



Somerset Crescent School

Digital Citizenship Pathway



| Digital Citizenship Areas | Year 1 | Year 2 | Year 3/4 | Year 5/6 | Extension |
|-----------------------------|---|---|---|---|--|
| Digital Footprint | Blogs- What are blogs? Why do we have them? How do we use them? Who views them? What is shared? Be the best you can be. | When online, e.g. on blogs, follow specific guidelines to make quality comments: Positive/constructive comments Language of success Audience awareness | Independently follow quality guidelines: Read and respond appropriately. Use blog type 'etiquette' Critical thinking. How am I advertising myself? How does this affect my future? | All interactions and posts (record of learning, chats, Facebook, surfing, social media) follow me for my life. Who am I connected to? What am I permitting from others? Do I know what is going on online? | Who am I connected to? What am I sharing with others? What impression of myself am I giving to others? |
| Online relationships | Teacher models specific ways to leave appropriate comments | Students use specific models of appropriate comments provided by the teacher. Who do I write to? What do I say? Why do I say it that way? | Specific lessons on consequences of inappropriate comments. Buddy classes to ensure everyone develops a relationship online. Specific lessons on: Am I safe? Are my friends safe? | Specific lessons on: Am I safe? Are my friends safe? What can I do about it if we are not safe? | Further specific lessons on: Am I safe? Are my friends safe? What can I do about it if we are not safe? |
| Surfing the Web | Am I where I am meant to be on the computer?(bookmarked sites only) What keys am I pushing? | Teach KEY Words Teacher directed use of key word searches independently | Teach KEY Words Teacher directed Independent searching of | Independent searching using KEY words Is this what I am looking for? | Independent searching using KEY words. Modify searches |

| | | | | | |
|-------------------------------|---|---|---|--|---|
| | I need to ask for help. Teacher directed and planned prior to the lesson for a specific purpose. Make and use a list of reputable sites. | using; Bookmarked sites. Is this what I am looking for? If not STOP Teacher directed and planned prior to the lesson for a specific purpose. Make and use a list of reputable sites. | sites- initially provided by the teacher. Is this what I am looking for? If not STOP Begin to independent searching using KEY words. I need to know about this - where/what do I go to or do to find out? | If not STOP Critical thinking. Is the information I find accurate? Triangulating information. Begin to modify searches Know a list of reputable sites. Hyperlink to legitimate sources. | Is this what I am looking for? If not STOP Critical Thinking. Need to be directed to a list of reputable sites. Specific teaching around critical thinking, checking sources. Always having a range of sources to think about. |
| Digital Media | Real and Imaginary. Watch cartoons and documentaries. Taking and viewing videos | Introduce 'What is real?' Examples given of enhanced graphics. | Is it real? Search for examples to discuss eg. BBC Penguins. Critical thinking. Is it real? How can we tell? Consider multiple sources | Critical thinking. Analyse and discuss graphics in magazines, advertisements, movies Consider multiple sources. Use Green screen Acknowledge source | Who owns images and information? Can I manipulate images? Do I believe everything I see? Explicit teaching of legalities. Consider multiple sources. |
| Digital responsibility | Introduce the idea of 'ownership' You drew it - you own it. Teacher role models the correct process for downloading images and music. | Teacher explains and role models the correct process for downloading images and music consistently during the year. | Explicit teaching of legal issues such as appropriate sites to find reusable digital media Teacher models correct practice when using others property. Teacher models acknowledging source. Teacher models correct practice when using others property. | Explicit teaching of legalities of use of images and music, e.g. copyright, creative commons. Acknowledge source. | What am I legally allowed to sign up for? What is free and what do I need to pay for? copyright, plagiarism, Creative Commons licensing, languages, Acknowledge source. Consequences of plagiarism. |
| Parents/ Whanau | Parents informed of and give permission for use of internet at school at enrolment. Parent Meetings to inform and communicate about blogs, commenting and sharing of work Also inform via website and school Facebook | Parent Meetings to inform and communicate about blogs, commenting and sharing of work Also inform via website and school Facebook | Parents provided with information about the implications for children - footprint /relationships. Parents provided with information about the legalities of: What is free and what do I need to pay for? copyright, plagiarism, licensing, language Acknowledge source. Consequences | Parents informed of the need to monitor students' internet use for appropriate footprints and relationships. | Parents informed of the need to monitor students internet use for appropriate footprints and relationships. What am I legally allowed to sign up for? What is free and what do I need to pay for? |

(Original Source: <https://sites.google.com/a/ptengland.school.nz/cybersmart/home/continuum>)