

Digital Citizenship | Capabilities for learning and living online

Upper Primary Year 5-8

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:	<u>Possible</u> links to resources on commonsensemedia.org
<p>Key Competency (NZ Curriculum)</p> <p><i>Use language/ symbols/ texts</i></p> <p>"How we make meaning – how we express and communicate our ideas, experiences, and information". TKI</p> <p>Confidently use digital technology to access and provide information and to communicate with others.</p> <ul style="list-style-type: none"> • Information literacy • Online safety • Security <p>Learner Profile Attributes (International Baccalaureate®)</p> <p>Knowledgeable</p>	<ul style="list-style-type: none"> • Access information online – search effectively, using keywords, browser options • Read and critique – advertising; use of copyright; manipulation of images; truth from fiction; opinion; • discern <i>how</i> 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; <p>Other languages and macrons</p>	<p><u>STRONG PASSWORDS</u> How can a secure password help you protect your private information? (Commonsense Media – Scope and Sequence)</p> <p><u>PRIVACY RULES</u> How do you know if a website protects your private information? (Commonsense Media – Scope and Sequence)</p>

Communicators

- Communicating using different symbols in ways, or the same symbol used to mean different things in different contexts e.g. coding language, @, acronyms, www, https// etc.

***Disclaimer:** The frameworks referred to in this document (the IB Learner Profile Attributes and the New Zealand Curriculum Key Competencies) have been aligned by Netsafe to online resources as example links for schools. These frameworks and resources are available either in the public domain, or by registering with the organisation, and are not the property of Netsafe.*

**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.

THE KEY TO KEYWORDS

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

STRATEGIC SEARCHING

What steps can help you find what you're looking for when you search online? (Commonsense Media – Scope and Sequence)

IDENTIFYING HIGH-QUALITY SITES

When can you trust what you find on the internet? (Commonsense Media – Scope and Sequence)

YOU'VE WON A PRIZE!

What is spam, and what can you do about it? (Commonsense Media – Scope and Sequence)

SCAMS AND SCHEMES

What is identity theft, and how can protect yourself from it? (Commonsense Media – Scope and Sequence)

PICTURE PERFECT

How can photos be changed on the computer, and how can that affect your feelings about the way you look? (Commonsense Media – Scope and Sequence)

SELLING STEREOTYPES

How do we learn stereotypes of boys and girls from media messages? (Commonsense Media – Scope and Sequence)

GENDER STEREOTYPES ONLINE

What are gender stereotypes, and can they shape our experiences online. (Commonsense Media – Scope and Sequence)

THE REALITY OF DIGITAL DRAMA

Does the way we think about digital drama have anything to do with gender? (Commonsense Media – Scope and Sequence)

**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

PRIVATE AND PERSONAL INFORMATION

How can you protect yourself from online identity theft? (Commonsense Media – Scope and Sequence)

THE POWER OF WORDS

What should you do when someone uses mean or scary language on the Internet? (Commonsense Media – Scope and Sequence)

MY MEDIA

What are your personal media habits, and how much time do you spend with different forms of media? (Commonsense Media – Scope and Sequence)

TRILLION DOLLAR FOOTPRINT

What is a digital footprint, and what does yours convey? (Commonsense Media – Scope and Sequence)

SAFE ONLINE TALK

How should you handle inappropriate online talk? (Commonsense Media – Scope and Sequence)

WHICH ME SHOULD I BE?

What are the outcomes of presenting yourself in different ways online? (Commonsense Media – Scope and Sequence)

	<ul style="list-style-type: none"> • Seek appropriate support in the face of challenges e.g. who to talk to; agencies I can contact; online supports / websites 	
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<p>Key Competency (NZ Curriculum)</p> <p><i>Relating to others</i></p> <p>"... involves <i>knowledge as well as skills</i>" TKI</p> <p>"...see things from other people's perspectives – to stand in other people's shoes." TKI</p> <p>"...seeking out and evaluating different ways of looking at an issue." TKI</p> <p>Open to new learning and aware of how their words and actions affect others online.</p> <ul style="list-style-type: none"> • Relationships • Communication • Online challenges and conflict <p>Learner Profile Attributes (International Baccalaureate®)</p>	<ul style="list-style-type: none"> • 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 <p>e.g. consent, privacy, impact online</p> <ul style="list-style-type: none"> • 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; 	<p><u>TALKING SAFELY ONLINE</u> What's the difference between Internet friends and in-person friends? (Commonsense Media – Scope and Sequence)</p> <p><u>SUPER DIGITAL CITIZEN</u> How can people help others be good digital citizens? (Commonsense Media – Scope and Sequence)</p> <p><u>WHAT'S CYBERBULLYING?</u> What is cyberbullying, and how do you deal with it? (Commonsense Media – Scope and Sequence)</p> <p><u>CYBERBULLYING: BE UPSTANDING</u> How do you judge the intentions and impact of people's words and actions online? (Commonsense Media – Scope and Sequence)</p> <p><u>CYBERBULLYING: CROSSING THE LINE</u> When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it? (Commonsense Media – Scope and Sequence)</p>
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<p><i>Communicators</i> <i>Principled</i> <i>Open Minded</i> <i>Caring</i></p>	<p>steps to manage the situation at hand (block, report, privacy settings etc)</p>	
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<p>Key Competency (NZ Curriculum)</p> <p><i>Participating & Contributing</i></p> <p>"...build a deeper level of engagement in learning by tapping into things that have personal meaning and value for students" TKI</p> <p>Confidence to participate online. Understand the importance of balancing rights, roles, and responsibilities and of contributing to online spaces positively.</p> <ul style="list-style-type: none"> • Online challenges 	<ul style="list-style-type: none"> • 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 	<p><u>RINGS OF RESPONSIBILITY</u> What kinds of responsibilities does a good digital citizen have? (Commonsense Media – Scope and Sequence)</p> <p><u>WHOSE IS IT, ANYWAY?</u> How can you show respect for other people's work? (Commonsense Media – Scope and Sequence)</p> <p><u>DIGITAL CITIZENSHIP PLEDGE</u> How do you create a positive online community? (Commonsense Media – Scope and Sequence)</p> <p><u>HOW TO CITE A SITE</u> How do you cite different types of online sources? (Commonsense Media – Scope and Sequence)</p>
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<ul style="list-style-type: none"> • Creative credit and copyright • Positive and confident online engagement • Extending offline interests and capabilities into online experiences • Leadership <p>Learner Profile Attributes (International Baccalaureate®)</p> <p><i>Inquirers</i> <i>Open Minded</i> <i>Risk Takers</i></p>	<ul style="list-style-type: none"> • 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 • Develop initiatives to help create a positive online culture 	<p><u>A CREATOR'S RIGHTS</u> What rights do you have as a creator? (Commonsense Media – Scope and Sequence)</p> <p><u>A CREATOR'S RESPONSIBILITIES</u> What responsibilities do you have to respect others' creative work? (Commonsense Media – Scope and Sequence)</p> <p><u>REWORK, REUSE, REMIX</u> What rights do you have as a creator? (Commonsense Media – Scope and Sequence)</p> <p><u>DIGITAL LIFE 101</u> What is the place of digital media in our lives? (Commonsense Media – Scope and Sequence)</p> <p><u>EXTEND LEARNING: DIGITAL BYTES</u> (Commonsense Media – Scope and Sequence)</p>
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APPENDIX

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

Commonsense Media – Scope and Sequence (USA)