

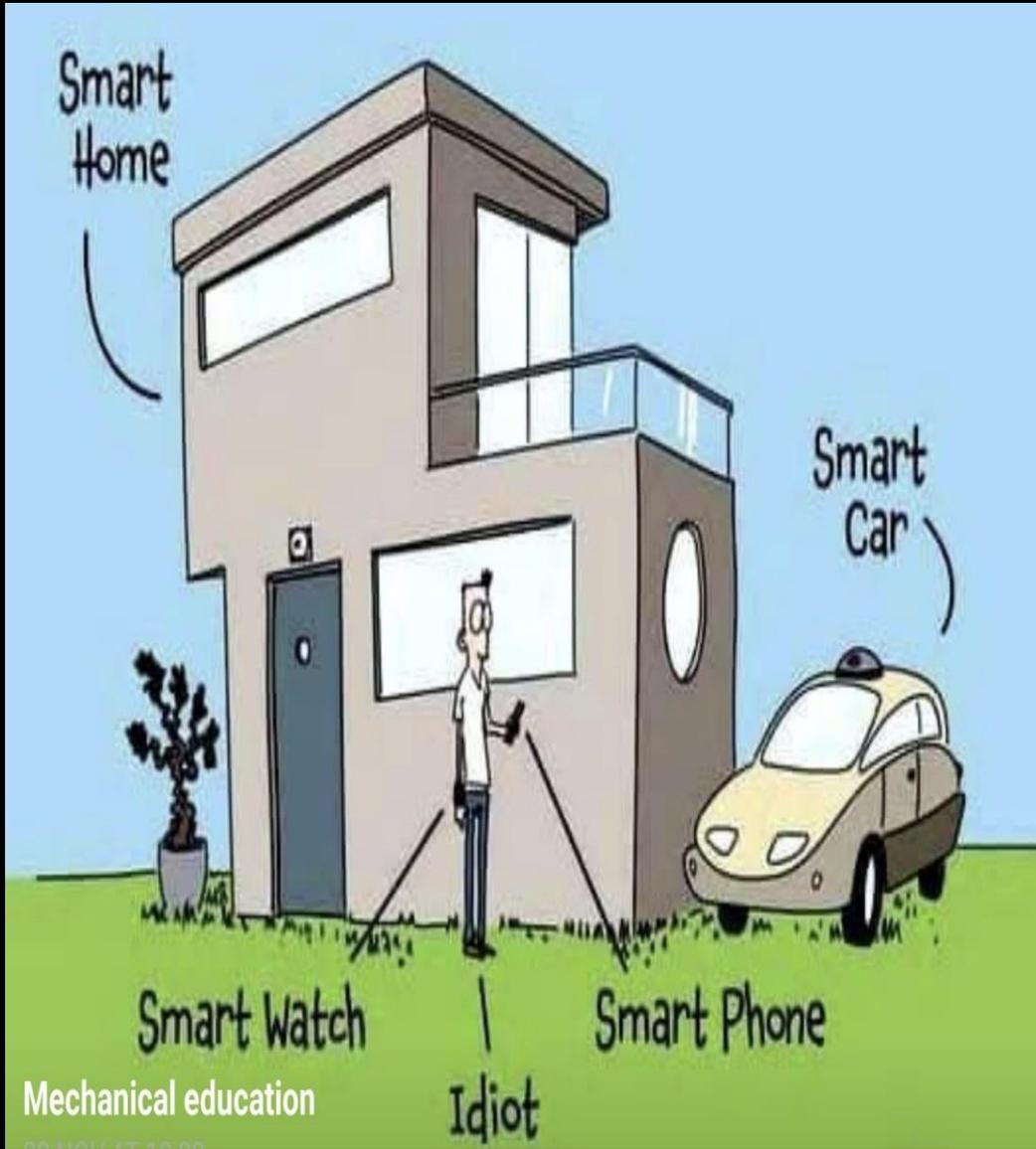
Where do we come from?

Who are we?

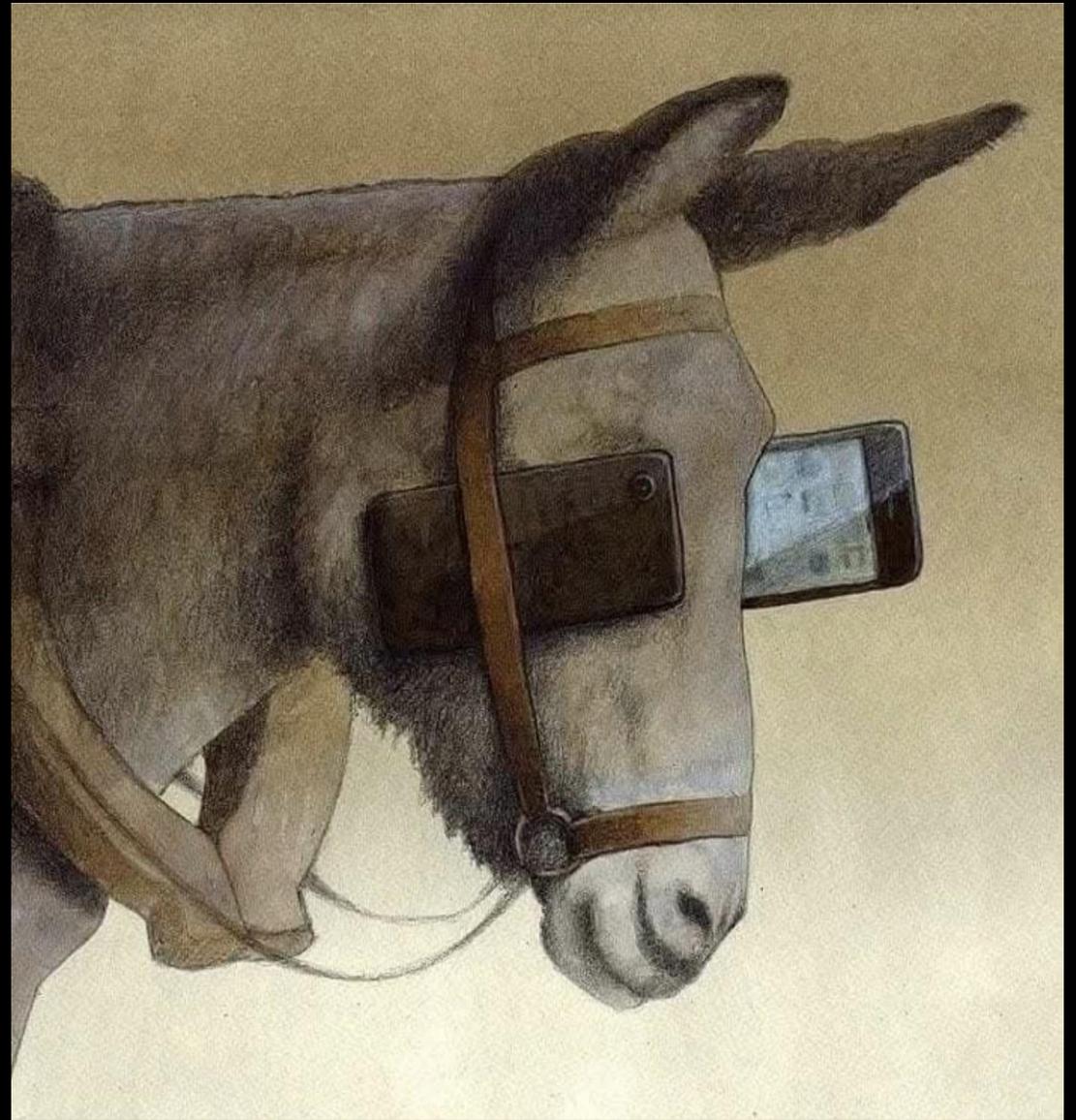
Where are we going?

FUTURISTIC MOVIE TIMELINE





https://www.reddit.com/r/goodboomerhumor/comments/1h520ds/i_know_that_its_one_of_technology_bad_ones_but/



https://www.reddit.com/r/PhonesAreBad/comments/qopd6w/what_mean/



DIGITAL CITIZENSHIP EDUCATION HANDBOOK

DCE Planner

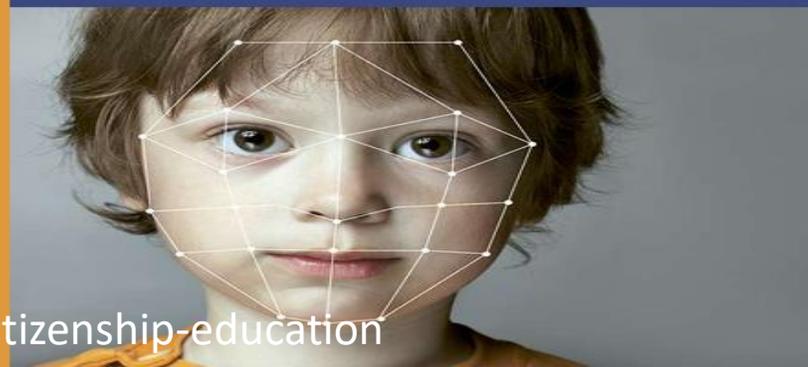
A multi-purpose curriculum tool



ARTIFICIAL INTELLIGENCE AND EDUCATION

A critical view through the lens
of human rights, democracy
and the rule of law

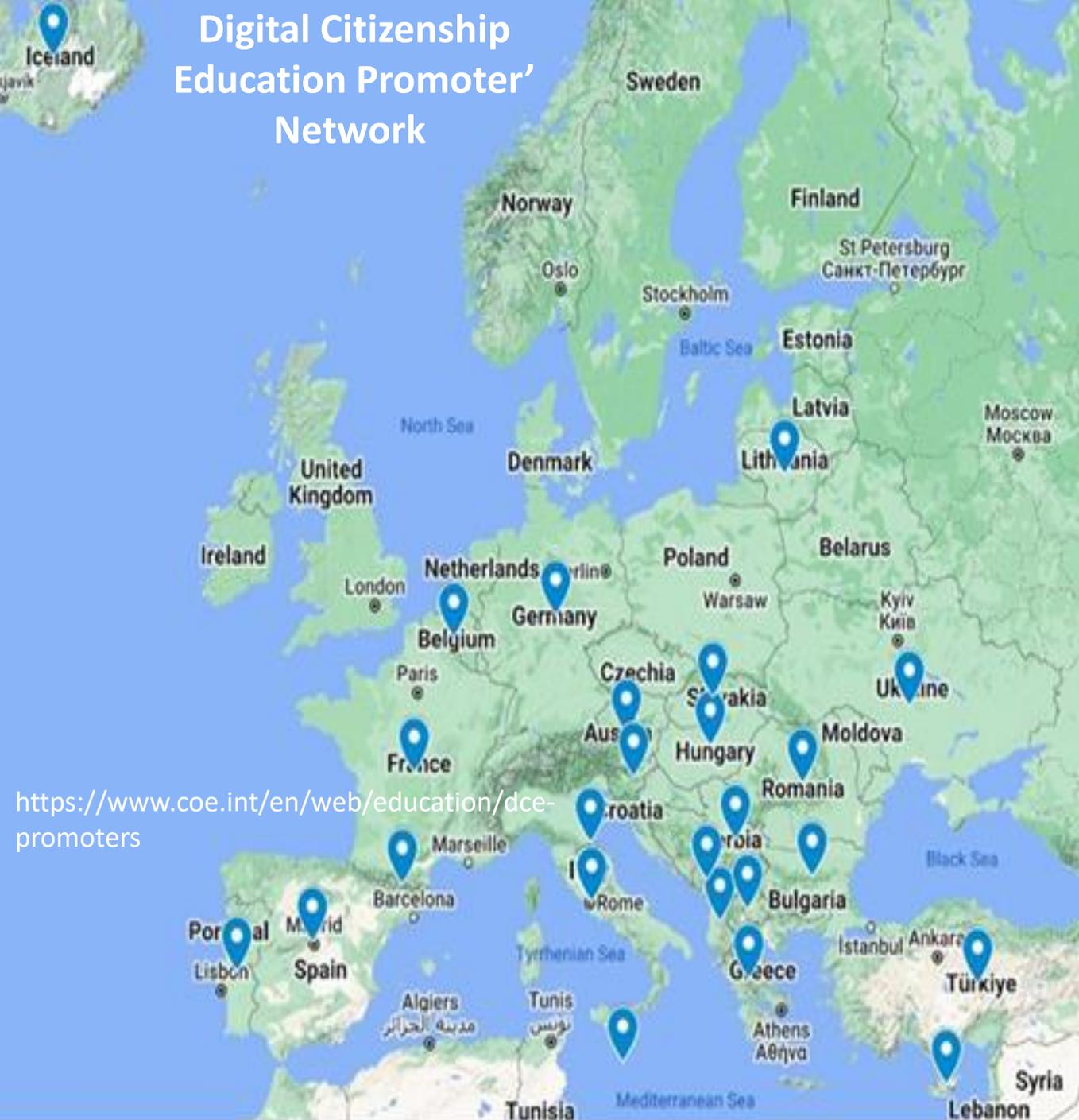
Being online
Well-being online
Rights online



DG-NAUTS



Digital Citizenship Education Promoter' Network



Albania, Andorra, Austria,
Belgium, Bulgaria, Cyprus, France,
Germany, Greece, Holy See,
Hungary, Iceland, Italy, Lithuania,
Malta, Montenegro, North
Macedonia, Portugal, Romania,
San Marino, Serbia, Slovak
Republic, Slovenia, Spain, Türkiye,
Ukraine

<https://www.coe.int/en/web/education/dce-promoters>

1. ACCESS & INCLUSION

Students learn about barriers excluding people from the benefits of technology

THEME	5-7 (1)	8-11 (2)	12-15 (3)	16-18 (4)
Why digital access matters	1.1.1. Can give examples of ways digital technologies help children to play and have fun	1.2.1. Can give examples of ways digital technologies help them to learn at school	1.3.1. Can give examples of ways digital technologies help to make life easier and more satisfying	1.4.1. Can give examples of ways digital technologies help people to play more of a part in society
The effects of digital exclusion	1.1.2. Can describe how someone might feel if they can't use digital devices like other children	2.-LEARNING & CREATIVITY		
Disability and digital access	1.1.3. Can identify disabilities that make it difficult for children to use digital devices	Students learn how technology helps them with learning and using their creativity to help others		
Assistive technology	1.1.4. Can help people who find it difficult to understand how to use tablets or other devices	THEME	5-7 (1)	8-11 (2)
Social barriers to internet use	1.1.5. Can explain why some children don't have access to technology at home	How technology helps us to learn	2.1.1. Can talk about things they learn from playing with the devices they have at home	2.2.1. Can describe the benefits of making their school lessons available online
Improving digital access for others	1.1.6. Can think of ways sharing their devices and online opportunities with others	Pros and cons of digital learning	2.1.2. Can explain ways in which learning with technology at school is different from learning from it at home	2.2.2. Can identify the advantages and disadvantages of remote learning for schoolwork
Technology as an aid to inclusion	1.1.7. Can use art, music or story to explore how it feels to be unable to access technology like others	Using technology for schoolwork	2.1.3. Can access and use some child-friendly educational websites and apps	2.2.3. Can devise classroom rules for remote lessons
Building a culture of digital equity	1.1.8. Can talk about who they think should help children who don't have access to technology	Digital learning with a purpose	2.1.4. Can create a simple or digital story on a city theme	2.3.1. Can explain what generative AI is, and how it can be useful at schools
		Who owns digital content?	2.1.5. Can recognise that on the internet belongs	2.4.1. Can outline the basic principles of gamification, and how these can be applied in education
		Complying with copyright law	2.1.6. Can explain why task permission before it is created by someone else	2.3.2. Can identify the limitations of generative AI for schoolwork
		Responsible content creation	2.1.7. Can demonstrate a need to do to acknowledge another person's content	2.4.2. Can identify the limitations of gamification as an educational tool
		Devices versus traditional learning	2.1.8. Can talk about what learn best on a computer face-to-face with a person	2.4.3. Can consider how good technology is for teaching people



europyear2025.coe.int
#LearnConnectEngageThrive



2.-LEARNING & CREATIVITY

Students learn how technology helps them with learning and using their creativity to help others

THEME	5-7 (1)	8-11 (2)	12-15 (3)	16-18 (4)
How technology helps us to learn	2.1.1. Can talk about things they learn from playing with the devices they have at home	2.2.1. Can describe the benefits of making their school lessons available online	2.3.1. Can explain what generative AI is, and how it can be useful at schools	2.4.1. Can outline the basic principles of gamification, and how these can be applied in education
Pros and cons of digital learning	2.1.2. Can explain ways in which learning with technology at school is different from learning from it at home	2.2.2. Can identify the advantages and disadvantages of remote learning for schoolwork	2.3.2. Can identify the limitations of generative AI for schoolwork	2.4.2. Can identify the limitations of gamification as an educational tool
Using technology for schoolwork	2.1.3. Can access and use some child-friendly educational websites and apps	2.2.3. Can devise classroom rules for remote lessons	2.3.3. Can discuss the kind of rules they think schools should have on using technology	2.4.3. Can consider how good technology is for teaching people

3. MEDIA & INFORMATION LITERACY

Students learn how to evaluate the reliability of online information and news sources

THEME	5-7 (1)	8-11 (2)	12-15 (3)	16-18 (4)
Accessing online news	3.1.1. Can distinguish news stories from other forms of online content, like ads or films	3.2.1. Can give examples of online news outlets that are suitable for children their age	3.3.1. Can evaluate the advantages and disadvantages of different sources of online news	3.4.1. Can use the internet to research news stories for themselves
Where online news comes from	3.1.2. Can explain how news can be posted on the internet by anyone	6. E-PRESENCE & COMMUNICATION		
Misinformation	3.1.3. Can explain why information on the internet may not always be true	Students learn how to create and maintain a healthy digital presence		
How misinformation starts	3.1.4. Can recognise ways people sometimes manipulate online images and videos	THEME	5-7 (1)	8-11 (2)
How misinformation spreads	3.1.5. Can suggest reasons why a person might post false information or try to mislead others online	What is a digital footprint?	6.1.1. Can explain how each time they go online they leave traces of their activities behind that can be seen by others	6.2.1. Can explain what a 'digital footprint' is, and the kind of things that could be part of their own digital footprint
Why misinformation is a problem	3.1.6. Can recognise the consequences of telling lies or trying to mislead others online	Why digital footprints matter	6.1.2. Can recognise how traces of what they do or say on the internet can last forever	6.2.2. Can explain the part that someone's digital footprint plays in their online presence
Spotting fake news	3.1.7. Can explain why it is important to check with an adult if they are not sure whether something on the internet is true	Your online reputation	6.1.3. Can explain how what they do online affects what other people think about them	6.3.1. Can check their own digital footprint, and assess how accurately it reflects the way they would like to be seen by others
Building an internet you can trust	3.1.8. Can use artwork, story or song	Effects of other people's posts	6.1.4. Can recognise that what someone else does online can also affect what other people think of them	6.3.2. Can give examples of how someone's digital footprint can affect their online presence
		Managing your online reputation	6.1.5. Can give examples of things about themselves they would not want to tell people online	6.4.1. Can analyse Terms and Conditions contracts to find the kinds of personal data they authorise companies to collect
		What your profile says about you	6.1.6. Can talk about what their choice of avatars says about them	6.4.2. Can give examples of how someone's digital footprint may affect their online presence
		Reducing your digital footprint	6.1.7. Can explain the importance of thinking before sharing any information about themselves, or about someone else	
		Helping others' online reputation	6.1.8. Can give examples of positive things they could say about someone else online	

6. E-PRESENCE & COMMUNICATION

Students learn how to create and maintain a healthy digital presence

THEME	5-7 (1)	8-11 (2)	12-15 (3)	16-18 (4)
What is a digital footprint?	6.1.1. Can explain how each time they go online they leave traces of their activities behind that can be seen by others	6.2.1. Can explain what a 'digital footprint' is, and the kind of things that could be part of their own digital footprint	6.3.1. Can check their own digital footprint, and assess how accurately it reflects the way they would like to be seen by others	6.4.1. Can analyse Terms and Conditions contracts to find the kinds of personal data they authorise companies to collect
Why digital footprints matter	6.1.2. Can recognise how traces of what they do or say on the internet can last forever	6.2.2. Can explain the part that someone's digital footprint plays in their online presence	6.3.2. Can give examples of how someone's digital footprint can affect their online presence	6.4.2. Can give examples of how someone's digital footprint may affect their online presence

8. RIGHTS & RESPONSIBILITIES

Students learn about rights and responsibilities in the digital environment

THEME	5-7 (1)	8-11 (2)	12-15 (3)	16-18 (4)
Digital rights and freedoms	8.1.1. Can describe the devices they are allowed use at home, and what they are allowed to do on them	8.2.1. Can give examples of rights in the Convention for Children's Rights that apply in the digital world	8.3.1. Can describe some of the legal rights they have when they go online, and explain how these differ from human rights online	8.4.1. Can outline the main provisions of the European Declaration of Digital Rights
Being responsible online	8.1.2. Can explain the rules they are expected to follow at home when using digital devices	8.2.2. Can recognise that they have responsibilities to other users when they go online, and give some examples	8.3.2. Can recognise that they are legally responsible when they go online, and give some examples of laws they should be aware of	8.4.2. Can debate the extent to which they should see themselves responsible for others' online behaviour, e.g., speaking up to help someone
Defending your digital rights	8.1.3. Can say what they think should happen if someone treats them unfairly when playing online	8.2.3. Can explain who they can turn to if they feel their digital rights have been violated	8.3.3. Can give examples of online behaviour that should be reported to the police, and describe how to do this	8.4.3. Can describe the process of making a complaint about a human rights violation online
Digital rights protections	8.1.4. Can recognise the need for having rules about technology use at home	8.2.4. Can describe how a school can promote the digital rights of its pupils	8.3.4. Can describe strategies social media companies use to find and block abusive content, and discuss how effective these are	8.4.4. Can describe legislation in different countries designed to protect the digital rights of citizens, including the GDPR
Expressing yourself online	8.1.5. Can discuss whether they should have a say in the technology rules they have to follow at home	8.2.5. Can give examples of ways they can voice their opinions about the technology they use	8.3.5. Can generate ideas for using technology to promote learner voice in their school or college	8.4.5. Can discuss the limits to freedom of speech on the internet
Calling out discrimination	8.1.6. Can point to fictional characters -for example in videos or games -	8.2.6. Can analyse online images for evidence of gender, racial or	8.3.6. Can recognise how discrimination is sometimes built into platform	8.4.6. Can give examples of biases implicit in AI systems, and consider

**IT DOESN'T MATTER HOW MANY
RESOURCES YOU HAVE.**

@successpictures



**IF YOU DON'T KNOW HOW TO USE
THEM, IT WILL NEVER BE ENOUGH.**