

## Module Four

# Life on the net

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### Module Description

The fourth module focuses on learning the characteristics of online human - human communication and information exchange through social networks, highlighting the roles AI plays in them. This module aims to equip educators and learners with the necessary tools to work towards digital wellbeing and healthy digital consumption. Concepts such as privacy, anonymity and confidentiality will be explored. Moreover, activities on this module will offer a broad understanding of the term 'fake news', training the skills to identify sources of knowledge and to exercise critical thinking. The module will include notions for respectful communication, exploring the concept of *dangerous* and *hate speech* online. In class, the trained teachers will be able to run activities such as analysing news from social networks, identifying reliable sources in fact-checking, debunking viral misinformation and analyse

extracts from real-life chats taken from instant messaging platforms to understand language and communication patterns and countering hate.

**Main subject(s):** Computer science, ethics, social science, civic education

**Time allotment:** 4 hours

### Topics and activities

<b>Topic 4.1</b>	<b>Knowledge on the web: disinformation, fake news, fact checking and critical thinking.</b> Activity 4.1.1 Identifying fake news
<b>Topic 4.2</b>	<b>Identifying and countering hate speech online: respectful communication and counter narratives.</b> Activity 4.2.1 Identifying online hate speech
<b>Topic 4.3</b>	<b>Privacy, anonymity and confidentiality online interaction</b> Activity 4.3.1 Anonymity and social behavior. Is anonymity still possible?; Activity 4.3.2 Self-Disclosure – Controllo sulla condivisione
<b>Topic 4.4</b>	<b>AI-related opportunities for participation and engagement (digital citizenship).</b> Activity 4.4.1 Digital Glossary for participation and engagement; Activity 4.4.2 BINGO for Digital Citizens; Activity 4.4.3 Digital Passport

### Digital competences (DigComp 2.1)

Area 1 - Information and data literacy:

- 1.2 Evaluating data, information and digital content

Area 2 - Communication and Collaboration:

- 2.1 Interacting through digital technologies
- 2.3 Engaging in citizenship through digital technologies
- 2.5 Netiquette
- 2.6 Managing digital identity

Area 4 - Safety:

- 4.3 Protecting health and wellbeing

### DigCompEdu competences

Area 3 - Teaching and Learning:

- 3.3 Collaborative learning. To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.

Area 6 - Facilitating learners' digital competences:

- 6.1 Information and media literacy: To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.
- 6.2 Digital communication & collaboration: To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.
- 6.4. Responsible use: To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

### Educational goals

Through this module learners will be provided with basic understanding on the online production and use of information and on communication mediated by social media. The module will increase awareness of the complexity of issues related to the use of the web, social media and the exchange of knowledge. Objectives of the training are: a) the strengthening of analytical and critical skills with regard to disinformation and for the identification of fake news and intolerant/violent arguments originated from negative stereotypes and xenophobia (to be intended as the fear or distrust of someone or something that is foreign or unknown); b) the development of fact checking skills and argumentative skills for the respectful expression of worldviews and ideas and for the deconstruction of hate speech through *counter-narratives* (messages that challenge or debunk stereotypes and extremism).

## Assessment

## Module Four - Topic 1

### Knowledge on the web: disinformation, fake news, fact checking and critical thinking

<b>Duration</b>	Approximately 30-45 minutes
<b>Subjects</b>	Social Science, Computer Science, Civic Education, Ethics
<b>Summary</b>	This topic focuses on the role of AI technologies in the creation and dissemination of knowledge and information on the web. It addresses issues like information vs disinformation, reliable sources, fake news, fact checking and critical thinking. Its aim is to foster students' ability to identify fake news and disinformation mechanisms and to respond to those adequately, i.e. according to the ethical principles explored in Module 3, in their current and future use of the internet and social media.

### Learning objectives

The aim of this Topic is to train students to identify and react to online fake news and other forms of misinformation. The teachers will support students in recognising reliable vs unreliable sources of information and will provide fact-checking methodologies.

Topic 1 also addresses potential and reported harmful consequences of online misinformation, as well as strategies and tools to counter the spread of fake news, e.g. through reporting mechanisms and by avoiding sharing untrustworthy content.

### Activity overview

Activities	Modality	Level
<b>Activity 4.1.1 Identifying fake news</b>	Inclass / Online / at home	Basic

## Activity 4.1.1 - Identifying fake news

<b>Estimated duration</b>	30-45 minutes (in class/online) + time at home
<b>Requirements</b>	None
<b>Hardware and Software tools used</b>	Inclass: <ul style="list-style-type: none"> <li>- Pen and paper</li> <li>- Mentimeter (optional)</li> <li>- Computer for the teacher (optional)</li> </ul> Online: <ul style="list-style-type: none"> <li>- Online meeting platform</li> <li>- Shared document (e.g. Google Docs)</li> <li>- Mentimeter (optional)</li> <li>- Digital device for all</li> </ul>
<b>Type of assessment</b>	Oral presentation

### Procedure

1. **Anticipatory Set:** The lesson starts with an introduction to key terms in knowledge production and sharing of information on the web (fact checking; fake news; reliable/trustworthy resources; trolling etc.). The teacher shares examples of fake news and/or instances where fake news have sparked debate or had consequences in the real world (see resources for teachers).
2. **Independent Practice:** Students are asked to identify examples of fake news and ways to fact check them - i.e. to assess whether they are fake news or not - as homework for the next meeting. Every student prepares a short written description of the example, with a link to an online resource that can be accessed in class during the following discussion. If the students have very limited or do not have access to social media and/or the internet, the teacher provides examples of real and fake news and asks them to identify which are fake news and to analyse those. The examples can be memes, videos (e.g. TikTok videos) and pictures, which they are more likely to encounter when they (will) use social media.

3. **Guided practice and understanding:** The teacher provides an example of how to do the homework and how to present it in the next meeting. Students are encouraged to focus on instances of fake news they have encountered in their daily use of social media.
4. **Check for Understanding:** the class gets back together so that each student (or a restricted number of students, based on time availability) can present their example of fake news. After the presentations, the teacher moderates a discussion around how to identify and react to fake news online.
5. **Closing:** The discussion can be closed with a conclusion, e.g. a shared definition of what fake news are and recommendations to add to the code of conduct regarding how to identify fake news and how to respond to them (reporting mechanisms, not sharing...)

## Troubleshooting

Possible issue	Possible solution
Students take too much time to find materials / information overload	Students can be asked to focus on specific types of fake news in order to avoid information overload during their research.
The discussion could be very chaotic or very silent	The teacher has an important role as the discussion moderator.
Suggestions on how to identify and respond to fake news (code of conduct) could take up too much time	Part of this activity (code of conduct) could also be moved to Topic 4.4

## Resources for students

## Resources for teachers

- SOMA, Social Observatory for Disinformation and Social Media Analysis.  
<https://www.disinfobservatory.org/>.  
 Including tool several resources and tools, e.g. to examine fake news:  
<https://www.disinfobservatory.org/investigations/>  
 And Policy Brief on AI and extreme speech:  
<https://www.disinfobservatory.org/artificial-intelligence-extreme-speech-and-the-challenges-of-online-content-moderation/>

- Foundation European Institute Outsourcing - FEIO, [Combating Fake News: Handbook for Youth Workers](#) (2019).
- [Resources on Dealing with propaganda, misinformation and fake news](#) (Council of Europe) E.g. Council of Europe, [Digital Citizenship Education](#) (2017)
- The Conversation. How to spot fake news: an Expert Guide for Young People <https://theconversation.com/how-to-spot-fake-news-an-experts-guide-for-young-people-8887>
- “The Future of Free Speech, Trolls, Anonymity and Fake News Online”, <https://www.pewresearch.org/internet/2017/03/29/the-future-of-free-speech-trolls-anonymity-and-fake-news-online/>
- Sefirot: Free tool to fight fake news <https://sefirot.it/nebula> (available in English, Italian, Spanish, French)

### Country-specific resources on fake news:

#### Italy

- <https://www.savethechildren.it/cosa-facciamo/pubblicazioni/una-rilevazione-sulla-poverta-educativa-digitale>
- <https://www.generazioniconnesse.it/site/it/0000/00/00/le-fakenews/>  
(fake news)
- <https://www.pagellapolitica.it/>  
Includes tool to check news via WhatsApp
- <https://datalab.luiss.it/aletheia-2/>
- <https://www.libreriauniversitaria.it/specchio-aletheia-fake-news-politica/libro/9788868129354>

#### Bulgaria

- Video for children on the topic "How to recognize fake news" - <https://www.facebook.com/Ucha.se/videos/2862044930697096/>
- Infographics on how to recognize fake news - <https://www.libsz.org/novini/1557-kak-da-razlichavame-falshivite-novini>

- "How to search and select information on the web" by Google Safety Center - <https://safety.google/intl/bg/families/families-tips/>

#### Greece

- <https://saferinternet4kids.gr/fake-news/>
- <https://www.ellinikahoaxes.gr/>

## Module Four - Topic 2

### Identifying and countering hate speech online

<b>Duration</b>	Approximately 30-45 minutes
<b>Subjects</b>	Social Science, Computer Science, Civic Education, Ethics
<b>Summary</b>	This topic focuses on communication through social media with attention towards the mediating role of AI technologies. It addresses the issue of identifying and countering hate speech online. It aims to support students in their daily use of social media by helping them to identify harmful practices/messages and to develop healthy and responsible online behaviours.

### Learning objectives

Learners will be trained in the identification of intolerant/violent arguments and communication (hate speech) and of their relationship with negative stereotypes and forms of xenophobia and hostility towards specific targets, including ethnic and religious minorities.

In this regard, learners will be supported in identifying some constants in the behaviors of digital haters, in the main targets they choose (including religious minorities), in the strategies adopted for the dissemination of hate speech online and on the spread through social media such as Twitter, Facebook, YouTube etc.

Topic 2 also aims at the development of argumentative skills for respectful dialogue from different perspectives on complex issues of social life or current controversial topics and for the deconstruction of hate speech through *counter-narratives*.



## Activity overview

Activities	Modality	Level
<b>Activity 4.2.1 Identifying online hate speech</b>	Inclass / Online / at home	Basic

### Activity 4.2.1 - Identifying and analysing online hate speech

<b>Estimated duration</b>	30-45 minutes (in class/online) + time at home
<b>Requirements</b>	None
<b>Hardware and Software tools used</b>	Inclass: <ul style="list-style-type: none"> <li>- Pen and paper</li> <li>- Mentimeter (optional)</li> <li>- Computer for the teacher (optional)</li> </ul> Online: <ul style="list-style-type: none"> <li>- Online meeting platform</li> <li>- Shared document (e.g. Google Docs)</li> <li>- Mentimeter (optional)</li> <li>- Digital device for all</li> </ul>
<b>Type of assessment</b>	Oral presentation

## Procedure

1. **Anticipatory Set:** The lesson starts with an introduction to key terms and notions regarding respectful online communication vs hate speech; cyberbullying; stereotypes, xenophobia, islamophobia, antisemitism online etc. The teacher shares examples of hate speech and/or instances where online hate speech has sparked debate or had consequences in the real world (see resources for teachers). The teacher also introduces students to the analysis of hate speech, identifying in the used examples some main elements: hater(s), targets, other roles involved (e.g. silent witnesses), content of the

message, time and context, possible escalation of hatred, effect and reactions, etc. A guiding scheme may be the following:



2. **Independent Practice:** Students are asked to identify examples of hate speech and ways to fact check them - i.e. to assess whether they are hate speech or not - as homework for the next meeting. Every student prepares a short written description of the example, with a link to an online resource that can be accessed in class during the following discussion.
3. **Guided practice and understanding:** The teacher provides an example of how to do the homework and how to present it in the next meeting. Students are encouraged to focus on instances of hate speech they have encountered in their daily use of social media.
4. **Check for Understanding:** the class gets back together so that each student (or a restricted number of students, based on time availability) can present their example of hate speech online. After the presentations, the teacher moderates a discussion around how to identify and react to hate speech online.
5. **Closing:** The discussion can be closed with a conclusion, e.g. a shared definition of what online hate speech is and some recommendations to add to the code of conduct regarding how to identify fake news and how to respond to them (reporting mechanisms, not sharing, etc.)

## Troubleshooting

Possible issue	Possible solution
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Students take too much time to find materials / information overload	Students can be asked to focus on specific types of hate speech (e.g. cyberbullying) in order to avoid information overload during their research.
The discussion could be very chaotic or very silent	The teacher has an important role as the discussion moderator.
Suggestions on how to identify and respond to hate speech (code of conduct) could take up too much time	Part of this activity (code of conduct) could also be moved to Topic 4.4

## Resources for students

## Resources for teachers

### Digital wellbeing

- <https://www.benesseredigitale.eu/pubblicazioni/>
- <https://www.mulino.it/isbn/9788815280992>
- Gui M, Büchi M. From Use to Overuse: Digital Inequality in the Age of Communication Abundance. *Social Science Computer Review*. 2021;39(1):3-19. doi:[10.1177/0894439319851163](https://doi.org/10.1177/0894439319851163)

### Impact of online communication

- The impact of AI on communication networks and services, International Telecommunication Union, [https://www.itu.int/dms\\_pub/itu-s/opb/journal/S-JOURNAL-ICTF.VOL1-2018-1-PDF-E.pdf](https://www.itu.int/dms_pub/itu-s/opb/journal/S-JOURNAL-ICTF.VOL1-2018-1-PDF-E.pdf)
- The Future of Human Communication: How Artificial Intelligence Will Transform the Way We Communicate, <https://www.quantified.ai/blog/artificial-intelligence-in-communication>

### Impact of social media on young adults:

- Moberg, M., & Sjö, S. (Eds.). (2020). Digital Media, Young Adults, and Religion: An International Perspective (1st ed.). Routledge. <https://doi.org/10.4324/9781351010610>
- Two social lives: How differences between online and offline interaction influence social outcomes, [https://escholarship.org/content/qt94n9w8b9/qt94n9w8b9\\_noSplash\\_293949a5e051fffc8e1fdcc9ffc168c4.pdf?t=qdtezv](https://escholarship.org/content/qt94n9w8b9/qt94n9w8b9_noSplash_293949a5e051fffc8e1fdcc9ffc168c4.pdf?t=qdtezv)

- Communicating across Cultures in Cyberspace, A bibliographical review of intercultural communication online, <https://core.ac.uk/download/pdf/12174297.pdf> \\
- Some data and findings on Online Harassment  
<https://www.pewresearch.org/internet/2014/10/22/online-harassment/>
- Council of Europe, “Model of Governance of Online Hate speech, On the emergence of collaborative governance and the challenges of giving redress to targets of online hate speech within a human rights framework in Europe ”,  
<https://rm.coe.int/models-of-governance-of-online-hate-speech/16809e671d>
- Resource from Council of Europe  
<https://www.coe.int/en/web/freedom-expression/hate-speech>
- Council of Europe - tool for analysing hate speech:  
<https://rm.coe.int/advanced-guide-toolkit-how-to-analyse-hate-speech/1680a217cd>
- Resource by Council of Europe on media’s contribution to social cohesion, intercultural dialogue, understanding, tolerance and democratic participation "Living Together".  
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680483533>

### **MEMES as a “case study” of on-line hateful communication among youngsters**

- Facebook data set and policy on scrutinizing memes post in FB groups against hate speech with the help of AI and algorithms,  
<https://ai.facebook.com/blog/hateful-memes-challenge-and-data-set/>
- On the difficulties of AI to fully recognize hateful memes  
<https://venturebeat.com/2020/12/01/ai-still-struggles-to-recognize-hateful-memes-but-its-slowly-improving/>
- “The hateful memes challenge: Detecting Hate speech in multimodal memes”,  
<https://proceedings.neurips.cc/paper/2020/file/1b84c4cee2b8b3d823b30e2d604b1878-Paper.pdf>
- “Detecting hateful memes using AI”,  
<https://www.eng.ed.ac.uk/about/news/20201201/detecting-hateful-memes-using-ai>
- <https://www.drivendata.org/competitions/64/hateful-memes/>

### **Tools to counter cyberbullying**

- Facebull (pen and pencil facebook showing social dynamics in social media such as cyberbullying)- <https://educationaltoolsportal.eu/educationaltoolsportal/en/tools/facebull>

### **Country-specific resources on hate speech:**

#### **Greece**

- “Detecting hate speech in Greece”  
<https://ecpr.eu/Events/Event/PaperDetails/59158>

- <https://www.loc.gov/law/foreign-news/article/greece-new-law-criminalizes-denial-of-genocide-hate-speech-and-other-acts-of-racism/>
- <https://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=15946&LangID=E>

### **Bulgaria**

- “Mapping out the National Context of hate speech in Bulgaria”, <https://ec.europa.eu/migrant-integration/librarydoc/mapping-out-the-national-context-of-online-hate-speech-in-bulgaria> report in pdf format (<https://ec.europa.eu/migrant-integration/?action=media.download&uuid=E0C538B8-FC34-6E1E-63F2DC364C4A5BF6> )
- <https://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=25881&LangID=E>
- Internet Hate speech – case study of Poland, Romania, India and Bulgaria <https://ieeexplore.ieee.org/document/9223209>

### **Romania**

- “The Law of the Jungle. The on-line hate speech against the Roma in Romania”, <https://www.tandfonline.com/doi/pdf/10.1080/15564886.2021.1895391?needAccess=true>
- <https://balkaninsight.com/2021/03/31/racism-police-brutality-and-online-hate-why-romanas-roma-are-no-nearer-their-black-lives-matter-moment/>

### **Italy**

- <https://www.odiareticosta.it/>
- “Contro L’Odio”: A Platform for Detecting, Monitoring and Visualizing Hate Speech against Immigrants in Italian Social Media, <https://journals.openedition.org/ijcol/659>
- Hate Speech Annotation: Analysis of an Italian Twitter Corpus, <https://iris.unito.it/retrieve/handle/2318/1659197/387293/paper024.pdf>
- Amnesty Manuale su hate speech - conoscerlo e contrastarlo <https://d21zrvtkxtd6ae.cloudfront.net/public/uploads/2021/02/Amnesty-Manuale-hate-speech-2020-con-logo-1.pdf>

**[Possible addition of a specific activity on cyberbullying]**

## Module Four - Topic 3

### Privacy, anonymity and confidentiality online

<b>Duration</b>	45 minutes
<b>Subjects</b>	Civic Education, Ethics, Computer Science, Digital Citizenship
<b>Summary</b>	This topic focuses on the concepts of on-line anonymity, privacy and confidentiality as they are experienced by students. The topic outlines the difficulties of internet anonymity and shows to what extent actions of self-disclosure, or lack thereof, can affect people's privacy online.

### Learning objectives

The topic introduces the concept of harm in its different dimensions such as emotional, psychological, financial, reputational, etc. Students will be asked to reflect about the link between harm and social behavior on-line. The guiding questions will be: does anonymity promote a socially disruptive and bad behavior or is anonymity a reasonable way to promote on-line interactions? Or even, is being anonymous still possible?

The activities aim to make students reflect on the relationship between privacy and self-disclosure, bringing to the fore the question of whether there is any space left for on-line privacy or it is definitely compromised by the self-disclosure everyone carries out on a daily basis. The idea is to delve into the unavoidable risks of on-line sharing and bring students to understand that sharing always implies a partial loss of control on your own information.

### Activity overview

Activities	Modality	Level
<b>Activity 4.3.1. Anonymity and social behavior. Is anonymity still a chance?</b>	Inclass	Basic
<b>Activity 4.3.2. Self-disclosure and privacy</b>	Inclass	Basic

## Activity 4.3.1 - Anonymity and social behavior. Is anonymity still possible?

<b>Estimated duration</b>	25 minutes
<b>Requirements</b>	None
<b>Hardware and Software tools used</b>	Inclass: <ul style="list-style-type: none"> <li>• Pen and paper</li> <li>• Mentimeter (optional)</li> <li>• Computer for the teacher (optional)</li> </ul> Online: <ul style="list-style-type: none"> <li>• Online meeting platform</li> <li>• Shared document (e.g. Google Docs)</li> <li>• Mentimeter (optional)</li> <li>• Digital device for all</li> </ul>
<b>Type of assessment</b>	<ul style="list-style-type: none"> <li>• Oral presentation in front of class</li> <li>• Open-ended questions by the teacher about the potential link between reputational harm and anonymity.</li> <li>• Could we be totally anonymous?</li> </ul>

## Procedure

### Anticipatory Set:

The teacher introduces the concept of harm by asking students which type of harm they are able to list – physical, emotional, psychological, financial, reputational, etc. –. Students will be asked to reflect on the resulting list to decide which type of harm is more linked to communication issues,

especially in the case of online communication, and explain why. The introduction sets students' discussion about the relationship between emotional/reputational harm and unhealthy online communication modes.

The teacher should stimulate students to think about whether anonymity is or not an incentive for bad on-line behavior of any potential user. The suggested questions could be:

- a) Does anonymity spur bad social behavior or does it help people nurturing empathy and positive attitudes toward others?
- b) Is anonymity still possible either online and offline?
- c) How difficult is it to detect someone online?

### **Guided Practice:**

The activity shows how it is possible to identify someone just by combining a few bits of information, as it happens with the information that people share on the internet (Guess Who? Game).

In this activity, students will use personal characteristics to identify a target student known only to the teacher.

The teacher will ask students to stand up and tell them to name the typical personal characteristics that people consciously share on social media or that can be easily seen, guessed or inferred by looking at their posts on social-media (i.e. people wearing glasses, people's height, etc.).

On the basis of the mentioned characteristic, the teacher will ask students who don't have the same characteristic as the target student to sit until the target student will be identified.

### **Check for Understanding:**

Once the class has identified the target student, the teacher should trace back the few steps it took to pick that person out, underlying the importance of even a minimal amount of information. The discussion should then bring students to reflect on the information they themselves post online and to show them that the availability to everyone could make an identification even easier.

### **Closing:**

The activity ends with a discussion about the real life implications of such a scenario. The teacher should also prompt students to outline means and actions that could improve their privacy and anonymity online.



## Troubleshooting

Possible issue	Possible solution
Students do not provide many questions in the guided practice phase	The teacher can create a list of questions for facilitating the activity
Students might find difficulties in relating this activity to the on-line context	The teacher should stress the parallelism between online and “real-world” actions

## Activity 4.3.2 - Self-Disclosure – Personal Data Sharing

<b>Estimated duration</b>	20 minutes
<b>Requirements</b>	None
<b>Hardware and Software tools used</b>	<p>Inclass:</p> <ul style="list-style-type: none"> <li>• Pen and paper</li> <li>• Mentimeter (optional)</li> <li>• Computer for the teacher (optional)</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Online meeting platform</li> <li>• Shared document (e.g. Google Docs)</li> <li>• Mentimeter (optional)</li> <li>• Digital device for all</li> </ul>
<b>Type of assessment</b>	<ul style="list-style-type: none"> <li>• Oral presentation in front of class</li> <li>• Reflections on self-disclosure and on control over information that has been shared online</li> </ul>

## Procedure

### Anticipatory Set:

This activity is a continuation of activity 4.3.1. Keeping in mind the main points highlighted in the previous activity, the teacher leads students into an understanding of concepts such as confidentiality and privacy. The teacher asks questions such as:

- a) Do these terms have any meaning for you?
- b) Do you apply the concepts of Privacy and Confidentiality to your own personal relationships?
- c) Have you already met Privacy and Confidentiality in other areas? Which ones?

These questions should prompt students to reflect on the amount of private and confidential information they share on a daily basis and on the kind of control they have/keep on it.

### Guided Practice

This activity demonstrates how difficult it is to track down and deal with each and every piece of information once it has been shared online. To play the game students will use paper copies of a piece of shared information and hide them around the classroom: the classroom metaphorically represents the Internet.

The teacher asks one student, the “sharer”, to write something (of their choice) on the board: it could be a word, a phrase, or trivia about themselves, then they leave the room.

At this point, other students, the “re-sharers”, will copy what was written on the board onto a piece of paper. They will have thirty seconds to copy and hide their slips of paper anywhere in the classroom. They may make and hide as many copies as they can produce in the given time. After thirty seconds, the teacher invites the sharer to come back in. The sharer has then three minutes to find every copy of the information he/she wrote on the board.

In the meanwhile, the re-sharers can still keep writing and hiding pieces of paper with the same information.

### Check for Understanding

This activity highlights how difficult it is to take back information once they are shared online, given the fact that it is unlikely that the student will find every slip of paper hidden by classmates.

The discussion in class should bring to the fore that people might post information on their social-media accounts, then send it to people they know, then these people could re-share them

and send it out to their own networks or save it on cloud services, or remember and so on. Once the information is shared, it can be reproduced in infinite ways and times. Furthermore, even if the student is successful in recollecting every slip of paper, the other students cannot unlearn the information they were given, and they could share it in the future.

### **Closing**

The teacher will lead the closing discussion and make students reflect about the risks of sharing private information, and about the measures they could take to improve their privacy protection.

## Resources for students

Possible alternative (for online use): <https://garticphone.com/it?c=08100ae73>

## Resources for teachers

<https://www.commonsense.org/education/digital-citizenship/curriculum?topic=privacy--security>

<https://ethicsunwrapped.utexas.edu/video/causing-harm>

<https://web.archive.org/web/20150228080241/https://www.nsf.gov/cise/csbytes/newsletter/vol2/vol2i13.html>

<https://teachingprivacy.org/>

<https://teachingprivacy.org/teachers-portal/>

<https://teachingprivacy.org/theres-no-anonymity/>

<https://teachingprivacy.org/sharing-releases-control/>

## Module Four - Topic 4

### AI-related opportunities for participation and engagement (digital citizenship)

<b>Duration</b>	Approx 60-90 minutes
<b>Subjects</b>	Digital citizenship, Civic Education, Computer Science
<b>Summary</b>	The aim of this Topic is to train students ability to engage, critically and competently in the digital world. Students will learn how the use of digital and AI technologies can impact not only everyday life but also participation and engagement at the societal level. The core of this module is centered around the notion of “Digital Citizenship” and how good online practices form a critically and competently engaged “Digital Citizen”.

### Learning objectives

The aim of this Topic is to train students ability to engage positively, critically and competently in the digital environment. Drawing on the skills and competences developed throughout the previous modules, students will learn how the use of digital and AI technologies can impact not only everyday life but also participation and engagement at the societal level. The activity is divided into three parts. In activity 4.1 the teacher will illustrate concepts such Bystander, Avatar, Spam, Clickbait, etc. that constitute the core of Digital Citizenship. Students will be presented with examples of grassroots engagement (i.e. U-Report by UNICEF, Citizen Science, Fridays for Future) and with taken-for-granted digital tools that have now entered our daily routines and through which we manage our digital identity (smartphone, QR code). The following activities, 4.2 and 4.3 will strengthen students comprehension by playing BINGO with cards built on the Digital Glossary and by assessing the acquired knowledge via a printed Digital Passport.

### Activities overview

Activities	Modality	Level
<b>Activity 4.4.1 Digital Glossary for participation and engagement</b>	Inclass	Intermediate
<b>Activity 4.4.2. BINGO for Digital Citizens</b>	Inclass	Intermediate
<b>Activity 4.4.3 Digital Passport</b>	Inclass	Intermediate

## Activity 4.4.1 - Digital Glossary for participation and engagement

<b>Estimated duration</b>	15 - 30 minutes
<b>Requirements</b>	None
<b>Hardware and Software tools used</b>	<ul style="list-style-type: none"> <li>• Pen and paper</li> <li>• Mentimeter (optional)</li> <li>• Computer for the teacher (optional)</li> <li>• Blackboard to do brainstorming</li> </ul>
<b>Type of assessment</b>	<ul style="list-style-type: none"> <li>- Oral presentation in front of class</li> <li>- Open-ended questions by the teacher</li> </ul>

The objective of this activity is to introduce key terms pertaining to the competences and necessary understanding for a digital citizen. The presentation of concepts and examples of direct participation are paired with the implications of an extensive use of digital and AI technologies in everyday life. The activity draws on and summarizes the results of previous modules and topics.

## Procedure

**Anticipatory Set:** Teachers can start by asking students about the basic skills and knowledge required for a proper use of digital technologies. To animate the debate, the teacher can ask students to brainstorm the most relevant words in a digital world that have entered our daily

jargon (App, Social Media, Privacy, etc...). This introduction should pave the way to a reflection on what Digital Citizenship means and who is a Digital Citizen.

The teacher shares examples of participation and engagement through digital platforms at the local, national, or international level. The teacher delves also into the ways and tools that make participation possible (PC, smartphone, tablet, QR code, etc...) and require a form of digital identity.

### **Direct Instruction**

- The teacher makes direct questions to the whole class and encourages a collective brainstorming.
- The teacher provides the students with examples of engagement and participation through digital tools
- The teacher makes students reflect about their own possible engagement.
- Students discuss the pros and cons of a digital world and attempt to picture themselves as active citizens
- As a wrap up of the brainstorming activity, students may select the relevant terminology useful for the creation of a comprehensive glossary of the Digital Citizen.

### **Guided Practice**

- It is important that the teacher continually asks questions throughout the activity, to make sure that students are feeling comfortable with all the new information that complement what they have learned along the module(s)

### **Check for Understanding**

- It is important to make students rephrase with their own words the concept and information

### **Independent Practice**

- Students could also present examples they are aware of or in-person experiences of participation in grassroots movements or initiatives that used digital technologies to raise awareness and reach targeted audiences
- Students could reflect on the advantages and disadvantages of such kind of engagement, also in light of the examples discussed during the activity

### **Closing**

- This is the right time to make two clarifications. On one hand, students should have realized that accessible digital technologies could make it easier to participate, engage or take action at different levels, realizing then how technologies might be a valid support for positive change in real life. On the other hand, students should know what is the necessary toolkit in order to be careful and skilled digital citizens, by being able to limit or make up for the dangers of a digital world.

## Troubleshooting

Possible issue	Possible solution
Students may not be able to recognize the meaning of the words	The teacher can guide the students into analyzing the words one by one and guide the class to think about possible meanings
Students might find themselves unable to recognize how they behave online or how they engage	The teacher could guide the class by proposing common examples of engagement to show that, even unconsciously, students are already engaged in the digital world.

## Resources for teachers

### Country specific resources on the level of digitization of public institutions and citizens

#### Bulgaria

[https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital\\_Public\\_Administration\\_Infographic\\_Bulgaria\\_vFINAL\\_0.pdf](https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital_Public_Administration_Infographic_Bulgaria_vFINAL_0.pdf)

#### Greece

[https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital\\_Public\\_Administration\\_Infographic\\_Greece\\_vFINAL\\_2.pdf](https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital_Public_Administration_Infographic_Greece_vFINAL_2.pdf)

#### Italy

[https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital\\_Public\\_Administration\\_Infographic\\_Italy\\_vFINAL\\_0.pdf](https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital_Public_Administration_Infographic_Italy_vFINAL_0.pdf)

## Romania

[https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital\\_Public\\_Administration\\_Infographic\\_Romania\\_vFINAL.pdf](https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital_Public_Administration_Infographic_Romania_vFINAL.pdf)

### Examples on participation and engagement

- UNICEF U-Report initiative, COVID-19 outbreak response: Facilitating the exchange of lifesaving information for millions of young people across 50 countries and counting (through a COVID-19 information chatbot)  
<https://www.unicef.org/innovation/ureportCOVID19>
- Fridays for Future <https://fridaysforfuture.org/>
- about the Italian Fridays for future web page  
<https://fridaysforfutureitalia.it/fridays-for-future-italia-ha-una-nuova-casa-digitale-sostenibile-e-open-source/>
- “Education and AI: preparing for the future & AI, Attitudes and Values , a conceptual learning framework” , OECD report on the future of AI in education,  
<https://www.oecd.org/education/2030/Education-and-AI-preparing-for-the-future-AI-Attitudes-and-Values.pdf>
- Citizen Science and crowdsourcing projects enable the public—young and old, students and teachers, amateur and expert—to participate in scientific data collection and research. <http://cadrek12.org/spotlight-citizen-science>

There are also a few interesting Ted talk about this subject

- Citizen science <https://www.youtube.com/watch?v=dpjirjUycL0>
- The Crucial Role of Citizen Scientists in Ocean Conservation  
[https://www.youtube.com/watch?v=GJXGBuxN\\_5g](https://www.youtube.com/watch?v=GJXGBuxN_5g)
- Gamification in Citizen Participation  
<https://www.citizenlab.co/blog/civic-engagement/gamification-in-citizen-participation/>

## Activity 4.4.2 - BINGO for Digital Citizens



<b>Estimated duration</b>	30 - 45 minutes
<b>Requirements</b>	Full understanding of Digital Glossary
<b>Hardware and Software tools used</b>	<ul style="list-style-type: none"> <li>• Pen and paper</li> <li>• BINGO card (for students) &amp; placeholder</li> <li>• BINGO questions (for teachers)</li> </ul>
<b>Type of assessment</b>	Oral presentation and discussion in front of the class

The objective of this activity is learning through play. Students will play a BINGO session with questions drawn from the concepts and words explained in activity 4.4.1 Digital Glossary. It is a way to consolidate the new information and make sure that it becomes practical knowledge to be used in everyday engagement with digital technologies.

## Procedure

### Anticipatory Set:

The teacher can start with a memory exercise related to what students have learned so far. The idea is to let the concepts consolidate in students' minds by repeating the definitions and let them connect to the proper word/picture.

### Direct Instruction

- The teacher could either give a BINGO card to each and every student or divide the class into groups and give one/two cards per group.
- The teacher explains the game and the main objectives of the activity
- Students should be encouraged to approach the definitions critically, taking notes of possible observations and examples occurring to their minds

### Guided Practice

- The teacher pulls out of the bag a question and reads the definition (taken from the Digital Glossary)
- Students should search on their cards the corresponding word/picture
- Students should be rewarded every time a row/card is completed

### Check for Understanding

- The teacher could move around the class to interact with groups and to verify how students are completing their cards
- When a student/group raises a doubt or question, the teacher should promptly share the question with the whole class and give further clarifications only to complement the peer-to-peer explanations

### Independent Practice

- Students should be encouraged to share with the class their reflections about the Digital Glossary: e.g. about the usefulness of a specific concept; the frequency or familiarity they have with each concept; the possible difficulty that they have in identifying a specific concept

### Closing

- Having completed a row or the whole card: students should be encouraged to expose their favourite/least favourite concept and explain the reasons to the whole class.
- Students should be encouraged to use their own words to truly appropriate the concepts and the corresponding approach to digital technologies
- Students should be encouraged to expose to what extent their new understanding of digital technologies may help them be better digital citizens

## Resources for teachers

Norton - BINGO!

<https://us.norton.com/content/dam/norton/global/pdfs/infographics/digital-citizenship-bingo.pdf>  
from <https://us.norton.com/internetsecurity-how-to-digital-citizenship.html>

Alternative game for this Topic:

<https://ec.europa.eu/jrc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities>

### Activity 4.4.3 - Digital Passport

<b>Estimated duration</b>	15 - 30 minutes
<b>Requirements</b>	Module 1 - 2 - 3

<b>Hardware and Software tools used</b>	<ul style="list-style-type: none"> <li>• Pen and paper or in alternative a digital device, such as smartphone, tablet or laptops</li> <li>• Printer (if available)</li> </ul>
<b>Type of assessment</b>	Oral, class participation

The objective of this activity is to make students assess their own understanding and acquisition of skills as Digital Citizens. The activity will serve as a proof of content acquisition for both students and teachers. The passport is intended as a statement of students' knowledge of the digital world.

## Procedure

### Anticipatory Set:

The teacher will give to the students the “Passport of the Digital Citizens”, which had been introduced in Module 1. The passport will resemble in everything a normal passport (can be made of paper or a digital template). The cover will state “Digital Passport”, the first page will cite the articles of the code of ethics developed by the students (activity 3.2.3) and each additional page will represent the topics covered during the different modules, with references to the competences included in the DigComp. The “stamps” applicable to each page will represent the digital ability/competence possessed by the student. The teacher will explain the double nature of the Digital passport: a) it is a “certificate” of what they have learned throughout the modules; b) it is a tangible reminder of what they should always keep in mind when using digital technologies, interacting with AI tools, and sharing information online.

### Direct Instruction

- The teacher will show the class the “Digital Passport” and will navigate through its pages together with the students.
- The teacher will explain that each stamp the students have to earn, represents their ability
- Students should be able to recognize and assess their own skills, competences and abilities as Digital Citizens

### Guided Practice

- The teacher goes through each heading: there is a page for each Topic with a short summary of the learned abilities

- The teacher should trigger a discussion and make sure that all students participate

### **Check for Understanding**

- The teacher should encourage students to elaborate more on each topic, going beyond the mere definition to delve into the opportunities and difficulties they attach to a specific topic.
- Students should be able to picture each topic in its complexity and relate this complexity to their own daily experiences

### **Independent Practice**

- Students should be given full autonomy to choose which ability or competence to stamp on their own Digital Passport.
- Students should add notes concerning best practices, good intentions to put into actions, and warnings to suspend harmful or dangerous behaviors they used to carry on

### **Closing**

- The teacher should remind students that the Digital Passport is not static, since the skills, competences and attentions that everyone of us should have (and is increasingly required to have) is not acquired once-and-for-all.
- Students should be aware that being a Digital Citizen is a life-learning process that embraces (almost) all the spheres of their on-line and off-line lives.
- The teacher should encourage students to imagine possible skills they would need in a more AI-integrated world

## **Resources for teachers**

Are you a good “digital citizen”?

[https://beinternetawesome.withgoogle.com/en\\_us](https://beinternetawesome.withgoogle.com/en_us)

Digital Natives, Citizens of a changing world,

<https://net-ref.com/white-paper-fostering-digital-citizenship-in-the-classroom/>

Know your social media rights

<https://safelab.medium.com/know-your-social-media-rights-7e87a6c45540>

Digital footprints and digital citizenship

<https://www.pghschools.org/digitalcitizenship>

Digital Etiquette for being a good digital citizen

<https://www.goguardian.com/blog/technology/tips-to-be-a-good-digital-citizen/>

Net Cetera, chatting with kids about being on line

<https://www.goguardian.com/blog/technology/tips-to-be-a-good-digital-citizen/>

Connect safely, a parent's guide to cybersecurity

<https://www.connectsafely.org/wp-content/uploads/securityguide.pdf>

Mossberger, Karen; Tolbert, Caroline J.; McNeal, Ramona S. (October 2007). Digital Citizenship, The Internet, Society & Participation. MIT Press.

[Promise and Problems of E-Democracy: Challenges of Online Citizen Engagement \(PDF\)](#). Paris: OECD. 2003. p. 162. ISBN 9264019480.

[Ohler, Jason B. \(2010-08-31\). Digital Community, Digital Citizen. SAGE Publications.](#)

Micheli, Marina (June 2018). "Digital Footprints: An Emerging Dimension of Digital Inequality". Journal of Information Communication and Ethics in Society: 7.