



DEVELOPING DIGITAL DATA LITERACY

Unit 5. Activities

Explorer & Expert Level

D3 - A project to integrate open data, digital skills & democratic engagement in schools



open data charter

KA2 - 2019-1-BE02-KA201-060212



DEVELOPING DIGITAL DATA LITERACY

3.5.1. Digital ethics

Time required: 2h

Ethics is a fundamental aspect for effective digital citizenship. Ask your students:

- How do you react if an unknown person contacts you on the web?
- Have you ever shared compromising pictures (yours / a friend's) on the Internet? What may be the implications of this action?
- Are you allowed to download and re-use pictures of others?
- Can you copy and paste information from a website and re-use it in your works?
- How can you check the authenticity of information provided by others?
- How can you intervene if you realise rude messages are sent about one of your classmates?

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3.5.1. Digital ethics

According to Howard Gardner, in order to teach **responsible digital citizenship**, you can develop a framework based on 5 main elements:

1. **Identity:** Which information appears if someone types your name on the web?
2. **Privacy:** Are your information adequately protected?
3. **Ownership:** How would you use the contents produced by others?
4. **Trustworthiness:** Are you sure about the reliability of the information sent by others?
5. **Community:** how to interact within the Online community? How to respond in the case of malicious texts or emails?



Based on these elements, **develop your classroom's rules.**





3.5.1. Digital ethics

Why don't you try this **activity** with your students?

Identify:

1. A **risk** connected to each of the 5 areas: Identity, privacy, ownership, trustworthiness, community
2. A **rule** preventing that happening

Together with your students, create **your classroom's rules**. (Stannard, 2018). You may also ask your students to present their netiquette rules through interactive tools, e.g. [Piktochart](#), [Canva](#).



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3.5.2. Online & Offline social norms

Tools, data & Resources needed:

Internet, Computer / mobile phones

Common Sense Education, [Video Library](#)

Time required: 1h

Web users should be aware of the dangers they may encounter and of the necessary instruments for appropriate prevention/reaction.

Identify some of these topics and prepare a framework of suggested behaviours.

You may discuss: Online privacy, Fake news, Cyberbullying, Sexting, Oversharing, Cyber predators, Phishing, Malware, Befriend strangers, Online Hate Speech.

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3.5.2. Online & Offline social norms

Here are some **inspirational videos** from Common Sense Education to start conversation:

Oversharing and Your Digital Footprint

Source

<https://www.commonsense.org/education/videos/teen-voices-oversharing-and-your-digital-footprint>

Discussion

- What are some advantages/drawbacks of sharing on social media?
- Do you agree with some of the perspectives in the video? Which one? Why?
- Now provide a definition of what digital footprint means and discuss together how to keep safe on social media





3.5.2. Online & Offline social norms

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Friendships and Boundaries

Source

<https://www.common sense.org/education/videos/teen-voices-friendships-and-boundaries>

Discussion

- How have relationships changed with the spread of digital devices?
- Why can online relationships be risky? How can we reduce such risks?
- How is online communication similar/different to/from real life communication? Can you identify pros/contra of each?
- What can you do to enhance your online relationships, towards responsible and respectful behaviours?
- What makes a quality friendship?
- Do you agree? Why or why not?
- How can we intervene if someone is behaving cruelly online or using hate speech?
- Identify responsible behaviours to follow





3.5.2. Online & Offline social norms

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Hate Speech Online

Source

<https://www.commonsense.org/education/videos/teen-voices-hate-speech-online>

Discussion

- How would you define hate speech?
- Have you ever seen it online?
- What do you think is the reason behind hate speech?
- Give a definition of hate speech and discuss how this affect the students' activities online





3.5.2. Online & Offline social norms

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Is the Internet making you meaner?

Source

<https://www.commonsense.org/education/videos/is-the-internet-making-you-meaner>

Discussion

- What does online disinhibition mean for you?
- Provide a definition of online disinhibition
- Which are the main causes for this phenomenon?
- Have you ever experienced it?
- Do you think it is a benefit or a bad thing? Why?



3.5.2. Online & Offline social norms

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- You may also use these topics as a starting point to develop your **classroom's rules** according to Howard Gardner's elements, as suggested in the previous activity.
- The following link offers other interactive games and videos that can be helpful:



<https://wideopenschool.org/student-activities/digit/grades-9-12/#all/>





3.5.3. Your digital footprint checklist

Time required: 1h

Sharing data, interacting and collaborating through them, implies interacting on the online community: some apps may communicate your location; multimedia content often contains such metadata as EXIF for images, identifying the place and time when the picture was taken and even the camera serial number.

The term “**digital footprint**” defines the invisible record of your online activities

The following video shows what the digital footprint is:

https://www.youtube.com/watch?v=KAeJuod0GFA&feature=emb_logo

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3.5.3. Your digital footprint checklist

Are you aware of your digital footprint?



- **Do a simple Web search:** digit your name on a searching engine: what can you find about yourself?
- Monitor your **Google Privacy** and check which devices are allowed to access your account.
- Check your **social media**: deactivate old accounts and control your privacy settings on the social media you use most often.
- You can also **activate alerts** for future notifications: e.g., Google alerts will notify new content emerging from online researches about yourself.
- Remember to **monitor your privacy settings** on social media platforms and be careful while sharing.



3.5.3. Your digital footprint checklist

This [checklist](#) can provide you with a “reminder” for a safe online experience

Now **discuss** with your students:

- What do you do online that may influence your identity?
- Have you ever posted a picture of someone else without asking for permission? How would you feel if the same happened to you?
- Why is your digital footprint important? How can it influence your life?
- What can you do to protect your digital footprint?





3.5.4. The Data Ethics Canvas

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Tools, data and resources needed:

- Internet, Computer / mobile phones
- [The Data Ethics Canvas](#)

Time required: 20 min

Data ethics is “a branch of ethics that evaluates data practices with the potential to adversely impact on people and society – in data collection, sharing and use” (Open Data Institute).

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3.5.4. The Data Ethics Canvas

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The [Data Ethics Canvas](#) may help you identify and overcome any ethical issue that can arise from the use of others' data.

- You can start from any part of the Canvas and follow the order you prefer. For each section take your time to reflect.
- The model can be helpful before taking any action of data sharing.
- The Data Ethics Canvas can be downloaded in different languages at the following [website](#).
- Use the Data Ethics Canvas before sharing data in your presentation/research/blog.



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3.5.5. Data Detox x Youth

Tools, data and resources needed:

Internet, Computer / mobile phones

[Data Detox x Youth](#)

Available in different languages, the Data Detox x Youth is an activity book to support young people control of their online activity, in relation to four main areas:

- **Digital privacy**, to monitor your online profile;
- **Digital security**, with tips for secure passwords
- **Digital wellbeing**, dealing with the risk of getting addicted to smartphones
- **Misinformation**, with a guide on how to consume information online

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3.5.5. Data Detox x Youth

The toolkit targets youngsters aged 11-16 years old, who already own their digital device, but can be applied to other age groups.

- [English](#)
- [Italian](#)
- [Deutsch](#)

[Other languages](#) are available





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3.5.6. The Safer Internet Day

Tools, data and resources needed:

Internet, Computer / mobile phones

More [information](#)

The **Safer Internet Day** was launched by the EU Safe Borders project in 2004 and taken up by the Insafe network as one of its first activities in 2005.

The event is a unique occasion for awareness raising about topics related to such online issues as cyberbullying, digital identity, social networking.

The Safer Internet Day builds on a global, community-led approach, which encourages everyone to give their contribute.

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3.5.6. The Safer Internet Day

- The [Safer Internet Day website](#) a global online community platform for countries and organisations to show their events and actions. The website offers a gallery of resources that can help you promote safer behaviours online.
- An interesting resource for teachers is the handbook “[The Web we want](#)”: lesson plans offering ideas and activities to spur their learners’ creative and critical thinking skills. Available in different languages, the lesson plans are organised in line with the European e-Competence Framework.
- **Other resources** can be found at:
<https://www.saferinternetday.org/resources>

