



WISE KIDS: Developing Digital Literacy, Digital Citizenship and Wellbeing for Children and Young People

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In the eyes of a child

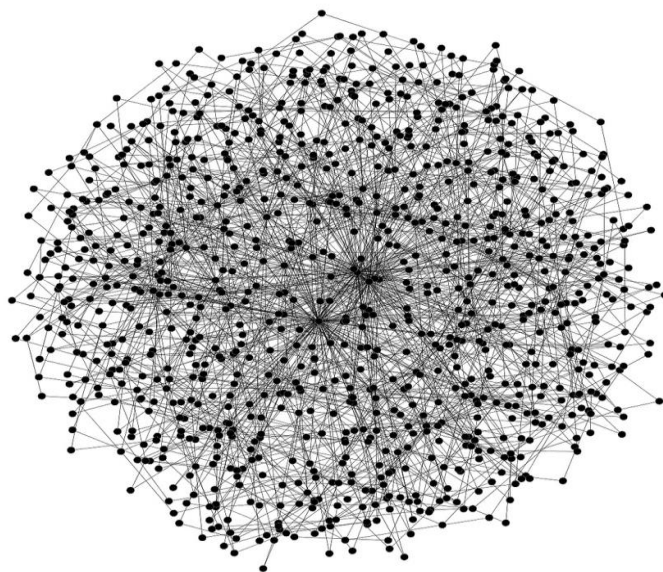


What does a child understand about the online world?

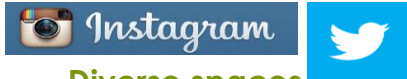
The world of the child. The need for concepts.



The Internet



What the online world provides



Diverse spaces,
services & communities



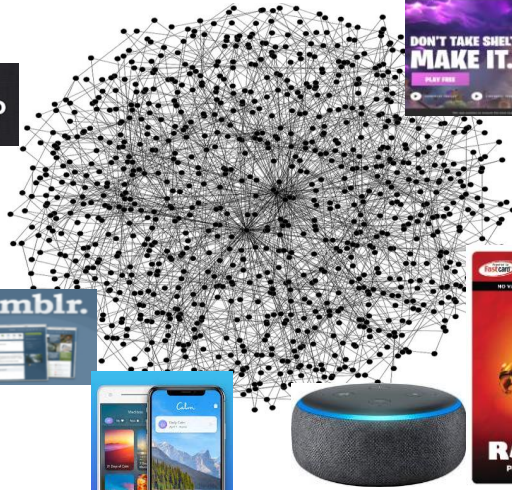
Youtubers



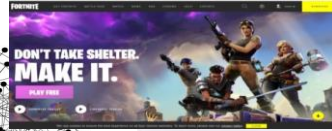
Opportunities for
self-expression,
global conversation;
connection,
friendship, learning



More ways to chat and
stay connected



Ephemeral
Messaging



Virtual worlds,
gaming, social
networks,
forums,
messenger
services...

The Internet – like a global city



Visualising the Internet

- Social Media and Communication Technologies
- Other Collaborative and Content Creation Technologies
- Networking and Showcasing Technologies
- Software - free or affordable tools

Access to content, services, people, communities, networks, businesses, software (as a creator or consumer)

Internet –
Like a Global City



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The Internet – like a global city



How to connect with my friends and family, express myself whilst maintaining my privacy?
What are the best sites in the city?
What dangers must I avoid?
Can I recognise risk?
Am I aware of my audience?
Public and private communication – how digital data can get shared, accidentally or intentionally.
What laws govern the city?
What do I do when things go wrong – where do I get help and support?

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CO RE	Content	Contact	Conduct	Contract
	Child engages with or is exposed to potentially harmful content	Child experiences or is targeted by potentially harmful <i>adult</i> contact	Child witnesses, participates in or is a victim of potentially harmful <i>peer</i> conduct	Child is party to or exploited by potentially harmful contract
Aggressive	Violent, gory, graphic, racist, hateful or extremist information and communication	Harassment, stalking, hateful behaviour, unwanted or excessive surveillance	Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, hacking, blackmail, security risks
Sexual	Pornography (harmful or illegal), sexualization of culture, oppressive body image norms	Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messaging, adverse sexual pressures	Trafficking for purposes of sexual exploitation, streaming (paid-for) child sexual abuse
Values	Mis/disinformation, age-inappropriate marketing or user-generated content	Ideological persuasion or manipulation, radicalisation and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures	Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion or purchase
Cross-cutting	Privacy violations (interpersonal, institutional, commercial) Physical and mental health risks (e.g., sedentary lifestyle, excessive screen use, isolation, anxiety) Inequalities and discrimination (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics)			

Taken from: <https://core-evidence.eu/updating-the-4cs-of-online-risk/>

A Story

Developing digital citizenship with our pupils



Key Strands:

Digital Literacy → **Digital Citizenship** ← Character, Values, Wellbeing

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So what does that mean practically?

- Risk is NOT the same as Harm
- For wellbeing, we need children to recognise risk and take positive action; age appropriate education
- We need to meet them in THEIR experience -> Non-judgement
- We need to involve them authentically (ask and listen, engage, discuss)
- Understand the context of 'Digital' – not about 'Online Safety' per se – but about Character, Values, Healthy Relationships, Peer Pressure, Knowledge, Understanding. For e.g. 'healthy relationships' – recognise what is healthy/unhealthy, boundaries, consent, choice, respect. Also recognise manipulation, shame, blackmail.
- Develop critical thinking/inspiration to understand/create a positive footprint



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A whole school approach to developing digital citizenship



- Use a balanced approach which recognises the UNCRC
- Move beyond Safety -> Inspiration & develop a 'culture of digital citizenship' (positive values and behaviours + positive action e.g. being an upstander + support structures).
- Be inclusive. Understand and address vulnerability the drivers of harmful behaviours.
- Use creative & pupil centred approaches: story telling, drama, role-play, games, agony columns, poetry; develop opportunities for pupils to lead/ be peer educators.
- Drip feed -> a year long school wider action plan to develop 'Digital Citizenship'.
- Engage all stakeholders; Address staff digital competency and digital confidence.

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Useful Links – Educators and Parents

- WISE KIDS - Cross Ash Project (Lead Creative Schools) <https://sites.google.com/view/crossashmishmash/about-this-project>
- LSE Parenting for a Digital Future <https://blogs.lse.ac.uk/parenting4digitalfuture>
- Common Sense Media <http://www.commonsensemedia.org> app reviews & more
- App information from NSPCC <https://www.net-aware.org.uk>
- CEOP www.ceop.gov.uk & <https://www.thinkuknow.co.uk>
- Vodafone Digital Parenting Archives: <https://www.vodafone.co.uk/mobile/digital-parenting-archive>
- WISE KIDS www.wisekids.org.uk
- UK Safer Internet Centre <http://www.saferinternet.org.uk/>
- Khan Academy: <https://www.khanacademy.org/>
- MOOCS – for example: FutureLearn <http://www.futurelearn.com> and EdX <http://www.edx.org>



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Thank you!

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Please don't hesitate to get in touch if you have any questions. We also support schools and other organisations to develop digital literacy, digital citizenship and wellbeing, through our training and mentoring programmes. Do get in touch to find out more.

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