

# Digital Citizenship Framework

## Stay Safe

### Stay Safe

This theme focuses on ways that students can safely engage and learn online. Understanding how to stay safe online requires a set of taught skills and practical knowledge.

Children have greater access now, more than ever before, to digital devices. Schools provide access to devices for students or require them to bring their own devices for school purposes. As such, it is important to teach students how to engage online safely.

Students learn about the importance of personal privacy as they begin to share information online and access digital content. Personal information can be used, stored, protected and shared by others online and individuals have a responsibility to manage and protect their own data.

Students also learn about the benefits and risks associated with online interactions, which requires them to stay alert in order to mitigate risks to themselves and others.

There are three essential elements to this theme:

- Safe interactions - we need to stay alert when interacting with people online.
- Understanding risk - risk can be managed and mitigated.
- Protecting personal data - we are responsible for protecting personal data.

## Phase 1

K1, K2, Year 1, Year 2

### Safe Interactions

Identify several trusted adults

Identify some ways to communicate safely online, with support from a trusted adult

Describe what to do when online interactions feel uncomfortable or scary

### Understanding Risk

Access recommended online content with support from a trusted adult

Explain what to do when images or content online may be inappropriate

Describe what to do when pop-ups and other unexpected notifications appear when using a digital device

### Protecting Personal Data

Identify various forms of personal information, such as name, address, birthday, age and other identifying features

Describe when it is and isn't appropriate to share personal information

Ask a trusted adult before sharing any personal information online

## Phase 2

Year 3, Year 4

### Safe Interactions

Explain how some online interactions can be unsafe

Explain what to do if an online interaction is inappropriate, unwanted or feels uncomfortable or scary

Describe how some online interactions can be dishonest

### Understanding Risk

Choose sites recommended by a trusted adult or family member

Use strategies to protect themselves online, such as telling a trusted adult, closing the page without showing it to others, and reporting inappropriate content

### Protecting Personal Data

Understand that personal data comes in many forms, such as personally identifiable information, photos, location and browsing history

Use strategies to keep personal accounts secure, such as keeping passwords private and logging out of shared devices

Explain what to do if a password is shared, forgotten or stolen

## Phase 3

Year 5, Year 6

### Safe Interactions

Explain how to communicate safely online when using technology independently

Explain how to respond if asked to share photos or private information online

Identify some of the risks of communicating with people online, such as catfishing, cyberbullying or other unwanted contact

### Understanding Risk

Provide some reasons why not everything online is safe or appropriate

Identify several traits of online scams, such as spam, phishing, spoofing and clickbait

Review digital applications to check for suitability and risk elements

### Protecting Personal Data

Demonstrate ways in which personal data settings can be changed from public to private

Understand that devices can monitor personal details, such as camera and/or microphone access and location tracking

Explain why it is important to seek consent from others before sharing photos or personal information

## Phase 4

Year 7, Year 8, Year 9

### Safe Interactions

Use a range of strategies to engage safely with others when interacting in a variety of digital environments

Describe how and why some online interactions can be riskier than others

Differentiate between genuine and fraudulent online profiles, personas and organisations

### Understanding Risk

Recognise risks and consequences associated when navigating online spaces, such as exposure to malware or other viruses

Manage control and privacy settings across online spaces

Explain how some AI bots can be useful, such as chatbots but others carry a degree of risk, such as spambots

### Protecting Personal Data

Explain how there is limited protection of data when using social media, websites and applications, such as when friends and followers share content

Examine the details of the terms and conditions of subscriptions, applications and/or extensions

## Phase 5

Year 10, Year 11

### Safe Interactions

Assess online interactions, relationships and situations in order to cultivate healthy relationships as well as avoid and mitigate risk.

Describe some implications of sexting and/or sharing pornographic imagery with others.

### Understanding Risk

Identify potential consequences of illegal access or downloading of materials.

Explain how to minimise encountering viruses and other types of malware while online.

Describe ways that Hong Kong laws protect citizens in relation to online actions.

### Protecting Personal Data

Explain ways in which online data may be accessed or shared by others even if privacy settings are activated, such as data brokerage or hacking.

Employ strategies to limit personal data that online services can hold.

## Phase 6

Year 12, Year 13

### Safe Interactions

Build healthy connections and online networks.

### Understanding Risk

Identify and take actions to protect work from theft, including identity theft.

### Protecting Personal Data

Explain the difference between active and passive data collection and how this data can be combined and sold for other purposes, such as direct marketing.

Consider the impact that emerging technologies can have on privacy and security.

## Be Balanced

### Be Balanced

This theme focuses on how a balanced approach to the use of digital technologies can benefit one's health and wellbeing. Students learn about the strategies they need to think critically about how digital media impacts their lives overall.

Students learn ways to balance media and device use alongside time spent on devices with other aspects of their lives, developing their ability to make well-informed choices. Students are encouraged to develop healthy habits that extend beyond screen time, such as reflecting on the quality of the media they consume.

To support students in developing a sense of balance, students take time to reflect on the different feelings and emotions that arise when they engage in activities that involve digital media. They learn that digital resources are available to improve their online experiences which can contribute positively to one's well-being.

There are three essential elements to this theme:

- Digital balance - a balance between online and offline activities is good for our health and wellbeing.
- Digital diet - there is a wide variety of online content available and we need to monitor the quality and quantity of material we consume.
- Digital wellness - digital applications and resources can be used as tools to improve aspects of our life and increase overall wellbeing.

## Phase 1

K1, K2, Year 1, Year 2

### Digital Balance

Describe what is meant by digital balance and know when and why to take a break from digital devices

Identify some alternative activities to using digital devices

### Digital Diet

Identify a variety of activities that can be done with technology

Describe how different devices are used for different purposes

### Digital Wellness

Identify characteristics of a balanced approach to learning and play



## Phase 2

Year 3, Year 4

### Digital Balance

Develop a plan to manage time on digital devices

Choose from a range of alternative activities to using digital devices

### Digital Diet

Define and describe what is meant by a digital diet

Choose an appropriate tool or device that suits the intended purpose

### Digital Wellness

Explain ways in which technology can have a positive and/or negative impact on wellbeing

Use pre-selected websites and applications for wellbeing

## Phase 3

Year 5, Year 6

### Digital Balance

Locate screen time and usage data on devices

Explain why device-free time is important for wellbeing

### Digital Diet

Define and describe characteristics that make a quality online experience

Describe improvements that can be made to achieve a balanced digital diet

### Digital Wellness

Identify examples of how technology can impact our physical and emotional wellbeing

Curate a list of tools and applications that can be used to improve wellbeing

## Phase 4

Year 7, Year 8, Year 9

### Digital Balance

Describe the opportunity-cost of time spent on devices

Self-monitor and make use of tools and strategies that track the amount of time spent online

### Digital Diet

Conduct a personal digital diet audit using a selection of tools and strategies to monitor and track one's digital diet

Identify areas of one's own digital diet that may need adjusting

### Digital Wellness

Describe how the use of digital devices can affect our physical wellbeing

Explain ways in which media consumption can affect our emotional wellbeing

## Phase 5

Year 10, Year 11

### Digital Balance

Describe opportunities and challenges associated with spending time on different technology applications, including social media and gaming platforms.

### Digital Diet

Analyse a variety of digital diet scenarios to identify patterns and trends of consumption

Develop a digital diet plan that takes into account personal academic needs, interests and goals.

### Digital Wellness

Monitor the impact of social media use and media consumption on physical, social, and emotional wellbeing.

Utilise strategies and digital tools to manage personal wellbeing, such as those that maintain focus and limit distractions.

## Phase 6

Year 12, Year 13

### Digital Balance

Identify and make use of digital productivity tools, including task automation applications, to develop efficient and effective workflows that meet individual needs.

Analyse and evaluate time spent online and make adjustments that positively impact wellbeing.

### Digital Diet

Evaluate how a digital diet impacts on the ability to achieve short and long term goals.

Explain how choices we make impact on wellbeing and keep life in balance.

### Digital Wellness

Evaluate a selection of digital tools and resources designed to impact positively on wellbeing.

## Stay informed

### Stay Informed

This theme focuses on the importance of evaluating the quality of online resources that are available to support learning.

The five core principles of academic integrity - fairness, responsibility, respect, trust and honesty, are paramount when using other people's ideas and work. The concepts behind content ownership and ethical publication are essential for students to develop.

An understanding of information literacy equips students with problem-solving strategies and critical thinking skills when seeking answers, gathering information, forming opinions and evaluating sources.

Students are taught the skills needed for determining the authenticity and trustworthiness of online news and information sources. Students develop the ability to discern the deceptive and misleading characteristics of less reliable information online.

Students who are media-literate are able to consider their responsibilities in order to be mindful media creators and consumers. Students learn to identify the purpose of different media forms, including the effects of messages on others and the intent behind them.

There are three essential elements to this theme:

- Academic integrity - the principles of academic integrity, such as fairness, honesty, trust, respect and responsibility are applied when using or sharing other people's work or ideas.
- Information literacy - online information can range in quality and accuracy and needs to be evaluated.
- Media literacy - media can be created and used to inform, persuade or manipulate an audience.

## Phase 1

K1, K2, Year 1, Year 2

### Academic Integrity

Demonstrate the concept of personal ownership of an idea, such as writing names on work

Explain when the work or ideas of others needs to be acknowledged

### Information Literacy

Identify digital resources that can be used to support research

### Media Literacy

Recognise advertisements disguised on websites and in applications

Consider the ways in which media can influence an audience

## Phase 2

Year 3, Year 4

### Academic Integrity

Describe the principles of academic integrity: fairness, honesty, trust, respect and responsibility

Act responsibly when using others' work by seeking permission from the author or crediting the work where applicable

Explain how and why the work or ideas of others can be used in different contexts

### Information Literacy

Locate information online by using strategies, such as searching with keywords or following topic trails

Explain why some information found online may not be true and use strategies to find trusted information

Select information from a variety of online sources relevant to the task

### Media Literacy

Describe ways in which digitally altered media can be used, such as movie effects and photo filters

Recognise persuasive tactics in games and media applications

Consider the needs of the audience when creating digital media

## Phase 3

Year 5, Year 6

### Academic Integrity

Define plagiarism

Act responsibly when using images and/or text by referencing the original source or author

Use a systematic approach to referencing sources

Locate sources of information that are available to use freely, such as copyright-free images, icons and clipart

### Information Literacy

Analyse and evaluate online sources of information using a variety of strategies to make a judgement about probable accuracy and trustworthiness

Analyse online information to ensure it is relevant to the topic being researched

Synthesise information from a variety of online sources

### Media Literacy

Recognise persuasive tactics used to entice people to purchase items online

Explain how media is created to influence behaviours in others

Create media using persuasive techniques to influence others



## Phase 4

Year 7, Year 8, Year 9

### Academic Integrity

Explain how plagiarism impacts others

Explain what is meant by 'fair dealing' and how it applies when creating content

Identify the consequences of using media for unauthorised use, such as illegal streaming, pirate sites, torrent sites, and peer-to-peer sharing

Practise standard citation styles and referencing formats

Explain Creative Commons licensing

### Information Literacy

Explain why web search results vary from person to person and why not everyone sees the same results or receives the same news

Identify bias and perspective in online media and recognise one's own bias when sharing media online

Compare and contrast online news and editorial content to distinguish between fact, opinion and misinformation

### Media Literacy

Identify methods for detecting financially sponsored or enhanced web content

Explain why manipulation and propaganda are used in media

Explain the features of persuasive design and consider its impact

## Phase 5

Year 10, Year 11

### Academic Integrity

Explain how plagiarism affects the integrity of one's work and has consequences, such as accreditation by external examination boards.

Provide examples of ways in which organisations combat and monitor online copyright infringement.

Format references using standard citation styles.

Apply Creative Commons licensing to one's own work, where applicable.

### Information Literacy

Analyse information for reliability and validity by using multiple sources to authenticate or by reading laterally.

Describe 'deep fake' technologies and explain why these carry a degree of risk.

Explain how social media can increase, diminish, or distort the strength, validity or popularity of ideas, beliefs or opinions, such as echo chambers, cancel culture and groupthink.

### Media Literacy

Identify examples when artificial intelligence can be used to create original content.

Explain how AI bots affect the content and dissemination of digital media, such as spambots.

## Phase 6

Year 12, Year 13

### Academic Integrity

Identify and explain some of the rules governing online criminal content.

Identify and describe the type of content that is prohibited from being viewed or shared.

Explain variations in copyright laws and rules.

### Information Literacy

Explain how to detect sponsored internet content, such as extremism, ideology and how to evaluate its legitimacy.

### Media Literacy

Explain how new forms of media and platforms for sharing media are constantly emerging and evolving, such as the metaverse, NFT and Web3.

Recognise 'dark patterns' related to the digital economy, such as roach motel, sneak into basket, price comparison prevention, hidden costs and forced continuity.

## Be Engaged

### Be Engaged

This theme focuses on the many ways that students engage with others online. Students are mindful of the permanence of their actions in the online space and they learn how to successfully create and manage their digital identity and reputation. Students consider how and when the benefits of online sharing outweigh the risks.

People can represent their identity online in more than one way. Online personas can be created as self-representation for different purposes and may or may not be authentic. Students will learn about the benefits and drawbacks of personas and how these could impact their sense of self, reputations and relationships with others.

Students become aware of the characteristics of inclusive interactions in terms of respecting and empathising with others and learn strategies to recognise and reduce negative online behaviour.

Each individual has a responsibility to make choices that have a positive impact on others.

Students have the power to use technology to create inclusive communities, meaningfully address issues and make a positive impact on the world.

There are three essential elements to this theme:

- Identity and presence - our actions online form part of our digital identity and digital footprint.
- Online behaviour - online interactions based on respect and kindness can lead to positive experiences.
- Inclusive interactions - technology can help us positively connect with others and make a difference.

## Phase 1

K1, K2, Year 1, Year 2

### Identity And Presence

Describe what is meant by online identity

Compare examples of online and offline behaviours

### Online Behaviour

Define and describe online behaviour that is kind and respectful

Recognise how kindness can affect others' feelings

Describe and use appropriate behaviour when communicating online

### Inclusive Interactions

Use technology to connect with friends and family

Identify ways technology can be used to connect with others

## Phase 2

Year 3, Year 4

### Identity And Presence

Describe some ways that people may behave differently online and offline

Explain what is meant by a digital footprint

### Online Behaviour

Describe ways in which online interactions can impact others

Discuss scenarios that contain examples of online conflict

Identify some strategies for resolving conflict

### Inclusive Interactions

Communicate with respect when interacting with others across digital platforms

Describe ways in which technology can be used to connect and collaborate with others

## Phase 3

Year 5, Year 6

### Identity And Presence

Evaluate how an online identity compares to that of a real person

Explain the permanence of a digital footprint and give some examples of this

### Online Behaviour

Identify examples of cyberbullying and describe some resolution strategies

Describe how an upstander behaves online

Examine various scenarios and compare and contrast resolution strategies

### Inclusive Interactions

Use appropriate language that conveys respect to the recipient

Use strategies to effectively engage with others and consider whether the strategy is inclusive of others

## Phase 4

Year 7, Year 8, Year 9

### Identity And Presence

Describe ways that online personas can be deliberately designed to achieve various purposes

Consider permanence and authenticity when making decisions about what to do or say online

### Online Behaviour

Explain how liking, sharing or forwarding online content can impact others

Communicate effectively and respectfully with a range of people in digital environments

### Inclusive Interactions

Demonstrate respect and empathy when communicating with others on social media

Explain why it is important to challenge and reject bias and inappropriate interactions online

## Phase 5

Year 10, Year 11

### Identity And Presence

Assess how developing an online identity can affect the type of information returned in web searches or social media streams.

Evaluate how a digital footprint could impact future endeavours.

### Online Behaviour

Analyse the impact of various digital communication dynamics, such as trolling, sexting and ghosting.

Identify strategies to navigate social dynamics online.

### Inclusive Interactions

Consider and be open-minded to a range of diverse viewpoints.

Evaluate online content through the lens of DEI, such as gender, race, religion, disability, culture and other aspects.



## Phase 6

Year 12, Year 13

### Identity And Presence

Evaluate online personas in light of privacy, permanence, authenticity, and inclusivity.

Apply strategies to optimise a digital footprint for higher education, career pathways and other opportunities.

### Online Behaviour

Make ethical choices to ensure personal online content is appropriate, responsible and contributes to a positive online culture.

### Inclusive Interactions

Advocate for online interactions and inclusive digital citizenship practices.