

# SDG12 Digital Citizenship



**Muinín Catalyst Sustainable STEAM Education for Sustainable Development**

**Programme: The Future of Enterprise and Innovation**

**Phase 2 Experimentation and Exploration**

**Micro-Module 4 Digital Citizenship**

**CURRICULUM AREAS:**

**Applied Technology, Climate Action and Sustainable Development, Digital Literacy, Technology**

# SDG12 Digital Citizenship



## MM4 Future of Work: Passion to Purpose - Digital Citizenship

### Module Overview

**Subjects: Applied  
Technology, Climate  
Action and Sustainable  
Development, Digital  
Literacy, Technology**

### Introduction to Digital Citizenship

Using linked learning and systemic thinking with practical methods of learning, including inquiry and project-based methods, the SDG12 Digital Literacy modules and activities support teachers and students to address contemporary issues on a local scale in line with the Sustainable Development Goals and the 2030 Agenda.

This micro-module is framed around the concept of the Digital Citizen. The module encourages students to recognise 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.

The module also links to SDG8 Media Communication Module and encourages the development of 21st Century skills supporting students to keep up with the lightning pace of a constantly changing technologised world.

### In this module, the learner will...

- explore digital citizenship
- analyse their digital footprint
- become more familiar with digital security and privacy
- become more responsible digital users

### This module includes:

- Lesson plans
- Accompanying resources
- Optional assessments
- Skill support resources

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**17** PARTNERSHIPS  
FOR THE GOALS



# MM4 SDG12 Digital Citizenship



## BEFORE STARTING MODULE

Set up a GOOGLE CLASSROOM or other digital platform space to share with the learners to engage in activities. For Lesson 8 create a Menti presentation to pose the lead in question - <https://www.mentimeter.com/>

### Lesson 1 : Introduction to Digital Literacy

Digital Literacy is the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working in a digital society. In this lesson learners are introduced to digital literacy and citizenship.

Resources: Introduction to Digital Literacy & Notes, Teacher's Notes

### Lesson 2: Introduction to Digital Citizenship

Digital Citizenship refers to people using information technology regularly and effectively in order to engage in society, politics, and government. In this lesson learners are guided through an exploration of digital citizenship and collaborative work in establishing rules of digital citizenship.

Resources: Worksheet: Digital Citizenship & Notes, Worksheet: 7 Rules, Support: Teachers' Notes

### Lesson 3: Digital Literacy Capability - search, navigate and locate

Digital Literacy is the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working in a digital society and in doing so there are five recognised capabilities. In this lesson learners explore search, navigate and locate capabilities.

Resources: Worksheet: 1 of 5 Capabilities, Support: Teachers' Notes

### Lesson 4: Rights and Responsibilities

Digital citizenship requires that we act and model in ways that are safe, legal and ethical. In this lesson learners will explore the rights and the responsibilities of living, learning, and working in an interconnected digital world.

Resources: Worksheet: Rights and Responsibilities, Worksheet : Rings of Responsibility

### Lesson 5: Digital Habits

In this lesson, students explore the concept of digital habits including social media etiquette, smartphone etiquette including excessive use.

Resources: Worksheet Considering your Digital Habits

# MM4 SDG12 Digital Citizenship



## Lesson 6: Digital Footprint & Security Part 1

Digital footprints are what we leave behind every time we access or interact with the online environment. Everything we do online is recorded so awareness of our engagement is vital as is our safety and security. In this lesson learners will explore their digital footprint and responsibilities when communicating online.

Resources: Worksheet: My Digital Footprint, Worksheet: Responsible Use and Interaction, Support: Teachers' Notes

## Lesson 7: Digital Footprint & Security Part 2

Following on from Lesson 6 on Digital Footprint & Security Part 1, students continue to explore responsible use and interaction using tech. They unpack what is involved in responding online. In this lesson learners will explore their digital footprint responsibilities and interactions when communicating online.

Resources: Worksheet: Responsible Use and Interaction Part 2, Worksheet: Responding Online, Support: Teacher's Notes

## Lesson 8: Tech for Good

Being a Digital Citizen relates to a person who develops the skills and knowledge to effectively use the Internet and digital technologies. They are also people who use digital technologies and the Internet in appropriate and responsible ways in order to engage and participate in society and politics using "Tech for Good". In this lesson, learners will explore digital citizenship and tech for good.

Resources: Worksheet: Tech for Good & ISTE Standards, Worksheet: Act & Model in Ways that are Safe, Legal & Ethical, Project Worksheets, Support: Teacher's Notes

### Using these Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact Rebecca White e:[rebecca.white@ucd.ie](mailto:rebecca.white@ucd.ie)

For more information on the resources please visit [www.muinincatalyst.com](http://www.muinincatalyst.com)



## Vocabulary Reference

### **hashtag [hash-tag] (noun)**

on social media websites, a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it

### **hashtag activism [hash-tag ak-tuh-viz-uh m] (noun)**

the act of fighting for or supporting a cause that people are advocating through social media like Facebook, Twitter, Google+ and other networking websites; hashtags (#) are often used to spread the word about a cause

### **viral [vahy-ruh l] (adj)**

pertaining to or involving the spreading of information and opinions about a product or service from person to person, especially on the internet or in emails

### **campaign [kam-peyn] (noun)**

a systematic course of activities for some specific purpose

### **identity [i-den-tih-tee] (noun)**

the distinguishing character or personality of an individual

### **diversity [de-ver-sih-tee] (noun)**

the condition of having or being composed of differing elements; especially the inclusion of different types of people in a group or organization

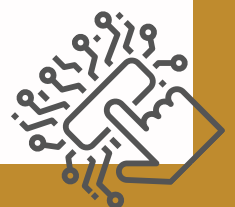
### **justice [juh-stes] (noun)**

the quality of being just, impartial or fair

### **social action [soh-shul ak-shun] (noun)**

activity on the part of an interested group directed toward some particular institutional change

Sources: dictionary.com, Google Dictionary, merriam-webster.com, technopedia.com





## Vocabulary Match

Match the bullet pointed vocabulary their definitions A - H:

- hashtag activism [hash-tag ak-tuh-viz-uh m] (noun)
- justice [juh-stes] (noun)
- diversity [de-ver-sih-tee] (noun)
- viral [vahy-ruh l] (adj)
- hashtag [hash-tag] (noun)
- social action [soh-shul ak-shun] (noun)
- campaign [kam-peyn] (noun)
- identity [i-den-tih-tee] (noun)

**A** on social media websites, a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it

**B** the act of fighting for or supporting a cause that people are advocating through social media like Facebook, Twitter, Google+ and other networking websites; hashtags (#) are often used to spread the word about a cause

**C** pertaining to or involving the spreading of information and opinions about a product or service from person to person, especially on the internet or in emails

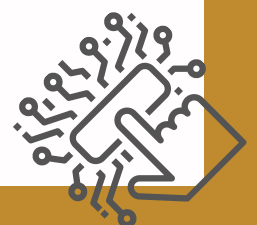
**D** a systematic course of activities for some specific purpose

**E** the distinguishing character or personality of an individual

**F** the condition of having or being composed of differing elements; especially the inclusion of different types of people in a group or organization

**G** the quality of being just, impartial or fair

**H** activity on the part of an interested group directed toward some particular institutional change



# SDG8 - Digital Citizenship



## MM4 Future of Enterprise and Innovation - Digital Citizenship

### Lesson 1 Introduction to Digital Literacy

**Subjects: Applied Technology, Climate Action and Sustainable Development, Digital Literacy, Technology**

#### **Lesson Title and Summary: Introduction to Digital Literacy**

Digital Literacy is the ability to identify and use technology confidently, creatively, and critically to meet the demands and challenges of living, learning, and working in a digital society. In this lesson, learners are introduced to the fundamental concepts of digital literacy and digital citizenship.

They will develop an understanding the five capabilities that underpin Digital Literacy: information, communication, collaboration, creativity, and critical thinking. These capabilities enable individuals to not only consume digital content but also contribute meaningfully, communicate responsibly, collaborate across digital platforms, unleash creative expression, and approach digital information with a discerning and analytical mindset. Through this lesson, learners will embark on a journey to develop these essential capabilities, equipping them with the tools to thrive in our increasingly digital world.

#### **Vocabulary:**

Capabilities, Collaborate, Communicate, Connect, Creativity, Critical Thinking

#### **In this lesson, the learner will:**

- be introduced to Digital Literacy
- work collaboratively in groups exploring five capabilities of digital literacy

#### **Materials**

- Internet access
- Worksheet: Introduction to Digital Literacy & Notes (2 pages)
- Support: Teachers' Notes Digital Literacy 1

**4** QUALITY EDUCATION



**8** DECENT WORK AND ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**17** PARTNERSHIPS FOR THE GOALS



# SDG8 Digital Citizenship

## Lesson 1 Introduction to Digital Literacy



### Activity Instructions

#### Activity 1: Introduction to Digital Literacy (15 mins)

- 1) Direct learners to Digital Literacy Introduction, Task 1 and encourage them to note ideas about "Digital Literacy". You may ask guiding questions:
  - What does the word "digital" make you think of?
  - When we talk about "literacy" what does it suggest you can do?
  - When the terms are put together what do you think it means you can do?
- 2) Divide learners into pairs or groups of 3, return to the worksheet and go through instructions and check understanding. Remind learners to offer feedback using constructive feedback models - Support Sheet: Teachers Notes Activity 1.2).

#### Activity 2: Five Capabilities of Digital Literacy (20 mins)

- 1) Introduce learners to the suggested five capabilities of digital literacy and elicit understanding of key words for each of the 5 capabilities. Invite learners to use dictionaries to look up key word meanings and to rephrase terms in their own words.
  - Finding information in digital environments. Key words: search, navigate and locate
  - Evaluating sources to check information found. Key words: evaluate, analyse and use critical thinking
  - Gathering the information found. Key words: organise, manage and curate
  - Developing digital artifacts and digital identity. Key words: create, construct and generate
  - Connecting to share information with others or participate in group projects. Key words: communicate, connect and collaborate

#### Activity 3: Group Work Ideas Sharing (10 mins)

- 1) Invite learners to discuss their ideas and offer additional question prompts to aid in idea generation:
  - What actions might be involved in these five capabilities which are needed to be considered digitally literate?
  - How might someone develop these skills?

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks



# SDG8 Digital Citizenship

## Lesson 1 Introduction to Digital Literacy



### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, ask learners to google the words digital literacy and write the definition down in their own words - they can upload this later. Then complete activities 2 and 3 only returning to the definition at the end and to write down their understanding of digital literacy.

Extension: For longer lesson, extend the groups discussion times for Activity 1.2 and Activity 3.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Information on Digital Literacy

[https://www.westernsydney.edu.au/studysmart/home/study\\_skills\\_guides/digital\\_literacy/what\\_is\\_digital\\_literacy](https://www.westernsydney.edu.au/studysmart/home/study_skills_guides/digital_literacy/what_is_digital_literacy)

Lessons based on:

- <https://www.learningforjustice.org/frameworks/digital-literacy>
- <https://www.learningforjustice.org/classroom-resources/lessons/understanding-online-searches>

Standards & Tech For Good information

- <https://www.iste.org/standards/iste-standards-for-students>
- [https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?\\_ga=2.220322971.203105772.1633595725-1180292413.1633595725](https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?_ga=2.220322971.203105772.1633595725-1180292413.1633595725)

### Local Trip / Expertise / Additional Work and Assessments

- Find out about something or someone notable from their local place, working through the 5 Capabilities of Digital Literacy.
- Arrange virtual interviews or Q&A sessions with experts in the field of digital literacy, digital rights, or online safety. Prepare questions in advance using MC4 Lessons and Supports.
- understanding of the digital landscape.
- Online content Challenge to create and share digital content on a specific topic e.g. Digital Ethics, Digital Privacy or Security
- Visit to a Tech Company or Innovation Center: Arrange a field trip to a local technology company or innovation center where teens can interact with professionals and learn about various digital tools, technologies, and their applications



## Introduction to Digital Literacy

### Lesson 1 Worksheet 1

#### Activity 1.2

##### Constructive feedback models

Here are some examples of sentence stems for giving positive feedback.

- "I was interested when you said....,"
- "I liked how you....,"
- "My favorite part was ..."
- What other sentence stems would you like to add to give positive feedback?

Here are a few sentence stems for giving constructive criticism.

- "I need to hear more about .... because...."
- " I like... but I didn't understand... "
- "Next time you could try..."

#### Additional resource for giving feedback

##### The "Plussing Principle"

See VIDEO <https://youtu.be/qwrBlkqbBDo>

- 1) Accept every offer of feedback
- 2) "yes and" instead of "yes but"
- 3) Make your partner look good



## Vocabulary Reference

### **hashtag [hash-tag] (noun)**

on social media websites, a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it

### **hashtag activism [hash-tag ak-tuh-viz-uh m] (noun)**

the act of fighting for or supporting a cause that people are advocating through social media like Facebook, Twitter, Google+ and other networking websites; hashtags (#) are often used to spread the word about a cause

### **viral [vahy-ruh l] (adj)**

pertaining to or involving the spreading of information and opinions about a product or service from person to person, especially on the internet or in emails

### **campaign [kam-peyn] (noun)**

a systematic course of activities for some specific purpose

### **identity [i-den-tih-tee] (noun)**

the distinguishing character or personality of an individual

### **diversity [de-ver-sih-tee] (noun)**

the condition of having or being composed of differing elements; especially the inclusion of different types of people in a group or organization

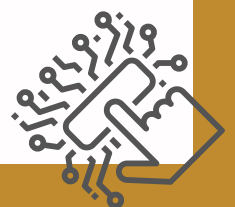
### **justice [juh-stes] (noun)**

the quality of being just, impartial or fair

### **social action [soh-shul ak-shun] (noun)**

activity on the part of an interested group directed toward some particular institutional change

Sources: dictionary.com, Google Dictionary, merriam-webster.com, technopedia.com





## Vocabulary Match

Match the bullet pointed vocabulary their definitions A - H:

- hashtag activism [hash-tag ak-tuh-viz-uh m] (noun)
- justice [juh-stes] (noun)
- diversity [de-ver-sih-tee] (noun)
- viral [vahy-ruh l] (adj)
- hashtag [hash-tag] (noun)
- social action [soh-shul ak-shun] (noun)
- campaign [kam-peyn] (noun)
- identity [i-den-tih-tee] (noun)

**A** on social media websites, a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it

**B** the act of fighting for or supporting a cause that people are advocating through social media like Facebook, Twitter, Google+ and other networking websites; hashtags (#) are often used to spread the word about a cause

**C** pertaining to or involving the spreading of information and opinions about a product or service from person to person, especially on the internet or in emails

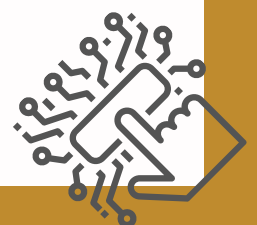
**D** a systematic course of activities for some specific purpose

**E** the distinguishing character or personality of an individual

**F** the condition of having or being composed of differing elements; especially the inclusion of different types of people in a group or organization

**G** the quality of being just, impartial or fair

**H** activity on the part of an interested group directed toward some particular institutional change



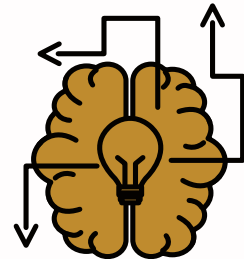


## Introduction: What is "Digital Literacy"?

### Task 1:

Working on your own, think about the following questions and take notes:

1. What is digital literacy?
2. Why is it important?



### Task 2:

Now pair up or work in groups of 3 or 4.

- Share your ideas. Remember to actively listen to your group members adding to your notes as you listen.
- Feel free to ask a question for clarification and better understanding.
- Give group members at least one offering of positive feedback using constructive feedback models.

## Constructive feedback models



Here are some examples of sentence stems for:

### giving positive feedback:

"I was interested when you said..."

"I liked how you..."

"My favorite part was ..."

### giving constructive criticism:

"I need to hear more about .... because...."

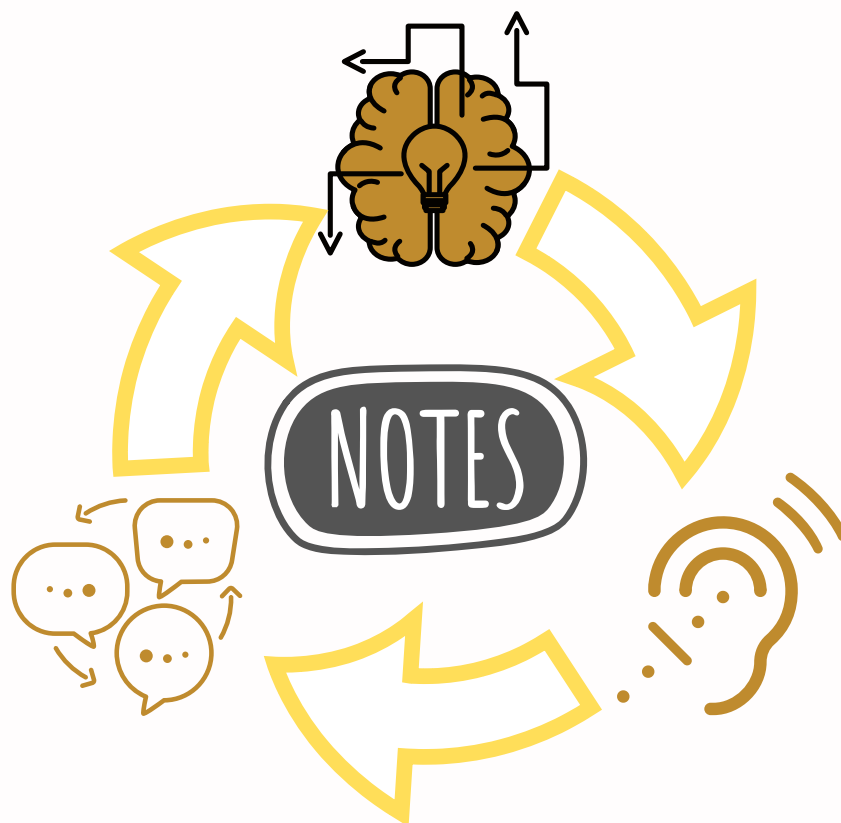
"I like... but I didn't understand... "

"Next time you could try..."





Use this space to brainstorm and note-take



# SDG8 Digital Citizenship



## SDG8 MM4 Future of Work: Passion to Purpose - Digital Citizenship

### Lesson 2 Introduction to Digital Citizenship 2

**Subjects: Applied  
Technology, Climate Action  
and Sustainable  
Development, Digital  
Literacy, Technology**

### **Lesson Title and Summary: Introduction to Digital Citizenship**

Digital Citizenship refers to people using information technology regularly and effectively in order to engage in society, politics, and government. In this lesson, learners are guided through an exploration of digital citizenship and collaborative work in establishing rules.

#### **Vocabulary:**

Digital Literacy, Digital Citizenship, Rules

#### **In this lesson, the learner will:**

- explore Digital Citizenship
- work collaboratively in groups identifying rules of digital citizenship.

#### **Materials**

- Internet access
- Worksheet: Digital Citizenship & Notes (2 pages)
- Worksheet: 7 rules
- Support Sheets: Teacher's Notes Digital Literacy

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**17** PARTNERSHIPS  
FOR THE GOALS





### Activity Instructions

#### BEFORE THE LESSON

Set up a Google Classroom forum for student to post activity responses to. This will enable learners to share ideas on digital citizenship and netiquette.

#### Activity 1: Digital Citizenship (15 mins)

1) Direct learners to find a space to complete the next task on their own. Direct learners to Worksheet 1: Digital Citizenship Task 1. Go through the directions and clarify where needed and check understanding. Learners are to a) brainstorm ideas b) agree on top 7 Rules.

#### Activity 2: Posting online (15 mins)

1) Direct learners to Task 2 and invite groups to post ideas on the classroom digital platform as directed by you the teacher. This will be a platform you have set up in accordance to digital safety guidelines of your school. You may also wish to refer to the Teacher's Notes and Digital Citizenship Rules Worksheet 2 for reference to help guide learners.

#### Activity 3: Responding to Online Posts (20 mins)

- 1) Match up groups to offer feedback on each groups ideas posted on the classroom platform. Eg. Group 1 to read and respond individually to Group 2 and visa versa.
- 2) Elicit appropriate ways for responding to online posts. Review the constructive feedback module (See Teachers Notes) and ask learners to return to the platform and individually read the posts of the members of the other group. Invite learners to comment on the posts giving constructive feedback that is respectful and polite.

#### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks



# SDG8 Digital Citizenship

## Lesson 2 Introduction to Digital Citizenship 2



### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, set activity 3 as homework .

Extension: For a longer class, show the Online Behaviour video followed by the "Plussing " feedback video before setting students to Activity 3 and spend some time eliciting why responses should be respectful and polite. Relates to "netiquette".

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

#### Information on Digital Literacy

- [https://www.westernsydney.edu.au/studysmart/home/study\\_skills\\_guides/digital\\_literacy/what\\_is\\_digital\\_literacy](https://www.westernsydney.edu.au/studysmart/home/study_skills_guides/digital_literacy/what_is_digital_literacy)

#### Sylvia Duckworth Images(Instagram) 7 Rules

- <https://www.instagram.com/sylviaduckworth/>

#### VIDEO The "Plussing Principle"

- <https://youtu.be/qwrBlkqbBD>

#### VIDEO Digital Citizen 2b: Online Behavior (ISTE Standards for Students)

- [https://www.youtube.com/watch?v=0GCJC\\_pcBts&list=PL6aVN\\_9hcQEEvj0Jo1vPupd8QgoAYgkoB&index=2](https://www.youtube.com/watch?v=0GCJC_pcBts&list=PL6aVN_9hcQEEvj0Jo1vPupd8QgoAYgkoB&index=2)

#### Pecha Kucha

- <https://www.pechakucha.com/>
- PechaKucha's 20x20 presentation format shows 20 chosen images, each for 20 seconds. In other words, presenters have got 400 seconds to tell their story, with visuals guiding the way.

### Local Trip / Expertise / Additional Work and Assessments

The Media Communications module links well with SDG8 Digital Citizenship as it supports learners with the technical skills to create a Video, Research Poster, Pecha Kucha or a Podcast. Invite pairs or groups to create a media output on "Netiquette" which they can post on the school's social media channel sharing their knowledge with their peers.



## Digital Citizenship, Tech for Good and Literacy

### Activity 1

#### 7 TOP RULES Sylvia Ducksworth

To be used to compare learner ideas to suggestions by Sylvia Ducksworth or as an aid for ideation for the question prompt on Worksheet 1. Helping learners consider Digital Citizenship and Netiquette.

### Activity 2

#### Remind learners of Constructive feedback models:

Here are some examples of sentence stems for giving positive feedback.

- "I was interested when you said...,"
- "I liked how you...,"
- "My favorite part was ..."
- What other sentence stems would you like to add to give positive feedback?

Here are a few sentence stems for giving constructive criticism.

- "I need to hear more about .... because...."
- " I like... but I didn't understand... "
- "Next time you could try..."

### Activity 3

Additional resource/tool for giving feedback can be used for an extended lesson:

The "Plussing Principle" See VIDEO <https://youtu.be/qwrBIkqbBDo> (Media Box)

- 1) Accept every offer of feedback
- 2) "yes and" instead of "yes but"
- 3) Make your partner look good



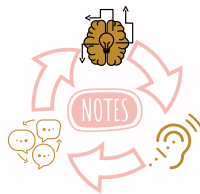


## What is "Digital Citizenship"?

### Task 1:

In your groups consider all the ideas you have shared from Lesson 1 Task 1 & 2, and work together to respond to the question prompt below:

- Brainstorm ideas
- Agree on your top 7 rules
- Post your ideas on the classroom digital platform as directed your teacher.



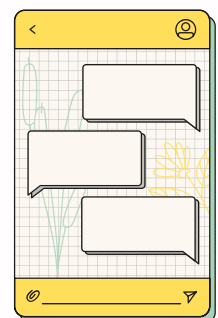
### QUESTION PROMPT:

**WHAT RULES COULD WE CREATE  
TO BE A "GOOD" DIGITAL CITIZEN  
AND "NETIQUETTE"?**

### Task 2:

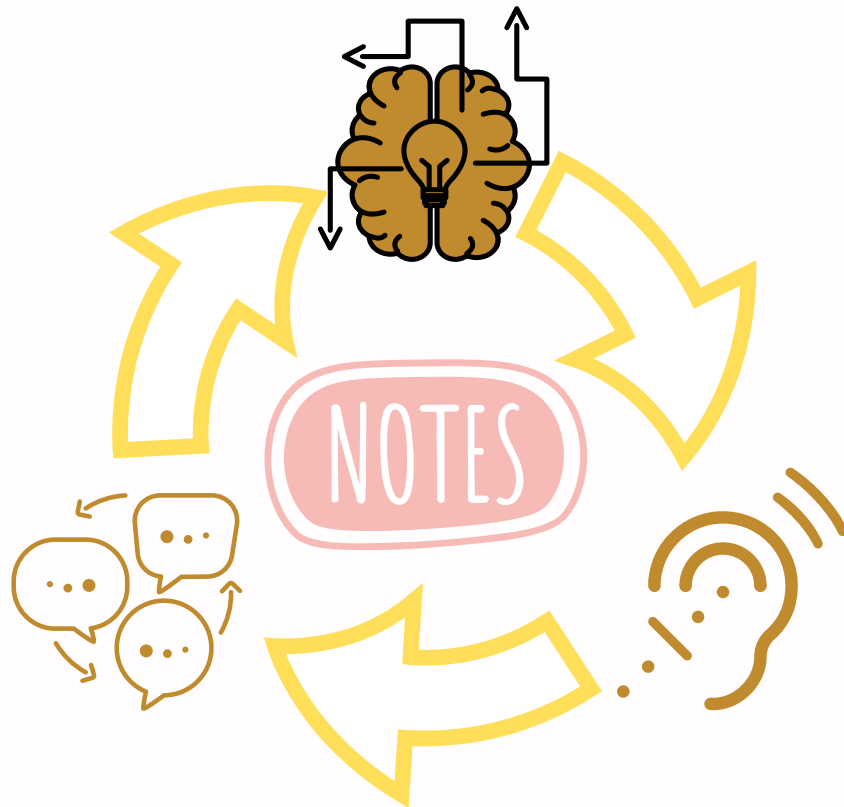
Now that you have agreed on the seven rules for digital citizenship go to the class' online platform as directed by your teacher.

- Divide the agreed rules between group members.
- Each group member must post the nominated rules that your group agreed on to the classroom digital platform as directed your teacher.
- Remember to clearly number the rules and make it clear who your group is.





Use this space to brainstorm and note-take





Digital Citizenship 7 Rules

# 7 Digital Citizenship Rules

by @TopDogTeaching

-  1. I am building my digital footprint every day. 
-  2. I will make safe and appropriate choices while on my device. 
-  3. I will keep my private information private. 
-  4. I will be respectful of myself and others while on my device. 
-  5. I will never share my passwords. 
-  6. I will report any and all bullying I see while on my device. 
-  7. I will always give credit to sources I use. 

@sylvia duckworth

# SDG 8 - Digital Citizenship



## MM4 Future of Enterprise and Innovation - Digital Citizenship

### Lesson 3 Digital Literacy Capability - search, navigate and locate

**Subjects: Applied Technology, Climate Action and Sustainable Development, Digital Literacy, Technology**

#### **Lesson Title and Summary: Digital Literacy Capability - search, navigate and locate**

One of the cornerstones of digital literacy is understanding the five capabilities that underpin it: information, communication, collaboration, creativity, and critical thinking. These capabilities enable individuals to not only consume digital content but also contribute meaningfully, communicate responsibly, collaborate across digital platforms, unleash creative expression, and approach digital information with a discerning and analytical mindset.

In this lesson, learners will gain an awareness of these essential capabilities, equipping them with the tools to thrive in our increasingly digital world.

#### **Vocabulary:**

Algorithm; Digital Literacy; Locate; Navigate; Search; Search Engine

#### **In this lesson, the learner will:**

- be introduced to Digital Literacy Capabilities
- practice using online search engines to search, navigate and locate information.
- work communicatively and collaboratively in groups to reflect on how we use the Internet to search for information and what factors affect our searches.

#### **Materials**

- Internet access
- Worksheet : 1 of 5 Capabilities
- Worksheet:
- Teachers' Notes

**4** QUALITY EDUCATION



**8** DECENT WORK AND ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**17** PARTNERSHIPS FOR THE GOALS



# SDG 8 Digital Citizenship

## L3 1of 5 Capability - search, navigate and locate



### Activities

#### Activity 1: The 5 Capabilities Digital Literacy (25 mins)

1. Direct learners to Worksheet: 1 of 5 Capabilities Digital Literacy. For each group they will be tasked with engaging in three Tasks focusing on: search, navigate and locate.
2. Go through the instructions checking understanding and clarifying where necessary. Students will need computer/tablet access and an Internet connection to do this task.
3. Direct learners to Task 1: Brainstorm. Learners will be asked to share and note ideas in response to question prompts:
  - What do you know, think or wonder about how online searches work?
  - What have you searched for online?
  - What other ways have you searched for information?

#### Activity 2: SEARCH

- 1) Direct learners to Worksheet: 1 of 5 Capabilities Digital Literacy, Task 2: Search - Learners will learn what happens when they conduct an online search using a common search engine.
2. Emphasise that, for now, students do not need to know the details of any of the results; they are simply thinking about what comes up when they put in particular search terms.
3. Go through instructions and offer search engine suggestions if needed (See Teacher's Notes/ Media box for examples).

#### Activity 3: DISCUSSION (25 mins)

1. Invite learners to partake in discussion. Direct learners to Worksheet: Discussion, Task 3 and go through task instructions.
2. Set them in groups (3 -4) and offer additional question prompts for consideration:
  - If a website has the words you used, will this website answer your question or be the information you are looking for? For example, if you search for "football," do you want a website telling you where to buy football or a website explaining what football is?
  - If a website has the words you used, is this website paying to have itself listed close to the top of your search results?
3. Set learners to task which learners can do in person or remotely. If done remotely they can do it via a video call or through the classroom platform forum if you have one. Learners should aim to discuss for a minimum of 10 mins.

# SDG 8 Digital Citizenship

## L3 1of 5 Capability - search, navigate and locate



### Activity Instructions continued...

4) Post discussion feedback- Invite nominated speakers from each group to summarise discussion points and feedback to the class.

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

#### Search Engines

- <https://www.google.com/>
- <https://www.bing.com/>
- <https://uk.yahoo.com/>
- <http://www.baidu.com/> (Chinese)
- <https://www.aol.com/>

#### LEARNING THE LANDSCAPE OF DIGITAL LITERACY - An Introduction for Educators

- <https://www.learningforjustice.org/sites/default/files/2017-11/Learning-the-Landscape-of-Digital-Literacy-Nov2017.pdf>

### Local Trip / Expertise / Additional Work and Assessments

Set learners a search, navigate and locate webquest on a topic related to recent studies done in or out of class. This example is to research a country

<https://sites.google.com/a/msad41.us/digital-literacy-webquest/home/task> but this could be adapted to include an SDG looking at a number of countries.

Learners can then undertake a comparison. Learners could make a Tik Tok for social media based on their research.



# 1 OF 5 CAPABILITIES - DIGITAL LITERACY

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



## Search Engine Suggestions:(Activity 2)

1. Google. Google Search Engine
2. Bing. Bing is Microsoft's answer to Google
3. Yahoo.
4. Baidu.
5. AOL.

## Discussion Activity:

Discussion - learners can do this part in person or remotely. If done remotely they can do it via a video call or through the classroom platform forum if you have one.

Learners should aim to discuss for a minimum of 20 mins.

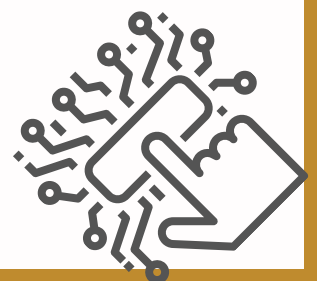
## Webquest Information

Webquests are mini online challenges that require students to go online and – using a variety of sources – find information in order to complete an objective. Students often love webquests, because they involve a range of creative and critical skills – and they get to go online in a relatively free way.

## Note some activities have been adapted from:

<https://www.learningforjustice.org/frameworks/digital-literacy>

<https://www.learningforjustice.org/classroom-resources/lessons/understanding-online-searches>



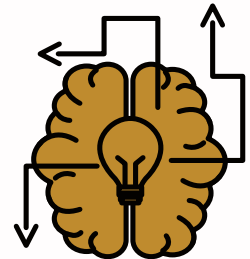
# 1 OF 5 CAPABILITIES - DIGITAL LITERACY

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**Task 1: Brainstorm ideas in response to these question prompts:**

- What do you know, think or wonder about how online searches work?
- What have you searched for online?
- What other ways have you searched for information?



**Task 2: Choose a topic you are all interested in, such as soccer, wild animals or video games.**

Before:

- Consider: what words will you use?
- Consider: what words will you type?
- How will you spell them?



During:

- Use three search engines to conduct the same search

After:

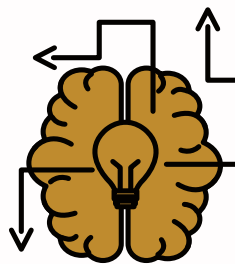
- Of all the information on the internet, what matches the words you used?



## Task 3:

Discuss the following questions with your group members. Discussions can be done in person or remotely. Nominate a speaker to feed back and summarise to the class post discussion. Your teacher will direct you.

- What is the same about all of the results?
- What is different about them?
- Which result makes you the most curious and why?
- What do you notice about these results? What stands out to you?
- How do these search results look different from the kinds of answers you might get in a book or by asking an adult?



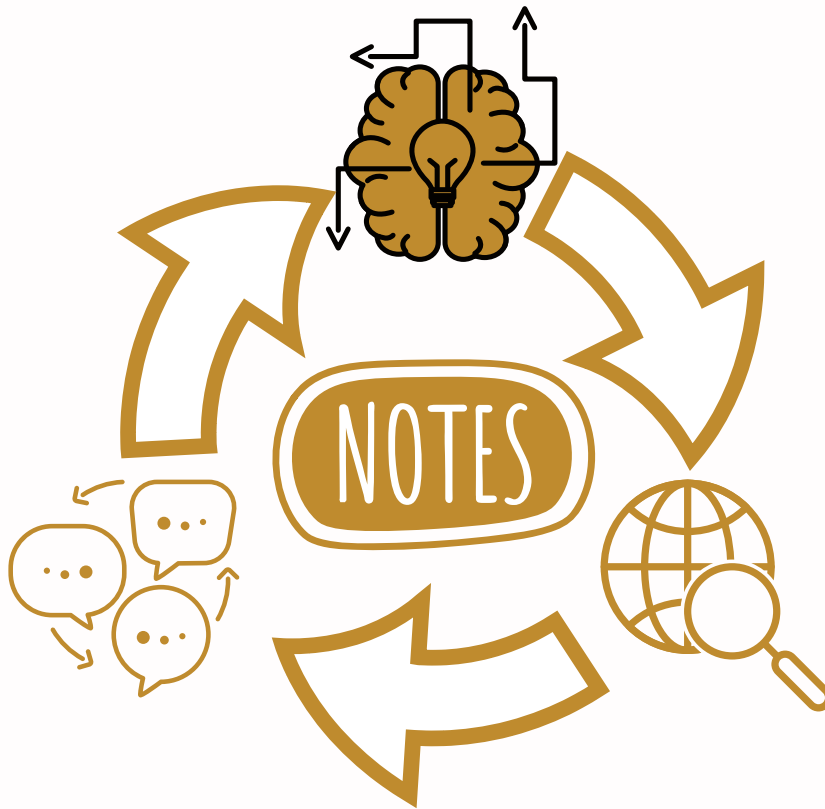
### For more abstract thinkers:

What might motivate the creators of search algorithms?

What do they hope you do after conducting a search?

# 1 OF 5 CAPABILITIES - DIGITAL LITERACY

Use this space to brainstorm and note-take



# SD12 Digital Citizenship



## MM4 Future of Work: Passion to Purpose - Digital Citizenship

### Lesson 4: Rights and Responsibilities

Subjects: Applied  
Technology, Climate  
Action and Sustainable  
Development, Digital  
Literacy, Technology

#### Lesson Title and Summary:

#### Rights and Responsibilities

Digital citizenship requires that we act and model in ways that are safe, legal and ethical. In this lesson learners will explore the rights and the responsibilities of living, learning, and working in an interconnected digital world and digital habits.

#### Vocabulary:

Digital Literacy; Digital Media; Ethical; Legal; Media Balance; Responsibilities; Rights; Safe

#### In this lesson, the learner will:

- explore what it means to act and model in ways that are safe, legal and ethical
- define the rights and responsibilities of living, learning, and working in an interconnected digital world.
- examine their our collective and individual responsibilities

#### Materials

- Internet access
- Worksheet 1 Rights and Responsibilities
- Worksheet 2: Rings of Responsibility

4 QUALITY  
EDUCATION



8 DECENT WORK AND  
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



17 PARTNERSHIPS  
FOR THE GOALS



# SDG12 - Digital Citizenship

## L4 Rights and Responsibilities



### Activity Instructions

#### Activity 1 Eliciting understanding of key terms (10 mins)

1) Elicit learners' understanding of "safe", "legal", "ethical". This can be done by a whole class dictionary search to find definitions and note them or a collective brainstorm to define the terms in their own words on the board. Question prompts you may wish to use to help them:

- What does (word) mean?
- How might we know or understand if something is(word)?
- What examples can you give of actions or things that are(word)?

2) Ask learners why these might be important in digital literacy and citizenship. You want to get them considering the importance of these factors.

#### Activity 2 Rights (20 mins)

1) Divide learners into pairs. Advise learners that part of acting in safe, legal and ethical ways as digital citizens, we must consider the "rights" of living, learning, and working in an interconnected digital world. Ask the learners to consider, brainstorm and discuss their ideas to respond to the question: What might be meant by "rights" ?

2) Regroup learners to form larger groups of 4 to share their ideas on "rights".

#### Activity 3 Responsibilities (20 mins)

1) Invite groups of 4 to now consider, brainstorm and discuss what might be meant by "responsibilities",

2) Direct learners to watch the video "Rings of Responsibility" and take notes followed by thinking of examples of what these responsibilities might be and discuss in groups focussing on our collective responsibilities and our individual responsibilities.

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

# SDG12 - Digital Citizenship

## L4 Rights and Responsibilities



### Extension / Reduction Activities:

Reduction: For a shorter class, combine the "rights" and "responsibilities" discussions and reduce to 20 mins.

Extension: For a longer class, create a class mind map on rights and responsibilities, taking the key points from each group to develop an overall understanding of what it means to be digitally responsible and have rights online.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

#### Lessons based on:

Adapted from <https://www.common sense.org/education/digital-citizenship/lesson/my-digital-life-is-like>

#### VIDEO Rings of Responsibilities

<https://www.common sense.org/education/videos/rings-of-responsibility>

#### Pecha Kucha

<https://www.pechakucha.com/>

#### ISTE Standards

<https://www.iste.org/standards/iste-standards-for-students>

### Local Trip / Expertise / Additional Work and Assessments

Set learners to create an engaging and informative video about rights and responsibilities in digital literacy and citizenship. The format for delivery can be a pecha Kucha presentation or a Youtube video they have created collaboratively (storyboarding, scripting, filming and editing).

Linked resources include - Media Communication 1 - 4 which support the development of a Video, Research Poster, Pecha Kucha and Podcast or Use the Resource in MM2 Leadership, Lesson 7 optional project to create a Tik Tok Video.



## Digital Citizenship - Rights and Responsibilities

### Activity 1: Key Terms - "safe", "legal", "ethical"

- What do these words mean?
- How might we know or understand if something is a "safe", "legal", "ethical".?
- What examples can you give of actions or things that explain what "safe", "legal", "ethical" is?
- Why might these be important in digital literacy and citizenship?



### Activity 2: Rights of living, learning, and working in an interconnected digital world.

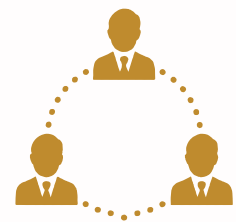
- What might be meant by "rights"?

---

---

### Activity 3: Responsibilities of living, learning, and working in an interconnected digital world.

- What might be meant by "responsibilities"?



---

---





# WORKSHEET 2 RINGS OF RESPONSIBILITY

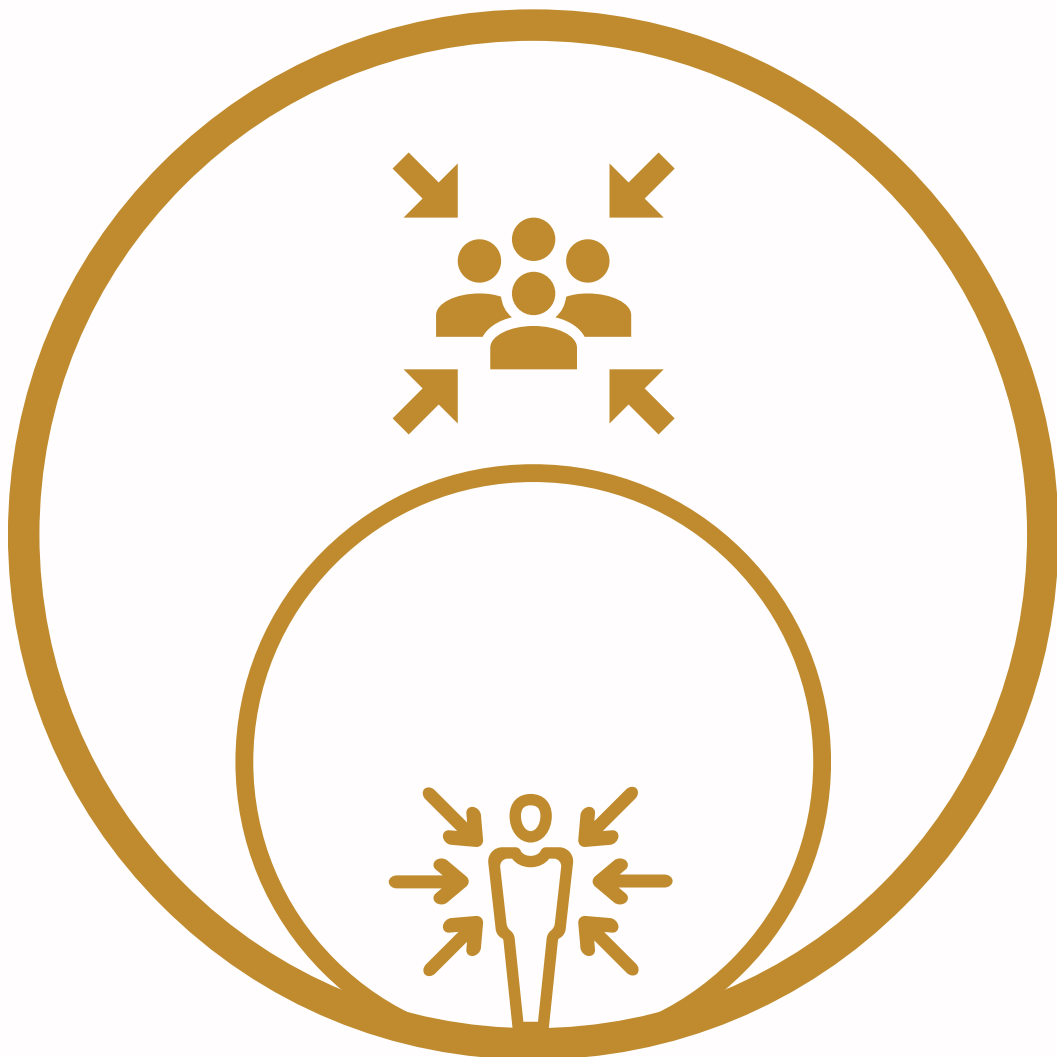
12 RESPONSIBLE CONSUMPTION AND PRODUCTION



## Digital Citizenship - Rights and Responsibilities

### Post Video Brainstorm and Discussion

Brainstorm and discuss what these responsibilities might be and focus on our collective responsibilities and our individual responsibilities.



# SDG4 Supporting Skills - Digital Citizenship



## MM4 Future of Enterprise and Innovation - Digital Citizenship

### Lesson 5 Digital Habits

**Subjects: Applied Technology, Climate Action and Sustainable Development, Digital Literacy, Technology**

#### **Lesson Title and Summary: Digital Habits**

the digital age has opened up the world for all of us, making it possible to engage our curiosities, connect and discover like never before, however, how we use technology and the habits we form may have positive or negative impacts on our lives. In this lesson learners will explore their digital habits and begin identifying how to adopt healthier tech habits.

#### **Vocabulary:**

digital habits, positive impact, negative impact, boost

#### **In this lesson, the learner will:**

- practice their active listening through dictation
- explore their understanding of habits in particular digital habits
- identify their personal digital habits and discuss with peers
- Engage in group discussion exploring ways to adopt healthy digital habits

#### **Materials**

- British Council Lesson text
- Support: Teacher's Notes Lesson 5 Digital Citizenship - Rights and Responsibilities MY DIGITAL HABITS
- Worksheet My Digital Habits
- Worksheet Discussion

**4** QUALITY EDUCATION



**8** DECENT WORK AND ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**17** PARTNERSHIPS FOR THE GOALS



# SDG12 Digital Citizenship

## Lesson 5 Digital Habits



### Activity Instructions

#### Activity 1 Listening Activity (15 mins)

1. Invite learners to listen as you read the text from British Council lesson "Digital Habits across Generations (See Media box).
2. Instruct learners to take notes. They should identify:
  - What is the topic? Who is it about? What issues are highlighted? What s the overall message?
- 3) Elicit feedback from a couple of learners and then invite learners to use their notes for the follow on activities in the rest of the lesson.

#### Activity 2 Digital Habit Check In & Group Discussion ( 30 mins)

1. Briefly elicit learners' understanding of "habits". This can be done whole class or inviting learners to share ideas on the board or in groups. This should only take a couple of minutes. This is also a Worksheet task from Worksheet: Page 1 Task 1
2. Invite learners to consider their own digital habits in their use of digital media\* and how to achieve media balance\* Support Sheet: See TEACHERS' NOTES.
3. Direct learners to WORKSHEET: Page 1 Task 2 and Page 2 Task 3 in which they work in groups to discuss and share ideas. Go through instructions checking understanding and clarifying where necessary their understanding of the questions:
  - What habit have you chosen to try change?
  - Why may it or may it not be challenging to commit to changing a digital habit? What might get in the way of being successful?
- 3) Now direct learners to explore their ideas further by completing WORKSHEET: Page 3 Task 4. Go over the questions:
  - What are some ways you can give your new habit a "boost" and make it easier to do?
  - If you're trying to break a bad habit, what are some things you can do so that you don't slip back into old ways?

Encourage them to be specific and clarify any points they do not fully understand.

#### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

# SDG12 Digital Citizenship

## Lesson 5 Digital Habits



### Extension / Reduction Activities

Reduction: For a shorter lesson, undertake activity 2 only.

Flipped Classroom possibility: Ask learners to read the British Council text at home and prepare for a discussion of the ideas in another class. Or use the text in the next class to undertake a full discussion and complete their worksheet - see media box for link.

Extension: For a longer class, extend activity 1 by 15 mins and complete the British Council activities before going on to activity 2. Ask learners about experiences they have with intergenerational technology use - have they had to help parents, grandparents or younger siblings.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

#### British Council Digital Habits Across Generations Text (Go to Reading section only)

<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/digital-habits-across-generations>

#### Information on Digital Literacy

[https://www.westernsydney.edu.au/studysmart/home/study\\_skills\\_guides/digital\\_literacy/what\\_is\\_digital\\_literacy](https://www.westernsydney.edu.au/studysmart/home/study_skills_guides/digital_literacy/what_is_digital_literacy)

#### ISTE Standards

<https://www.iste.org/standards/iste-standards-for-students>

#### Tech for Good Information relating to ISTE Standards:

[https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?\\_ga=2.220322971.203105772.1633595725-1180292413.1633595725](https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?_ga=2.220322971.203105772.1633595725-1180292413.1633595725)

### Local Trip / Expertise / Additional Work and Assessments

Digital Habit change Challenge What made it difficult or easy to stick with your challenge today?  
Source: <https://www.common sense.org/education/digital-citizenship/lesson/my-digital-life-is-like>

See Teacher's notes for further instructions / support

## MM4: L5 SUPPORT SHEET LESSON 5

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



### Digital Citizenship - Rights and Responsibilities

#### MY DIGITAL HABITS

##### Vocabulary

IP address = (Internet Protocol) set of numbers unique to your computer.

7 things that could be part of your digital footprint

1. Photos and posts on social media
2. Data collected on fitness trackers and smart watches
3. Games you've played online
4. Things you've bought
5. Information you allow apps to collect or access
6. Voice searches on Alexa or other devices
7. Comments or arguments you've been in

Source: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>

#### Optional Project Suggestion: Alternative Follow Up to Habit Challenge

Invite students to track personal challenge journeys as they go, keeping a record of their successes and obstacles. This will help you give them support and feedback to be accountable and stay on track. They can track their journeys by journaling or even document their experience with video. To help students track their progress, ask them to answer these two questions each day for a week (or longer!):

- How are you doing with your challenge?
- What made it difficult or easy to stick with your challenge today?

Source: <https://www.common sense.org/education/digital-citizenship/lesson/my-digital-life-is-like>

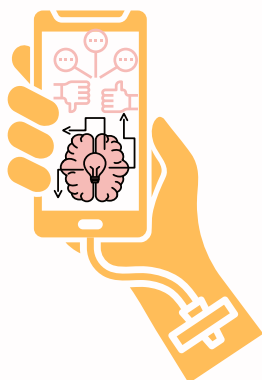
# DIGITAL HABITS WORKSHEET 1



## Digital Citizenship - Rights and Responsibilities

### MY DIGITAL HABITS

Task 1: Think about your digital habits...



(Keep in mind: Habits can be positive, negative, or both. Brainstorm and list as many of your habits as you can.)

- What do you do?
- How often do you use digital devices/spend time in the digital world?



### Task 2: Choose and challenge

- What habit would you like to change or try to do differently and why?
- Can you commit to trying your challenge for three days (or one week or one month)?
- If not, why not? If so, what might get in the way of being successful?



- Circle your chosen habit and add to your notes.

# DIGITAL HABITS WORKSHEET 2



## Digital Citizenship - Rights and Responsibilities MY DIGITAL HABITS GROUP DISCUSSION

Task 3: In groups discuss and share your ideas:



- What habit have you chosen to try change?
- Why may it or may it not be challenging to commit to changing a digital habit? What might get in the way of being successful?



Task 4:

- What are some ways you can give your new habit a "boost" and make it easier to do?
- If you're trying to break a bad habit, what are some things you can do so that you don't slip back into old ways?
- Be specific.



# SD12 Digital Citizenship



## MM4 Future of Work: Passion to Purpose - Digital Citizenship

### Lesson 6 Digital Footprint and Security

**Subjects: Applied  
Technology, Climate Action  
and Sustainable  
Development, Digital  
Literacy, Technology**

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**17** PARTNERSHIPS  
FOR THE GOALS



### **Lesson Title and Summary:**

#### **Digital Footprint & Security**

Digital footprints are what we leave behind every time we access or interact with the online environment. Everything we do online is recorded so awareness of our engagement is vital as is our safety and security. In this lesson learners will explore their digital footprint and responsibilities when communicating online.

### **Vocabulary:**

Digital Footprint; Digital Literacy; Ethical; Legal; Permission; Privacy; Profile; Protect; Safe

### **In this lesson, the learner will:**

- explore their own digital footprints
- consider and identify a rule for responsible online engagement
- positively and responsibly respond to posts online made by classmates.

### **Materials**

- Internet access
- Worksheets: My Digital Footprint
- Worksheet: Responsible Use and Interaction
- Support Sheet: Teachers Notes Lesson 6 Part



# SDG12 Digital Citizenship

## Lesson 6 Digital Footprint and Security



### Activity Instructions

#### Lead In Statements (10 mins)

- 1) Give each learner a piece of paper. Tell learners that you will make some statements and if the statement is true for the learner they must scrunch up the paper a little. Begin statements with:
  - "I use the Internet for + ...". Offer 3 - 6 statements about Internet use.
2. Next, ask the learners to flatten out the paper and make it flat and pristine like when they first were given it (they won't be able to).
3. Ask learners how this might be similar to what happens every time they go online, visit web pages, upload, download and interact online.

Answer: every website you visit records your IP address (Internet Protocol) which is a set of numbers unique to your computer. Everything you do online is recorded in some way.

#### Activity 1 (15 mins)

1. Advise learners they will be exploring "digital footprints"
2. Direct learners to WORKSHEET: DIGITAL FOOTPRINT - MY DIGITAL FOOTPRINT Task 1 in which they are to think about how they use the Internet.
3. Go over instructions and check understanding.

#### Activity 2: (20 mins)

1. Divide learners into pairs and invite them to briefly share their footprint analysis. Encourage them to actively listen and ask questions of each other to find out more.
2. Direct them to WORKSHEET: DIGITAL FOOTPRINT - RESPONSIBLE USE & INTERACTION Task 2. and go over discussion instructions. Check understanding and clarify where needed.

### REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

# SDG12 Digital Citizenship

## Lesson 6 Digital Footprint and Security



### EXTENSION / REDUCTION ACTIVITIES

For a shorter class, reduce lead in and discussion time.

For a longer class, allow for extended time to be spent on discussion to allow for deeper understanding and more in depth discussions.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Lessons adapted from <https://www.commonsense.org/education/digital-citizenship/lesson/my-digital-life-is-like>

MyWorld - Digital literacy resources for teens <https://www.youtube.com/watch?v=nemTIFIZ988>

Media Smarts <https://mediasmarts.ca/teacher-resources/licensed-resources/myworld-digital-literacy-tutorial-secondary-students>

Childnet Online resources - <https://www.childnet.com/resources/teachers-and-professionals?for=14-18-years&paged=2>

Free Digital Literacy resources <https://www.llsc.on.ca/digital-literacy-2020>

Gamify your Digital Citizen <https://thebnp.org/2017/10/18/gamify-your-digital-citizenship/>

### Local Trip / Expertise / Additional Work and Assessments

Linked learning:

Communication Skills and Media Communication Skills micro-modules support the development of the 4Cs skills – Creativity, Communication, Critical Thinking and Collaboration. Tutors are encouraged to work with other tutors to develop the project through multiple outcomes such as video, poster, Pecha Kucha.

See Support: TEACHER'S NOTES for optional project suggestion in lesson 8.



## DIGITAL FOOTPRINT & SECURITY

### Optional Project Suggestion

invite learners to work in pairs to create a Pecha Kucha presentation or a 3 minute vlog on their digital habits.

#### Pecha Kucha Presentation

PechaKucha is a storytelling format where a presenter shows 20 slides for 20 seconds of commentary each. See <https://www.pechakucha.com/> for more information.

#### Vlog

A video blog or video log, sometimes shortened to vlog, is a form of blog for which the medium is video. Vlog entries often combine embedded video with supporting text, images, and other metadata. Entries can be recorded in one take or cut into multiple parts. Learners can do this using their cell phone and free editing apps. Then post to a classroom platform.



## MY DIGITAL FOOTPRINT

Every website you visit records your IP(Internet Protocol) which is a set of numbers unique to your computer. Everything you do online is recorded in some way.

**Task 1:** Think about how you use the Internet...

- What are some examples of things that might be in your footprint?
- Write words or sketch symbols or images representing all the ways you use the Internet into the foot print below:





## RESPONSIBLE USE & INTERACTION

Consider the fact that deleting a post or untagging a photo doesn't erase online activity and recognise that once words and images go online, they can have a lasting impact on everyone involved.

### Task 2: Discussion



- In pairs consider how might we responsibly, respectfully, safely, legally and ethically interact online? Consider what you post/upload.
- How we might interact respectfully, safely, legally and ethically and give feedback to posts we see online by other people ?
- Share ideas with each other and take notes of ideas you agree with.



# SDG12 Digital Citizenship



## MM4 Future of Enterprise: Passion to Purpose - Digital Citizenship

### Lesson 7 Digital Footprint and Security 2

**Subjects: Applied  
Technology, Climate Action  
and Sustainable  
Development, Digital  
Literacy, Technology**

### **Lesson Title and Summary: Digital Footprint & Security Part 2**

Following on from Lesson 6 on Digital Footprint & Security Part 1, students continue to explore responsible use and interaction using tech. They unpack what is involved in responding online. In this lesson learners will explore their digital footprint responsibilities and interactions when communicating online.

#### **Vocabulary:**

Digital Footprint; Digital Literacy, Ethical; Legal; Permission; Privacy; Profile; Protect; Safe

#### **In this lesson, the learner will:**

- explore their own digital footprints
- consider and identify a rule for responsible online engagement
- positively and responsibly respond to posts online made by classmates.

#### **Materials**

- Internet access
- Worksheets: Responsible Use and Interaction Part 2
- Worksheet: Responding Online
- Support: Teachers Notes Lesson 7 Part 2

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**17** PARTNERSHIPS  
FOR THE GOALS



# SDG12 Digital Citizenship

## Lesson 7 Digital Footprint and Security 2



### Activity Instructions:

#### Lead in: (10 mins)

This class follows on from Lesson 6 Part 1. Elicit from learners what happens when they deleting a post or untagging a photo online. Ask them if they thng the content/ online activity is permanently erased. the aim is to have them recognise that once words and images go online, they can have a lasting impact on everyone involved.

#### Activity 1: (25 mins)

- 1) Direct learners to Worksheet: Responsible use and Interaction Part 2 Task 3: Responsible Online Interaction.
2. Invite learners to consider and share ideas on the following question: How might we be more responsible in our use of digital media?
- 2) Next direct learners to work individually to think about and identify a rule you feel would guide users for positive digital footprinting which they will then post on the classroom platform as directed by the teacher.

This could be Google Classroom or any other platform aproprate for your class.

#### Activity 2 (15 mins)

1. Once learners have all posted their rule ideas ask learners to rejoin their partner from the pair wok activity and pair them with another pair to make groups of 4.
2. Direct learners to Worksheet: Responding Online Task 4. Ask learners to read 3 class members' rule posts from their group.
3. Direct Learners to refer to positive interaction stems on the worksheet and comment on the rule posts by giving constructive and positive feedback. Remind them to use complete positive and constructive comments and not just emojis! Supporting video on the "Plussing" model for feedback giving available for and extended class.
- 4) Invite learners to read their feedback coments before doing their reflection exercise.

### REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

# SDG12 Digital Citizenship

## Lesson 7 Digital Footprint and Security 2



### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, combine lead in and activity 1 and reduce to 20 minutes

Extension: For a longer class, extend final activity to allow for introducing the Pixar "Plussing" feedback module by watching video first then doing last task.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Lessons Adapted from <https://www.common sense.org/education/digital-citizenship/lesson/my-digital-life-is-like>

The "Plussing Principle" [4:29 mins] <https://youtu.be/jziy7comOT8>

What is Pixar's Plussing [1:18 mins] <https://www.youtube.com/watch?v=qwrBlkqbBDo>

Giving Helpful Feedback [2:08 mins] "Plussing" Reflection <https://www.youtube.com/watch?v=RksC9kqy6p4>

Digital Literacy Toolkit for Teens <https://cmlibrary.libguides.com/c.php?g=1145410&p=8360013>

Digital Citizenship Curriculum USA <https://www.common sense.org/education/digital-citizenship/curriculum?grades=9%2C10%2C11%2C12>

### Local Trip / Expertise / Additional Work and Assessments

Possible project idea would be to encourage learners to set up peer to peer support workshops for helping each other be informed about digital footprints and security.

Bite Size Learning: Learners could devise a class to teach to younger learners in the school, sharing what they have learnt in accessible ways. Learners could create a series of digital outputs that they could share on social media - see MM7 Media Communications or Lesson 7 MM2 Leadership to create a Tik Tok

Learners could use this activity to practice the 'plussing' technique as well as embedding it within their educational outputs





## DIGITAL FOOTPRINT & SECURITY

[Pixar Plussing model for feedback](https://youtu.be/jziy7comOT8)<https://youtu.be/jziy7comOT8>

Design thinking to turn good idea to great idea

- accept every offer
- use 'yes and' instead of 'yes but'
- make your partner look good

You can also watch some of the plussing videos in the media section to explain the concept further.

The "Plussing Principle" [4:29 mins] <https://youtu.be/jziy7comOT8>

What is Pixar's Plussing [1:18 mins] <https://www.youtube.com/watch?v=qwrBlkqbBDo>

Giving Helpful Feedback [2:08 mins] "Plussing" Reflection  
<https://www.youtube.com/watch?v=RksC9kqy6p4>

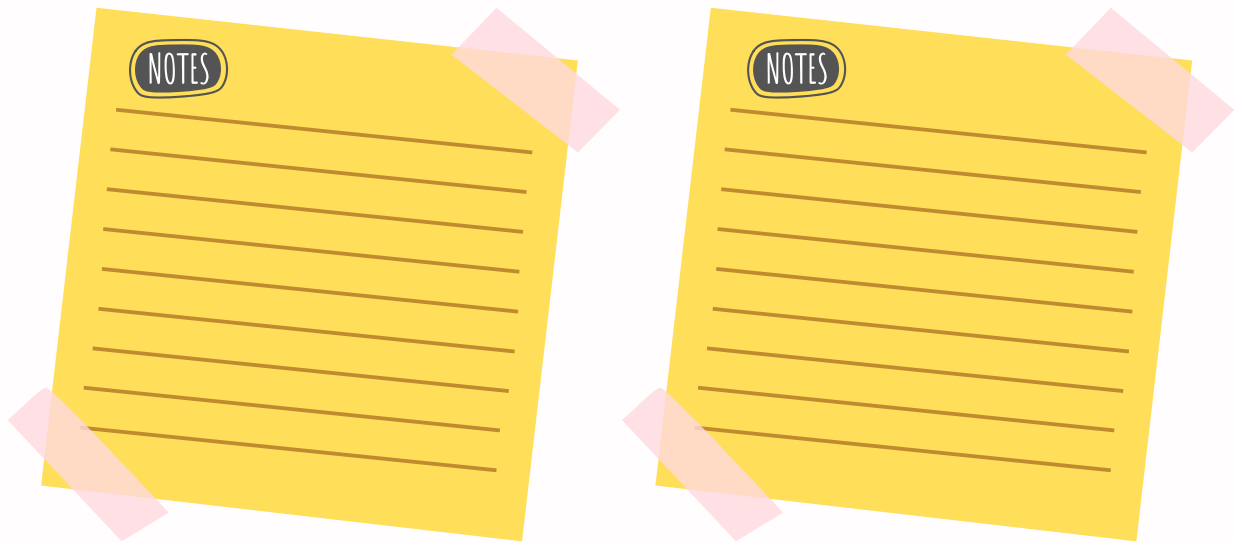
# WORKSHEET 3 DIGITAL FOOTPRINT



## RESPONSIBLE USE & INTERACTION Part 2

### Task 3 : Responsible Online Interaction

- How might we be more responsible in our use of digital media? note ideas:



- Individually think about and identify a rule you feel would guide users for positive digital footprinting. Note ideas below then post your rule idea on the classroom platform as directed by your teacher.





## RESPONDING ONLINE

Consider the fact that deleting a post or untagging a photo doesn't erase online activity and recognise that once words and images go online, they can have a lasting impact on everyone involved.

### Task 4:

- Read 3 class members' rule posts.
- Refer to positive interaction stems below and comment on the rule posts by giving constructive and positive feedback.
- #Don'tjustuseemojis! 🙌

Here are some examples of sentence stems for giving positive feedback.

“ I was interested when you said..., ”

“ I liked how you..., ”

“ My favorite part was ... ”

What other sentence stems would you like to add to give positive feedback?

Here are a few sentence stems for giving constructive criticism.

“ "I need to hear more about ....  
because.... ”

“ I like... but I didn't understand.. ”

“ Next time you could try... ”

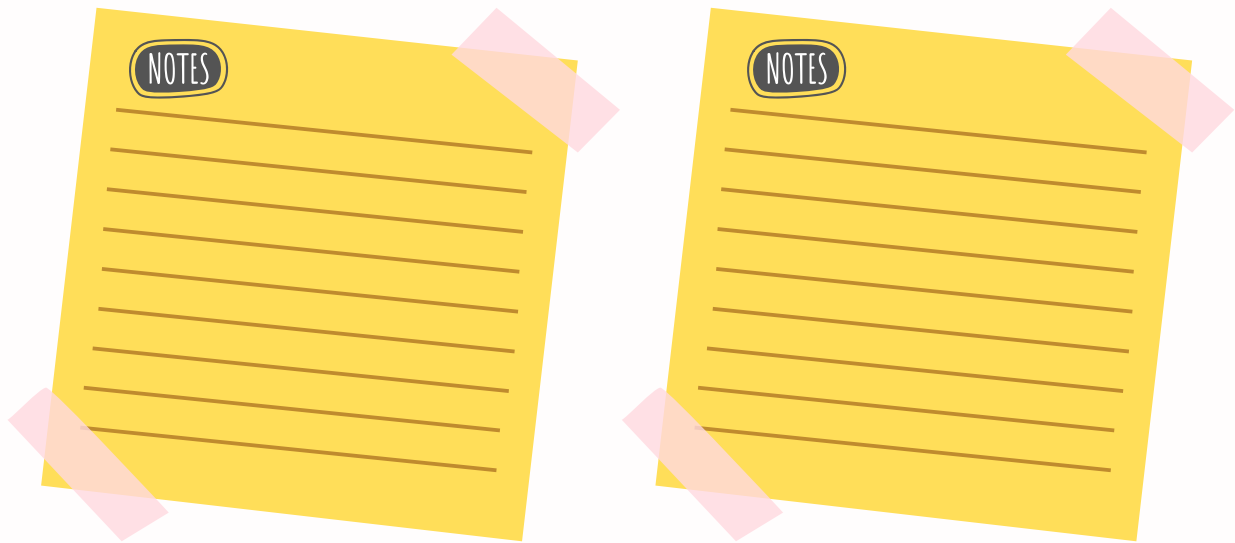
# WORKSHEET 3 DIGITAL FOOTPRINT



## RESPONSIBLE USE & INTERACTION Part 2

### Task 3 : Responsible Online Interaction

- How might we be more responsible in our use of digital media? note ideas:



- Individually think about and identify a rule you feel would guide users for positive digital footprinting. Note ideas below then post your rule idea on the classroom platform as directed by your teacher.





## RESPONDING ONLINE

Consider the fact that deleting a post or untagging a photo doesn't erase online activity and recognise that once words and images go online, they can have a lasting impact on everyone involved.

### Task 4:

- Read 3 class members' rule posts.
- Refer to positive interaction stems below and comment on the rule posts by giving constructive and positive feedback.
- #Don'tjustuseemojis! 🙌

Here are some examples of sentence stems for giving positive feedback.

“ I was interested when you said..., ”

“ I liked how you..., ”

“ My favorite part was ... ”

What other sentence stems would you like to add to give positive feedback?

Here are a few sentence stems for giving constructive criticism.

“ I need to hear more about ....  
because.... ”

“ I like... but I didn't understand.. ”

“ Next time you could try... ”

# SDG12 Digital Citizenship



## MM4 Future of Work: Passion to Purpose - Digital Citizenship

### Lesson 8 Tech For Good

**Subjects: Applied  
Technology, Climate Action  
and Sustainable  
Development, Digital  
Literacy, Technology**

#### **Lesson Title and Summary: Tech For Good**

Being a Digital Citizen relates to a person who develops the skills and knowledge to effectively use the Internet and digital technologies. They are also people who use digital technologies and the Internet in appropriate and responsible ways in order to engage and participate in society and politics ultimately using "Tech for Good". In this lesson learners will explore digital citizenship and Tech for Good.

#### **Vocabulary:**

Digital Citizenship; Digital Literacy, Rules, Tech for Good

#### **In this lesson, the learner will:**

- be introduced to the idea of Tech for Good
- explore 9 elements of digital citizenship
- identify an element for research
- begin researching an element of digital citizenship using a design thinking process

#### **Materials**

- Internet access
- Menti presentation
- Youtube videos (Tech for Good)
- Worksheet 1 Tech for Good & ISTE Standards
- Worksheet 2 Act & Model in Ways that are Safe, Legal & Ethical
- Teacher's Notes Lesson 8
- Project Worksheets (3 pages)

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**17** PARTNERSHIPS  
FOR THE GOALS



# SDG12 Digital Citizenship

## Lesson 8 Tech for Good



### Activity Instructions:

#### Lead In : Digital Citizen and Tech for Good Review (10 mins)

1. Using the Menti set up at start of the module (<https://www.mentimeter.com/>) Review learners' understanding of "Digital Citizen".
2. You may ask the guiding question: What does a digital citizen recognise and how does one act?
3. Invite learners to respond through the Menti.com presentation.

Answer: 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.

3. Next verbally elicit / review learner understanding of "digital footprint" , "online behaviour", "Intellectual property" and "digital privacy". (answers will vary)
4. Refer learners to dictionary search for further definitions.

#### Activity 1: Video (20 mins)

1) Advise learners they are going to watch 4 short videos. Direct learners to Worksheet 1 Tech for Good & ISTE Standards and go through the following instructions to be done for each short video:

- Before watching - While Watching - After watching

#### Activity 2: Digital Citizenship Discussion (20 mins)

1) To explore digital citizenship further direct learners to the image by Sylvia Duckworth - Media Box and Worksheet: Act & Model in Ways that are Safe, Legal & Ethical Task 1

This task is to peak curiosity and encourage the learners to be activity involved in how they learn. This will encourage them to collaborate with you the educator and for both you and your learners to develop and explore what it means to have digital citizenship.

2) Divide learners into pairs and direct them to discuss the questions relating to the image:

- Go through the 9 Elements of Digital Citizenship with your partner.
- Discuss what you think you and your teachers know in relationship to these.
- How might you and your teachers collaboratively find out more about these elements?
- How would you like your teachers to help you find out more about these elements?
- Why is it important?

Go through the questions and check understanding. Guide and assist where needed.

# SDG12 Digital Citizenship

## Lesson 8 Tech for Good



### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, remove the Menti lead in and go straight to task. Select one video rather than all four to show and explore.

Extension; For a longer class, Allow for extended time to be spent on the discussion

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Standards <https://www.iste.org/standards/iste-standards-for-students>

Tech for Good Information [https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?\\_ga=2.220322971.203105772.1633595725-1180292413.1633595725](https://staticsb.we.org/f/52095/x/2d58967f11/tech-for-good-guidebook-2021.pdf?_ga=2.220322971.203105772.1633595725-1180292413.1633595725)

Digital Citizens video series VIDEO: [https://www.youtube.com/playlist?list=PL6aVN\\_9hcQEEvj0Jo1vPupd8QgoAYgkoB](https://www.youtube.com/playlist?list=PL6aVN_9hcQEEvj0Jo1vPupd8QgoAYgkoB)

Menti Presentation <https://www.mentimeter.com/>

Sylvia Ducksworth Image <https://twitter.com/sylviaducksworth/status/590262107842617344>

Gamify Digital Citizenship <https://thebnp.org/2017/10/18/gamify-your-digital-citizenship/>

### Local Trip / Expertise / Additional Work and Assessments

See Teacher's notes Lesson 8 for Project suggestion using Design Thinking principles.

Community Engagement: Supporting Skills-Interview Skills to prepare to interview a local community member (business owner, community leader, general public, librarian etc) on being a responsible digital citizen or on digital issues e.g. digital Inclusion / exclusion, cyberbullying.



# MM4: SUPPORT: TEACHERS' NOTES

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



## Digital Citizenship, Tech for Good and Literacy

### VOCABULARY

digital footprint (noun)

1-one's unique set of digital activities, actions, and communications that leave a data trace on the internet or on a computer or other digital device and can identify the particular user or device:

2-one's overall impact, impression, or effect as manifested on the internet; online presence or visibility, as of a person or company:

intellectual property (noun)

1-Law. property that results from original creative thought, as patents, copyright material, and trademarks.

2-an individual product of original creative thought:

<https://www.dictionary.com/>

### Project suggestion or follow on lesson:

Challenge: Choose one of the 9 elements from the image. How might a student and educator learn more about this? Use the design thinking process to explore this question.

- Direct learners to WORKSHEET 2 (3 pages) ACT & MODEL IN WAYS THAT ARE SAFE, LEGAL & ETHICAL Task 2. Instruct learners to complete the phase 1 (Empathy) of the design process. Allow learners to work collaboratively on this for the remainder of the lesson.
- Set phase 2 of the process (Research) as a FLIPPED CLASS/Homework.
- Follow up with remaining stages of the design process in other classes within a reasonable timeframe. (1-5 weeks)



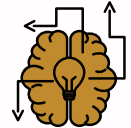
# MM4: SUPPORT: TEACHERS' NOTES



## TECH for GOOD & ISTE STANDARDS

### BEFORE WATCHING

- What does the title suggest about the content of this video?
- What kind of information do you expect to find out about?



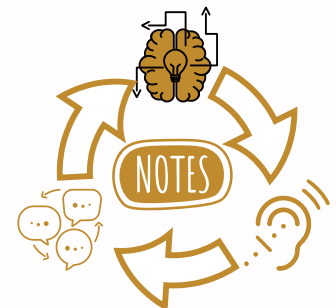
! WHY?  
WHAT?  
? WHO!  
WHEN

### WHILE WATCHING

- Note details shared in this video.
- What is the ISTE Standard?
- What did they do?
- Why did they do it?

### AFTER WATCHING

- Gather your notes and make groups of 3.
- Share your ideas and notes from the 4 videos:
- How might knowing this information make someone a responsible digital citizen?





## ACT & MODEL IN WAYS THAT ARE SAFE, LEGAL & ETHICAL

**Task 1: Work in Pairs** and discuss the questions below relating to the image your teacher will show you:

- Go through the "9 Elements of Digital Citizenship" with your partner.
- Discuss what you think you and your teachers know in relationship to these.
- How might you and your teachers collaboratively find out more about these elements?
- How would you like your teachers to help you find out more about these elements?
- Why is it important?



# MM4: L8 PROJECT DIGITAL CITIZENSHIP



Choose one of the 9 elements from the image.

<https://twitter.com/sylvia duckworth/status/590262107842617344>

- How might a student and educator learn more about this?
- Use the design thinking process to explore this question.

## 1

EMPATHY 1 | Learn and understand

Understand the problem by asking what, why, who, where, when, how, questions. Have a go...ask 10 challenge questions. Write them below:

---

---

---

---

---

---

---

---

---

---

## 2

RESEARCH | Look and Ask

Use your questions to focus your research to help solve the problem. You will look, read, talk and ask. Write down what you have found out below:

---

---

---

---

---

---

---

---

---

---

## 3

IDEATE | Imagine

This is the fun bit. Imagine and draw lots of creative ideas on the ideate worksheet to begin to solve the problem. Remember there are no wrong ideas at stage. Choose a favourite idea and use the reflect questions on stage 4 to evaluate it. Always make improvements to refine your prototype

---

---

---

---

---

---

---

---

---

---

## 4

REFLECT | Consider your ideas

What works well about your idea? How effective is your idea? Think of who you are creating it for. Now ask another person to look at your idea. A fresh pair of eyes will offer new suggestions. What improvements can you make? Incorporate these into your prototype.

---

---

---

---

---

---

---

---

---

---

## 5

PROTOTYPE | Draw your design

Draw your final idea on the prototype worksheet. Give your idea a title and a description. Tell us how do you think it helps to solve the problem and what works well.

## 6

What Skills did you use?

- Communication
- Collaboration
- Curiosity
- Critical thinking
- Creativity



**ACT & MODEL IN WAYS THAT ARE SAFE, LEGAL  
& ETHICAL**



## Empathy | Learn and Understand

Understand the problem by asking what, why, who, where, when, how, questions. Have a go...ask 10 challenge questions. Write them below



## Define| Research | Look and Ask

Use your questions to focus your research to help solve the problem. You will look, read, talk and ask. Write down what you have found out below:

## MM4: L8 PROJECT DIGITAL CITIZENSHIP

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



ACT & MODEL IN WAYS THAT ARE SAFE, LEGAL &  
ETHICAL

 IDEATE | Imagine



ACT & MODEL IN WAYS THAT ARE SAFE, LEGAL & ETHICAL

## 4) PROTOTYPE | Draw your design



Give your idea a title and a description. Explain how you think it helps to solve the problem and what works well.

---

---

---

---

---

---

---

---

---

---

## 4) TEST | GET FEEDBACK | IMPROVE

You are now ready to share your ideas / prototype and get feedback so you can improve your prototype