Digital Citizenship | Capabilities for learning and living online

Lower Primary Year 1-4
Key Competencies ([NZ Curriculum- Te Kete Ipurangi](#)) in a digital environment.

Key Competencies and Learner Profile – Online	For learning and wellbeing, this might look like:	Example links to digital citizenship resources
Key Competency (NZ Curriculum) ***Use language/ symbols/ texts*** **"How we make meaning – how we express and communicate our ideas, experiences, and information". TKI** Confidently use digital technology to access and provide information and to communicate with others. • **Information literacy** • **Online safety** • **Security** **Learner Profile Attributes (International Baccalaureate®)** *Knowledgeable Communicators*	• Access information online – search effectively, using keywords, browser options • Read and critique – advertising; use of copyright; manipulation of images; truth from fiction; opinion; • discern *how* text/ online content conveys its knowledge claims and what's omitted • Select information • Create information • Communicate to others • Digital literacy: understands how websites work e.g. skim, scan, navigate, use links, screen shots, edit video... • Use of keyboard shortcuts; keyboard symbols; Other languages and macrons • Communicating using different symbols in ways, or the same symbol used to mean	**GOING PLACES SAFELY** How do you go places safely on the computer? (Commonsense Media – Scope and Sequence) **A-B-C SEARCHING** How can you use the alphabet to find things online? (Commonsense Media – Scope and Sequence) **POWERFUL PASSWORDS** How do you create a secure password? (Commonsense Media – Scope and Sequence) **WRITING GOOD EMAILS** How is writing an email similar to or different from writing a letter? (Commonsense Media – Scope and Sequence) **POP-UP ADS** Child Focus 'E-Safety' – Youtube Short video for younger children illustrating Pop up ads and awareness of the potential for problems if you click on them. (Creative Conspiracy- CC animation company).

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	different things in different contexts e.g. coding language, @, acronyms, www, https// etc.	

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Key Competency
(NZ Curriculum)

Thinking

"Thinking involves using creative and critical processes to make sense of information, experiences, and ideas. Intellectual curiosity is at the heart of this key competency"
TKI

Competent thinkers and problem-solvers who can actively seek, use, and create knowledge online.

- **Critical literacy**
- **Risk Assessment**
- **Media literacy**
- **Mindfulness**

Learner Profile Attributes
(International Baccalaureate®)

Thinkers
Inquirers

- Search for information to solve problems
- Design new solutions to problems
- Evaluate and critique online information
- Working out how to use a new online technology
- Recognising and defining what knowledge and skills are needed to achieve a particular challenge
- Looking at potential risks online and approaches to minimise personal harm
- Exploring cause and effect and potential consequences around our actions and choices online
- Recognising our own strengths and needs in using digital technology and online environments and ways to develop and use these.

USING KEYWORDS
Which keywords will give you the best search results?
(Commonsense Media – Scope and Sequence)

SITES I LIKE
What makes a website the right site for you? (Commonsense Media – Scope and Sequence)

THINGS FOR SALE
How do some websites try to get you to buy things?
(Commonsense Media – Scope and Sequence)

DigiDuck's Big Decision
A story (online or PDF) for 3-7 year old's looking at how our actions/choices can help or hurt others online, and why responsible decision making is important.
(Childnet International)

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Key Competency
(NZ Curriculum)

Managing Self

It's "...about being willing to take learning risks, to make mistakes, try again and build up resilience as a learner." TKI

Being able to "...describe why they think, act and respond the way they do." TKI

Resourceful, reliable, and resilient; use their online time purposefully; have strategies for managing digital challenges; know when and how to act independently and for others.

- **Self-image**
- **Identity**
- **Digital footprint**
- **Reputation**
- **Privacy**

Learner Profile Attributes
(International Baccalaureate®)

Risk Takers
Balanced
Reflective
Principled

- Manage personal information online – privacy settings, sharing of details – digital footprint, legalities, passwords, use of email, terms and conditions, basic security (e.g. back-ups)
- Share personal information appropriately and safely e.g. online profiles; information I share, and who I share it with
- Know what to do when I see content I don't like
- Understand common digital challenges
- Can help others
- Trouble-shoot tech problems or know where to start
- Maintain balance in how much tech is used and what it is used for
- Show resilience in the face of digital challenge
- Knowledge of steps I can take to block people online, report things that are inappropriate, change settings as needed
- Seek appropriate support in the face of challenges e.g. who to talk to; agencies I can contact; online supports / websites

KEEP IT PRIVATE
What kinds of information should you keep to yourself when you use the Internet? (Commonsense Media – Scope and Sequence)

STAYING SAFE ONLINE
How do you stay safe when you visit a website? (Commonsense Media – Scope and Sequence)

FOLLOW THE DIGITAL TRAIL
What information is OK to have in your digital footprint? (Commonsense Media – Scope and Sequence)

SCREEN OUT THE MEAN
What can you do when someone is mean to you online? (Commonsense Media – Scope and Sequence)

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Key Competency (NZ Curriculum)		SHOW RESPECT ONLINE
Key Competency **(NZ Curriculum)** ***Relating to others*** **"... involves *knowledge* as well as skills" TKI** **"...see things from other people's perspectives – to stand in other people's shoes." TKI** **"...seeking out and evaluating different ways of looking at an issue." TKI** Open to new learning and aware of how their words and actions affect others online. • **Relationships** • **Communication** • **Online challenges and conflict** **Learner Profile Attributes** **(International Baccalaureate®)** ***Communicators*** ***Principled*** ***Open Minded*** ***Caring***	• Behave kindly and with integrity • Provide constructive or positive feedback in online comments • Share and create information with others that is appropriate; positive; constructive • Consider the impact on others, of what we do online • Help others who are affected by unkind comments/actions • Consider how you use photos/ your own content, and that of others online e.g. consent, privacy, impact online • Taking steps to positively contribute in online environments • Knowing what to do when challenges online arise e.g who to talk to; agencies that help; steps to manage the situation at hand (block, report, privacy settings etc) •	**SHOW RESPECT ONLINE** How can you make sure your emails are clear and respectful? (Commonsense Media – Scope and Sequence)

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Key Competency (NZ Curriculum)		
Participating & Contributing **"...build a deeper level of engagement in learning by tapping into things that have personal meaning and value for students" TKI** Confidence to participate online. Understand the importance of balancing rights, roles, and responsibilities and of contributing to online spaces positively. • **Online challenges** • **Creative credit and copyright** • **Positive and confident online engagement** • **Extending offline interests and capabilities into online experiences** • **Leadership**	• Work with others to create change in the community including online • Use social networks positively • Understand bystander influence - 'likes', providing support and steps to do so • Understand the role and influence of tech platforms/companies e.g. data, privacy, search filters, terms and conditions • Use others' information/content appropriately e.g. music, video, text, images and provide attribution /credit when using others' content • Understand the role of personal choice • Consider and work positively with difference, including the opinion/perspectives of others, culture, identity, age and stage of others • Help develop others' knowledge to confidently participate online and keep safe	**SENDING EMAIL** **How do you connect with others through email?** (Commonsense Media – Scope and Sequence) **MY ONLINE COMMUNITY** **How does the Internet connect you to others?** (Commonsense Media – Scope and Sequence) **MY CREATIVE WORK** **How can you give credit to your own creative work?** (Commonsense Media – Scope and Sequence)

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Learner Profile Attributes (**International Baccalaureate®**) *Inquirers* *Open Minded* *Risk Takers*	• Develop initiatives to help create a positive online culture

APPENDIX

We acknowledge the following organisations for their resources created for educators and made available in the public domain or with specific permission:

Commonsense Media – Scope and Sequence (USA)

Childnet International (UK)

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