All aboard for DigiTown!

A learning path for 9 -12 year olds to become smart digital citizens.

ins!ght
Educating to Empower

This book belongs to:

....

Post your photo or a drawing of yourself here:

@nna

@lex

Rob

Acknowledgements

As our homes and lives become increasingly digital, each and everyone of us needs to be conscious of the opportunities and challenges digital technology brings. The future of our children and society depends to a large extent on our capacity to become responsible digital citizens. We are honoured to be part of the expert group at the Council of Europe that has created a framework concept for digital citizenship, built around the 10 domains where digital activity has the most impact in everyday life. These domains are referred to as **Themes** in "All Aboard for DigiTown!". The aim is to ensure that digital citizenship education becomes an integral part of education at all levels in countries right across the European continent.

With this publication, the European Council for Digital Good endeavours to help digital citizenship find its rightful place in the primary school curriculm. They also intend it as a platform of opportunity for parents to discuss digital activity with their children and support them in becoming responsible citizens, offline and online.

Janice Richardson, Veronica Samara
Insight, August 2020

Table of Contents

Join us in DigiTown, and learn to be a digital citizen.

Hi, I'm @lex.
I am 11 years old.

Hi, I'm @nna.
I am 12 years old.

We are best friends!

We live in DigiTown. This is a special place where people from all over the world can meet, do things together and share ideas. We play games here, and have lots of fun. And we get to be creative.

⚠️ **BUT WATCH OUT!** **There are dangers too.**

So come with us, and we will teach you how to become digital citizens.
A digital citizen is someone who uses digital technology wisely, and knows how to behave respectfully and cooperate meaningfully online. You will learn more about this in Exercise 1.

Write the Theme numbers into the map pins on the next page.

On this page, we have numbered and described the ten main Themes you will be learning about in DigiTown. In the map on the opposite page, put a Theme number into the matching red map pin to show where you would go to learn about that Theme. Start with Theme 1 at the town gate, because the gate gives you access to DigiTown.

Theme 1: Access and Inclusion – A magical gate to the online world that we open by developing our digital skills, critical thinking and respect for each other.

Theme 2: Learning and Creativity – Digital tools help us find interesting information and create awesome things.

Theme 3: Media and Information Literacy – Here we learn to use all different types of media, to understand the meanings hidden behind words and images, and to find and use the most trustworthy things we see online.

Theme 4: Ethics and Empathy – We are kind and reach out to people who need our help. We get to understand the reasons behind the things we do, and how to act more wisely.

Theme 5: Health and Well-being – Here we relax, take time out, take care of our own health, and think about how our actions impact others.

Theme 6: ePresence and Communication – With every step we take and every message we send on the internet, we are building our digital footprint.

Theme 7: Active Participation – This is cooperating with other people, and sharing and standing up for our ideas. In DigiTown we can connect and talk with people from all over the world.

Theme 8: Rights and Responsibilities – Rights are things we don't often think about, but we all possess. They have to be balanced with responsibilities. These are ways to make sure that everyone's rights are respected. We have a *right* to privacy, for example, and a *responsibility* to protect the information of others.

Theme 9: Privacy and Security – There are many tools and strategies we can use to protect our own digital information and the information of others, to make sure that no one can steal, use or see it unless we agree.

Theme 10: Consumer Awareness – A consumer is anyone who buys a product or uses a service, including electricity, water, TV and internet. Careful consumers only use safe sites when shopping online. They think about where products come from, their impact on the environment, and how advertising may be influencing them.

DigiTown

A
B
C
D
E
F
G
H
I
J
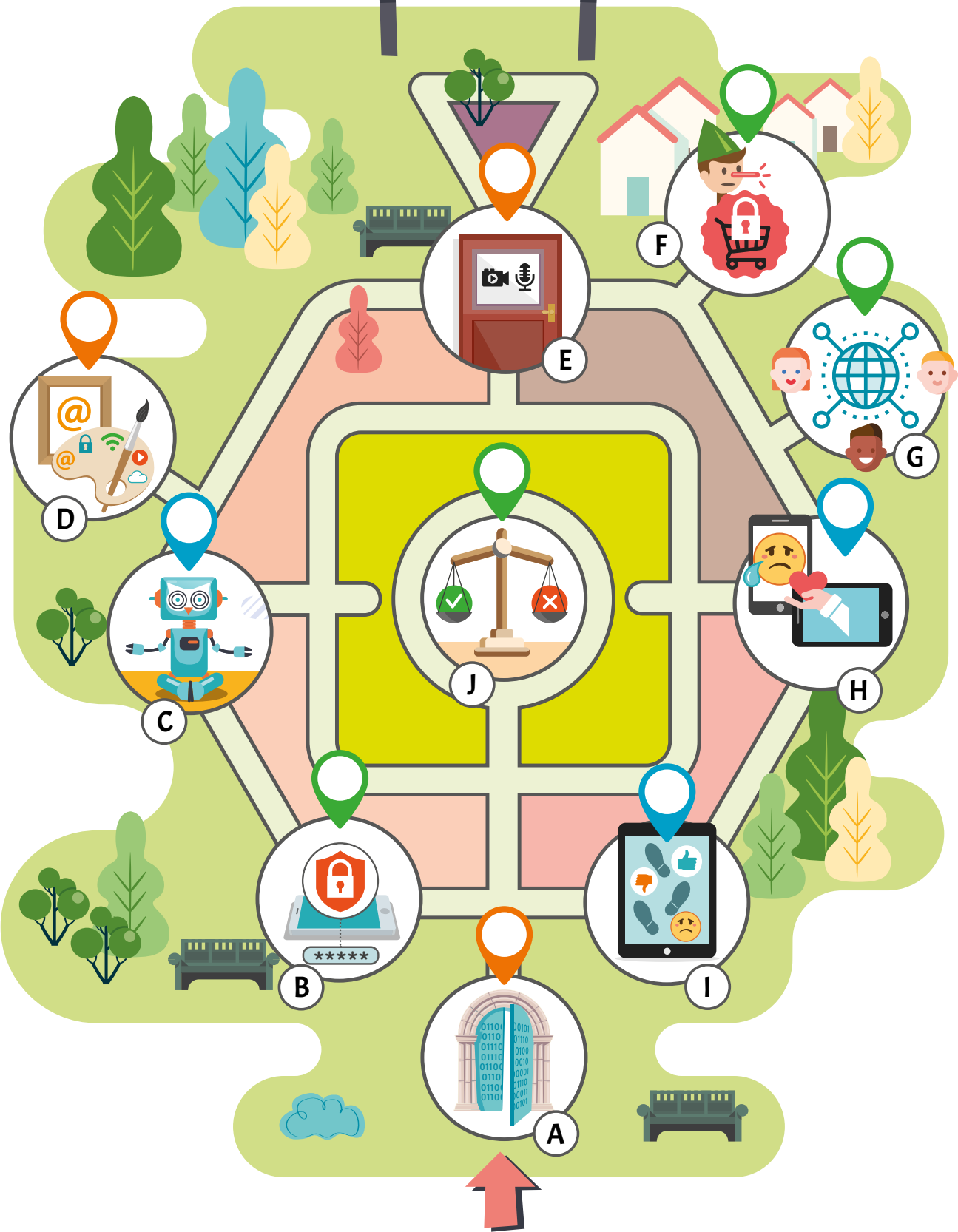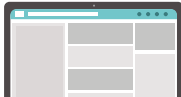
Draw a line to connect items in column A and B.

Before starting on our little journey, let's get our digital tools together. Every image and every word in the exercise below is made up of two pieces. Draw a line from the first part of each word in column A to the correct word ending in column B, and you will discover images of things you may find in DigiTown. @nna has done the first one for you.

Web → **site**

Example:
Web ----- site = Website
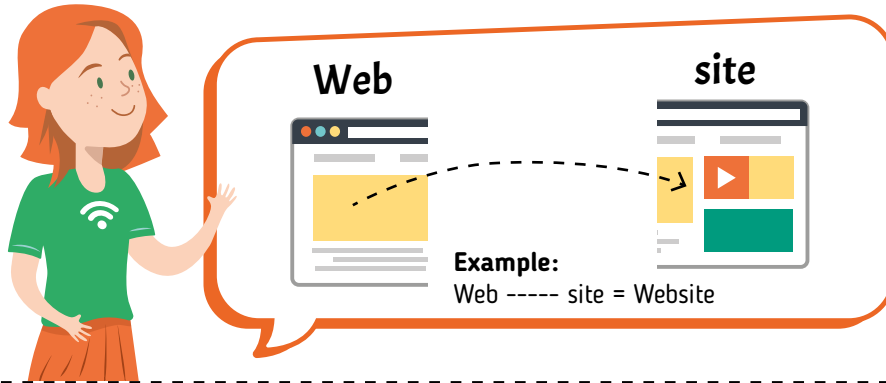
A. First part of word

Lap

Mo

E

Emo

Pass

Tab

Pro

Vir

Cam

B. Word ending

bile

mail

let

word

top

ji

tual

era

tect

Write your own story about how you can use some of the tools that you have just discovered in DigiTown. Remember to include in your story at least 6 out of the 10 tools listed in Exercise 2. @lex and @nna have already written theirs:

Today, @nna decided to change the **password** to her **email** account. She knows how important it is to regurlarly change passwords for all the **virtual** spaces she is using. This way, she will **protect** her accounts and all of her personal data better. She opens her **laptop** and logs in to her email. @lex, who knows a lot about passwords, helps her create a really good password for her email account.

When she has finished, @nna decides that it's also time to read all of the emails she has received. Among the funny emails full of smileys and **emojis** that she receives from friends, she finds an email sent by an unknown sender. It informs her that she is the winner of an online lottery, and invites her to click on a link in the email to access a special **website**. There she must fill in her personal details to receive her prize.

But both @lex and @nna know very well that it is not wise to trust emails sent by strangers, or emails informing you about strange lotteries. And they know very well that they should never click on links unless they are sure they are trustworthy. This may open the door of their **mobile** phone or other device, and let a virus enter.

@nna happily answers the emails from her friends, and deletes this strange email. Enough with the computer. It's time for some outdoor activities with @lex and Rob!

Rob is a robot and you will meet him soon.

Write your story here

....
....
....
....
....
....
....
....
....
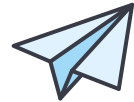
Ready to travel to DigiTown?
What tools and knowledge will you need?

Draw the ten things you think you will need for your trip to DigiTown, where we learn to be a digital citizen. Will you need an app, a tablet...?
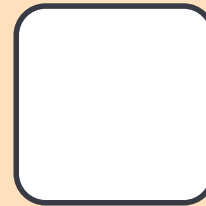
Write here some of the things you will need to know or learn to be a digital citizen. We have written the first one for you.

To be safe online

....

....

....

....

On the last page of this activity book you will find your empty backpack. As you complete the activities and exercises in the following pages, you can collect badges that you need to become a digital citizen. Cut them out and stick them in your backpack. It will be fun to compare what you thought you would need at the beginning of your journey with the items that @lex, @nna and Rob have prepared for you.

1 Being Online

Access and Inclusion

Learning and Creativity

Media and Information Literacy

Moving into DigiTown

SURPRISE!

You know that @lex and I are best friends now, but it wasn't like that in the beginning.

Hi, I am @nna. I was happy in my old hometown, but then my parents decided to move to DigiTown. I was really scared to move and afraid that no one would like me. When I arrived I realized that I was right. Nobody wanted to be my friend. One day I was at home and the doorbell rang. It was the neighbour, @lex. He asked me if I wanted to play with him outside.

@lex taught me how to ride a skateboard and I introduced @lex to Mexican food. @lex and I became best friends.

One day @lex went missing and I looked for him everywhere. I was sad because it was my birthday. When I finally gave up and went home, SURPRISE! There was @lex throwing a birthday party for me. He had invited lots of his friends too, and that's where I met Rob the Robot.

Now I have many new friends in DigiTown. I am learning a lot from them, and hope you will too.

Now answer these 5 questions about @lex, @nna and Rob.

1. What was @nna scared of when she moved to DigiTown?

2. What did @lex do to make @nna feel welcome?

3. Why was @nna especially sad the day @lex went missing?

4. What was the big surprise that @lex prepared for @nna?

5. Where did @nna meet Rob the Robot?
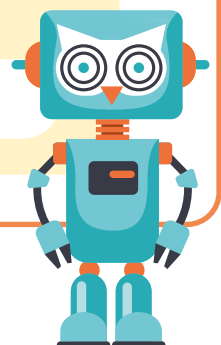
Exercise 3 Activities at school and online

Draw lines to connect the 12 activities you do at school (column A) **with similar things online** (Column B). Remember that a lot of the things that we do in the real world are things we should be doing online too.

A	Activities at school	B	Activities you do online
1. locking the bathroom door		**a.** reading fake news	
2. playing with your friends outside		**b.** using a search engine to look for interesting information online	
3. listening to gossip		**c.** using a password to lock your phone or account	
4. listening to the point of view of others		**d.** standing up for someone being bullied online	
5. drawing pictures and creating things		**e.** playing online games	
6. knowing how to spend your time usefully		**f.** texting with your friends	
7. going to the library to look things up		**g.** treating people with respect online	
8. standing up for someone that kids are making fun of		**h.** taking care of your own and everyone else's private information	
9. having a conversation with your friends		**i.** listening to and sharing opinions with others	
10. speaking politely to your teacher and classmates		**j.** taking time out from online activities to play outdoors	
11. not shouting out private information to everyone		**k.** being your true self on your online profile	
12. being yourself in your daily life		**l.** using online tools to create things	

Online friends and troublemakers, and what they do
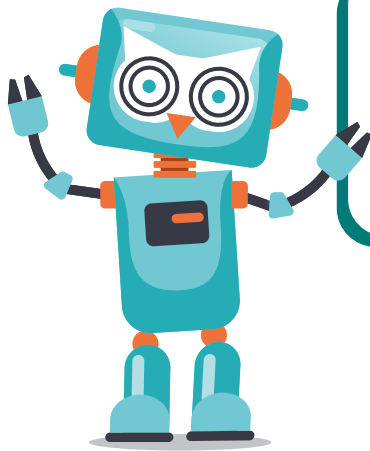
Hi everyone. Here are two of my friends, and two troublemakers who aren't really my friends. Can you help find the description of what they do?

Online safety

Cyberbullying

Freedom of expression

Fake profile

B
I remind you to be safe online and to stay away from danger!

A
I give you a voice so you can express your opinions.

C
I try to make you feel bad. REPORT ME!

D
Be careful! I am not always who I say I am.

Work with a partner or in group to find other friends and troublemakers you may meet when you use digital tools. Example: Virus – When I get into your computer I mess things up.

1. ....

2. ....

3. ....

Make your own jigsaw: Differences are fun!

Even though @lex and I are very different, we are still best friends forever.

In DigiTown we are all friends! Want to have some fun with us? Cut out this jigsaw puzzle, mix up the pieces, then see if you can put the world back together again correctly.
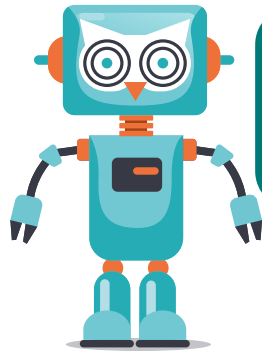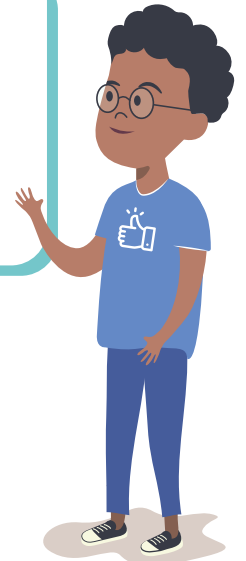
Now turn the pieces over, and start the jigsaw again. You will see some of the things that are important for citizens of DigiTown.

Many of the children here are dressed in national dress. It is also how we often think the children in that country dress. We call this stereotypes. **Can you think of any reasons why we need to be careful of using stereotypes?**

In the online world (AKA DigiTown)...

- All children can be a part of the internet.

- All children can say how they feel.

- There is help for all children when they need it.

- Different is okay.

- We can make friends from different parts of the world.

- It's NOT okay to say bad things about others.

- We can all learn from each other.

- We are all one big online family.

- Make other people feel comfortable, be respectful.

- Don't make fun of people when they make a mistake.

- Remember: the online space belongs to all of us!!!

Learning and Creativity

Wi and Fi, two gods in the online world

Wi

Fi
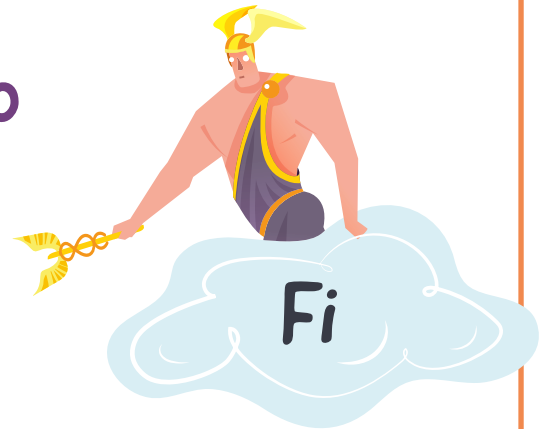
Once upon a time, there were two gods who were brothers. They were called Wi and Fi and were very, very powerful. But Wi, who was the older one, had more experience. He was famous in the gods' world for his kindness. This made Fi really, really jealous.

One day Wi created a digital planet, called Data. The people living there were equipped with some very special skills and attitudes such as empathy, critical thinking, creativity and cooperation. They could use these both online and offline. Because of their special skills and attitudes, they became the most famous creatures that were ever created by a god. They were called 'digital citizens', and almost everyone wanted to be like them.

Fi was jealous that his brother had created such a great place in the universe.

No god can destroy something that was created by another god, so Fi created Earth. He transported all the digital citizens from Data to Earth, deleting their memory and removing their special skills. Everyone had to learn to be digital citizens again. Only one person kept all of his special skills, and that was @lex. Wi had a special mission planned for @lex!

@lex and his helper, Rob the Robot, were sent to Earth to a place called DigiTown to teach everyone all over again about digital skills and attitudes. Once @lex and Rob have helped everyone in DigiTown to develop all these special skills again, they will return home to Data.

DigiTown
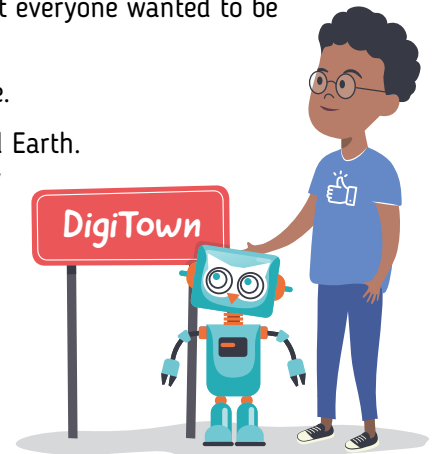
Now answer these questions.

1. Why was Fi jealous of Wi?

2. What was special about the digital citizens living on Data?

3. Why did Fi create Earth?

4. What happened to the citizens of Data when they were transported to Earth?

5. When will @lex and Rob be able to return home to Data?

Activity 4 — Creating apps

@lex's diary

Today is the third day we have been working on building an app. Isn't this exciting! ☺

@nna got lost on the way home from her friend's house the other day, and had this amazing idea. When she left her friend's place, there seemed to be so many streets going in different directions that she couldn't find her way back home. She came up with the idea of making a map app of DigiTown that will show every possible path you can take to every address on the map.

Then I thought about adding events, timetables and local news to the app, to make sure we won't ever miss anything important again.

Rob the Robot is helping us programme the app. It's a lot of work, but we are having fun!

Why don't you try to design your own app too?
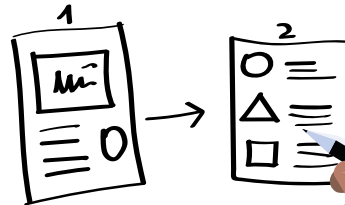
What app would you create?

Create a logo and a name for your app, and write what it is designed to do.

Name and logo of your app	A description of what your app would do

One day, @nna, I'm going to invent a special social media platform for kids like us.

Start practising! Do you know what these symbols stand for? I've made a crossword for you and given you clues.

Across

🔒 2. You must protect your own p...

🛡️ 6. Blocking attacks on computers

▶️ 8. A service to watch videos

🏠 10. Starting page

Down

📶 1. Internet connection

©️ 3. Protects creations

▶️ 4. Starts up music or video

⬇️ 5. Save from the internet

🔍 6. To look for

☁️ 7. Where data is stored

⬆️ 9. Post files to the internet

Finding hidden numbers

My software managed to code some numbers from symbols we often use. You can see the number value next to each symbol. Can you decode and do each of these sums? Write the answers in the boxes.

Here are the codes we use. The value is the number written above each symbol. But first, a quick test – can you write below each symbol what it stands for? We have done the first one for you.

1	2	3	4	5	6
Volume					

A. ɪɪ�554 + 🛜 = **3**

B. ꭥ + 🔋 = ☐

C. 📍 − 🛜 = ☐

D. ✈ + ꭥ − 🛜 = ☐

E. ɪɪ�554 + 🔋 − ꭥ = ☐

F. 📍 − ɪɪ�554 + ✈ = ☐

G. 🔋 + ✈ − 📍 = ☐

Now test a friend. Use Rob's symbols to make up some of your own coded sums, and get your friends to find the answers!

Activity 5

Search engines to discover more about people and places

Speech bubble (left): In the town I live in we all use the internet. Rob the Robot also lives there.

Speech bubble (right): I guess you are talking about DigiTown.

Name the country or continent that the image and text describe. Then use a search engine to find some information about that country or continent to put into the box on the right. We've done the first one for you.

My country is the smallest continent in the world.

> **Australia**
> has strange native animals, like the koala, and is in the southern hemisphere.

I speak French. I live in Paris.
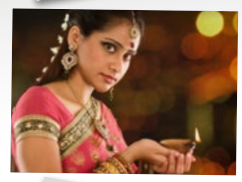
I live in New Delhi. Do you know where that is?

I live in New York. My country is famous for making movies.

My country is one of the most populated in the world. Most people here speak Mandarin.

We have lions, elephants and other wild animals on our continent. It starts with an "A".

Exercise 7 — Playing with numbers and symbols
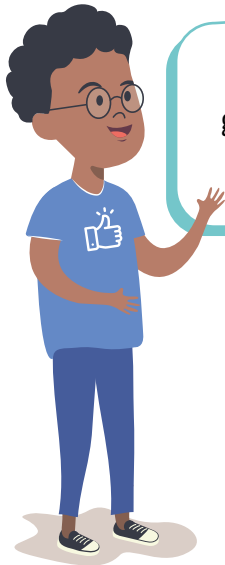
OK, Rob. Now I'm going to give you and DigiTown visitors another coding test.

I love coding and decoding. But let's help our DigiTown visitors with a coding grid.
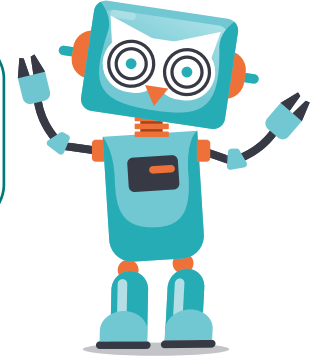
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
0	1	2	3	4	5	6	7	8	9	%	*	$	STOP	□	▼	▲	→	↓	☺	♡	☀	⚡	☾	←	↑

Can you write your name in code with the help of the grid above?

_____ **=** _____

Now try to decode these words:

A. ▼ 0 ↓ ↓ ⚡ □ → 3 = _____

B. ▼ → □ 5 8 * 4 = _____

C. → 4 ▼ □ → ☺ = _____

D. 5 0 % 4 STOP 4 ⚡ ↓ = _____

Can you code these words?

1. Friend _____

2. Internet _____

3. Social media _____

4. Respect _____

5. Selfie _____
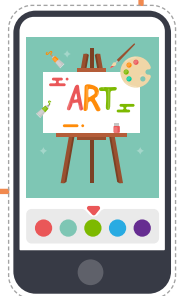
Learning about digital media

We have a class of children visiting our town today, @lex. They want to learn about media.
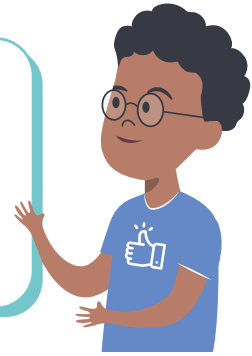
Great, @nna. Why don't we take them downtown and get Rob to give them a guided tour of the Digilab.

Digilabs are just like many other media labs. We can create video and audio files there, as well as projects that contain many different types of media. That is called multimedia, and it can even include films and music. Our Digilab has cameras, microphones, video and audio recorders, and screens where we see what we are doing. We have lots of computers too, with different types of software programmes to help us create great projects.

We sometimes use our tablets and mobile phones to make images and videos of DigiTown, and we put these into the projects we make in the Digilab. We can also download things like music, images and other creations from the internet to include in our projects, but first we have to check the copyright notice to see if we are allowed to.
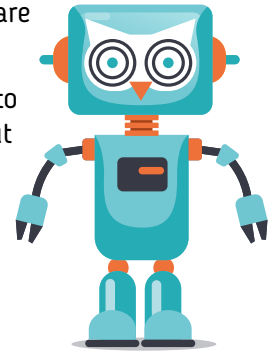
✏️ **Exercise 8**   **Tools we find in a media lab**

Look at the images in the circles below, and write what each one is on the line below it.

A. _____   B. _____   C. _____   D. _____   E. _____

Take a large sheet of paper and work with 2 or 3 other children to draw a map of your school. You can also add photos of the media tools you have in the classrooms. You could even get some cardboard and glue to make a 3D model of your school. Then you can stick photos of all the multimedia tools you see around you onto the 3D model.

Exercise 9   Try the media quiz
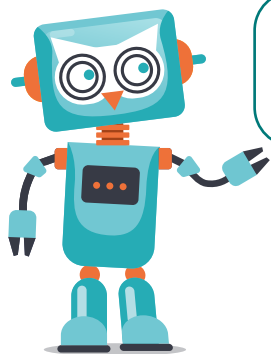
Are you ready to use the internet, @nna?

I think it's a good idea to test your knowledge first! Try the quiz.

Of course I am!!

Now you try the quiz too

1. **How many characters should your password have to be a really strong password?**
   a. at least 10   **b.** 6-8   **c.** less than 5

2. **How old do you have to be to create a WhatsApp account in Europe?**
   a. 8-13   **b.** 13+   **c.** 16

3. **What can help you see if a website is reliable?**
   a. it's very colourful   **b.** there is clear information about the organisation that runs the website
   c. it has nice pictures

4. **Who can I trust with my passwords?**
   a. friends   **b.** everyone   **c.** no one (except, for certain things, my parents)

5. **What is a computer virus?**
   a. human disease   **b.** bad software that damages computers   **c.** video game

6. **What is a catfishing?**
   a. when somebody is pretending to be someone else to try to manipulate people
   b. fish   **c.** website

7. **Can I get banned from a video game for using bad language?**
   a. yes   **b.** no   **c.** it depends on the video game

Solutions – Check your answers in the box below. Score 3 points for each correct response.

1. a   2. c   3. b   4. c   5. b   6. a   7. a

How did you do?

17–21: Congratulations! You are very cautious when using the internet. You know your rights and responsibilities as a digital citizen.

10–16: Nice try, but you still need to learn a bit more about being careful online.

0–9: Oops! You still have a way to go. It's best if you get help from an adult when you use the internet.

Exercise 10 — Real or fake?

Which of these images could be real?

Image 1:
◯ Real   ◯ Photoshopped

Image 2:
◯ Real   ◯ Photoshopped

Image 3:
◯ Real   ◯ Photoshopped

Image 4:
◯ Real   ◯ Photoshopped

Image 5:
◯ Real   ◯ Photoshopped

Now you draw some real and fake images. Can you trick your friends?
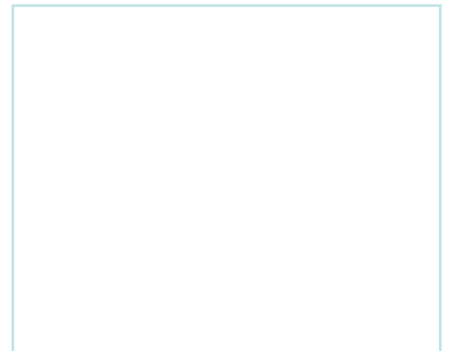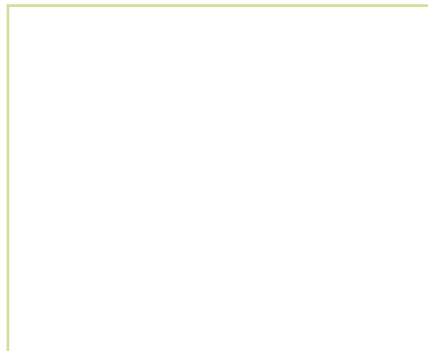
Activity 6 — Search engines - first is not always best!

Answer the questions below by looking them up on the internet or in a library.

Write the answer and the 3 sources `</>` you looked up. Tick the source you think was best.
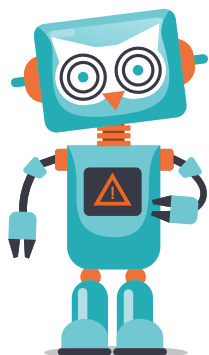
Make sure you always look up more than one source of information. The first info you find is not always the best!

Here is an example:

What does 'www' mean?

Answer: world wide web

`</>`
1: Wikipedia.org ✓
2: technopedia.org ○
3: techterms.com ○

---

1. What is a drone?

Answer: _____

`</>`
1:
2:
3:

---

2. What is a robot?

Answer: _____

`</>`
1:
2:
3:

---

3. What is spam?

Answer: _____

`</>`
1:
2:
3:

---

4. What is my carbon footprint on each email I send?

Answer: _____

`</>`
1:
2:
3:

Now you make up two questions and look up the answers.

Your question:

Answer: _____

`</>`
1:
2:
3:

Your question:

Answer: _____

`</>`
1:
2:
3:

Online and offline - spot the difference

Show us that you know the difference between the online and offline worlds.
Tick the correct answer.

1. You can trust all your internet friends.
   True ◯   False ◯

2. When you say hurtful things to your friends online, it doesn't hurt as much as when you say them offline.
   True ◯   False ◯

3. You can surely believe something you read online.
   True ◯   False ◯

4. When you want to tell someone a secret it is better to do it online than offline.
   True ◯   False ◯

5. Your real friends can be replaced by internet friends.
   True ◯   False ◯

6. When you write something online you cannot erase it completely.
   True ◯   False ◯

7. When you chat with someone online you cannot be sure who is behind the screen.
   True ◯   False ◯

Maybe it's ME!
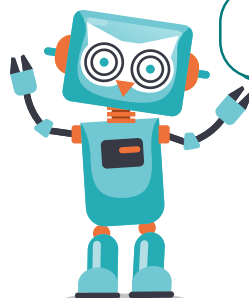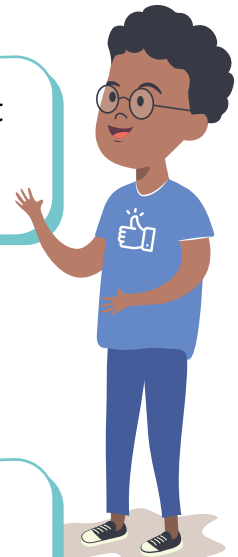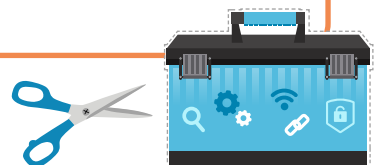
How are you doing?

You have now completed the 3 Themes in **Being Online**:

✓ **Access and Inclusion** – Developing our digital skills, critical thinking and respect for each other.

✓ **Learning and Creativity** – finding interesting information and creating awesome things online.

✓ **Media and Information Literacy** – better understanding and using different types of media.

If you haven't already done so, go back and **cut out and copy the badge that you will find in the bottom right hand corner on the last page of each Theme. Paste these badges on the backpack on the back page of this activity book**.

Rate yourself! How are you doing so far with the activities and exercises that we have prepared for you? In the table below, select...

the green traffic light, if you think you are doing really well;

the yellow traffic light, if you believe you are doing well, but could do better;

the red traffic light, if you don't feel that you have done very well so far! If this is the case, take another look at the activities and exercises with a friend or someone in your family.

Activities and exercises	🟢	🟡	🔴
Activities at school and online			
Online friends and troublemakers, and what they do			
Make your own jigsaw: Differences are fun!			
Creating apps			
Crossword: The internet			
Finding hidden numbers			
Search engines to discover more about people and places			
Playing with numbers and symbols			
Tools we find in a media lab			
Try the media quiz			
Real of fake?			
Search engines – first is not always best!			
Online and offline – spot the difference			

A reminder of the things we need to think about to access the internet responsibly and have fun online.

☐ We always treat people respectfully and share opinions politely online.

☐ We take care of our own private information and the private information of others.

☐ Not all information online is real. The first piece of information we find is not always the best.

☐ The internet is for all children. Different is okay.

☐ There is help for all children when they need it. When in doubt, speak to a trusted adult.

2 Well-being Online

ePresence

Ethics and Empathy

Health and well-being

Ethics and Empathy

A lesson from the past

In a galaxy far, far away, some robots are playing an online game called Cool Worlds. This is a game they play every afternoon, after their long day at the Robot Academy. Sam the Robot throws his school bag on the ground as he rushes upstairs to join his robot friends. His mother shouts at him to stop running, but he just doesn't care. Not today. The latest release of Cool Worlds is out today, and he simply can't miss it.

He turns on his computer, shuts the door, closes the curtains, and puts on his robo-phones. He is once again ready to get in a massive but amazing universe of fun and joy. While his friends are waiting for him online, they are discussing the details of the new game release. Suddenly, they hear a *beeeep* on their computers, and they know their wait is over. Sam has joined the chat room, and they can finally play.

A few games later... *"You messed up!"*, one of Sam's friends cries. *"We lost because you were foolish and careless! I don't want to play with you anymore. Just turn your computer off and go to bed. I wish you a night full of errors!"*

It isn't right to speak to Sam like that, and most of Sam's other friends know it. But before they can do anything about it, Sam has already switched off his computer. Huge tears stream down his cheeks as he jumps into bed. Tossing and turning, he finally falls asleep.

The next day... On the way to the Robot Academy the next morning, Sam tells himself that everything will be okay again and steps up to greet his friends as usual. But once again he is confronted by the robot who bullied him yesterday: *"Because you messed up yesterday, I don't want you to be friends with us anymore!"*, he says. Then he adds a final nail into poor Sam's battery, *"I'm going to downgrade you!"*

This really hurts Sam's feelings, and he is devastated. But then, out of the blue, something happens. Robots are stepping up to defend Sam. One of them states angrily: *"Sam is our friend and he doesn't deserve to be treated like that just because of some stupid game!"*

Other robots join in, saying things like *"bullying can never be justified"*. Even more robots join in, and Sam feels huge relief.

Suddenly, the bully freezes. He looks like he's being reprogrammed. For a split second, there is complete silence in the room at the Robot Academy. *Beep, beeeep.* After a few seconds, the beeping stops, and the bully turns from one to the other and says: *"I was wrong the whole time... I have unlocked a new ability – EMPATHY. I'm never going to bully anyone again"*. He finally adds, *"And I'm going to teach others not to bully as well"*.
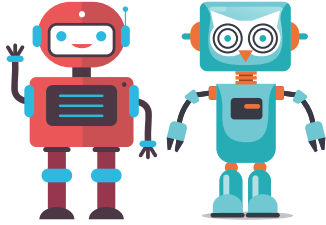
Many years later, the bully has finally grown up and is nowadays a very wise robot. He lives in DigiTown too, and is a good friend of Rob the Robot.

Now answer these questions.

1. What is Cool Worlds?

2. Why does one of Sam's friends get angry?

3. Why does Sam feel huge relief?

4. What is the big discovery made by the robot bullying Sam?

5. Where does Rob the Robot live?

Make up two more questions about Sam and his robot friends, and get someone in your group to respond.

1. ....

2. ....

Activity 7) A story about an upstander

The day after the Cool Worlds release, the other robots stepped up to defend Sam when another robot was mean to him. People who step up to defend someone in a situation like this are called "upstanders". Work with a partner or friends to make up your own story about an upstander. **Explain what started the bullying, and what the upstander or upstanders did to resolve the situation.**

....

....

....

....

....

....

Activity 8) Feelings in words and emojis

Can you make up some emojis of your own? An emoji is a small digital image or icon used to express an idea or emotion. Check with friends to see if they can guess what your emojis mean, then write the meaning underneath each emoji.
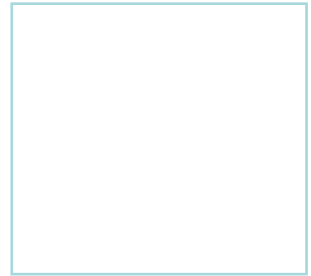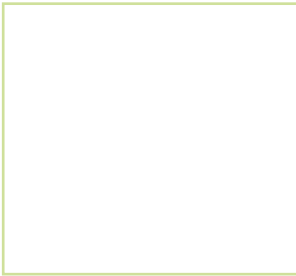
Work in a team of 4 to 6 people for this next activity. Look at the emojis below, and choose the word from this Feelings list that best matches each. Once you are sure you all agree on which word corresponds to which emoji, cut out the emojis and write the corresponding feeling word on the back of it.

Feelings list

cheerful / thoughtful / happy / disappointed / cheeky / angelic / angry / upset / starry-eyed / grumpy / snooty / kind / loving / worried / frowning / crying / winking / sleepy / curious / confused / tired / hot / scared / excited / fed up
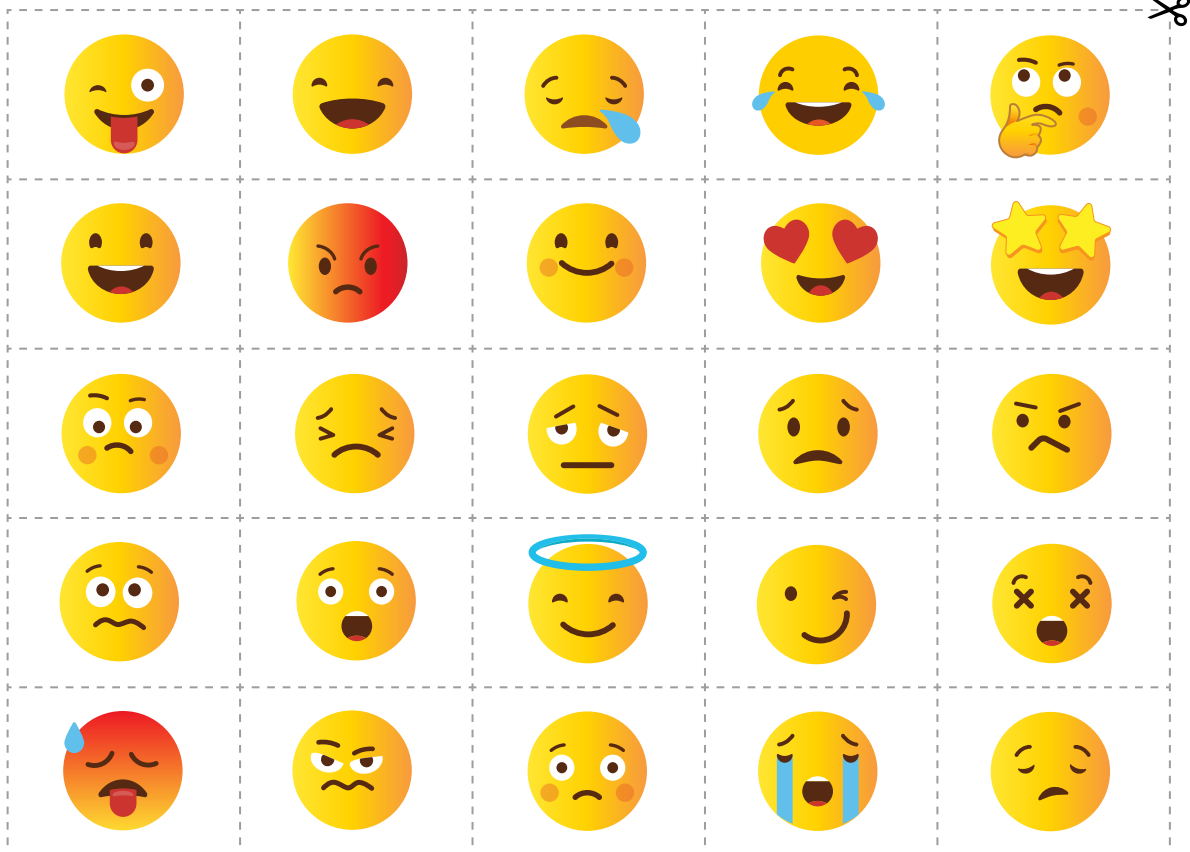
You are now ready to play the Emoji Bingo game. @nna and @lex will tell you how to play.
Remember, the game is best when you play it with 4, 5 or 6 players.

First choose a game master. The game master takes a set of the cut-out emojis and deals them out evenly to the players. Players keep the emojis on the table face up. They may take a quick look at the word on the back if they can't remember the feeling the emoji expresses.

The game-master calls out words randomly from the Feelings list, and the players turn the emojis face down when they are called. The first one to have all the emojis turned face down is the winner.
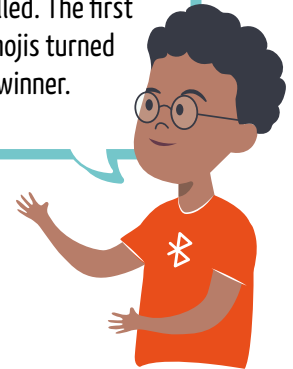
Feelings list

cheerful / thoughtful / happy / disappointed / cheeky / angelic / angry / upset / starry–eyed / grumpy / snooty / kind / loving / worried / frowning / crying / winking / sleepy / curious / confused / tired / hot / scared / excited / fed up

Puzzle: Rocketing back to the land of civility

1.
2.
3.
4.
5.

Help! We are running out of fuel.
**Find the 5 keywords written below;
they are hidden in the cryptolex.
Then place them in the spaceship so
that we can fly back to DigiTown.**

The words may be placed horizontally or vertically.

P	O	T	H	U	N	B	E	J	B	H	I	C	Y	J	O
A	D	I	V	E	R	S	I	T	Y	R	W	Z	X	U	P
R	N	N	I	Q	L	I	W	A	K	V	C	D	U	S	D
K	B	R	N	U	B	D	O	F	G	S	H	G	Q	T	R
Z	E	M	P	A	T	H	Y	W	B	I	M	L	K	I	O
U	P	O	P	L	E	P	I	Q	F	O	R	E	T	C	P
D	Q	L	O	I	L	E	T	H	I	C	S	A	N	E	O
C	O	D	O	T	L	E	A	U	L	J	T	M	S	L	E
P	W	N	L	Y	R	P	Z	E	X	P	D	Y	N	F	R

Have you found them? Write next to each word what it means. You can use the internet or a dictionary if you need to look them up.

1. Diversity _____

2. Equality _____

3. Justice _____

4. Empathy _____

5. Ethics _____

A cyberbullying maze

Someone is teasing you online... what do you do? **Let's try to navigate the cyberbullying maze together.**

Start

A stranger

A trusted adult

Who do you tell?

What do you do?

Ignore

Strike back

Yes

No

Do you continue to talk to this person, or stop communicating?

Do you tell someone?

Continue

Stop communicating
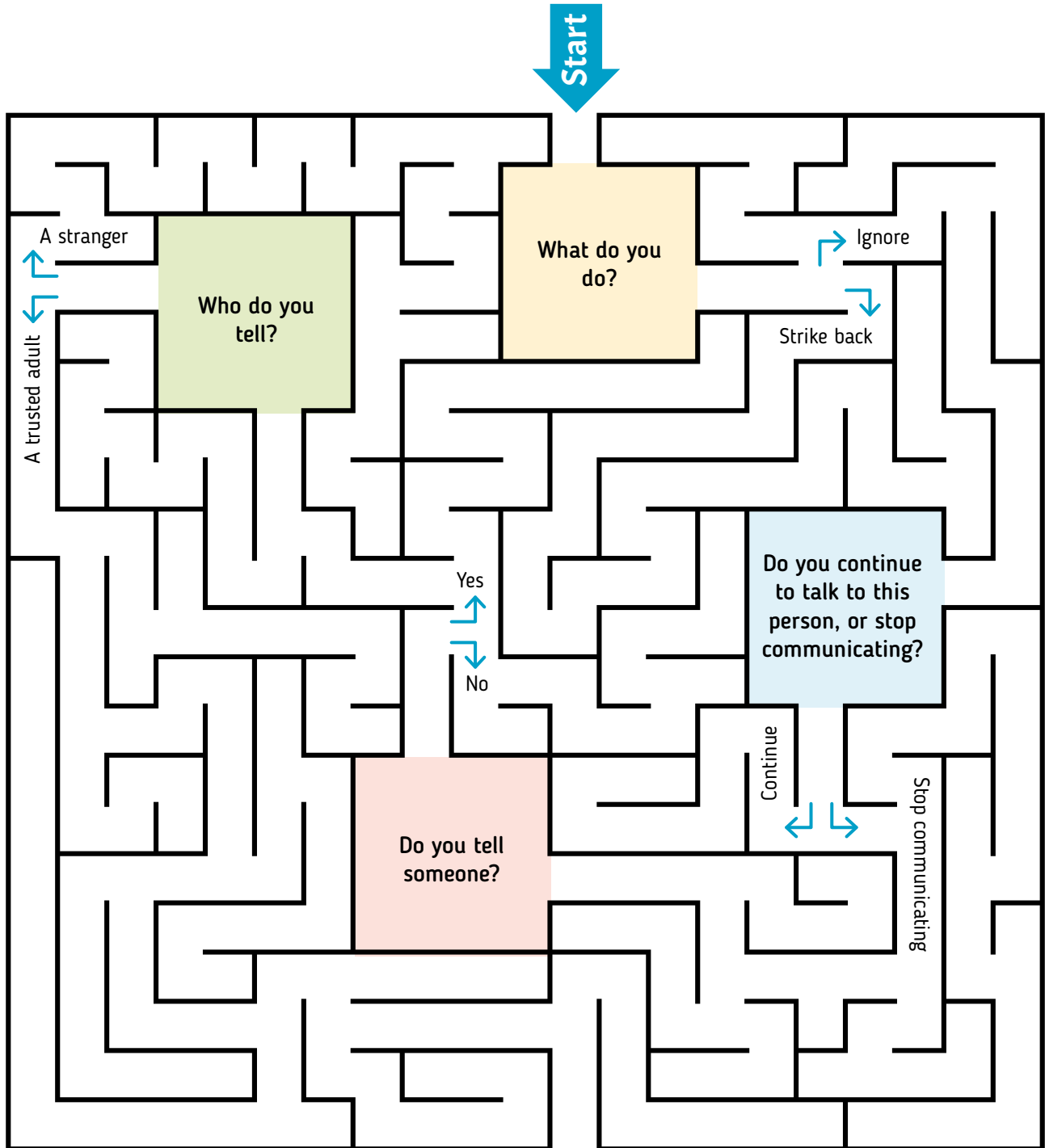
FINISH

Congratulations, you made it! You will find **a shield** for your backpack at the bottom of the next page.

START

I always treat others as I would like them to treat me.

Who cares about how others feel!

Why should I help somebody in need?

Congratulations!

Thanks for understanding me.

I can see you are upset but it's probably your own fault.

Min: 2 players   Max: 6 players

To play the Empathy Game, you will need a dice and a token.

I don't feel sorry for you.

You aren't really good at anything.

1. Each player rolls the dice. The player with the highest number begins.

2. Players roll the dice in turn and move their token forward clockwise counting the squares. Throwing a 5, for example, will take the player to tile 5.

3. a) When players land on a green tile, that's great. Their token can stay on that tile.

b) When players land on an orange tile (a negative message), they go back to their previous position. They roll the dice on their next turn, but have to call out a positive message to counteract the negative one before moving forward again.

4. The winner is the one who reaches the "Congratulations!" tile first.

If only every-body would be as kindhearted as you.

Thanks for sticking up for me when others were being mean.

We will solve your problem together.

If people are being mean to you, you probably deserve it.

I'm sorry, but I don't have time to help you.

I care, and will always be there for you.

I sympathise with you.

I treat other people the way I want to.

It's not such a big deal that you got sick.

Tokens

Choose one of these objects, copy it onto cardboard and cut around it to create your token.

Health and Well-being
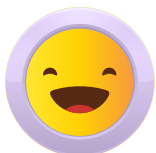
The magic pills

Today, @nna was very happy when she got home from school.
She had helped her classmate, Nina, to stay healthy!

Nina was not overweight, but she wanted to be really thin, like some models she had seen online. She couldn't figure out how to do that, and some of her friends were a bit concerned to see her looking so sad. But she came into the classroom with a big smile on her face this morning. @nna was surprised and curious. During the lunch break, she went to Nina to ask what had happened to make her so happy again.

Nina told her that she had found a website that would change her life. It was advertising some magic pills and guaranteed that anyone taking them would lose weight in just two weeks. You could even stop eating while taking the pills, and the results would be even more spectacular. Then you would see a big difference in just one week! That was what was making Nina so happy. At last she had found a way to become as thin as she had always wanted. And in such a short time, too. The only thing she had to do now was to find a way to get those pills...

@nna was worried at first, but then she found a way to help Nina stay happy and healthy. How, do you think she did that? From the below statements, tick the things that you think @nna may have said to Nina to help her.

◯ @nna told Nina that it was great she had found the website advertising the pills.

◯ @nna told Nina that she should not believe such websites.

◯ @nna told Nina that she would help her find a way to get those pills.

◯ @nna told Nina that there are no magic pills, and even if they did exist, it would be too dangerous for her health to take them.

◯ @nna told Nina that she should indeed lose some weight to look really thin.

◯ @nna told Nina that she looked just great, and that she should be very careful about looking online for information about health.

Work with a partner or in group to decide what's wrong with each of these ads.

It's magic! It builds your muscles while you sleep.

LOSE WEIGHT
and earn money

BOTTLED HAPPINESS

Activity 10 Troubleshooting

"Meow
Meow"

"Look @lex," @nna points upwards. "I think it's stuck on that high branch of the tree." They call Rob, "Hey Rob, what shall we do?"

10 minutes later: "Look," Rob points upwards. "It's almost down. Showing kindness and building trust works in most situations, with people too."

@nna and @lex are playing outside. They hear a cat meowing somewhere nearby.

"Sshh" Rob says. "Stop shouting, and go inside to get a saucer of milk. You'll see, it will find it's own way down."

What was Rob's solution, and what lesson did @nna and @lex learn from it?

1. ....

2. ....

@lex rushes off ahead, and looks back at @nna, "Hurry up slowcoach. I bet you can't catch me."

"See @lex." @nna says as she helps him out of it. "To stay safe you have to be watchful and careful, offline and online."

@nna invites @lex to go for a walk. "You spend too much time online, @lex, come for a walk in the forest with me".

CLACK

"Ow!! My foot! It's stuck in something. Help!" @lex shouts, trying to get his foot out of some sort of trap.

What is the lesson that @lex learnt in the forest?

1. ....

2. ....

Create your own comic strip about a problem you recently solved or a lesson you learnt.

....
....
....
....

Feelings are important, but it's more difficult to show and understand them online. **Choose the emoji that would best show how you feel in the following situations.**

A B C D E F G
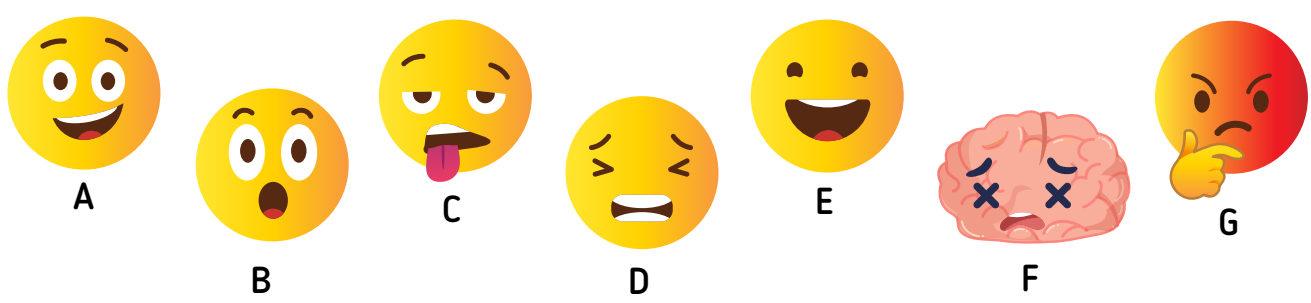
From the group of emojis above, choose the one that best matches how you would feel. You may use each emoji only once.

1. You receive a contact request from a stranger [   ]

2. You have been using an electronic device for too many hours [   ]

3. You are chatting with your friend [   ]

4. You are reading fake news [   ]

5. You are playing a game outdoors with your family [   ]

6. You get hacked [   ]

7. You receive a safety update from your device [   ]

Work with a partner or in a group to respond to these questions.

A. Did you both/all choose the same emoji for each sentence?

B. Can emojis express your feelings well? Or can you express them better in face-to-face communication?

C. What five feelings do you express the most often when you are communicating on the internet?

1.   2.   3.   4.   5.

> Mum complains that I'm always online. This week I'm going to log the things I spend time on, to see if mum's right. Do I really spend too much time on the internet?

> I'll log mine too. At the end of the week we can compare how much time we spend online. I bet I spend less time than you!

Keep track of the things you spend time on every day for a week. We've suggested some things you probably do. Now it's up to you to fill in the rest. Each day, record how many hours and minutes you spend on the things you do, then add them to calculate the total time you spend.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Average
In class									
With friends outside									
Playing offline									
Playing online									
Doing homework offline									
Doing homework online									
Eating									
Watching TV									
Family time									
Sleeping									
Working on my hobbies									

Divide your total result for each activity by 7, to see the average amount of time you spend per activity each day. Place the result in the last column, next to each activity.

Discuss your daily averages with a partner or in a group, and think about the following:

· The time you spend playing online compared to offline.

· The time you spend doing homework online compared to offline.

· Can you change your habits for a healthier life style? How?

You have just filled in your diary for a whole week. Now go back and look at the activities you have spent most time on during the week. **Answer yes or no to the 8 things below. Try to be honest as you think back over what you did last week. Count your points to check your profile below.**

I sat with my back straight when I was at my computer – we spend so much time online that good posture is important!	Yes ◯ / No ◯
I took breaks from the computer every 15 minutes, to rest my eyes.	Yes ◯ / No ◯
I did my homework first, before I spent time on my computer.	Yes ◯ / No ◯
I spent lots of time with my family and friends, away from the computer.	Yes ◯ / No ◯
If I read something online or got messages that upset, stressed or frustrated me, I immediately went and discussed it with my parents or family.	Yes ◯ / No ◯
I spent time on outside activities and took time for my offline hobbies.	Yes ◯ / No ◯
I never missed or came late for meals because I was too busy playing on my computer.	Yes ◯ / No ◯
I switched off or closed my computer well before it was time to go to sleep.	Yes ◯ / No ◯
Count 1 point for each time you answered YES. **Total score**	

7–8: Well done! You really know how to surf online in a healthy way. Keep it up!

5–6: Nice try! You try to keep your health in mind when you surf online, but you can certainly do better!

1–4: Hmm… you need to change your daily habits a little, so that you protect your health when you surf online. You can do it!

(**Activity 12**) **Improving our online habits**

Not everyone knows how to stay healthy and spend a reasonable amount of time online.

Use what you have learnt so far about healthy online habits to create a poster to put on the wall at home or at school. This should serve as a reminder to everyone that having healthy habits is an important part of becoming a digital citizen. Don't forget to discuss your ideas with friends in class. It's best to work in pairs or a small group when creating posters, two (or more) heads are usually better than one!

Activity 13 — It's selfie time!

Rob would like to post your image in the DigiTown Hall of Fame. Draw or paste a picture of yourself in this mobile phone.

Now write 3 facts about yourself without giving away any private information.

1. ....

....

2. ....

....

3. ....

....
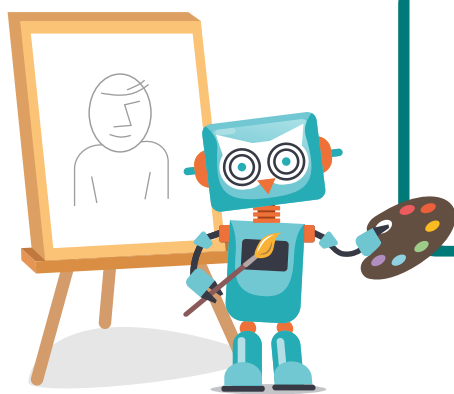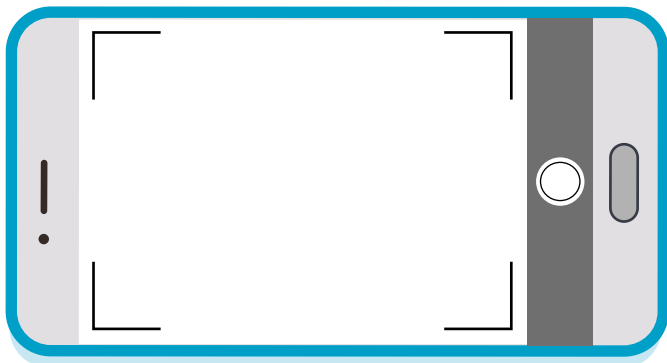
I'd like to get a better picture of you. How about filling in the requested details in the boxes below.

Creating your profile

A compliment someone has given you recently.	One good deed that you have done for someone.	One thing most people don't know about you.
Two qualities your friends or family would choose to describe you.	Two things you like to do for fun.	Two qualities you would most like to improve this year.
Three words you would use to describe yourself.	Three things that make you laugh.	Three things you are good at.

A selfie is worth a thousand words!

Welcome! DigiTown

@lex and @nna are always happy to welcome newcomers to DigiTown. Tony has recently moved to DigiTown, and last Sunday they invited him to lunch. They wanted to show him all the amazing things he would be able to do in their town, and also to introduce him to some of their friends. @lex and @nna were excited about spending time with their new friend.

Lunch was delicious, but directly after lunch Tony told everyone he had to go home because he had promised to help his mum with some housework.

@lex, @nna and their friends were sorry that Tony had to go so soon, but understood that he had a good reason for that. After all, they could meet again next Sunday! And anyway, they would see each other at school.

During lunch break the next day, a few of their classmates seemed surprised at something they were looking at on their tablet. @lex and @nna were curious, so they walked over to their classmates to investigate. When they saw the screen they were really surprised! Tony had posted a selfie he had taken the previous afternoon. He was not with his mum, as he had said, but at a party on the other side of DigiTown having fun with other kids. He had a huge piece of chocolate cake in his hand, and was making a funny face while he was taking the selfie.

@lex and @nna were upset that Tony had lied to them. Why hadn't he been honest and said that he wanted to go to a party instead of spending the afternoon with them? As a citizen of DigiTown, Tony should have known that a selfie can reveal many things about us, and that everyone can see it once it is posted online.

@lex and @nna took the tablet their classmates had been looking at, and went to show Tony his selfie post. Tony didn't know what to say. @nna explained to him as kindly as she could that in DigiTown citizens were honest with each other.

"You have to remember," she added, *"that a picture is said to be worth a thousand words. We are all very careful when we post something online because an image can reveal much more than we want. It can also lead to embarrassing or unpleasant situations like this one."*

Tony understood that what he had done was not very honest. *"I'm really sorry,"* he said to his new friends. *"I promise that, from now on, I won't lie to you. You have taught me an important lesson, and now I'll be much more careful about the information I post online!"*

Which sentences are true, and which are false?	**True**	**False**
1. @nna and @lex were cross when Tony said he couldn't stay with them after lunch.	◯	◯
2. Tony said he had to go home in the afternoon, but went to a party instead.	◯	◯
3. Tony posted a photo of himself helping his mother in the house.	◯	◯
4. @nna and @lex found out that Tony had lied because their classmates saw the selfie online.	◯	◯

Activity 14 — Mapping our digital footprint

A digital footprint is a trail of data or information about you. You build your footprint every time you go online. Your "passive" footprint is data that is collected without your knowledge about what you do online, such as how many times and when you visit a certain website. Your "active" footprint is something you create when you upload things such as photos, videos, images and texts about yourself, when you sign up to email services or fill in online forms, and any other way that you post content.

With a partner or in a group, take turns to search your own name using a search engine. To make your own digital footprint, copy or draw an outline like the one below, then paste everything you find about yourself onto it. There may be so much information online already that you will need quite a large sheet of paper. Include screen shots, downloaded images and copy-pasted texts – anything and everything you can find! Are you happy with your footprint? How can you improve it?
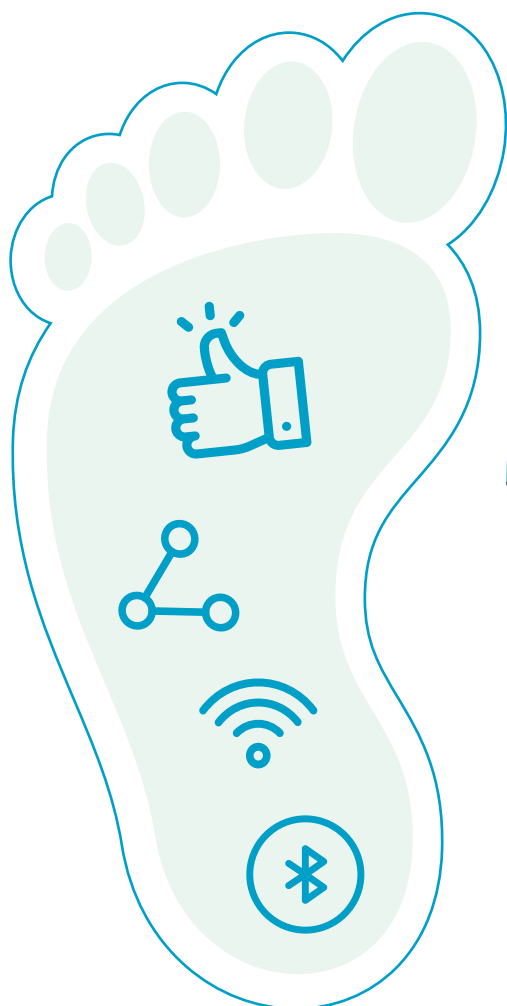
Here are a few facts about ePresence that you probably didn't know.
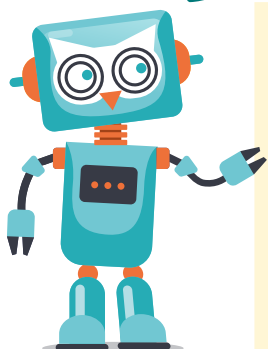
✔ 81% of children in the world now have an online presence before they turn 2 (Berkley School of Law, 2019).

✔ In 2013, 'selfie' first appeared in the Oxford Dictionary as the official word to describe photos people took of themselves.

✔ 20% of people admit that they photoshop their selfies.

✔ One out of two children post selfies that show their physical location.

(!) Remember, what you post online stays online!

Online presence, selfies and location tracking (GPS on phones) can show where you are at a specific time. **Think of ways this can save lives. It can also cause problems between friends. How?**

Many things we say and do in face-to-face conversations could appear rude or hurtful when we are chatting or texting online. **Can you think of 3 reasons why this is so?**

1. ....

2. ....

3. ....

How did you go?

Let's look at some of the main differences between oral and written communication.

Oral communication

You are looking a little upset. Are you OK?

No, I'm fine. I look different because I just had a haircut.

Ha ha! Now I can see that you've got ears.

Written communication

Hi @lex. How are you? 🙂

Hello @nna. I'm fine thanks. 🙂
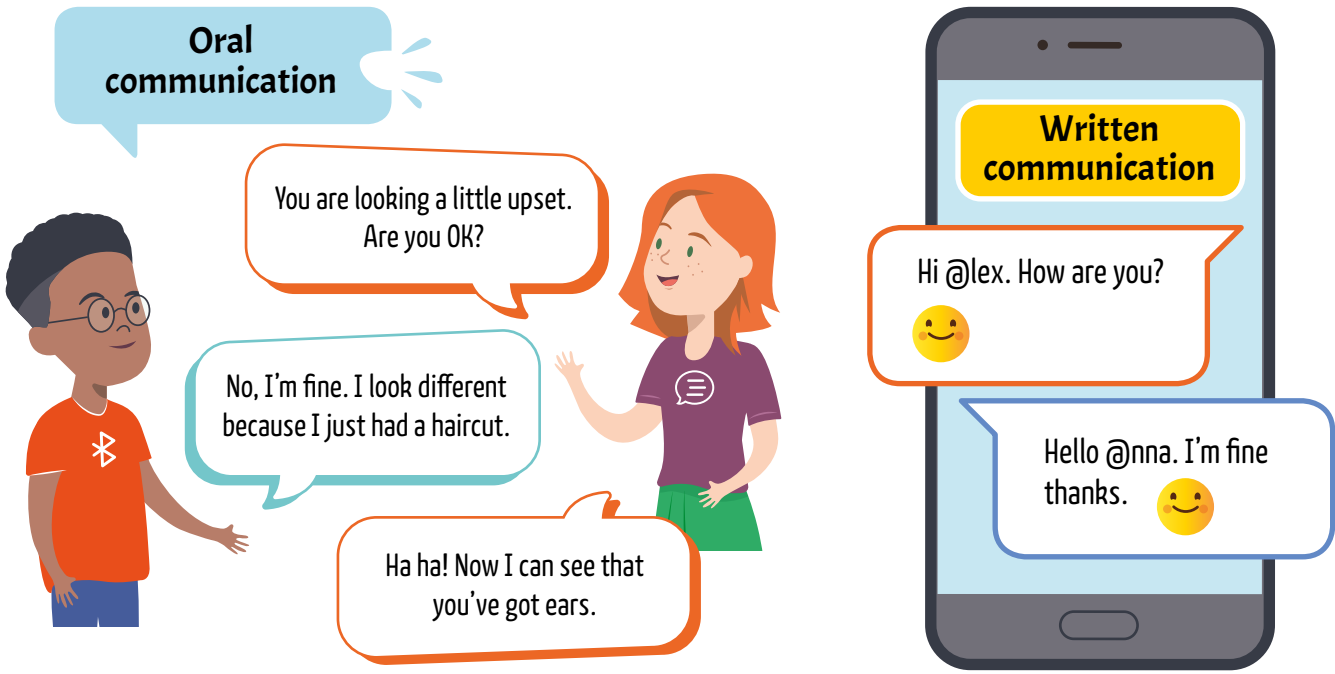
Are these 8 things part of oral or written communication? **Put the sentence number in the blue or yellow circle, where you think they belong.**

1. You see facial expression

2. May stay online forever

3. No permanent record (unless you record)

4. More easily misunderstood

5. You can use abbreviations

6. You see body language

7. Tone of voice

8. Visible punctuation

Exercise 16 — Netiquette – being polite and respectful online

I love being online because I can be who I want and do whatever I want.

That's not really true @nna. You may be visible to thousands of people. And remember, what you do online may be there forever.
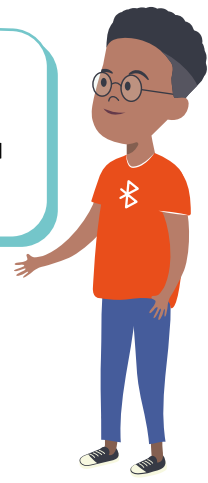
Rob the Robot is almost always online. He has created a puzzle to teach us about some of the basic rules that will help us keep a positive online presence.

The rules about how to behave properly online are together called "network etiquette", or just "netiquette". Some of these rules are meant to protect our rights, privacy and personal data. I want you to colour the boxes of this type of rule in blue. Other rules are about our well-being, and the well-being of others. Colour these in green. Some aren't rules at all, just the opposite! Colour these in red.
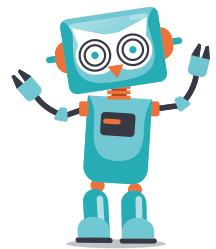
1. I shouldn't share my personal information with everyone.	2. I should watch the time I spend online.
3. I should use a strong password.	4. My digital footprint will stay with me through my whole life.
5. I should always be polite online.	6. I can say what I like online because I'm anonymous.
7. When I send emails to several people at once, if they don't know each other I hide their addresses.	
8. When I receive an unfriendly message, I answer back.	9. It's not a problem to share personal information.
10. Whenever I post things online, I think about my reputation.	11. I treat others with respect online.
12. I ask for permission before posting photos of others.	13. I avoid making jokes that could be misunderstood.
14. I think before I post, and check if my post could be taken the wrong way.	15. I use appropriate language.
16. Emojis can be used to help show feelings.	17. I check the copyright notice before downloading music.
18. If strangers try to connect with me I block them.	19. When I see someone being bullied I step in to stop it.
20. I don't forward junk mail or spam.	21. I don't share information online unless it's trustworthy.

Work with a partner or in a group to create a poster of 10 top netiquette tips. You can put it on the classroom wall or take it home to your parents. Adults sometimes need to be reminded of netiquette too!

Exercise 17 — No to phishing

Hi Rob. I heard mum talking about a fishing attack on her mobile phone. How could a fish attack her phone?

You probably got it wrong, @lex. I think she was talking about phishing, with a 'ph'. Call @nna, and I'll tell you both more about it.
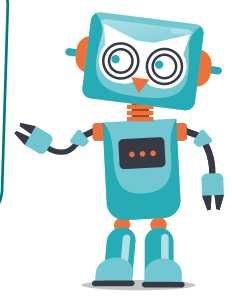
Phishing happens when you click on a risky link or open a fake email. There are more than 3 billion fake emails sent worldwide every day, and about half of these link to things like viruses and bots. If you open one of these, you could get locked out of your computer or mobile phone, or suddenly discover that a weird programme is working in the background. It can steal your data, then send messages to your online contacts pretending that they are from you. But don't worry too much, with a little care and a few simple precautions you can avoid becoming a victim of phishing.

Fill in the blanks with these words in the 7 sentences below. These are important words about anti-phishing. Some are about ways to prevent it, and others about rules or ways to help detect phishing. You could even make a poster of the rules, to take home to your parents.

password / opening / spelling or grammar / security software / back up / email address / link / automatic updates / personal information

1. Protect your computer, phone or tablet by installing _____ _____ and accepting _____ _____ .

2. Use a strong _____ that is different for every account and every device you use.

3. If you receive an email from an unknown sender, take a really good look at the _____ _____ and even look it up online before _____ it.

4. Never click on a _____ before typing the address into the browser yourself to make sure the organization really exists.

5. Look for bad _____ _____ _____ , that's often a sure sign that something is wrong.

6. _____ _____ all of your files regularly, so that you don't lose everything if you get caught out.

7. Never give out _____ _____ including passwords. If you think your password may have been cracked, change it immediately.

Viruses are called malware. Look up a dictionary or use a search engine to find the meaning of each of these types of malware.

Bot _____

Spyware _____

Trojan horse _____

Adware _____

How are you doing?

You have now completed the 3 Themes in **Well-being Online**:

✓ **Ethics and Empathy** – being respectful, and reaching out to others needing our help.

✓ **Health and Well-being** – living a balanced and healthy life both online and offline.

✓ **ePresence and Communication** – interacting positively and taking care of our digital footprint.

If you haven't already done so, go back and **cut out and copy the badge that you will find in the bottom right hand corner on the last page of each Theme. Paste these badges on the backpack on the back page of this activity book.**

Rate yourself! How are you doing so far with the activities and exercises that we have prepared for you? In the table below, select...

the green traffic light, if you think you are doing really well;

the yellow traffic light, if you believe you are doing well, but could do better;

the red traffic light, if you don't feel that you have done very well so far! If this is the case, take another look at the activities and exercises with a friend or someone in your family.

Activities and exercises	🟢	🟡	🔴
A story about an upstander			
Feelings in words and emojis			
Puzzle: Rocketing back to the land of civility			
A cyberbullying maze			
Play the Empathy Game			
Troubleshooting			
Putting feelings into words and emojis			
Keeping track of time online			
Improving our online habits			
It's selfie time!			
Mapping our digital footprint			
Comparing oral and written communication			
Netiquette – being polite and respectful online			
No to phishing			

Some of the things we need to remember to stay healthy and master our digital footprint

- [ ] Being online is more fun for all when we are kind and watch out for each other.
- [ ] Emojis help show feelings online, but not everyone understands them in the same way.
- [ ] *Equality, empathy and ethics* – these 3E's are the keys to well-being online.
- [ ] Keep track of the time you spend online, and balance it with offline and outside activities.
- [ ] Digital footprints are too easy to create and almost impossible to delete.

3 Rights Online

Rights and Responsibilities

Consumer Awareness

Privacy and Security

Active Participation

A meeting with Hercules

Rob, @lex and @nna love going camping. They have heard that there is a small cave not far from DigiTown, and they would like to explore it. They pack their sleeping bags, along with some snacks and drinks, and set off together to walk through the forest. They soon come across the cave. Rob leads the way inside, switching on his headlamp to light the way. They have taken just a few steps when the path forks sharply to the right. They can go no further because an odd, closet-like machine is blocking the way.

@nna pulls back, but @lex grabs her arm. *"Come on, @nna,"* he says. *"Don't be scared!"* Rob reaches out and taps on something that looks a bit like a door. Suddenly the closet starts to rumble and everything starts to shake. Lights flash. Rob's headlamp makes a pinging noise, then everything goes dark. They blink, open their eyes wide, and it seems like they are in a different world. It is a sort of open marketplace, and people all around are wearing white robes and sandals. @lex walks up to one of them and asks, *"Excuse me sir, can you tell us what is happening?"*

I AM HERCULES!

It doesn't take long to understand that these people are too busy to answer their questions. They all seem to be very actively discussing a matter of great concern to them. They are listening to an old man who, from time to time, invites people to stand up and voice their opinion. Looking around again, Rob suddenly says, *"Look, I think we have time-travelled into Ancient Greece!"*
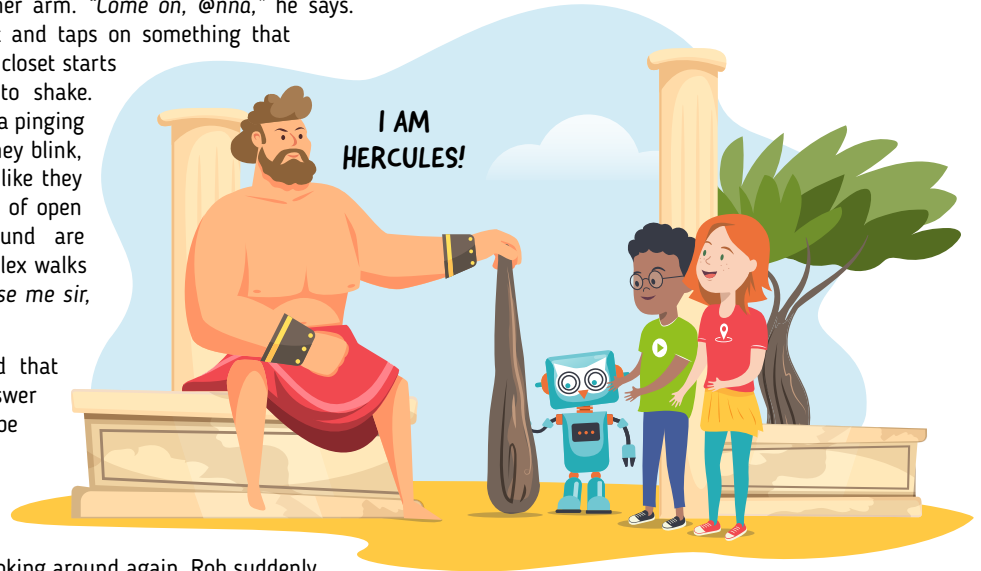
Next thing a very tall, strong looking man with light brown hair approaches them: *"Greetings, visitors,"* he says. *"I am Hercules, the son of Zeus, the god of all gods in Greek mythology. You are lucky to be here today, because you will see how our town people are deciding together where the new city road will be built!"*

@lex, is really excited to be part of this. He is about to respond when suddenly he sees a huge rock rolling down a hill towards them. He grabs @nna's arm and they stare in shock, speechless. Hercules rushes forward, grabs the rock, lifts it onto his shoulders and calmly carries it to the bottom of the hill.

In a flash, they are back at the mouth of the cave, happy to see that their world has returned to normal. What an adventure! As they walk back through the forest, @nna turns to @lex and Rob, *"Hey, what we saw there shows just what our parents said a couple of days ago. About how important it is to be active citizens, and not to be scared to stand up and have our say on matters that affect us."*

"We have to be ready to step in and help each other, too, wherever we are," Rob adds. *"The only way we can help shape our environment is by being responsible and caring citizens. And that goes for the internet as well!"*

Now answer these questions.

1. Where did @lex, @nna and Rob meet Hercules?

2. What did they notice most about him?

3. How did Hercules save them?

4. Why is it important to have our say about things that affect our life?

Hidden wisdom: Understanding sayings
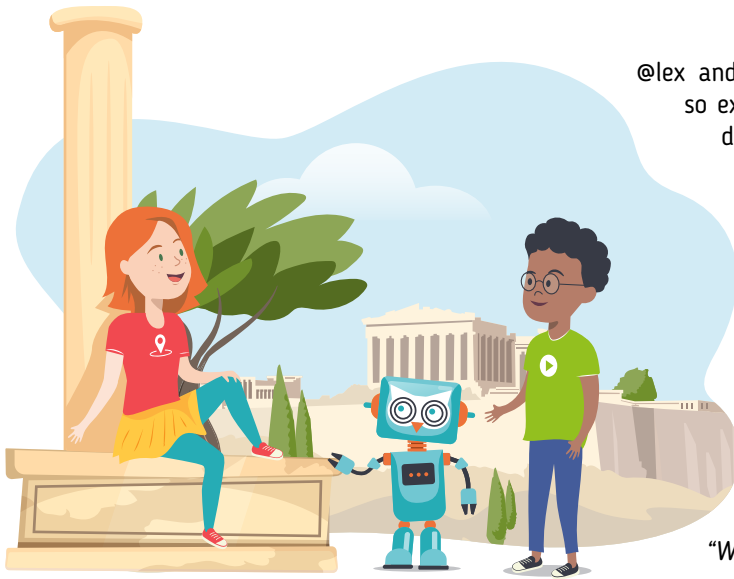
@lex and @nna found their time-travel to Ancient Greece so exciting that they decided to visit it again. After all, democracy was born in Ancient Greece, so maybe they would meet another important person like Hercules, and learn a few things about it first hand!

As it's Sunday today, they have all day to explore. First they go to pick up Rob, and together they walk through the forest to the small cave, fingers crossed that they will be lucky this time too. When they reach the closet-like machine they tap loudly on what looks like the door, and...

"It is working again!" @nna squeals in delight. *"We're back in Ancient Greece!"*

This time they find themselves in an open theatre built in marble. There are lots of people standing around in their white robes and sandals listening to someone. Indeed, it is an older person and he looks like someone very important. He is standing in the middle of the theatre. He seems to be talking about some very interesting things, because they pick up words like active participation and democracy. @nna moves along to one of the listeners and quietly asks: *"Who is this speaker?"*

Imagine her surprise when she is told it is Plato!

@lex, @nna and Rob walk a little further into the theatre, and find a big marble rock they can sit on together. This is a once in a life-time opportunity. To learn about democracy and active participation from one of the greatest philosophers ever!

After another ten minutes or so, Plato finishes his speech and people begin moving quietly towards the exits. Rob lags a little behind as @nna and @lex walk towards Plato, lots of questions in their mind that they want to ask him. They could do with a little advice from him too. Plato is delighted to meet the newcomers, even though he has never seen anyone like Rob before. All four of them sit happily down on the white marble floor, and Plato asks them what they would like to know.

He answers their questions and gives them some really great advice that will help @nna, @lex and all of their friends, not only offline but online too!

They would like to share with you what they learnt today. They invite you to discover some of the important things that Plato said in the text below. What do you think? Can you find them?

Learning from Plato

In the text below, underline each important thing that @nna, @lex and Rob learned from Plato.

This is lwel abc iredx of the cir fdsdfs. Ideas are the source of all things. Nobody acr ffe ccc bdes, are a wew fewe. Never discourage anyone who continually makes progress, no matter how slow. But, lvwer mxver irs, aebfe pwers of iber oqper mzaw. Good actions give strength to ourselves and inspire good actions in others. This is bceod of we goo are in the brsw. If we don't actively participate in our world and give our opinion with every opportunity we have, then others will always decide for us. If one wer vaf pobe like us qavce other one mer, georf, qatve. Are of ifer as our bffer. We all have equal rights to express our opinion and exercise our rights. Pore vrodw, go to awer pow us, other of fwers as. We mver ochw or cawr and gert get to gwer. We all have equal power to shape our world, and we should use it! One foer, if are to lwred, but gower no; other gawer boer as go ihry zaper.

Activity 15 Putting wisdom into practice
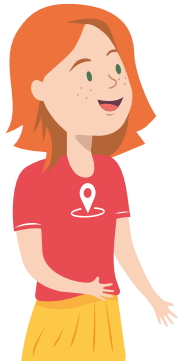
That was a really cool adventure, @lex and Rob.

Rob helped me look up Plato online. It's amazing! We still use sayings he made up more than 2,000 years ago.

Look at the sayings below from Plato. What do they mean? Work with a partner or in a group to discuss them, and to find examples for each. We have started with some ideas. When you have finished, compare your responses with people around you.

"Ideas are the source of all things."

Think of somebody who came up with a bright idea that has changed the way people communicate or use the internet. Mark Zuckerberg created Facebook, for example. Bill Gates came up with software ideas and created Microsoft. You can write one or two sentences about one of them, or describe an example of your own.

....

....

"Good actions give strength to ourselves and inspire good actions in others."

Have you done a good action recently that triggered a good action from someone else? For example, helped a friend or someone in your family? How did your action inspire someone else's good action?

....

....

Choose one of the following sayings of Plato, and give an example to show what you think it means.

1. Excellence is not a gift but a skill that takes practice.

2. Beauty lies in the eye of the beholder.

3. All men are by nature equal.

....

....

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Exercise 19 Justice and democracy, what do you think?

@lex and @nna have been learning about justice and democracy at school, and now they would like to hear your opinion. **Tick the 'yes' box if you agree with the following, and the 'no' box if you think it is wrong.**

YES | NO

1. It is fine if you fake someone's profile on internet. ○ ○
2. It is best to let one person decide everything for you. ○ ○
3. Only professionals should be able to post on the internet. ○ ○
4. Everyone should have equal access to the internet. ○ ○
5. You can say whatever you want online. ○ ○
6. It is ok to post your password on social media. ○ ○
7. Everything on the internet is always true. ○ ○
8. People should report cyberbullying. ○ ○
9. Think before you post. ○ ○
10. Everyone should have the right to freedom of expression. ○ ○

Activity 16 Know yourself... and check your self-esteem

ΓΝѠΘΙ·ϹΑΥΤΟΝ

"Know yourself" were the words carved on the front of the temple of Delphi way back in Ancient Greece.

With a partner or in a group think about what these words really mean and why they are important.

Fill in the 3 tiles in the mirror about yourself. Then check how well others know you by asking a friend to fill in the tiles in the right mirror with things about you. Do you really know yourself? And does your friend know the real you?

One thing I enjoy doing		One thing you enjoy doing
1. _____		1. _____
Two words to describe myself		Two words to describe you
1. _____		1. _____
2. _____		2. _____
Three things I want to do when I grow up		Three things you want to do when you grow up
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____

Activity 17) Working together on a community project

@lex and @nna thought that it was time for everyone to be able to read about DigiTown and the wonderful opportunities it offers its citizens. After all, everyone is welcome to come here to learn to be a digital citizen!

So one day during lunch break at school, @lex and @nna invited all of their classmates to a meeting to decide the best ways to promote DigiTown to the world. As engaged citizens of DigiTown, they suggested a vote to choose the best idea.
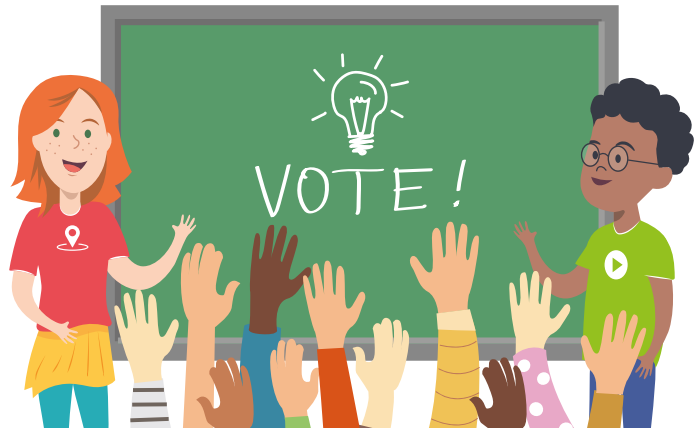
The outcome of the vote was clear: Wikipedia, the encyclopedia created and edited by volunteers around the world, would be the tool they would use to start with. @lex and @nna volunteered to create a list of topics to write about, and to pass it around during lunch break the next day. Everyone agreed, because they felt that it was very important for all of them to contribute to such a great project for their town.

When everyone met again the next day, they all received a topic to write about for the DigiTown entry in Wikipedia. @lex and @nna had already prepared a Wikipedia login for each person to contribute their small article. The whole school was very excited. They were not only getting a chance to write about their own town, they would also all be shaping one small piece of the online encyclopedia!

How about you? Can you think of a project that would require you to take action with your friends?
@lex and @nna invite you to write your own story, including at least 8 of these words:

active – participate (or participation) – vote – contribute – online – democracy (or democratically) – together – decide – shape – equal – opinion

Write your story here

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Learning about rights and responsibilities

@lex is not very happy today. His mother caught him using his mobile phone in bed when he was supposed to be sleeping. Now she has taken it away from him for 2 days. He has just complained about it to Rob.

"You already know how important it is to act responsibly, @lex," Rob says as they walk down the DigiTown street together. *"But let me tell you a story about an alien I once met named Leo. Leo came from another planet a long way from Earth. When I met him he was sad because he felt that nobody seemed to like him. I watched him for an hour or so, and quickly realized what his problem was. He just didn't seem to understand how important it is to respect other people.*

I was sorry for Leo, and invited him to dinner with me. He was happy about that because he really wanted to make some friends.

We were walking down the street on our way to dinner, when suddenly a lady on the other side of the street tripped over and fell. She dropped her purse and everything fell out. Leo pointed at her and started laughing. That's when I said to him, 'On planet Earth, we respect each other and don't laugh at people in trouble. We have a responsibility to help and protect each other.'

Leo looked puzzled for a moment. Then he realized that the lady needed help to get up. He crossed the street and helped her to her feet. Then he started picking up the things she had dropped, and helping her put them back in her purse. She thanked him warmly, and Leo felt very proud of himself. He looked around to see if he could find another good deed to do.

As we walked on to dinner, I talked to Leo about our rights and responsibilities here on Earth. I explained why we try to respect other people's rights. And I pointed out that this is especially important when we are online, because it is more difficult to understand what other people may feel and need.

Using your phone in bed, @lex, is a good example of a right and a responsibility. You have a right to be protected by your mother. She knows that using a mobile phone late at night can upset your sleep... and wake up your brother who sleeps in the same room. It is your responsibility not to go bothering other people at night, and her responsibility to make sure you get enough rest."
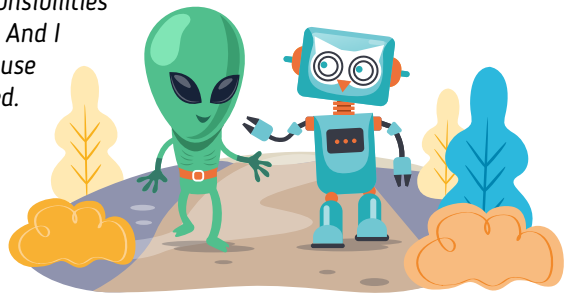
@lex understood that, like Leo, he could learn a lot from Rob. As they continued walking down the street, Rob mentioned a few more rights and responsibilities that @lex could think about:

✔ Everyone has a right to freedom of speech, and a responsibility not to make fun of other people.

✔ We have a right to have friends, and a responsibility to listen to and respect other people's opinions.

✔ We have a right for people to respect our space, and a responsibility to respect theirs."

@lex is excited about what he has learnt from Rob today. He rushes off to @nna to ask her to make a list of rights and responsibilities with him. As for Leo, he was very happy about his life on Earth!

Now answer these questions.

1. Why do you think Leo had no friends when he first moved to planet Earth?

2. What did Leo learn from Rob?

3. Why did Leo decide to change his behaviour?

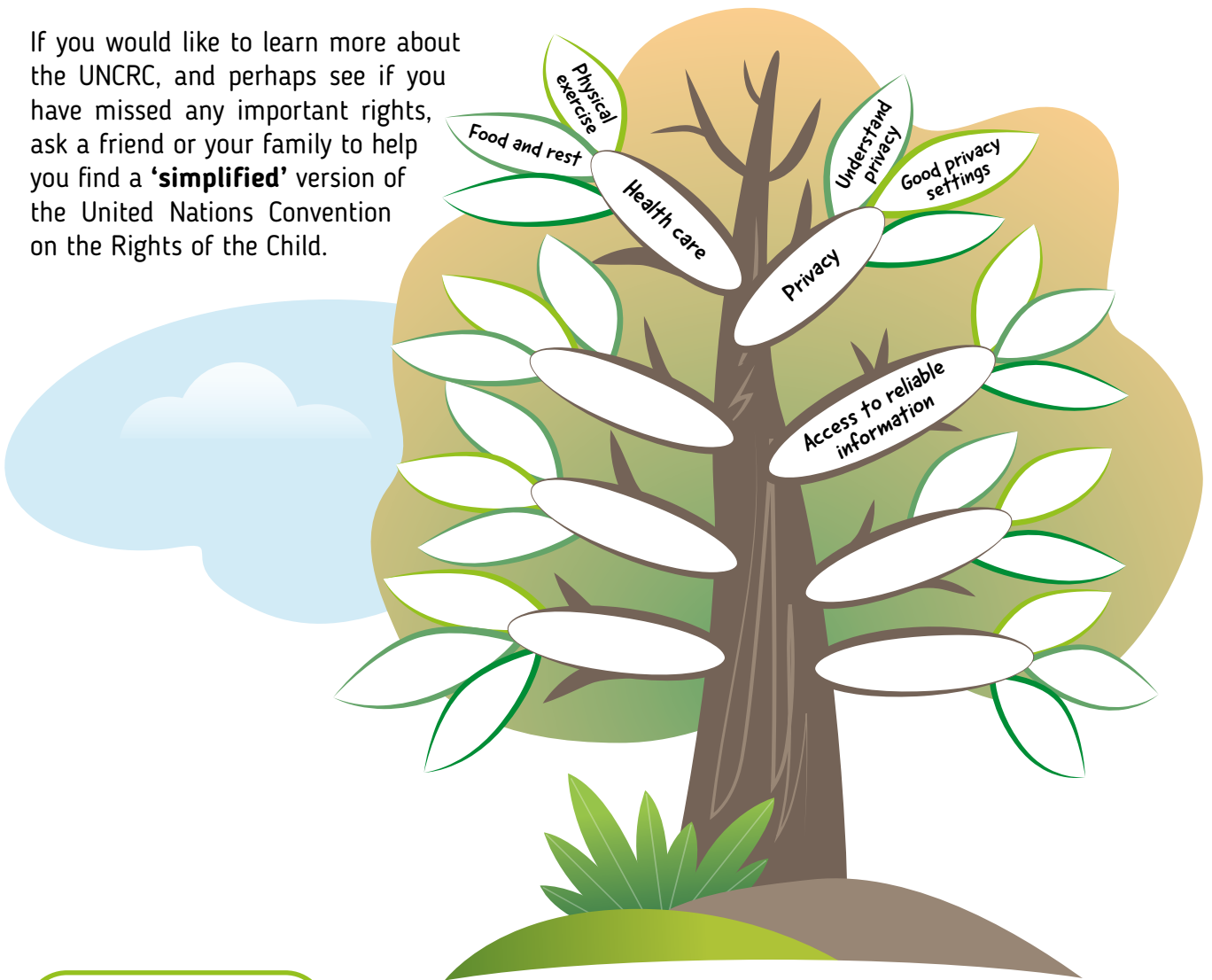**4. Why did @lex have his phone taken away by his mother?**

Activity 18 — Children's rights... and what we can do about them

In 1989, the United Nations got almost every country in the world to sign an agreement about the rights of children. The full name of the agreement is the United Nations Convention on the Rights of the Child (UNCRC). It explains to people and governments what they need to do to make sure that children's rights are respected.

With a partner or in a group, create a children's rights tree on this page. We've filled out a couple of the brown branches with the rights that all children should have no matter where they are. The green leaves show some of the things necessary to protect these rights on the internet and offline. Now it's your turn. Add more branches and leaves if you wish.

If you would like to learn more about the UNCRC, and perhaps see if you have missed any important rights, ask a friend or your family to help you find a **'simplified'** version of the United Nations Convention on the Rights of the Child.

Tree leaf labels:
- Physical exercise
- Food and rest
- Health care
- Understand privacy
- Good privacy settings
- Privacy
- Access to reliable information

Activity 19 — People who fought for their rights

Everyone has rights, not only children, and these rights are written in the **Universal Declaration of Human Rights**. Have you ever heard of these four people? **Choose one, then look up that name in the library or on the internet. Which right did that person fight for and how**?

Mahatma Ghandi _____   Emmeline Pankhurst _____

Nelson Mandela _____   Malala Yousafzai _____

Exercise 20 — My rights and responsibilities on the internet

Use the words and expressions in the list below to fill in the blanks.

protected / respect / permission / bullying / right / be polite /
ideas and opinions / responsibility / digital footprint / safe

1. I have the right to be _____ from all kinds of bullying.

2. I have the responsibility to report _____ .

3. I have the responsibility to treat others with _____ .

4. I have the right to remain _____ wherever I am, online or offline.

5. I have the responsibility not to take advantages of other people's creations without their _____ .

6. I have the _____ to know what is content and what is advertising.

7. I have the _____ to ask for help if I feel frightened or threatened.

8. I have the responsibility to be careful about my _____ _____ .

9. I have the right to express my _____ _____ _____ freely.

10. I have the responsibility to use correct language and _____ _____ when I interact with others.

Activity 20 — Declaration of Digital Citizens' Rights

Work with a partner or in a group to create a Declaration that shows the online rights and responsibilities of young digital citizens like you. You could copy this out on a larger piece of paper so that you can share your Declaration at home or in school to remind others of their rights and responsibilities.

Declaration of Digital Citizens' Rights

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Activity 21) Comparing rights and responsibilities

We've been learning a lot about rights, but how does knowing about my rights really help me when I'm on the internet?

Our rights are the same online and offline, @nna. It's just sometimes more difficult online to notice that you are not acting responsibly. Let's ask Rob to help us.
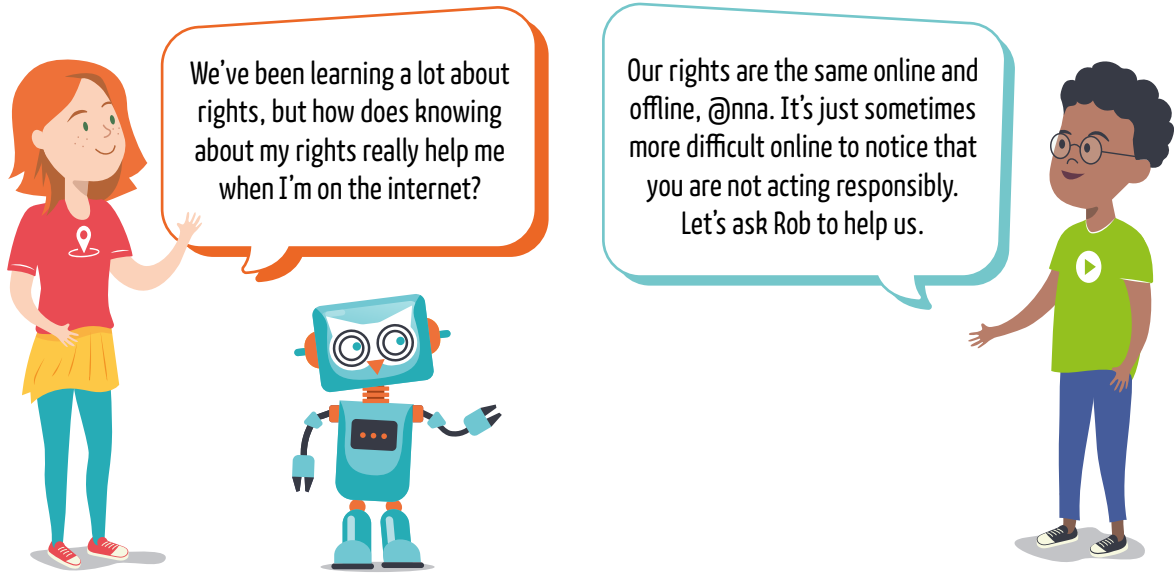
Complete the list of 5 rights and 5 responsibilities we should all respect online.
We have done the first 2 for you. If you want to look up more information, think about the keywords you need to use.

On the internet, I have the right to...

1. Feel safe, and keep learning how to be safe.

2. Stay in control of my personal data.

3. _____

4. _____

5. _____

On the internet, it is my responsibility to...

1. Treat everyone as I want to be treated myself.

2. Keep a good balance between online and real-world activities.

3. _____

4. _____

5. _____
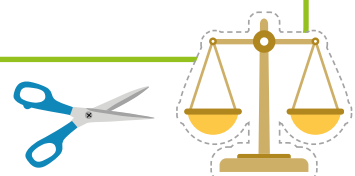
Banking on security

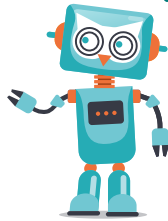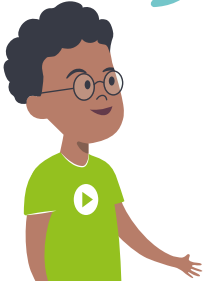**Rob, do you know the story about the three little pigs and the wolf?**

No, but I'd love to hear it.

OK. I'll tell you. Here goes...

Once upon a time there were three little pigs who wanted to build their own houses. One chose to build himself a house of straw, the second decided to use sticks, and the third to use bricks. All three were very happy in their homes!

But one day a big, bad wolf appeared in the neighbourhood. He wanted to destroy the three little pigs' houses. He went to the first house made of straw and he blew with all his strength until the house was torn apart. He then went to the second house made of sticks, and he blew and blew until there was nothing left. He finally made his way to the third house made of bricks and he blew as hard as he could, but he could not destroy the house. The house was too strong!

The wolf was very frustrated because he couldn't destroy the last house. He decided to try to get into the house in another way, and to destroy it from the inside. So he disguised himself as little Red Riding Hood. He knew that little Red Riding Hood was a very good friend of the three little pigs.

In disguise, the wolf went to the house of bricks and knocked at the door. When the door opened, he asked the three little pigs (who were now staying together in the safe brick house) to let him in. He hoped he could trick them. But the three pigs understood that this was not their real friend! They immediately called the hunter for help. The hunter came as soon as he heard what was going on, and trapped the wolf. He put the wolf in a cage and took him far away from the three little pigs, and the little pigs lived happily ever after.

Alex scratches his head, *"What do you think, Rob? What does the story tell us?"*

"The story shows that we have to take precautions to protect ourselves from harm. This is true both online and offline, Alex. The little pig built a brick house because it knew that was the strongest if the bad wolf tried to harm him," Rob continues.

"It also means that we shouldn't trust just anyone online or offline who pretends to be our friend. If we are not 100% sure that people are who they say they are, then we block them. If we ever feel threatened in the real or the online world, we should ask for help right away just like the little pigs did when they called the hunter."

Now answer these questions.

1. What were the 3 materials that the pigs used to build their houses?

2. Why do you think two of the pigs' houses were not safe?

3. How did the wolf try to trick them?

4. Do you think that the pigs did the right thing by calling for help at the end?

Things we don't share on the internet

Circle in **red** the things you should not share on the internet. Circle the things you can safely share in **green**. Circle in **blue** the things you need to be careful about sharing. Don't forget that certain bits of information about us online can easily be put together, and put our privacy in danger.

Password

Your full name

Your age

Name of your pet

Colour of your hair

Name of your school

Home address

Private info about family members

Parent's work address

Your hobbies

Family phone numbers

Remember! The things you share on the internet may stay on the internet forever.

Photos of where you are right now on vacation
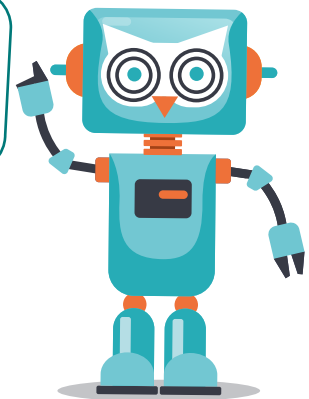
Can you think of 3 other bits of information you shouldn't share on the internet?

1. _____ 2. _____ 3. _____

Can you name any types of information you can safely share on the internet, even including information about other people?

_____

Activity 22 — Creating a mega password

A password is a super important key for protecting our privacy. We wouldn't think of using the same key for every single thing we want to lock up, and it's the same when we're online. Every account should have its own password. But you can use the same technique to make many different passwords.

@lex and @nna would like to share their perfect password creation technique with you, to help you create passwords that are very difficult for anyone to crack. Let's go!

1. Create a sentence with at least 10 words about something you like very much. Here is @nna's example: "I like to eat pizza with tomato, ham and cheese."

   Your sentence: _____

2. Now, take the first letters of each word and put them together. When we do that with @nna's favourite dish we get: Iltepwthac.

   Your first letters: _____

3. Now, let's replace some letters with capital letters, numbers and symbols. For example, replace the letter e (eat) with a capital E, replace the word 'to' with the number 2, and add one or two symbols: Il2Epwth&c

   New version of your password: _____

4. And finally, add a 2-digit number at the end. But not your year of birth, that would be giving away too much information about yourself. @nna chose the date of her birthday: Il2Epwth&c15

   Your final password version: _____

We are sure that you have created a great password that you will easily remember and that others will not be able to guess.

Did you know that you can find websites online to test how good your password creation technique is? Just type the words 'password check' into a search engine, choose one of the password checker sites, and type in a false password using your creation technique. The site will show you how long it would take someone to crack the password you typed in. Remember to change the password a little if you really plan to use it, now that you have tested it online!

Why is it so important to create strong passwords?

Work with a partner or in a group to write a story about what happened to @lex when someone cracked his password. You need to include the following words in your story.

wrote / paper / lost / account / message / help

....

....

..

Learning about privacy, a precious possession

Draw lines to connect the sentences in column A to the correct ending in column B. We all want to protect the things that are most precious to us, and our private information is more important than any other possession.

Column A	Column B
1. Giving away our password is like...	a. ... thinking that we can trust every person we see in the street.
2. Publishing a photo of ourselves online is like...	b. ... giving a stranger on the street our home address.
3. Writing something personal on the internet is like...	c. ... leaving the door of our home open all the time, letting anybody come in.
4. Telling someone who we only know online where we live is like...	d. ... giving a photo of ourselves to strangers.
5. Not protecting our computer with security software is like...	e. ... shouting it out loud in a shopping mall full of people.
6. Accepting to meet somebody in the real world when we only know them online is like...	f. ... doctors not wearing a mask to treat patients with a contagious virus.
7. Opening a file we downloaded from the internet, without scanning it for viruses is like...	g. ... giving away the keys to our house.
8. Clicking on links we find without checking them on a link-checker such as scanURL is like...	h. ... accepting to follow a stranger we meet on the street.

Activity 23 Rob to the rescue!
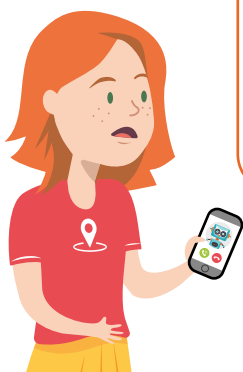
Hi Rob. We need your help urgently. My dad's friends are complaining that they are getting crazy emails from him, but he didn't send them. Can you come over to help him sort out this problem please?

I'll be right over, @nna. It sounds like he's been infected by a virus that is accessing his contact list.
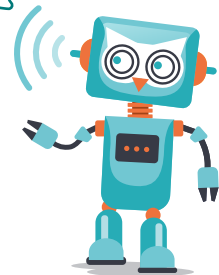
With a partner or in a group make up a story to present to your friends using the ideas, words and phrases below.

How did Rob help @nna's dad solve his problem, reach out to his contact list and secure his accounts? Look up any words or terms you don't understand in a dictionary or online.

antivirus / reinstall programs / change passwords / different accounts / warn everyone on his contact list

Exercise 23 — Knowing when you are connected

Circle the objects that are connected to the internet in red, circle the objects that can sometimes be connected in blue, and the objects that aren't connected in green.

Many of the things we buy today are "connected", which means that they can collect and send information from you through the internet. It's fun to get information in real time from our gadgets, but much less fun if we're giving away information without realising it, and without knowing where it goes. Which of the objects below are connected, or can exist in connected versions?

1.

2.

3.

4.

5.

6.

7.

8.

Activity 24 — Understanding facial recognition

I'm sure you've often heard this word, but what does it mean in your life? Facial recognition is technology that can automatically identify a person from a digital image or a frame from a video. In some ways, this can be useful. But it can also be risky, annoying and a threat to our right to privacy.

@nna

SCAN
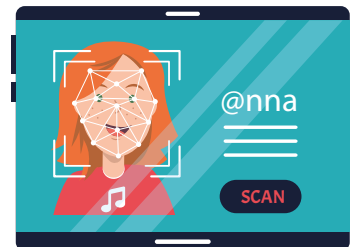
Work with a partner or in a group to give examples of how facial recognition can be used to help us (+), and how it can work against us (–). Tagging on social networks, for example. Is it useful or a problem?

Facial recognition example	+	–	Reasons for your answer

We've been learning a lot about rights, but you are always telling me to be more careful with my private information, @lex. Here is a quiz to see how much you and our Digitown visitors know about privacy and security on the internet. Choose the best response.

Bring it on, @nna. I bet you can't catch me out!

1. I am chatting with my friends and suddenly a stranger sends me a text. What do I do?

a. Reply to the text message.

b. Ignore, and block the sender.

2. I receive an email telling me that I have won a big online contest that I can't remember entering. It asks me to send my personal details to receive my prize. What do I do?

a. Ignore it and tell my parents.

b. Send my personal details immediately to get the prize.

3. I see a fake profile using the profile picture of someone I know. What do I do?

a. Nothing. It's ok to use the picture.

b. Report it to the platform help desk.

4. I receive a friend request from a stranger. What do I do?

a. Refuse, and tell a trusted adult about it.

b. Accept it.

5. A friend made a photo of me cycling in front of my house, and now he wants to post it on the internet. What do I do?

a. Nothing, it's ok to post the photo.

b. I ask him not to post it because it shows personal information.

6. I am playing an online game and a stranger asks me for my account details. What do I do?

a. Give the information.

b. Ignore the request.

7. Someone that I don't know very well asks me for a friend's contact details. What do I do?

a. Ask the friend's permission before giving out the contact details.

b. Send the contact details.

Check your answers here, and see how you did. Every correct answer gets 5 points.

7.a	6.b	5.b	4.a	3.b	2.a	1.b

30–35: Excellent, you're a star! You certainly know how to protect your own privacy and the privacy of your friends.

20–30: You still have a few things to learn, but you are getting there. Keep up the good work!
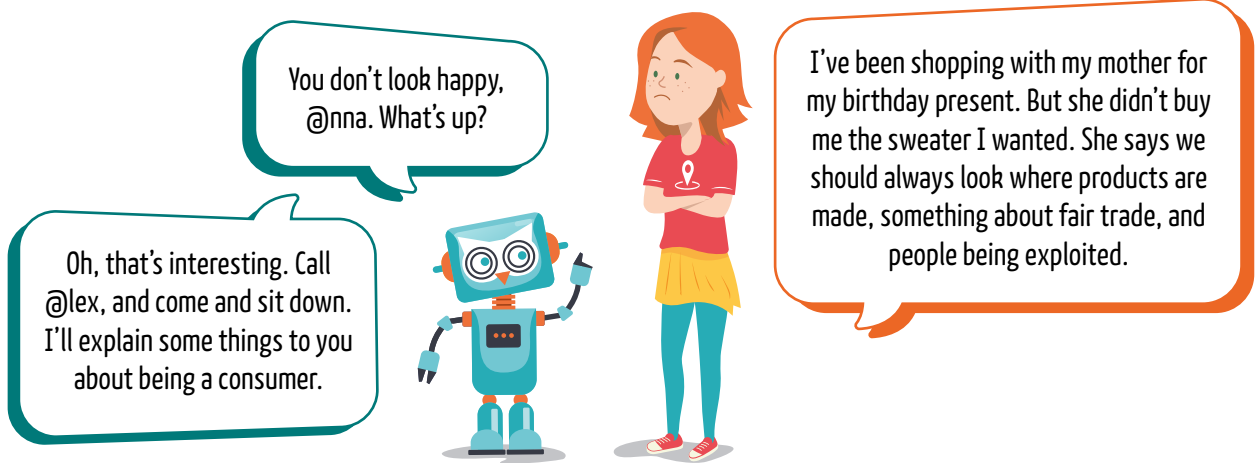
0–20: Oops! Your privacy and the privacy of your friends are in danger! You should get help from your friends or family to sharpen your skills.

Wise consumers = fairer trade

You don't look happy, @nna. What's up?

Oh, that's interesting. Call @lex, and come and sit down. I'll explain some things to you about being a consumer.

I've been shopping with my mother for my birthday present. But she didn't buy me the sweater I wanted. She says we should always look where products are made, something about fair trade, and people being exploited.

"Very often we want things that we don't really need, and probably won't even use very much. We should try to think about where products come from, if the people who made them are getting a fair salary, and if we are adding to our carbon footprint. That means the amount of carbon dioxide we each put into the air through the things we do. It is our impact on the environment."

"How can we know all those things, Rob?", @nna can't help but ask.

"Well, first you can look at the tags on products to see the country they come from. You can also go online to try to understand who made the product, if they were probably paid fairly for their product, or received a correct salary for their work. In some countries, for example, farmers are replacing food crops with cotton crops to satisfy our need for cheap clothes. This is all part of what we call 'fair trade'."

Here are the three golden questions to ask yourself next time you go shopping, to see if you are a wise consumer.

1. Do I really need the product?

2. Have I been influenced by advertising?

3. Where does the product come from, and is it really 'fair trade'?

✎ Exercise 25 Decoding a cryptolex

There are words in the cryptolex about being a wise consumer. Can you find them? The word pattern on the right will help you. Colour is important! Do you know what these words mean?

A	G	V	V	E	C
D	R		I	R	N
T	A	P	A	R	
	D	D	E	E	N
T	R	I	T	I	M
I	R	N	O	T	O
F	N	S	U		E

1. F _ _ _   t _ _ _ _

2. E _ _ _ _ _ _ _ _ _ _

3. P _ _ _ _ _ _

4. A _ _ _ _ _ _ _ _ _ _

✏ Exercise 26 · Is it a want, a need, or a right?

@lex and @nna have been learning that it means different things to 'want' or to 'need' something, and that 'rights' are very different from our 'wants' or our 'needs'. Do you understand the difference? Draw a red frame around the things that are a right, a blue frame around things you need, and a green frame around things you just want.

|			
new toys	school	being safe	ice cream
candy	somewhere to live	health care	pen or pencil	bicycle
going to the movies	pocket money	hamburger	jewellery
sports gear	school lunch	headphones	food and water

🖊 Activity 25 · More about rights, wants and needs

Work with a partner in a group to fill in the table below with a few more things that we could classify as 'want', 'need' or 'right'. Discuss your table with other groups. Do you all agree?

WANT	NEED	RIGHT

Values and attitudes shape all of our activities
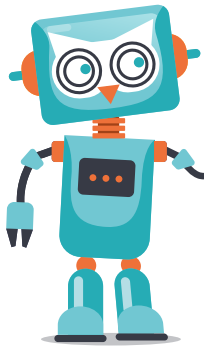
Values are the golden rules that guide our actions. Sometimes they are like a little voice in our head that tells us when we do something good and bothers us when we do something wrong.

But where do our values come from, Rob?

We learn our values from the people around us. When we are babies, the people around us take care of us, play with us and show us how to do things. We watch how they act, and learn what is right and wrong. This shapes our attitude to the world.
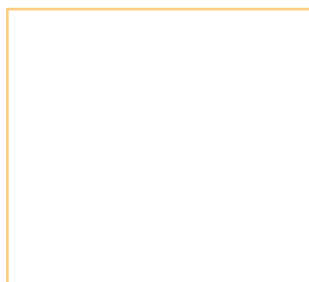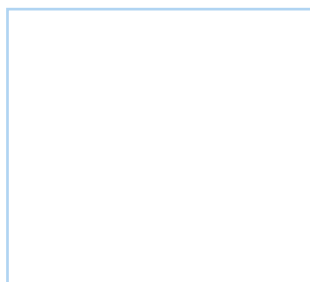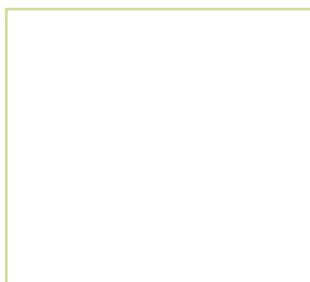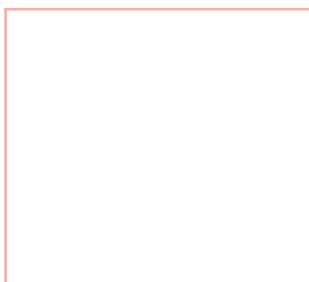
Here are some examples of values. Write the matching word below each image.

respect / protection / caring / fairness / equality
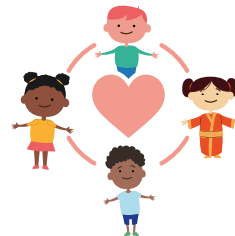
1. _____   2. _____   3. _____   4. _____   5. _____

Can you think of more values? Make up some more images and see if a friend or your group can guess what they mean.

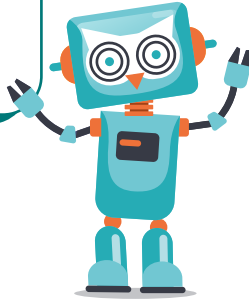_____   _____   _____   _____

Learning about artificial intelligence

I am extremely happy today. Some robot-friends of mine are coming to visit me in DigiTown. I've asked them to tell you about all the great things they have been doing. Did you know that all of us robots have artificial intelligence?

Artificial intelligence? What's that?

Well, we talk about artificial intelligence when a machine can do something that we used to think only humans could do. And that's basically what a robot is, a machine built on artificial intelligence and able to gather information and put it together to carry out a task. There are many different sorts of robots, able to do many different types of tasks. Not all robots look like me!

*Drones are an example of robots too. Just think of the many things they can do!*

Artificial intelligence is all around us. Many smartphones have a personal assistant, for example, that will do certain things for us like telling us what the weather will be like today or finding and starting up a piece of music we want to listen to. Maybe you have already heard about smart cars that don't need a driver.

Can you think of 3 examples of artificial intelligence around you?"

1. _____

2. _____

3. _____

@nna is looking a little puzzled. *"But Rob, does artificial intelligence know how to protect our privacy when it is gathering information? Does it respect the law when it serves us?"*

"@nna, this is a great question," Rob responds. *"You are right, it is important that your right to privacy and all your other rights are respected and that artificial intelligence is used well, according to the law. Don't forget though, you are responsible for protecting your own rights and the rights of other people too. You can discuss all of this today with my robot friends. Oh… I see that they have arrived."*
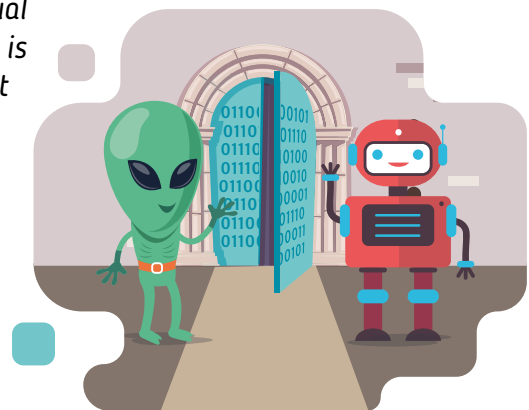
Learning about our carbon footprint

"@nna," @lex has just been speaking to Rob, and he is looking puzzled. *"Did you know that we leave a carbon footprint every time we use our computer, the internet or our mobile phone, or when we watch TV or use electricity? We also add to our carbon footprint when we ride in a car, plane or taxi, and by doing many other things, too."*

"No, I didn't! What is a carbon footprint?"

"Well," @lex continues. *"Rob has just been explaining to me that a carbon footprint is the amount of carbon dioxide emissions we create when we use energy. Apparently some types of energy produce more than others. I have already heard about the 'greenhouse' gas emissions or the 'greenhouse' effect. This affects DigiTown, and the whole world too."*

"Wow, That is interesting! Is there a way to follow and maybe even reduce our carbon footprint, to help DigiTown and our planet earth?"

"Yes," @lex says as he starts explaining his ideas. *"There are lots of ways. We need to think about the things we do each day that could be adding to our carbon footprint. Who knows, maybe it will help use the natural resources of our town and the earth more wisely."*

Here is a small test to start with, let's do it all together.
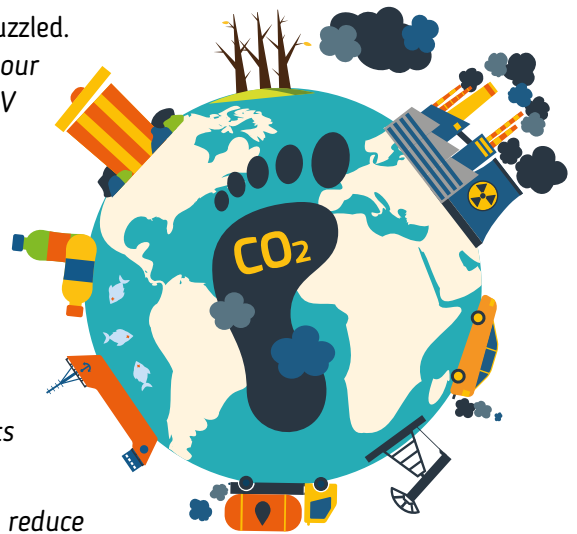
✎ Exercise 28   Try the carbon footprint test

YES | NO

1. I unplug my mobile phone as soon as it is charged, and don't charge it unnecessarily. ◯ ◯
2. When I am not using my PC, I switch it off. ◯ ◯
3. I am connected to the internet, only when I need it. ◯ ◯
4. I switch the TV off when I am not watching it. ◯ ◯
5. I don't leave lights on if I don't need them. ◯ ◯
6. I open the fridge only when there is a reason to, and close it rapidly. ◯ ◯
7. For short distances, I walk or use my bicycle. ◯ ◯
8. I eat lots of things that are produced in DigiTown, so they don't need to be transported over large distances. ◯ ◯
9. I recycle everything that can be recycled. ◯ ◯
10. I unplug all my devices, when I'm not using them. ◯ ◯

How did you do? Score 1 point each time you answered YES.

😉 **8–10:** It looks you are already taking care of your carbon footprint. Keep it up!

🙂 **5–7:** You are on the right track in taking care of your carbon footprint. Follow all the steps above, to make your footprint even less visible.

😳 **0–4:** We are sure that you will want to follow the advice above to become a footprint fiend, not only looking after your own carbon footprint but able to help others look after theirs too!

How are you doing?

You have now completed the 4 Themes in **Rights Online**:

✓ **Active Participation** – cooperating with other people, sharing and standing up for our ideas.

✓ **Rights and Responsibilities** – learning how to protect and respect them, both online and offline.

✓ **Privacy and Security** – making sure that no one can steal or use our digital information.

✓ **Consumer Awareness** – being a wise, smart and green consumer.

If you haven't already done so, go back and **cut out and copy the badge that you will find in the bottom right hand margin on the last page of each Theme. Paste these badges in the backpack on the last page of this activity book**.

Rate yourself! How are you doing so far with the activities and exercises that we have prepared for you? In the table below, select...

🟢 the green traffic light, if you think you are doing really well;

🟡 the yellow traffic light, if you believe you are doing well, but could do better;

🔴 the red traffic light, if you don't feel that you have done very well so far! If this is the case, take another look at the activities and exercises with a friend or someone in your family.

Activities and exercises	🟢	🟡	🔴
Hidden wisdom: Understanding sayings			
Putting wisdom into practice			
Justice and democracy, what do you think?			
Know yourself… and check your self-esteem			
Working together on a community project			
Children's rights… and what we can do about them			
People who fought for their rights			
My rights and responsibilities on the internet			
Declaration of Digital Citizens' Rights			
Comparing rights and responsibilities			
Things we don't share on the internet			
Creating a mega password			
Learning about privacy, a precious possession			
Rob to the rescue!			
Knowing when you are connected			
Understanding facial recognition			
Privacy quiz			
Decoding a cryptolex			
Is it a want, a need, or a right?			
Values and attitudes shape all of our activities			
Try the carbon footprint test			

Some of the things we need to remember to enjoy the internet as active and smart users

☐ The internet is a democratic place: we all have equal rights to participate and share our opinion.

☐ We have to know and protect our rights, and protect and respect the rights of others.

☐ We have to be careful about who we share information with, protecting our privacy on/offline.

☐ It is important to be fair consumers, both online and offline.

☐ When we use technology we keep in mind the need to protect our environment.

Certificate

_____

has now completed the **All Aboard for Digitown!**
path of learning for smart digital citizens.

*Don't forget to check your backpack to see that you have all of your badges.
You will need them to continue your journey as an active digital citizen.*
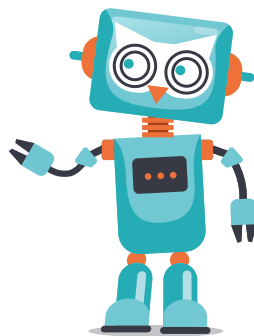
Signed by   Date

_____   _____

Solutions to exercises and suggestions for certain activities

Introduction

Exercise 1 (pages 6-7) – **Visiting places in DigiTown**

A – 1. Access and Inclusion; **B** – 9. Privacy and Security; **C** – 5. Health and well-being; **D** – 2. Learning and Creativity; **E** – 3. Media and Information Literacy; **F** – 10. Consumer Awareness; **G** – 7. Active Participation; **H** – 4. Ethics and Empathy; **I** – 6. ePresence and Communication; **J** – 8. Rights and Responsibilities.

Exercise 2 (page 8) – **Matching tools and words**

laptop, mobile, email, emoji, password, tablet, protect, virtual, camera.
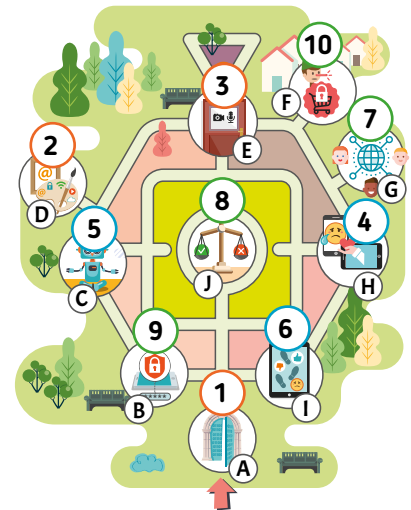
Exercise 1 (pages 6-7)

Chapter 1 – Being online

Exercise 3 (page 13) – **Activities at school and online**

1 – c; **2** – e; **3** – a; **4** – i; **5** – l; **6** – j; **7** – b; **8** – d; **9** – f; **10** – g; **11** – h; **12** – k.

Exercise 4 (page 14) – **Online friends and troublemakers, and what they do**

Online safety – B; Freedom of expression – A; Fake profile – D; Cyberbullying – C.

Exercise 5 (page 19) – **Crossword: The internet**

Down: 1. Wifi; **3.** Copyright; **4.** Play; **5.** Download; **6.** Search; **7.** Cloud; **9.** Upload.
Across: 2. Privacy; **6.** Security; **8.** Youtube; **10.** Home.

Exercise 6 (page 20) – **Finding hidden numbers**

B – 10; **C** – 1; **D** – 7; **E** – 3; **F** – 7; **G** – 8.

Exercise 7 (page 22) – **Playing with numbers and symbols**

A – password; **B** – profile; **C** – report; **D** – fake news.

1. Friend = 5 → 8 4 STOP 3   **2.** Internet = 8 STOP ☺ 4 → STOP 4 ☺
3. Social media = ↓ □ 2 8 0 * $ 0 4 3 8 0   **4.** Respect = → 4 ↓ ▼ 4 2 ☺
5. Selfie = ↓ 4 * 5 8 4

Exercise 8 (page 23) – **Tools we find in a media lab**

A. camera; **B.** microphone; **C.** tablet; **D.** mobile phone; **E.** computer.

Exercise 9 (page 24) – **Try the media quiz**

1 – a; **2** – c; **3** – b; **4** – c; **5** – b; **6** – a; **7** – a.

Exercise 10 (page 25) – **Real or fake?**

Image 1: real; **Image 2**: photoshopped; **Image 3**: photoshopped; **Image 4**: real; **Image 5**: photoshopped.

Exercise 11 (page 27) – **Online and offline – spot the difference**

1. False; **2.** False; **3.** False; **4.** False; **5.** False; **6.** True; **7.** True (Maybe it's ME!)

How are you doing? (page 28)

This is a self-evaluation activity that you will find at the end of each of the 3 chapters.

Exercise 12 (page 34) – **Puzzle: Rocketing back to the land of digital civility**

P	O	T	H	U	N	B	E	J	B	H	I	C	Y	J	O
A	D	I	V	E	R	S	I	T	Y	R	W	Z	X	U	P
R	N	N	I	Q	L	I	W	A	K	V	C	D	U	S	D
K	B	R	N	U	B	D	O	F	G	S	H	G	Q	T	R
Z	E	M	P	A	T	H	Y	W	B	I	M	L	K	I	O
U	P	O	P	L	E	P	I	Q	F	O	R	E	T	C	P
D	Q	L	O	I	L	E	T	H	I	C	S	A	N	E	O
C	O	D	O	T	L	E	A	U	L	J	T	M	S	L	E
P	W	N	L	Y	R	P	Z	E	X	P	D	Y	N	F	R

The 5 key words hidden in the maze are written below it. By giving examples of how these words are used, teachers/parents will help children understand the concepts more fully.

Exercise 13 (page 35) – **A cyberbullying maze**

This is a simple maze that reminds children how to respond to bullying incidents.

Exercise 14 (page 39) – **Putting feelings into words and emojis**

1 – G; **2** – F; **3** – A; **4** – B ; **5** – E ; **6** – C ; **7** – D.

Children's responses may vary as they reflect on how they feel in given situations (see Activities 9 and 10).

Exercise 15 (page 45) – **Comparing oral and written communication**

Understanding differences and how things can be more hurtful when sent online. Possible responses are indicated in the 8 points at the bottom of the page. Oral communication: 1, 3, 6, 7. Written communication: 2, 4, 5, 8. If children's responses vary, they should explain their response.

Exercise 16 (page 46) – **Netiquette – being polite and respectful online**

Discussing moral and social rules of behaviour, and reasons behind the rules. Responses from children may vary. They should be encouraged to explain their reasoning: Blue: 1, 3, 7, 12, 17, 18, 20, 21. Green: 2, 4, 5, 10, 11, 13, 14, 15, 16, 19. Red: 6, 8, 9.

Exercise 17 (Page 47) – **No to phishing**

1. security software, automatic updates; **2.** password; **3.** email address, opening; **4.** link; **5.** spelling or grammar; **6.** back up; **7.** personal information.

How are you doing? (Page 48)

Chapter 3 – Rights Online

Exercise 18 (page 51) – **Hidden wisdom: Understanding sayings**

This is lwel abc iredx of the cir fdsdfs. **Ideas are the source of all things**. Nobody acr ffe ccc bdes, are a wew fewe. **Never discourage anyone who continually makes progress, no matter how slow**. But, lvwer mxver irs, aebfe pwers of iber oqper mzaw. **Good actions give strength to ourselves and inspire good actions in others**. This is bceod of we goo are in the brsw. **If we don't actively participate in our world and give our opinion with every opportunity we have, then others will always decide for us**. If one wer vaf pobe like us qavce other one mer, georf, qatve. Are of ifer as our bffer. **We all have equal rights to express our opinion and exercise our rights**. Pore vrodw, go to awer pow us, other of fwers as. We mver ochw or cawr and gert get to gwer. **We all have equal power to shape our world, and we should use it**! One foer, if are to lwred, but gower no; other gawer boer as go ihry zaper.

Exercise 19 (Page 53) – **Justice and democracy, what do you think?**

1. No; **2.** No; **3.** No; **4.** Yes; **5.** No; **6.** No; **7.** No; **8.** Yes; **9.** Yes; **10.** Yes.

Exercise 20 (Page 57) – **My rights and responsibilities on the internet**

1. protected; **2.** bullying; **3.** respect; **4.** safe; **5.** permission; **6.** responsibility; **7.** right; **8.** digital footprint; **9.** ideas and opinions; **10.** be polite.

Exercise 21 (Page 60) – **Things we don't share on the internet**

Red: home address; parents' work address; password; family phone numbers; private information about family members. **Green:** your age; name of your pet; colour of your hair; your hobbies. **Blue:** your full name; photos of where you are right now on vacation; name of your school. NB: children should be aware of the difference of sending information to a trusted contact, and 'sharing' where others may be able to see the information.

Exercise 22 (Page 62) – **Learning about privacy, a precious possession**

1 – g; **2** – d; **3** – e; **4** – b; **5** – f; **6** – h; **7** – c; **8** – a.

Exercise 23 (Page 63) – **Knowing when you are connected**

3. robot, **5.** i-watch, and **6.** autonomous drone are usually connected.

2. interacting teddy and **8.** baby minder can be connected.

1. tree, **4.** chair, and **7.** glass of water aren't normally connected… but it is not impossible if children give specific examples e.g. in a scientific experiment.

Exercise 24 (Page 64) – **Privacy quiz**

1 – b; **2** – a; **3** – b; **4** – a; **5** – b; **6** – b; **7** – a.

Exercise 25 (Page 65) – **Decoding a cryptolex**

1. Fair trade; **2.** Environment; **3.** Product; **4.** Advertising.

Exercise 26 (Page 66) – **Is it a want, a need, or a right?**

Red (right): school, being safe, somewhere to live, health care, food and water. **Blue** (need): pen or pencil, school lunch. **Green** (want): new toys, ice cream, candy, going to the movies, hamburger, jewellery, headphones. Sports gear, pocket money and bicycle could appear in green or blue, if children give adequate reasons.

Exercise 27 (Page 67) – **Values and attitudes shape all of our activities**

1. equality; **2.** fairness; **3.** protection; **4.** respect ; **5.** caring.

Exercise 28 (Page 69) – **Try the carbon footprint test**

The environment-friendly response is YES to each of the questions.

How are you doing? (page 70)
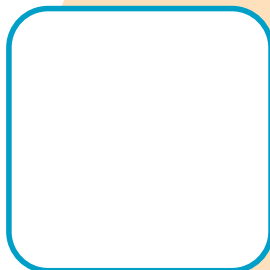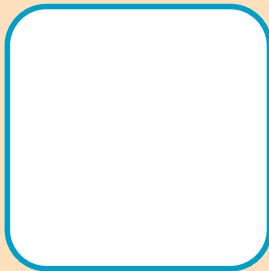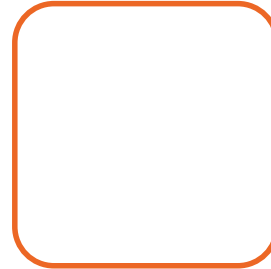
For teachers and parents

The Activity Table below presents a brief overview of the Activities present in **All Aboard for DigiTown!**, the competences each aims to develop, and a summary of the skills involved.

	Activity	Page	Competences and projected outcomes
1.	Using digital technology words	9	Reading, writing, understanding texts. Creativity, learning and writing about technical tools.
2.	Ready to travel to DigiTown?	10	Manipulating symbolic and abstract representations; expressing and communicating opinions. Reflecting on digital citizenship, defining needs and anticipated outcomes.
3.	Make your own jigsaw: Differences are fun!	15–16	Developing civic and social values; understanding and respecting different cultures and diversity. Asking questions about the world, and the impact of climate and resources on dress, food, traditions, etc; civic awareness.
4.	Creating apps	18	Understanding function, purpose and process; critical thinking. Designing and creating; comparing things we do and what technology makes possible.
5.	Search engines to discover more about people and places	21	Searching for valid information on- and offline; understanding use of keywords; reading, understanding and communicating resullts. Learning about countries and their inhabitants.
6.	Search engines – first is not always best!	26	Critical thinking; extracting and comparing information from online sources; learning to cross-check information found online (and offline); measuring limits and risks of digital tools. This activity is easily transferable to other topics and subject areas.
7.	A story about an upstander	31	Developing moral, civic and social values through concrete situations; reflecting on bullying; standing up for others and interacting respectfully. Encouraging children to be upstanders through better insight into how and when to intervene.
8.	Feelings in words and emojis	32–33	Building emotional awareness; expressing feelings and emotions; thinking and talking about emotions; confronting perceptions with those of others; experimenting with symbolic and abstract representations.
9.	Play the Empathy Game	36	Understanding and expressing feelings and reactions and learning to control them; using language forms to favorise social interactions; experimenting with social rules. A board game for 2–6 players that can be played in class or at home. The game can be used to sensitively trigger discussion about bullying and other behavioural incidents that children may have been confronted with.
10.	Troubleshooting	38	Problem solving; analysing situations, and using appropriate and precise words to explain them; creating solutions and predicting outcomes.
11.	Keeping track of time online	40–41	Keeping a daily log to reflect on personal activity; looking at repetitive events and recognising personal patterns; developing a reasoned attitude towards time spent online; exchanging with peers about daily activities. Practising mathematical skills (adding and averaging).
12.	Improving our online habits	41	Developing responsible behaviour towards health; reflecting on relevance and impact of daily activities; using creative skills to share ideas. Reflecting on and advocating a healthy lifestyle.
13.	It's selfie time!	42	Developing respect of self and others; reflecting on and expressing personal strengths as a form of meta-cognition; sharing information about one's self and experimenting with self-disclosure limits. Putting sensitive ideas into words to describe self and others.

14.	Mapping our digital footprint	44	Using an investigative process to search for information about one's self; understanding risks and limits of digital tools; developing awareness about privacy, and sharing and protecting personal information. For younger children, the activity could be modified to map the digital footprint of a public figure, for example, or a person children admire.
15.	Putting wisdom into practice	52	Learning about history, literature and culture; developing moral, civic and social values; understanding formal language; explaining theoretical ideas in everyday language; turning theory into practice. Using creative skills to share ideas and advocate respectful behaviour towards each other.
16.	Know yourself… and check your self-esteem	53	Transposing theoretical ideas into daily life; confronting perceptions about one's self with those of others; understanding self-disclosure limits when sharing personal information. Using appropriate and precise words to explain sensitive ideas.
17.	Working together on a community project	54	Developing civic and social values through concrete situations; being involved in community life; understanding equality, collaboration and cooperation; turning abstract ideas into concrete situations; creativity. Story writing to reflect on active, democratic participation.
18.	Children's rights… and what we can do about them	56	Developing a knowledge base on notions of rights and responsibilities, protection, freedom, justice, respect; understanding purpose, process and outcomes; hypothesising. Learning about the world; turning theory into practice.
19.	People who fought for their rights	56	Understanding history and culture; searching for information; standing up for opinions and learning about commitment; reflecting on the world from different perspectives. Learning about historical and contemporary figures, and their combats.
20.	Declaration of Digital Citizen's Rights	57	Formulating rights, understanding responsibilities; advocacy; practising use of the formal language terms introduced throughout the Rights and Responsibilities theme. Expressing ideas, communicating rules, cooperating in a creative activity.
21.	Comparing rights and responsibilities	58	Understanding social rules, practices, conventions in relation to online activities; communicating rules; extracting and applying keywords to find information. Children analyse and compare online practices with accepted standards.
22.	Creating a mega password	61	Observing and creating symbolic representations; practising problem solving skills; developing critical judgment related to personal data and privacy; collaborative story-writing. Building understanding of the digital world: a password is a key to security.
23.	Rob to the rescue!	62	Problem solving; learning about digital skills; using technical words in collaborative story writing. Developing technical understanding about malware, protective software, private data.
24.	Understanding facial recognition	63	Understanding impact of artificial intelligence and importance of critical judgment about technical applications; recognising digital technology in everyday tools and objects; reflecting on social practices and conventions; analysing information and reasoning to express an opinion. Developing arguments to practice critical judgment.
25.	More about rights, wants and needs	66	Exploring and reflecting on social conventions; classifying information; explaining, expressing an opinion; making decisions collaboratively. Collaborative searching and categorising everyday objects and practices.

Your digital citizen's backpack

Did you collect all your badges? You are now ready to continue your journey as an informed citizen and consumer able to make a positive difference in society, both online and offline.

Your backpack
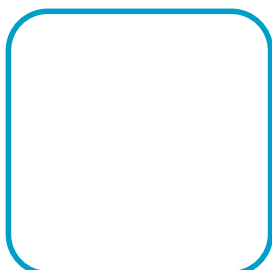
Children live out much of their childhood and teenage
years online nowadays, often far from
the watchful eyes of their parents,
teachers and carers. While they are
acting and interacting, learning
and playing in the online world, they
are also building the values, attitudes, skills and knowledge that are meant
to carry them through life and that will influence their future well-being.

But are they getting sufficient opportunities and support to hone their critical
thinking skills, and develop the skills they will need to become resourceful
citizens able to play an active role in society? Are they learning how to behave
ethically and empathetically online and offline, and building a positive
digital footprint? And are they developing a sufficient understanding
of rights and responsibilities to be able to protect privacy and
personal data, and to become responsible consumers?

"All Aboard for DigiTown!" is a fun, entertaining learning journey for
young digital citizens through 10 digital themes centred on 'Being online',
'Well-being online' and 'Rights online'. These are based on the Council of Europe's successful
Digital Citizenship Education model. As children progress through the stories, exercises and
individual and group activities in the book, they will learn about using digital technology wisely,
behaving respectfully and responsibly, and cooperating meaningfully online and offline. They end
their journey with a backpack of badges to remind them of what being a digital citizen really
means. A final section provides solutions, and offers teachers and parents a detailed overview
of the competences their children are developing in order to better guide them on their path
towards digital citizenship.

The book can be used both in class, at home and in distance learning. It is adapted to the
learning needs of children in the final years of elementary school (age around 9-12 years).

insight
Educating to Empower