an important stage of the design process.

3. Ask participants to discuss their ideas and decide which type of app they'd like to design.

   a. *Note:* There are a number of ways this activity can be completed:

      i. The *Create an App! Activity Page (Appendix C)* can be printed out for participants to use.

      ii. The *Create an App! Slide Template* can be downloaded and edited by participants.

         1. *Note:* It will be helpful to do a quick tutorial on how to edit slides if participants are not familiar with this tool (e.g., how to add textboxes, changing colours, adding shapes and symbols, making a copy of the slide deck, duplicating the slide).

4. Give participants time to work on their ideas and sales pitch, supporting, and prompting when needed.

a. Participants should draft two sample app screens in the space provided, a draft or prototype is an important early stage of the design process, it's a lot like a practice round or first try.

b. Participants should be sure they address the prompts on their template.

c. Put up Slide 2 of the [Digital Citizenship Slide Deck (Gr. 5-7)](#) to help participants prepare their pitch.

Reflection & Debrief

1. Ask participants to present their sales pitch (1 minute) to the larger group and seek feedback on their website. Asking for feedback is a big part of the design process! Feedback prompts for the audience:

   a. **"Does the app solve the problem it was meant to address?"**

   b. **"Would the app appeal to their audience?"**

   c. **"What changes might you suggest to the initial idea?"**

   d. **"Is the app a positive contribution to the digital world?"**

2. Discuss the different careers listed in *Appendix A: Career & Mentor Connections.*

3. Encourage participants to be a Cyber Smart Ambassador and share their learnings from this activity with their friends and family.

Delivery Recommendations

How might you deliver this content in different settings? Every activity has been designed for in-person delivery. Here, we provide recommendations for remote learning (online) or unplugged (no tech).

Remote (Online)	Unplugged (Low/No Tech)
General	
• Encourage participants to unmute themselves or type in the chat based on what is easiest for them to communicate. • Leverage a tool where participants can all participate online during discussions (e.g., Mentimeter, Jamboard, etc). • Make note of any links that need to be shared and be prepared to share them in the chat. • Use polls or other group interactions to check in and keep up engagement.	• Leverage boards to do brain storms/write down participant responses.
Opening Hook	
• For brainstorming, consider doing a verbal discussion or use a collaborative tool (e.g., Jamboard, Google Doc, Mentimeter).	• Activity can be done as-is unplugged.
Section 1: Digital Citizenship	
• Use the provided slide and add participant responses as you	• Divide participants into small groups and use the Citizenship

Remote (Online)	Unplugged (Low/No Tech)
discuss.	Venn Diagram to discuss what it means to be a citizen, and how it may be the same/different online.
Section 2: App Design Project	
• Activity can be done as-is online. For brainstorming, consider doing a verbal discussion or use a collaborative tool (e.g., Jamboard, Google Doc, Mentimeter). • Use breakout rooms. Assign groups before the activity and create a way for participants to collaborate in small groups.	• Activity can be done as-is unplugged.
Reflection & Debrief	
• Have participants screen share their design when presenting.	• Activity can be done as-is unplugged.

Delivery Adaptations

How might you adapt the time, space, materials, group sizes, or instructions to make this activity more approachable or more challenging? **Modifications** are ways to make the activity more accessible, **extensions** are ways to make the activity last longer or more challenging.

Modifications

GENERAL

- Ensure captions are on during videos played.
- Provide computer mouses where laptops are in use.

- Use pairs/groups instead of having participants work individually.

OPENING HOOK

- Generate a list of responses beforehand and explore each example with participants.

SECTION 1: DIGITAL CITIZENSHIP

- Fill out the Venn Diagram on Slide 2 in advance and ask participants to add their own responses or discuss some of your prepared responses.

SECTION 2: APP DESIGN PROJECT

- Generate ideas for apps as a group and allow participants to use these examples or create their own.
- Give participants more time to create their app design and sales pitch.
- Instead of creating a new idea from scratch, have participants design an innovation for an app that already exists.
- Divide participants into smaller groups and have each group work with an instructor to design an app.

REFLECTION AND DEBRIEF

- Have participants give a briefer pitch (20 seconds) for their app idea, take less time to allow audience feedback or have instructors give feedback during the previous section instead to make the presentation less intimidating.
- Have a gallery walk instead where participants leave their template or presentation on a table and groups have an opportunity to move around and view other's ideas.

Extensions

SECTION 1: DIGITAL CITIZENSHIP

- Have a deeper discussion about the pros and cons of various internet tools, asking participants to reflect on if any of these cons have impacted their experiences online.

- Social media
  - Easy access to information
  - Open chat forums and online communities
- Have participants work in small groups to define citizenship and after the video ask participants to generate a list of apps or devices that have been a meaningful contribution to the digital world.

SECTION 2: APP DESIGN PROJECT

- Have participants use a more sophisticated graphic design tool to design a draft of their app's homepage or an example of a section of their app.

REFLECTION & DEBRIEF

- Have participants give a longer pitch (1-2 minutes) for their app idea, take more time to allow audience feedback and discussion.
- Ask participants to work in small groups to brainstorm various careers that may be associated with the internet and the digital world.

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Appendices

Appendix A: Career & Mentor Connections

ROYAL CANADIAN MOUNTED POLICE: CYBERCRIME INTELLIGENCE ANALYST

- A cybercrime intelligence analyst specializes in cybercrime, and uses that knowledge to develop strategies to identify criminal trends and patterns. They use this information to design strategic intelligence products, and provide expert advice on complex criminal investigations.

CYBER SECURITY PROFESSIONAL (INFORMATION SECURITY PROFESSIONAL)

- A cyber security professional identifies threats and vulnerabilities in various systems and softwares. They apply their knowledge to design security measures and implement solutions to defend against cybercrime, such as hacking and malware. These measures come in the form of technology and organizational processes.

CYBER SECURITY ANALYST (INFORMATION SECURITY ANALYST)

- A cyber security analyst monitors a company's computer networks and systems. In order to further protect the company from threats and breaches, they plan and implement security measures.

SECURITY SOFTWARE DEVELOPER

- A security software developer designs and integrates security software tools, develops systems, and tests vulnerabilities in their designs.

APP DEVELOPER

- An app developer is a computer programmer whose work includes creating, testing and programming apps for computers, mobile phones, and tablets. Developers typically work in teams, and think of ideas for the general public, or for a specific customer need. Developers understand how to use coding languages and may work closely with graphic designers and data scientists.

Appendix B: Background Information

DIGITAL CITIZENSHIP

Digital citizenship is a set of knowledge, skills, and attitudes that helps students to engage in positive, safe, legal, and ethical behaviour when using technology, including social interactions online. Digital citizenship is generally divided into nine key elements.

- **Digital Access:** The equitable distribution of technology and online resources. Digital access refers to the ability to communicate with others or access information online. Students should be aware that technology is not accessible to all and that accessible online education is a current societal issue.

- **Digital Commerce:** The electronic buying and selling of goods using various digital methods. Digital commerce focuses on the tools and safeguards in place to assist those buying, selling, or using money in any way in the digital space. There are many career paths related to digital sales and learning about digital commerce helps foster mindful consumerism.

- **Digital Communication and Collaboration:** The electronic exchange of information. All users need to define how they will share their thoughts online so that others can understand the message. Students should understand how to interact safely and effectively with others online and how to use technology for collaboration.

- **Digital Etiquette**: Refers to electronic standards of conduct or procedures online. This is the process of thinking about interactions with others when using digital devices. Being aware of the thoughts and feelings of others and the various challenges and nuances of communicating online, is a critical part of digital etiquette

- **Digital Literacy:** The process of understanding technology and its use. The better educated or "digitally literate," students are, the more likely they are to make good decisions online, like supporting others instead of making negative comments. Digital literacy includes the discussion of media literacy and the ability to critically evaluate information online, such as determining "fake news" from real news.

- **Digital Health and Welfare:** A person's physical and psychological well-being in the digital world. Technology provides many opportunities and options for entertainment, but knowing how to balance technology use with the needs of ourselves and others is key to a healthy, balanced life. Students should reflect on their daily technology use and how it affects their physical and emotional well-being.
- **Digital Law:** Refers to the electronic responsibility for actions and deeds online and the creation of rules and policies that address issues related to the online world. Just like in the real world, the online world has had to create structures to protect those using digital devices from harm. Discussions around fair use, copyright, cyberbullying, cybercrime and even the governing rules of smaller online communities are all part of digital law.
- **Digital Rights and Responsibility:** The rights and responsibilities extended to everyone in the digital world. Digital rights are often the same rights extended by human rights, including a right to respect, fair treatment and personal privacy. Students should understand that standing up for and protecting others is just as important in the digital world as it is in the real world.
- **Digital Security and Privacy:** The electronic precautions and systems to guarantee online safety. Viruses, phishing emails and other bots can be passed along from one system to another just like an illness. Understanding how to protect yourself and others from cyberattacks is an important component of digital security and privacy.

APPS

Applications, programs or "apps" are pieces of software that allow users to perform a task. Generally, apps are divided into desktop apps and mobile apps, depending on the device in use. Apps can be simple or complex, a simple example would be a clock or a calendar app. Other apps such as word processors, spreadsheet tools, video games and web browsers have many functions. Apps are a huge part of our daily lives and do everything from helping wake us up in the morning to helping keep us connected with our families.

Apps can be a powerful tool to help promote social change and make both the digital world and real world a better place. Some examples of types of applications that are positive contributions to the digital space are:

- Telehealth and remote medical care
- Social media
    - Some components of social media are positive such as the ability to connect with others in ways not previously possible
- Emergency alert systems
- Information sharing and collaboration
- Well-being and exercise
- Online communities
    - Many online communities are small groups that are formed based on shared culture, gender identity, ethnicity or interests. These online communities can be very empowering and are often easy to access and become part of.
- New platforms for social activism
    - Online activism has become a powerful tool in fighting for social change such as various hashtag movements on twitter (#HeforShe, #BlackLivesMatter, #ALSIceBucketChallenge, #WomensMarch)
- Online and virtual school

SOCIAL MEDIA

Social media use has steadily increased over the past decade and has become almost universally used by teens. Social media is a computer based technology that can facilitate the sharing of ideas, information and thoughts through virtual networks and communities. Like most inventions, social media has a number of pros and cons:

Pros	Cons
• Convenience and connectivity • Connectivity across great distances • Quick access to information, research and ideas • Learning from others, career opportunities and networking, content discovery • Non-physical involvement in civic engagement • Ability to market to a vast audience, innovative marketing tools and campaigns • Finding positive, identity affirming communities online	• The online experience may not mirror reality • Addictive and frequent usage can lead to depression, body dysmorphia, social anxiety and other issues • Potential to interrupt the brain's natural reward systems • Fear of missing out (FOMO) can lead to obsessive use and may affect mental health • Self-image issues, comparisons of self to people online (who may or may not be presenting themselves authentically)

ONLINE ACTIVISM

As social media platforms continue to grow and have an even larger user base, social media activism has become a common tactic used in campaigns for social change. Often coined as "hashtag activism", these social movements use a single datatag (a #hashtag) links participants across platforms under a unified message. It has been successful in shining an international spotlight on issues such as human rights abuses or the societal inequalities often found in marginalized groups.

This form of activism has a number of pros and cons that are important to consider:

Pros	Cons
• Easy to coordinate and can be joined from anywhere, especially in places where activism may not	• Can get out of control and influenced by bad actors • People can disguise their identity,

Pros	Cons
be allowed • Convenient with a low barrier to entry (can join in your pajamas!) • No need to register a demonstration and demonstrations are more accessible to the elderly or people with disabilities • Safer due to lack of physical danger • Fundraising, involving celebrities and advertising are all easier through social media • Connection and community building at a larger scale	anonymity can influence decision making • The internet is often perceived as "lawless" • Convenience also makes it easier for fundamentalists to use social media to progress their agendas • Misinformation spreads very quickly, especially in vulnerable populations • Lack of in-person connection with other activists, can lead to passive activism • May exclude certain generations of people or those without technological access

Online activism is often most effective when it isn't the only part of a campaign or movement. Online activism has been used to inspire real-life change and organize in-person rallies and protests. When used appropriately it supports and enhances other methods of activism. It has become a powerful tool for social movements and will likely continue to be as long as people use the internet.

Appendix C: Additional Resources

SECTION 1: DIGITAL CITIZENSHIP

Activity Page(s)

- Citizenship Venn Diagram Activity Page *(see below)*

Video(s)

- ▶ What Is Digital Citizenship? (Common Sense Education, 0:40s)

SECTION 2: CREATE AN APP!

Activity Page(s)

- Create an App! Activity Page *(see below)*

Activity Slide Deck(s)

- [Digital Citizenship Slide Deck (Gr. 5-7)](#)
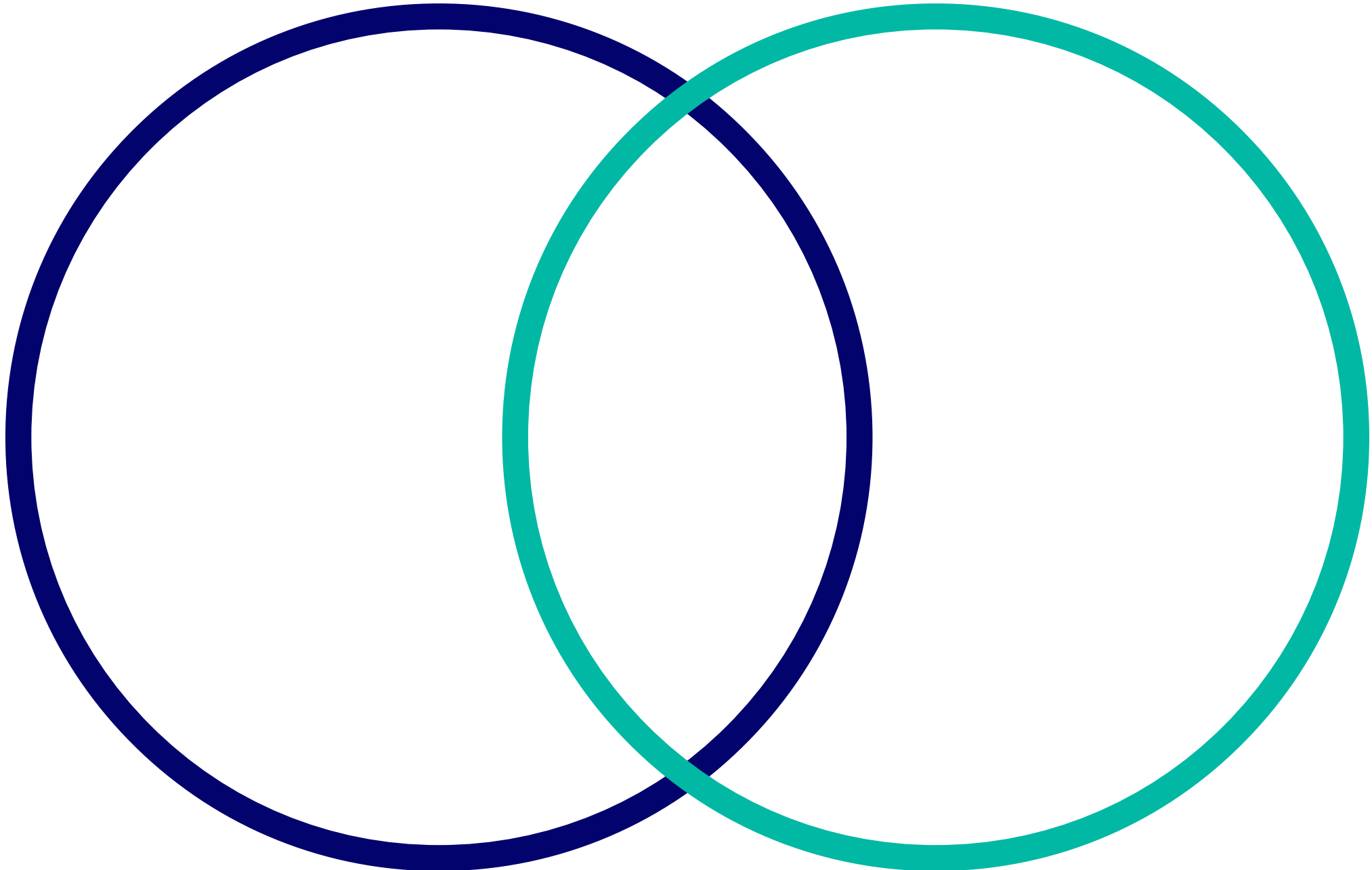
- [Create an App! Slide Template](#)

Digital Citizen

What do you think a **digital citizen** is?
What are some **good choices** a digital citizen can make?

Real World Citizen

What do you think a **citizen** is?
What are some **good choices** a citizen can make?

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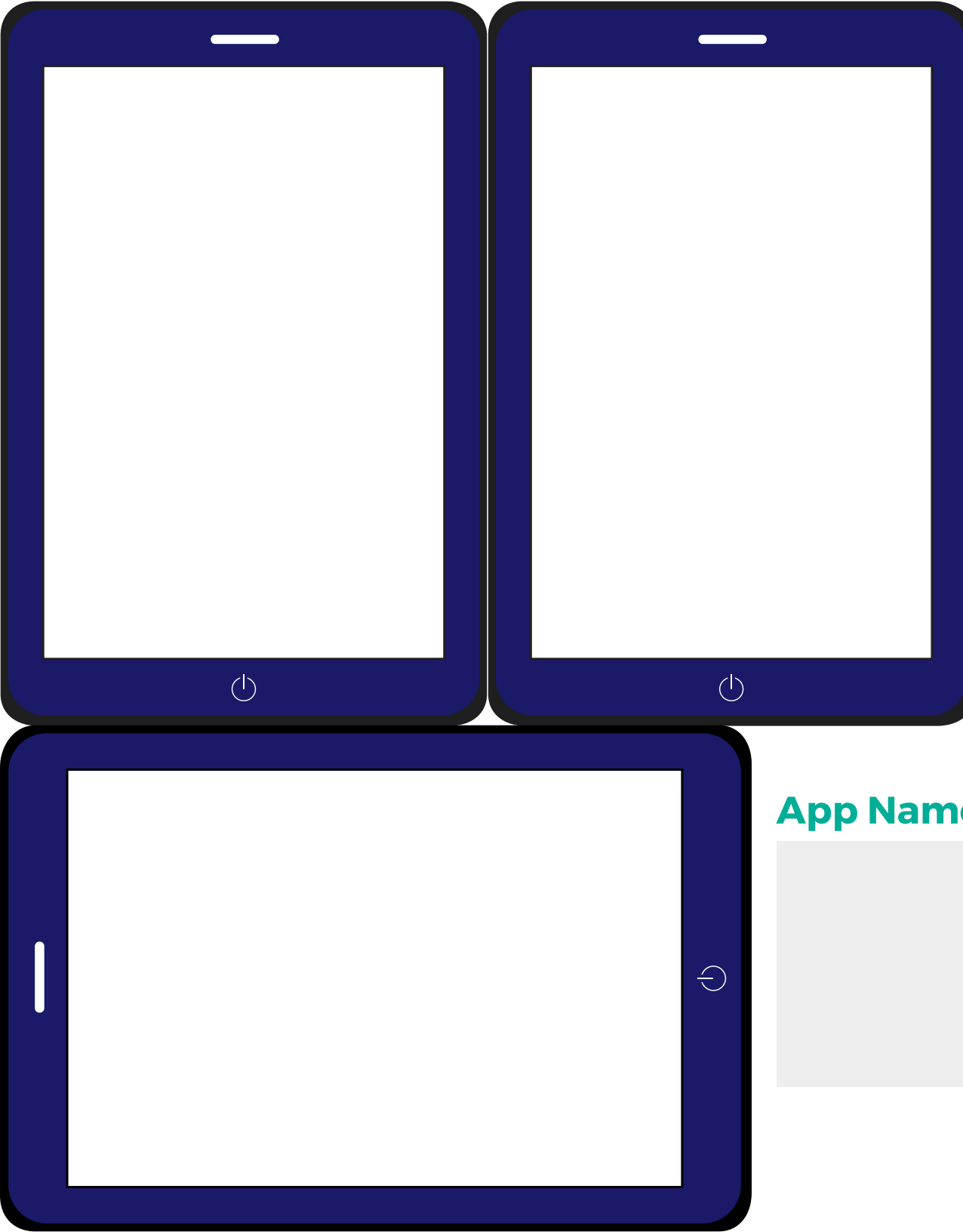Youth · STEM · Innovation
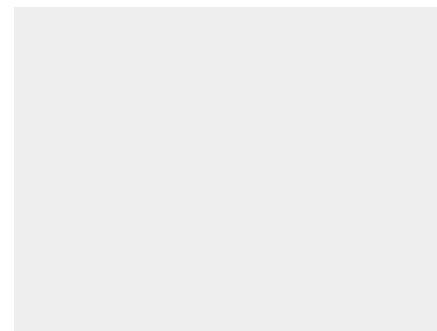
Questions to Consider

What does your app do?

Why might your app be important to people?

Does your app help solve a problem in the digital or real world?

Who is your intended audience?

App Name

App Name:

Questions to Consider

What does your app do?

Why might your app be important to people?

Does your app help solve a problem in the digital or real world?

Who is your intended audience?