

Exploring Digital Citizenship

A classroom resource that explores the power of digital citizenship.
This resource can also be used as a companion for the
WE Rise Above campaign.

Grades 9 to 12
Canadian Edition

AN INITIATIVE OF



MADE POSSIBLE BY



Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Cyberbullying is an issue that affects young people across Canada. While many people believe that negative behaviour online is "just a joke," the physical, social and emotional effects of cyberbullying can have lasting impacts. It is essential that we empower our young people to fight against cyberbullying by working to create spaces online that are safe for everyone. Whether it's protecting their own digital footprint or reminding others to be careful about what they post online, we must prepare our young people to be at the forefront of digital citizenship.

In this lesson package, your students will learn about the importance of keeping themselves and others safe in the digital world. Through dynamic activities and experiences, they will discover how the principles of citizenship can be applied in online communities. This lesson package will also prepare your students with the knowledge and skills they need to engage meaningfully with the WE Rise Above campaign, which is made possible through the generous support of TELUS. Your students will be empowered to use their action-planning skills to raise awareness for the issue of cyberbullying and the importance of digital citizenship. We hope that through this experience your students will become informed, responsible digital citizens who are committed to protecting both themselves and others online.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools Program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



Essential Question:

What is experiential service-learning, and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, four step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3.

Take Action

Students implement their action plan.

Local

Global



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up for Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Exploring Digital Citizenship Overview

According to the Government of Canada, one in 10 Canadian teens with an online presence has experienced cyberbullying. The physical, emotional and psychological effects of cyberbullying are serious and potentially harmful, especially when it can be difficult to identify those involved. In recent years there has been a growing interest in creating safe and inclusive environments for students within the physical school building. The question remains, how does that translate to making the spaces students utilize online safe? Digital citizenship looks at how the characteristics of traditional citizenship, including respect for diversity, responsibility and community-building, can be transferred to online communities.

Rationale

The resource provides teachers with a high-quality educational resource that is based on provincial curriculum expectations. It is designed to help students develop an understanding of the causes and effects of cyberbullying and to learn how to keep themselves and others safe online using the principles of digital citizenship. TELUS is committed to making a meaningful difference in communities across Canada and is passionate about inspiring youth to create positive change. Together we can inspire young people to become informed and responsible digital citizens.

Subject(s): Health and Physical Education, Social Studies

Recommended Grade Level:

Grades 9 to 12

WE Learning Framework Skills:



Essential Questions:

- ▶ How can online spaces be safe for everyone?
- ▶ What does it mean to be a respectful and responsible digital citizen

Source: Merriam-Webster www.merriam-webster.com
Oxford Dictionary www.oxforddictionaries.com

Word Bank

Bullying—The use of superior strength or influence to intimidate or harm a person.

Citizen—A member of a community who is entitled to have their rights and privileges protected by that community.

Cyberbullying—The use of electronic communication to bully a person.

Digital Footprint—The information about a person that exists on the Internet because of their online activity.

Safe—Protected from or not exposed to danger or risk; not likely to be harmed or lost.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful.

We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include think-pair-share, graphic organizers, scenarios and simulations.

Assessment strategies include entry/exit slips, written reflections, observations and discussions.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the resource, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

Materials and Resources

- Chart paper or craft paper
- Writing utensils
- Computer or tablet (educator use)
- Art materials (paint, brushes, markers, etc.)
- Appendix 1: Provincial Curriculum Connections
- Appendix 2: Classroom Observation Form
- Blackline Master 1: How I Spend My Time Online
- Blackline Master 2: Online Safety Scenarios
- Blackline Master 3: Digital Footprint Patrol
- *Bully* by Patricia Polacco, G.P. Putnam's Sons Books for Young Readers, September 13, 2012

▶ Explore other resources and current campaign offerings at WE.org

Lesson 1:

Exploring Physical, Social and Emotional Safety



Suggested Time:

60 minutes

Learning Goals:

Students will:

- Understand what it means to feel physically, socially and emotionally unsafe
- Recognize what is necessary for a person to feel physically, socially or emotionally safe

Investigate and Learn

Educator's Note: Before beginning this resource, review your school or school board policies on bullying, as well as Internet-use and social media policies. During the discussions and activities, students may disclose information about their own experiences with bullying. It's important to understand the supports that are available within your school in these situations. Make sure to speak with an administrator or guidance counsellor before starting this lesson package so they will be able to provide additional support if necessary.

1. Prior to the first lesson, ask students to complete **Blackline Master 1: How I Spend My Time Online**. This diagnostic survey will give you information about students' online presence and the sites and platforms they typically use. This information will allow you to make sure the activities in this resource are as relevant as possible.
2. As students enter the classroom provide them with an entry slip and ask them to respond to the following prompt: "Describe a time you felt unsafe."
3. Once students have had sufficient time to respond, use think-pair-share and ask them to discuss what it means to feel unsafe.
4. **Recommended Assessment For Learning:** While students are discussing, use a clipboard and one of the forms from **Appendix 2: Classroom Observation Form** and circulate to make observations about students' prior knowledge of physical, social and emotional safety.

5. On chart paper or on the front board, create a table with three columns. Label the columns *Physical*, *Social*, *Emotional*.
6. Explain to students that everyone has times in their life when they feel unsafe. When we think about being in an unsafe situation we often only think of being physically unsafe; however, there are many different types of situation where we can feel socially and emotionally unsafe as well. For example: When Sean was eight years old, he was playing hockey and was hit in the head with the puck. He didn't play hockey again after that because he felt physically unsafe. Adrienne doesn't like to play basketball after school because she's always picked last for a team and this makes her feel socially unsafe. Peter finds football games challenging because everyone is always yelling at him when he messes up and this makes him feel emotionally unsafe.

7. **Recommended Assessment As Learning:** In pairs, ask students to describe what it means to be physically unsafe. Give each pair a sticky note and ask them to record their response and post it on the chart. Discuss the responses as a class. Give students two more sticky notes. Ask them to discuss what it means to be socially and emotionally unsafe and record their answers on the sticky notes. Have students post their sticky notes on the chart and then discuss students' responses as a class.

Educator's Note: It's important for students to recognize that a person can feel emotionally and socially unsafe, as well as physically unsafe. If students need more support, provide them with more examples of situations they might find themselves in where they could feel socially or emotionally unsafe, such as hesitating to share their idea in class because someone might say something unkind or being the only student excluded from a classmate's party.

8. Now that students recognize different situations where they might feel unsafe, ask them: What are some things that could help you feel safe? Remind students to think about things that would help them feel socially and emotionally safe, as well as physically safe. As an alternative, ask students to write these responses on another sticky note and post them on a separate chart and then discuss the responses as a class.
9. **Recommended Assessment Of Learning:** Ask students to write or record a reflective response describing what safety means to them and what they need to feel physically, socially and emotionally safe at school. Collect students' work and use the responses to assess students' understanding of safety and to recognize what students need to feel safe in the classroom before continuing with the next activities.

Lesson 2:

My Digital Footprint



Suggested Time:

150 minutes or 2 x 75 minutes

Learning Goals:

Students will:

- Develop an awareness of their digital footprint and the importance of protecting it
- Understand how their online activity can impact their physical, social and emotional safety

1. Recommended Assessment For Learning: Provide students with a slip of paper and ask them to describe what they think their current digital footprint is.

2. In pairs or small groups again, ask students to discuss how our digital footprint is similar to footprints in concrete. Ask students to share their ideas and encourage them to think about the things they post online. What personal information do your posts share about you? How long does it stay online? Can many people see it? Is it easy to delete? Tell students that we must protect our digital footprint so that the information we put online isn't used to put us in an unsafe situation.

Educator's Note: Another way to explore this idea with students is to help them define their personal brand. Explain to students that your personal brand is what other people may think or feel about you, and your online activity can influence that. You are in control of how you are represented online through the decisions you make about your online activity.

3. Read one or more of the scenarios from **Blackline Master 2: Online Safety Scenarios**. As a class, discuss what risks the character in the scenario is taking with their digital footprint or their personal brand. How could this impact their physical, social or emotional safety online and offline? Are they sharing intimate details about themselves and their lives? Are they revealing information about their physical location? Could their online activity potentially impact their personal or professional reputation now or in the future?

4. Recommended Assessment As Learning: Ask students to think about the steps the character in the scenario could take to protect their digital footprint and control the information that is shared about them online. How could they use effective passwords, profile names and avatars to protect their information? What social media settings or tools should they use to manage their online presence? What should they consider before they post something? On the front board or on chart paper, make a list of the ways a person can protect their digital footprint and keep themselves safe online.

Educator's Note: For more tips and strategies for protecting your digital footprint visit:

- "Royal Canadian Mounted Police: Protecting Your Information Online," www.rcmp-grc.gc.ca/cyccp-cpcj/is-si/brochure/pio-prel-eng.htm
- "TELUS Wise Safety and Privacy Tips For Our Digital World" https://wise.telus.com/en/wp-content/uploads/2016/06/TELUS-Wise-Tip-Sheet_2018-1.pdf

5. In pairs, ask students to create a profile of a person, real or imaginary, who is taking steps toward protecting their digital footprint. Students should consider:

- Types of technology and mobile devices the person uses
- Websites and social media platforms they access
- How they manage the information in their online profiles
- How they create strong passwords for their online accounts and how they protect those passwords
- What privacy and permission settings they use on their online accounts
- How they choose what to post online and how to post it
- How their actions are protecting their digital footprint or personal brand and are keeping them safe online

6. Recommended Assessment As Learning: As students are working, use a clipboard and one of the forms from **Appendix 2: Classroom Observation Forms** and circulate to make observations about students' understanding of what a digital footprint is, how it can affect physical, social and emotional safety, and the strategies they can use to protect themselves online.

7. Have each pair join two other pairs and present their profiles in small groups. Encourage the audience to give suggestions about things the group might have overlooked.

8. Recommended Assessment Of Learning: Give each student a slip of paper and ask them to commit, in writing, to one thing they will do when they leave the classroom to secure their digital footprint or personal brand and keep themselves safe online. Collect students' commitments and display them around the 3-column chart from Lesson 1.



Extension: According to www.mediasmarts.ca, "A recent phenomenon relating to young people and technology is 'sexting,' where sexual, nude and semi-nude images are exchanged electronically." This is an issue that may be affecting students in your classroom and, if so, it is important to address in a safe and supportive classroom environment. For more information about the dangers of sharing intimate images and how to discuss this with your students, see the links below:

- "Sexting," www.mediasmarts.ca/digital-media-literacy/digital-issues/sexting

- "Non-Consensual Sharing of Intimate Images: Behaviours and Attitudes of Canadian Youth," https://wise.telus.com/en/wp-content/uploads/2018/02/Sexting-infographic_EN-FINAL.pdf

- "Talking About 'Sexting,'" www.common sense media.org/blog/talking-about-sexting#

Lesson 3:

Bullying vs. Cyberbullying



Suggested Time:

75 minutes

Learning Goals:

Students will:

- Recognize how cyberbullying relates to physical, social and emotional safety
- Understand how cyberbullying can affect a person's feelings of safety online and offline

- 1. Recommended Assessment For Learning:** Have students form a circle and give them each a slip of paper. Ask students to write anything they already know about bullying on the slip of paper and then crumple it and throw it into the middle of the circle. Next, ask students to select someone else's paper and share what is written on it. Record students' ideas on the front board or on chart paper. Encourage students to reflect on how experiencing bullying causes a person to feel physically, socially or emotionally unsafe. If students do not have a strong understanding of what bullying is and what its impacts are, consider pausing here to discuss it further before moving on to the rest of the lesson.

Once all students have shared, ask them to use the other side of the slip of paper to describe what they know about cyberbullying. How can it happen? Where does it take place? How is it similar to or different from bullying? How can experiencing cyberbullying make someone feel physically, socially or emotionally unsafe? Ask students to crumple their paper, throw it back into the circle and select someone else's paper to share. Record students' ideas on the front board or on a chart paper under the title *Bullying vs. Cyberbullying*.

Educator's Note: Be mindful that you may have students in your class who have experienced or are experiencing bullying. Using this type of discussion strategy where a person's identity can be protected can help students express their ideas and emotions without feeling exposed. Make sure students are focused on sharing ideas and not on trying to discover whose paper they have selected.

- 2. Recommended Assessment As Learning:** Divide students into groups of four and give each student a number from one to four. Using the jigsaw strategy, have students form "expert groups" by making new groups with students with the same number.

Educator's Note: The articles used in the next activity make reference to suicide and other extreme consequences of cyberbullying. Be mindful that these topics may be triggering for some students and, if this is the case, other articles, books or videos about cyberbullying can be substituted.

- 3.** Explain to students that each group will read a current news article about cyberbullying and discuss the impact it has on young people. Then they will return to their original groups and share what they learned. Give each group copies of one of the following articles:
 - "Former Roughrider Tackling Cyberbullying, 1 in 5 Young Canadians Affected" <https://www.cbc.ca/news/canada/saskatchewan/former-saskatchewan-roughrider-helping-tackle-cyberbullying-1.3903772>
 - "Q&A with Gabby Douglas: Online Harassment During Olympics 'Gets Into Your Head';" www.espn.com/espnw/voices/article/18332246/qa-gabby-douglas-online-harassment-olympics-gets-your-head
 - "Teen Takes Online Bullies to Task Over 'Ugly Girl' Poll," www.theglobeandmail.com/news/national/teen-takes-online-bullies-to-task-over-ugly-girl-poll/article27576733/?ref=http://www.theglobeandmail.com&
 - "Cyberbullying Victim Speaks Out: 'It Was the Darkest Time of My Life';" www.cbc.ca/news/canada/hamilton/news/cyberbullying-victim-speaks-out-it-was-the-darkest-time-of-my-life-1.3509284
- 4.** Once students have read the article, ask them to discuss the following questions:
 - What is cyberbullying?
 - Why is it so prevalent in the lives of young people?
 - What are the potential consequences of cyberbullying? Consider physical, social and emotional consequences.
 - Why is it important to understand the issue of cyberbullying and how to address it?

Educator's Note: For more information about cyberbullying explore the following links:

- "MediaSmarts: Cyberbullying," mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying
- "PREVnet: Cyberbullying," www.prevnet.ca/bullying/cyber-bullying
- "Royal Canadian Mounted Police: Bullying and Cyberbullying, Resources," www.rcmp-grc.gc.ca/cycc-cpcj/bull-inti/bullres-resinti-eng.htm
- "Helping Our Kids Deal With Cyberbullying: A TELUS Wise Parent's Guide" https://wise.telus.com/en/wp-content/uploads/2018/05/Parents-Guide_Helping-our-Kids-Deal-with-Cyberbullying-18_00648_May2018_ENG.pdf
- "Rise above to #EndBullying," <https://wise.telus.com/en/rise-above/>



Extension: To explore the concept of cyberbullying in more detail have students take the **Self-Assessment: Cyberbullying** from the Royal Canadian Mounted Police, www.rcmp-grc.gc.ca/cycp-cpcj/self-assessment-autoevaluation/cb-ci/index-eng.htm. Allow students to assess themselves individually and then discuss the following questions as a group:

- What questions on the assessment surprised you? Why?
- What did the assessment make you think about that you hadn't thought of before?
- Did the assessment help you understand more about cyberbullying?
- How does this assessment make you feel about the time you spend online?
- Will this assessment change your online activity in any way?

Lesson 4:

Becoming a Digital Citizen



Suggested Time:

150 minutes or 2 x 75 minutes

Learning Goals:

Students will:

- Understand how citizenship knowledge, skills and attitudes can be applied to online communities
 - Identify ways that members of an online community can help to keep each other safe
1. Explain to students that, as a *citizen* of the school community, they have the responsibility of keeping themselves and others safe. Everyone has the right to come to school to learn and, as citizens of the school community, we have an obligation to make sure that everyone feels welcome and comfortable at school.
 2. **Recommended Assessment For Learning:** Pose the following question to students: Do you agree that it's more difficult to keep someone safe in an online community than in the school community? Why or why not? Discuss students' responses. Encourage them to consider that people can often stay anonymous online, which makes it difficult to hold people accountable for their behaviour. Messages, photos and videos posted online can also be shared so quickly that people can often lose control of their content.
 3. Describe to students that another reason it is difficult to keep people safe online is that it is often easier for people to be mean and hurtful when they are protected by a screen and don't have to see the other person's reaction. As a class, participate in the #WordsHurt simulator from www.getcybersafe.gc.ca/wrdshrt/index-en.aspx. The first time through the simulator, answer the prompts using positive responses and discuss what students observe.

4. **Recommended Assessment As Learning:** Use the simulator again and answer the prompts using negative responses. In pairs, ask students to discuss: How is it different to send messages to someone when you can see their reaction? Does this make you feel differently about what you post or send online? What are our responsibilities as digital citizens? Discuss students' responses as a class.

5. Remind students that in Lesson 2 they discussed ways they could keep themselves safe online. What are ways they could keep others safe online as well? Encourage students to consider pausing before posting to consider if their comments might be hurtful to someone else, asking permission before sharing photos online, not sharing anyone's personal contact information online and reminding family and friends to monitor their passwords and privacy settings.

6. **Recommended Assessment Of Learning:** Have each student write a persuasive essay to address the question "Can online spaces be safe for everyone?" Make sure students reference discussions and resources used throughout the lessons.



Extension: Explain to students that, as they get older, they will have more privileges and more independence. However, as part of a community, they will also be expected to assume more responsibility for their own actions and for the safety and wellbeing of others. Host a debate or panel discussion where students can talk about what their responsibilities are as digital citizens both inside and outside the school. Explore why some students have received serious legal consequences for participating in cyberbullying, even when it takes place outside of school. Ask students to discuss whether they agree or disagree that protecting the safety of others online is just as important as protecting themselves.

For more information about the legal consequences of cyberbullying, visit the Government of Canada's Get Cyber Safe website at www.getcybersafe.gc.ca/index-en.aspx.

Lesson 5:

Advocating for Digital Citizenship



Suggested Time:

225 minutes or 3 x 75 minutes

Learning Goals:

Students will:

- Use action-planning skills to promote digital citizenship within their classroom community

Action Planning

1. Explain to students that to make sure everyone in their school community is safe online, they will host an awareness-raising campaign to promote digital citizenship within the school community.
2. Show students how other organizations educate people about digital citizenship through PSAs, infographics, dramatic presentations, brochures, etc., using the examples below:
 - “Comics,” www.wise.telus.com/footprint/comics
 - “Do the Right Thing!” www.mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_dotherightthing.pdf
 - “Super Digital Citizen,” www.youtube.com/watch?v=S7A2n1c3UiA (2:09)
 - “#EndBullying,” <https://www.youtube.com/watch?v=Law03AOZfuk&feature=youtube> (0:30)
3. Brainstorm criteria for what makes a successful awareness-raising campaign. Make sure to consider:
 - Who is the audience?
 - What information do we want to share with them?
 - How will we know they've understood our message?
 - What is the best way to share our information?
 - How will we know if our campaign is a success?
4. Divide students into groups of three or four and explain that each group will create their own campaign to raise awareness for the aspects of digital citizenship they believe are most important. For example: one group may focus on encouraging people to protect their identity online, while others may focus on raising awareness about the affects of cyberbullying.
5. Ask each group to create an action plan for how they will run their awareness-raising campaign. Decide where and when they will run it, what roles everyone will take, what resources they will need, etc.

6.

Recommended Assessment As Learning: Have each group present their action plan to the class. Encourage the other groups to give feedback and suggest ways to make the campaign more effective.

Take Action

7. Give students an opportunity to prepare and run their campaign using one or more of the following options:
 - a. Set up a presentation space in the classroom, the library or another large space in the school and invite classes to tour the campaigns.
 - b. Set up a booth or a station before and after school, during recess and lunch times or during extra-curricular activities, where students can take turns presenting their information to other students and families.
 - c. Have students take turns presenting information during morning announcements or assemblies.
 - d. Record the students' presentation and share it on the school website or using social media platforms.
 - e. Create areas in hallways or in the library where the guidelines can be displayed for several weeks.
 - f. Have students encourage their peers to take the Pledge to end cyberbullying. Visit: <http://www.we.org/weriseabove/endbullying> and join youth across Canada to make digital spaces safer by committing to rising above cyberbullying and online negativity. Once students take the pledge they will receive a certificate. Consider printing the certificates and creating a pledge wall to showcase students' actions.

8.

Recommended Assessment Of Learning: Have students submit all of their campaign materials and write or record a reflection answering the following question: How did my actions contribute to promoting digital citizenship within my school?

Report and Celebrate

9. Share the results of the students' action with parents and the community through newsletters, email or the school website.
10. As a class, discuss the results of each group's campaign and have students reflect orally or in writing about what they think went well, what they are proud of and what they might improve on next time.
11. Now that students have a strong understanding of the importance of digital citizenship, they can continue to raise awareness within the school by participating in WE Schools **WE Rise Above** campaign. Students can become advocates for digital citizenship and online safety by sharing daily facts about cyberbullying throughout the school. To learn more visit www.we.org/we-schools/program/campaigns/we-rise-above.

12. Encourage students to celebrate their actions by taking photos and videos and sharing them on social media using the tags #WEriseAbove, #EndBullying and @WEmovement. Students will also be able to see the actions students in other schools are taking to become good digital citizens.



Extension: If students are interested in doing more to address the issues of cyberbullying and digital citizenship they may wish to explore the www.telus.com/wise program with their friends and family. Students can become a TELUS Wise Youth Ambassador and work within their local community to help others understand the importance of online safety. Visit <https://wise.telus.com/en/youth-ambassadors/> for more information.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
<p>Health and Life Skills (2002)</p> <p>Grade 9 Health and Life Skills</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the rationale of the Alberta Health and Life Skills curriculum:</p> <ul style="list-style-type: none"> - Develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. - To acknowledge and express personal feelings and emotions. - To emphasize healthy interactions and values, such as integrity, honesty and trust, that underlie safe and caring relationships. - Gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health. - To learn strategies to deal with unhealthy relationships, as well as traumatic events. - To build and expand safe and supportive networks for themselves and others that link the home, school and community.
<p>Physical Education (2000)</p> <p>Grade 9 Physical Education</p> <p>Grade 10 Physical Education 10</p> <p>Grade 11 Physical Education 11</p> <p>Grade 12 Physical Education 12</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the aim of the Alberta Physical Education curriculum to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses outcomes of the Alberta Physical Education curriculum, students will:</p> <ul style="list-style-type: none"> - Interact positively with others. - Assume responsibility to lead an active way of life.
<p>Social Studies (2005)</p> <p>Grade 9 Canada: Opportunities and Challenges</p> <p>Grade 10 Perspectives on Globalization, 10.1 Living in a Globalizing World, 10.2</p> <p>Grade 12 Perspectives on Ideology, 30.1 Understandings of Ideologies, 30.2</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package can help meet the rationale of Alberta Social Studies to help students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada			
<p>Physical and Health Education</p> <p>Prince Edward Island Grade 9 Health Physical Education</p> <p>Grade 10 Physical Education - Wellness PED401A</p> <p>Grade 12 Physical Education - Physical Literacy PED801A</p> <p>Nova Scotia Grade 9 Healthy Living 9</p> <p>Physical Education 9</p> <p>Grade 10 Physical Education 10</p> <p>Grade 11 Physically Active Living 11</p>		<p>Newfoundland Grade 9 Health Physical Education 9</p> <p>Grade 10 Healthy Living 1200</p> <p>New Brunswick Grade 9 Physical Education and Health 9</p> <p>Grade 10 Physical Education and Health 10</p> <p>Grade 12 Health and Physical Education 120</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the Atlantic Canada Health Education curriculum aim to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses the Atlantic Canada Physical Education curriculum aim to provide students the opportunity to develop social skills and psychological well-being.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses the Atlantic Canada Physical Education and Health curriculum goal to promote healthy, active living for life.</p> <p>In health and physical education, students will learn the skills needed to be successful in life as active, healthy and socially responsible citizens.</p>
<p>Social Studies</p> <p>Prince Edward Island Grade 9 Social Studies</p> <p>Grade 10 Social Studies SOC451</p> <p>Grade 12 Global Issues GEO621A</p> <p>Nova Scotia Grade 12 Global History</p>		<p>Sociology</p> <p>Newfoundland Grade 11 Canadian Law 2104</p> <p>New Brunswick Grade 9 Social Studies</p> <p>Grade 12 World Issues 120</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the Atlantic Canada Social Studies curriculum vision to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:</p> <ul style="list-style-type: none"> - Reflect critically on ethical issues. - Determine the principles and actions of just, pluralistic and democratic societies.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
<p>Physical and Health Education</p> <p>Grade 9 Physical and Health Education</p> <p>Grade 10 Physical and Health Education10</p> <p>Grade 12 Active Living 12</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses several core competencies of the British Columbia curriculum, especially:</p> <ul style="list-style-type: none"> - Communication - Critical thinking - Personal awareness and responsibility - Social responsibility <p>The <i>Exploring Digital Citizenship</i> lesson package can also help address the B.C. Health and Physical Education curriculum goals:</p> <ul style="list-style-type: none"> - Demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety. - Develop an understanding of the many aspects of well-being, including physical, mental and social. - Develop the movement knowledge, skills and understandings needed for lifelong participation in a range of physical activities. - Develop knowledge, skills and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being.
<p>Social Studies (2017)</p> <p>Grade 10 Social Studies 10</p> <p>Grade 11 Comparative Cultures 11</p> <p>Grade 12 Social Justice 12</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package can help address the British Columbia Social Studies curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package also helps to prepare students to participate in society as responsible citizens.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
<p>Physical Education/Health Education</p> <p>Grade 9 Physical Education/Health Education 9</p> <p>Grade 10 Physical Education/Health Education 10</p> <p>Grade 11 Physical Education/Health Education 11</p> <p>Grade 12 Physical Education/Health Education 12</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses a general outcome of the Manitoba Physical Education/Health Education curriculum:</p> <p>Personal/Social Management:</p> <ul style="list-style-type: none"> - To make health-enhancing decisions. - To work cooperatively and fairly with others. - To build positive relationships with others. <p>Healthy Lifestyle Practices:</p> <ul style="list-style-type: none"> - To make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices.
<p>Social Studies (2010)</p> <p>Grade 9 Social Studies: Canada in the Contemporary World</p> <p>Grade 12 Global Issues: Citizenship and Sustainability</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses specific goals of the Manitoba Social Studies curriculum, including:</p> <ul style="list-style-type: none"> - Develop a commitment to social justice and quality of life for all the world's peoples. - Respect the world's peoples and cultures through a commitment to human rights, equality, and the dignity of all persons.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
<p>Health and Physical Education (2015)</p> <p>Grade 9 Healthy Active Living Education, Grade 9, Open (PPL10)</p> <p>Grade 10 Healthy Active Living Education, Grade 10, Open (PPL20)</p> <p>Grade 11 Healthy Active Living Education, Grade 11, Open (PPL30)</p> <p>Health for Life, Grade 11, College Preparation (PPZ3C)</p> <p>Grade 12 Healthy Active Living Education, Grade 12, Open (PPL40)</p> <p>Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation (PLF4M)</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package can help address the goal for the Ontario Health and Physical Education curriculum, specifically:</p> <ul style="list-style-type: none"> - The living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive management and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes. <p>The lesson package also supports the vision of Health and Physical Education to provide students with the physical literacy and health literacy they need to lead healthy, active lives.</p>
<p>Canadian and World Studies (2013) (2015)</p> <p>Grade 10 Civics and Citizenship, Open (CHV20)</p> <p>Grade 11 Politics in Action: Making Change, Open (CPC30)</p> <p>Grade 12 Canadian and International Politics, University Preparation (CPW4U)</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package can help address the goals for Canadian and World Studies in the Ontario curriculum, specifically:</p> <ul style="list-style-type: none"> - Develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events and developments; - Use appropriate technology as a tool to help them gather and analyze information, solve problems and communicate. <p>The <i>Exploring Digital Citizenship</i> lesson package supports the vision of Canadian and World Studies in the Ontario curriculum to enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
<p>Health Education (2009)</p> <p>Grade 9 Health Education</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the aim of the Saskatchewan Health Education curriculum, which is to develop confident and competent students who understand, appreciate and apply health knowledge, skills and strategies throughout life.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses two broad areas of learning of the Saskatchewan Health Education curriculum:</p> <ul style="list-style-type: none"> - Building a sense of self and community. - Building engaged citizens.
<p>Physical Education and Wellness</p> <p>Grade 9 Physical Education</p> <p>Grade 10 Wellness 10</p> <p>Grade 11 Instructional Physical Education 20</p> <p>Grade 12 Instructional Physical Education 30</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the goal of the Saskatchewan Physical Education curriculum, which is to support students to balance self through safe and respectful personal, social, cultural and environmental interactions in a wide variety of movement activities.</p>
<p>Social Sciences</p> <p>Grade 9 Social Studies 9</p> <p>Grade 10 Social Studies 10</p> <p>Grade 11 Social Studies 20, World Issues</p> <p>Grade 12 Social Studies 30, Canadian Studies</p>	<p>The <i>Exploring Digital Citizenship</i> lesson package addresses the aim of the Saskatchewan Social Sciences curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The <i>Exploring Digital Citizenship</i> lesson package addresses the essential learning of the Saskatchewan Social Sciences curriculum of personal and social values and skills dealing with the personal, moral, social and cultural aspects of each subject.</p>

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Blackline Master 1:

How I Spend My Time Online

1. Do you have access to the Internet outside of school? YES NO

2. How do you access the Internet?

Computer Tablet Mobile Phone Other: _____

3. What are the top three reasons you use the Internet?

- _____
- _____
- _____

4. What are the top three websites or social media platforms you use?

- _____
- _____
- _____

5. Have you ever experienced cyberbullying? YES NO

Blackline Master 2: Online Safety Scenarios

1. Carla loves to take photos of herself and her friends so much that her friends have nicknamed her the paparazzi. She loves to share her photos online, especially on Instagram. She tries to get as many likes and comments as she can, even from people she doesn't know!
2. Jody is really into Fortnite Battle Royale. During the week and on weekends he and his friends get together to play. His favourite part is that you can play against people from all over the world, and he often gets into conversations with them as they're playing. He feels like he can talk to them like he can with his friends IRL.
3. Olivia and Rashida are best friends and they share everything. If one forgets their lunch, the other one shares and if one forgets their locker combo, the other one always remembers it. They even share phone passwords and often use each other's phones to text or take photos.
4. Dmitri is at a concert with his brother. The band is so great that he starts sharing videos on Instagram and shares videos so his friends will want to come and check it out. He makes sure to geotag his videos so that his friends know where to find him.
5. Kayla just downloaded Snapchat because all her friends have it and she doesn't want to miss out. She likes it better than other apps because the photos are deleted right away and it feels safer. Even if you share a bad photo of yourself or someone else it disappears so quickly that you don't have to worry about it.
6. Priya and her friends have started using an anonymous messaging app to send messages to each other. They say it's supposed to help them be more honest about their feelings. She just discovered that she can also embed a link to her profile when she's using Snapchat, so people can leave anonymous comments on her snaps too.

Blackline Master 2: Online Safety Scenarios

7. Caleb loves movies but he hates paying so much to see them in the theatre and it takes so long for them to become available to buy. He found a great website where he can download movies for free. It has a lot of ads and pop-ups, but it's worth it to be able to see the movie before everyone else.
8. Hamza's grandfather lives in Pakistan and he uses his laptop to Skype with him every Sunday. He also promised his mom that he would leave his laptop open on his desk so his grandfather can call during the week as well if he needs to. Sometimes the green light from the camera bothers him while he's sleeping but most of the time he doesn't notice it.