

## Lesson Plan

# Being a Good Digital Citizen

### Overview

A lesson to help children understand the importance of being a good digital citizen.

*The five dimensions of learning about online safety are:*

- *Values, rights and responsibilities*
- *Wellbeing*
- *Respectful relationships*
- *Digital media literacy*
- *Informed and safe use of information and devices.*

### Learning Intention

To consider how 'real world' values transfer to the online world

To identify how to be a good digital citizen

To know the difference between an upstander and a bystander

### Curriculum Links

Australian National Curriculum	UK- RSHE	IB
<p><b>Health and Physical Education</b></p> <p>Practise skills to establish and maintain relationships (ACPPS055).</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACCPS054)</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p> <p>Plan, create and communicate ideas and information including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIPO22)</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</p>	<p><b>Online Relationships</b></p> <p>-That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Being Safe</b></p> <p>-How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p><b>Mental Wellbeing</b></p> <p>-That bullying (including cyberbullying) has a negative and often</p>	<p><b>Knowledgeable:</b></p> <p>They explore concepts, ideas and issues that have local and global significance.</p> <p><b>Thinkers:</b></p> <p>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p> <p><b>Principled:</b></p> <p>They act with integrity and honesty, with a strong sense of fairness, justice and respect for</p>

<p><b>Personal and Social General Capabilities</b></p> <ul style="list-style-type: none"> <li>-Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</li> <li>-Evaluate, rethink, and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations</li> <li>-Become confident, resilient, and adaptable</li> <li>-Understand relationships</li> <li>-Contribute to a civil society</li> </ul>	<p>lasting impact on mental wellbeing</p> <ul style="list-style-type: none"> <li>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul> <p><b>Internet Safety and Harms</b></p> <ul style="list-style-type: none"> <li>-How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>-Where and how to report concerns and get support with issues</li> </ul>	<p>the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p> <p><b>Caring:</b> They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p>Risk-takers: They are brave and articulate in defending their beliefs.</p> <p><b>Balanced:</b> They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p> <p><b>Reflective:</b> They give thoughtful consideration to their own learning and experience.</p>
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## Resources

PowerPoint Lesson Slides

Sticky notes and pens/pencils

[Tutorial- 'Being a digital citizen- What you scroll past is what you're willing to accept.'](#)

Being a good digital citizen worksheet- printable resource 1

Being a good digital citizen worksheet- teacher completed sheet as an example if required

1. What does it mean to be a good citizen? Focus on the real world rather than online. (Respect and obey rules/laws, make a contribution- volunteer, show respect for others, be compassionate and tolerant.)
2. Display the person outline (PowerPoint resource page 2). Children to suggest words to add to the bubbles to describe what a good citizen looks like (e.g. helpful, respectful, volunteers, honest, obeying laws and social rules etc)- teacher to add the words to the PowerPoint.
3. Should these 'real-world' values transfer to the online world? Why is it important to be a good digital citizen? (PowerPoint resource page 3)  
(It's important to remember that how we behave online not only forms a part of our permanent digital identity, but also that our words and actions matter, and they can have a long-lasting impact on those around us. There are also legal consequences to consider for inappropriate online behaviour- harassment laws, for example.)
4. Show of hands- who has seen something online that does not represent being a good citizen? (PowerPoint slide 4) Using sticky notes, allow children to write down some of the things they have witnessed online which they feel doesn't represent being good digital citizens. Allow for the notes to be anonymous so that children feel comfortable to do this. **Explain to children that they don't need to write down specifics, just examples of what they have witnessed- e.g., bad language, inappropriate content being shared, cyberbullying etc.**
5. Display PowerPoint slide 5. Partner discussion: if you saw someone being abused in real life how would you react? Children can use the prompts on the board to extend the conversation. Would you walk past and ignore it? Would you report the incident to someone? Do you think it's easier to ignore things online? Why is that? (*You don't need to face the person, you can pretend you didn't see anything, hope someone else will do something about it, etc.*)  
**(Note safety issues with getting involved. The point we are trying to convey is that if we saw someone being yelled at or called names in real life, we would probably to get help for them.)**
6. Display PowerPoint slide 6. Does being a good digital citizen mean you always need to get directly involved? What other options are there? (Speak to a trusted adult, report anonymously, privately message the person who has been abused with support)
7. Watch the tutorial '[Being a digital citizen- What you scroll past is what you're willing to accept.](#)' Can you tell the person sitting next to you one piece of information that you learnt from watching the tutorial?

8. Printable resource 1, children to write 3 ways that you can demonstrate being a good digital citizen (only share information you know is true, be respectful, don't post pictures of other people without asking their consent, don't make unkind comments about people, stand against cyberbullying, etc)

Choose some examples of children's work to share with the class.

9. Game- upstander or bystander? Read the actions below which demonstrate how someone is behaving online.

I am going to read some statements to you about how someone is behaving online.

**Stand up** if you think the person has been an upstander and **sit down** if you think they have been a bystander. **Reassure** the children that they may think differently to their friend and that's ok, we can discuss what we think about each statement afterwards.

*1) Used the report function to report an unkind comment made online.* (Upstander- someone who reports nastiness online is doing their bit to help!)

*2) Thought what someone had written online was really harsh but didn't want to get involved* (Bystander- they thought it was harsh, but they didn't do anything about it- if they do something about it, then they will be an upstander.)

*3) Talked to their best mate about how rude someone had been to one of their other friends online.* (Bystander- is this doing something proactive to help the situation? To stop cyberbullying we need to report it, not just gossip about it.)

*4) Told someone who was being unkind online to cut it out.* (Upstander- this person has done something to try to tackle the cyberbullying they have been witness to.)

*5) Spoke to an adult about online behaviour they had witnessed.* (Upstander- this person is doing something to help by talking to an adult about it.)

*6) Scrolled past when they saw someone getting a hard time online.* (Bystander- we can't turn a blind eye to cyberbullying.)

*7) Took screenshots of abuse online so that they could report it.* (Upstander- taking screenshots is a very smart thing to do. Reporting it will help stamp out cyberbullying.)

10. Review learning (page 7 PowerPoint). Show thumbs up to answer yes and thumbs down to answer no to the learning intentions outlined at the beginning of the lesson.