

DIGIWORLD

## Being a Digital Citizen

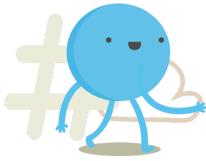
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In this pillar, we explore behavioural topics such as kindness and staying safe.

We cover the behaviours children need to develop to be kind online, to stay safe and play their part in making the internet a fun place for everyone.

### Learning objectives:

The activities and games in this pillar help young people develop the skills and behaviours that will help them – and others – stay safe and happy. The aim is to learn how to be able to enjoy their time online whilst staying safe, making sensible decisions and taking appropriate actions.



## Online kindness ‘Being a Digital Citizen’: Level 1

**Learning objective:** to be able to identify kind and unkind messages online.

There are 3 tasks on this worksheet.

### Students need to:

- Decide which messages are kind and unkind:  
Individually or in small groups students should decide if the messages are kind or unkind. They should then circle them on the sheet.
- Write examples of kind messages they could send:  
Individually or in small groups students should decide on different messages. Students should then write the messages on the worksheet.
- Discuss why they think it is important to be kind online:  
In pairs, small groups or as a whole class invite students to each say why being kind is important and what may happen if people are unkind.

## Online kindness ‘Being a digital citizen’: Level 1 Example

**Learning objective:** To be able to identify kind and unkind messages online.

### Task 2 Examples:

- ‘You take great photos!’
- ‘Well done for winning the football prize today!’

### Task 3 Examples:

- You may hurt a person’s feelings.
- It is just as important to be kind online as it is face-to-face.
- Even if you don’t know the person they may get upset if they read unkind comments.

# Being a Digital Citizen: LEVEL 1

*Not everyone in the online world will say, or do, kind things. Some people will be unkind on purpose. It is easier for them when they can just hide behind a screen.*

**TASK 1: Decide if the following messages are KIND or UNKIND.**

	KIND	UNKIND
What a great photo!	<input checked="" type="checkbox"/>	<input type="checkbox"/>
You look terrible!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I think you're a boring person.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
What a loser!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I hope you get better soon.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
You're my best friend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I HATE YOU!! YOU'RE SO ANNOYING!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Here's a picture of a monkey because I know you like them! X	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I did this painting to cheer you up.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Just stay away from me. I don't like you.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wow, your photos are so professional!	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nobody wants to be your friend. Don't you get it?!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
You're so dumb!!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I think you're perfect!	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hahaha I can't believe how bad you look in that photo!	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**TASK 2: Write three examples of kind messages you could send online.**

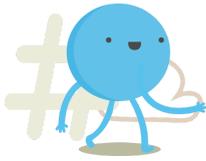
1) .....

2) .....

3) .....

**TASK 3: Discuss: why do you think it is important to be kind online?**

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## Online kindness 'Being a Digital Citizen': Level 2

**Learning objective:** to be able to understand when behaviour online is seen as kind, and when it may not be.

There are two tasks on this worksheet.

### Students need to:

- Re-write messages that could be misunderstood to be mean into kind messages: Individually or in small groups students should read each of the messages and then write a new message that is easier to understand and is a kind, positive message.
- Discuss the changes they have made to the messages: In small groups or as a whole class invite students to explain their changes and discuss why they think their changes make these messages kind and easier to understand.

## Online kindness 'Being a Digital Citizen': Level 2 Example

**Learning objective:** to be able to understand when behaviour online is seen as kind, and when it may not be.

### Task 1 Example:

You look different in that top' changed to 'You look different in that top and I like it! You look nice! 😊'

### Task 2 Examples:

Students share what they have changed and discuss how they have improved it.

*E.g. they may have added an emoji or a sentence to make it clear that it was meant to be a positive comment.*

# Being a Digital Citizen: LEVEL 2

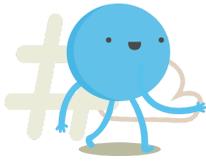
Sometimes people don't realise they are being unkind online. When you're not face-to-face things can be easily misunderstood because you can't see or hear a person saying something out loud.

**TASK 1:** The following messages are not very clear. Change the messages to make sure the person reading them knows that they are meant to be kind.

e.g. 'You look different with that new haircut'	→	'You look different with that new haircut - I like it!'
Your dog looks unusual in that photo.	→	
That's a bizarre photo.	→	
Is that really you? It doesn't look like you at all!	→	
I won't be coming out for your birthday dinner.	→	
That's a brave choice of outfit!	→	
That's a bright jumper.	→	
OK. Fine.	→	
I guess so...	→	
You never wear that colour.	→	
Hmm... Did you take that photo?	→	

**TASK 2:** Discuss: explain the changes you made to the messages. How do you think your changes make the messages kind?

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## Online kindness ‘Being a Digital Citizen’: Level 3

**Learning objective:** to be able to evaluate negative behaviour online and decide how, and why, it is unkind.

There are three tasks on this worksheet.

### Students need to:

- Use the library to write definitions for cyberbullying and trolling:  
Give students copies of the Digiworld library. Ask them to find the definitions and to then write their own version of the definitions.
- Categorise the statements into the correct column:  
Individually or in small groups students should read each statement, decide which is the correct definition for cyberbullying, trolling or embarrassing a friend and put a tick in the correct column.
- Discuss and compare their definitions with the rest of the group:  
Ask students to swap worksheets with another student or group. Read the other definitions and discuss the differences and similarities and decide which are best.

## Online kindness ‘Being a digital citizen’: Level 3 Example

**Learning objective:** to be able to evaluate negative behaviour online and decide how, and why, it is unkind.

### Task 1 Examples:

**Cyberbullying** is online bullying. If someone is repeatedly unkind or harasses another person online, then they are a cyberbully.

**Internet trolling** is the act of deliberately writing offensive, nasty, messages and comments with the aim of making other people angry, upset and/or react to the comments.

**Cyberbullying** usually involves people you know. It is often accompanied by traditional, offline, bullying. Whereas **trolling** can include comments and messages to people you have never met, to provoke them or start an argument.

# Being a Digital Citizen: LEVEL 3

**TASK 1: Write a definition for the following words.**  
You can use the library to help you.

1) Cyberbullying: .....

2) Trolling: .....

**TASK 2: Put the following negative statements into the relevant categories:**

	Cyberbullying	Trolling	Embarrassing a friend
Stop talking to me at football club. Nobody wants to be your friend. You're a loser.	✓		
Hahaha, check out this message my friend sent me earlier. She can't spell at all!			✓
Who is this singer? You can't dance, your music is rubbish and your hair looks silly too!		✓	
Hey loser. You better not tell anybody that I threw your school bag in the bin earlier.	✓		
I've told you before, nobody likes you. Why don't you just leave this school?	✓		
This is the worst blog. I don't know who you are, but nobody cares about your opinion.		✓	
Look at my friend in this photo after he fell over in the mud! He looks so funny!			✓
I'm going to tell everyone at school to ignore you and you'll be a loner. Everybody hates you anyway.	✓		
Haha check out this photo of a page of my sister's diary!			✓
I know you're famous, but I think you're a loser! I don't know why anyone follows you.		✓	

**TASK 3: Discuss your definitions for cyberbullying and trolling with a friend or family member.**  
How do they differ? How do you think experiencing, or witnessing, negative behaviour can affect people online?

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