

Activity 4.4.2. BINGO for Digital Citizens	In class	Intermediate
Activity 4.4.3 Digital Passport	In class	Intermediate

Activity 4.4.1 - Digital Glossary for participation and engagement

Estimated duration	15 - 30 minutes
Requirements	None
Hardware and Software tools used	• Pen and paper • Mentimeter (optional) • Computer for the teacher (optional) • Blackboard to do brainstorming
Type of assessment	- Oral presentation in front of class - Open-ended questions by the teacher

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
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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

Greece

- 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

Romania

- 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
- Gamification in Citizen Participation <https://www.citizenlab.co/blog/civic-engagement/gamification-in-citizen-participation/>

Activity 4.4.2 - BINGO for Digital Citizens

Estimated duration	30 - 45 minutes
Requirements	Full understanding of Digital Glossary
Hardware and Software tools used	• Pen and paper • BINGO card (for students) & placeholder • BINGO questions (for teachers)
Type of assessment	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