WORKSHOP MANUAL

A Path to Digital Citizenship: Our Rights and Responsibilities Online

—————— **by Kansu Ekin Tanca**

Content

1. Introduction

How often do we, as young people, reflect on our participation in the digital world? Which challenges are we able to tackle online and which risks need to be further discussed? What are the opportunities that make digital participation an empowering, inspiring and inclusive experience for young people?

Drawing from these questions and focusing on → digital citizenship, the workshop aims to raise awareness of our rights and responsibilities online. In four modules, the workshop familiarises participants with the basic concepts of digital citizenship (e.g. digital wellbeing, digital privacy, digital literacy, digital rights and responsibilities, digital security), provides broad perspectives on these issues and allows space for reflection and experience sharing. The trainer adopts the role of door-opener as the group navigates the path to digital citizenship.

The workshop prioritises digital participation, values active and responsible digital citizens and highlights that children and young people should fully enjoy their rights online. To learn more, the trainer is encouraged to read the → General Comment No. 25 on children's rights in relation to the digital world adopted by the United Nations Convention on the Rights of the Child's (UNCRC) and / or 5Rights Foundation and Western Sydney University's → report.

DURATION
90 minutes

TARGET GROUP
Young people between the ages of 13 and 18

FORMAT
The workshop was initially created as a digital workshop, but it does work well in person if the trainer wishes to conduct it that way. For a face-to-face workshop, follow the alternatives indicated in the manual.

MATERIALS
DIGITAL
- a digital device with a stable internet connection (works best with computers and tablets)
- Zoom or alternative video conferencing platforms
- the presentation on Menti*
- the activity board on Miro*
- visuals

FACE-TO-FACE
- a laptop with a stable internet connection and a projector for the trainer
- the presentation on Menti
- cards
- visuals

→ **All materials can be downloaded here**

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* A basic knowledge of Menti (an interactive presentation tool) and Miro (a digital whiteboard) is sufficient. The use of these tools is encouraged yet the trainer is also welcome to adjust the exercises to other similar digital tools that they themselves or participants are more familiar or comfortable with.

2. Schedule

DURATION	MODULE	TOOLS	DESCRIPTION
5 min	**Welcome**		The trainer welcomes the participants, introduces themselves and briefly mentions the workshop's objective and flow.

MODULE 1: INTRODUCTION

DURATION	MODULE	TOOLS	DESCRIPTION
10 min	**Who Else?**	Menti	The participants engage in a thematic ice-breaker game.
5 min	**How Does the Digital World Relate to the Lives of Young People?**	Menti **a:** *The participants can share their thoughts in the chat box or if in-person, the trainer can encourage them to share their thoughts verbally.*	The participants now make their own associations with the word "online" through a quick word cloud activity on Menti/in class.

MODULE 2: ACCESS TO THE INTERNET

DURATION	MODULE	TOOLS	DESCRIPTION
10 min	**Reconnecting to the Internet**		The participants guess how long we have had the internet for. Afterwards, the trainer briefly mentions the history of the WWW and the participants discuss whether life is possible without the internet.
10 min	**Is Everyone Online?**		With the help of some data and graphs, the participants are introduced to the following concepts: digital inequality, digital gap, offline population. They then think about reasons for being offline.

MODULE 3: RIGHTS AND RESPONSIBILITIES ONLINE

DURATION	MODULE	TOOLS	DESCRIPTION
15 min	**Rights and Responsibilities Online**	Miro **a:** *cards*	With a group activity, the participants dig deeper into the rights and responsibilities online. In small groups, the participants work on differentiating the rights from the responsibilities while elaborating on what the statements really mean.
10 min	**A Round of Feedback on Digital Citizenship**		Each group chooses a speaker who shares the group's work and identifies a right and a responsibility that has stood out during their discussion.

MODULE 4: REFLECTION AND FEEDBACK

DURATION	MODULE	TOOLS	DESCRIPTION
20 min	**Reflection on the Digital World**	Visuals	Each participant chooses a visual and reflects on it in relation to their experiences in the digital world.
5 min	**Feedback**	Menti **a:** *a survey can be sent*	The trainer receives feedback on the workshop. It can also be used as an open space, where the participants can further share their ideas.

*The letter "a" refers to an alternative that the trainer can choose to use based on their needs.

3. Implementation

Introduction

WELCOME — 5 MIN

The trainer welcomes the participants, briefly introduces themselves and explains the aim of the workshop. At this point, the trainer can highlight the self-efficacy and individual power of young people in transforming the digital world for the better. The participants are reminded that they can share their opinions anytime during the workshop, provided that they contribute to building an open and respectful sharing and learning environment. A short introduction to Zoom or other video conferencing tools (especially raise hand and chat box function) and Menti can be done, if necessary.

WHO ELSE? — 10 MIN

The trainer presents some words related to the digital space on Miro. Looking at the words, participants formulate sentences about what they have done online in the last week. (E.g. discovered a new online game, spent eight hours daily on Zoom, googled a traditional recipe). The trainer asks participants to turn their camera off and goes first with their own example of what they have done online in the last week. Whoever agrees with the statement, turns their camera on (If for any reason participants are not able to turn their camera on, they can still participate with the "raise hand" function on Zoom). The trainer passes over to one of the participants who turned on their camera (or raised hand) who will then share their experience and who will also pass over to another participant. While the group bonds with each other's experiences, the exercise is also a good opportunity for the trainer to understand the diversity of interests in the group.
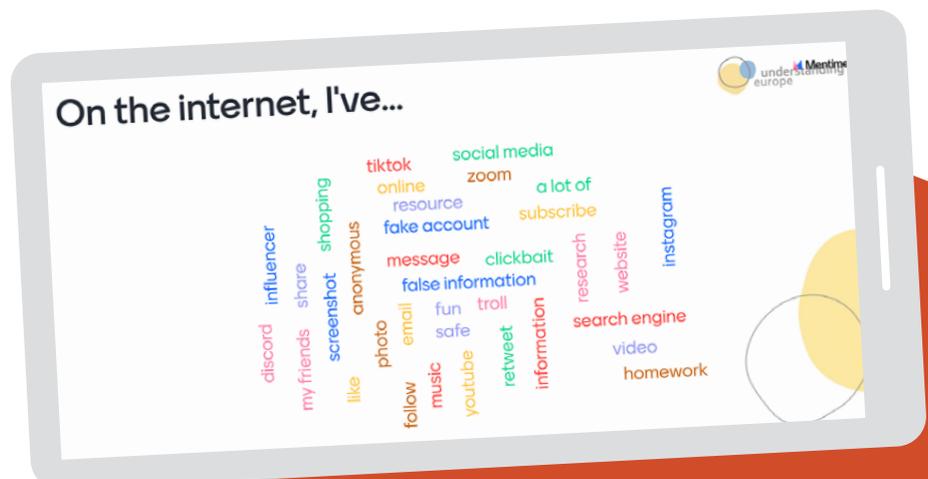
1.1 A screenshot from Menti

HOW DOES THE DIGITAL WORLD RELATE TO THE LIVES OF YOUNG PEOPLE? — 5 MIN

The trainer asks, "What comes to your mind when we say 'online'?" via Menti. The participants' write down the answers and they appear on Menti as a word cloud (alternatively, the trainer can collect responses from the chat box on Zoom. For a face-to-face workshop, participants can join in verbally).

The trainer reminds the participants that they can come up with words that are most relevant to their own online experience, therefore: any association is possible (e.g. verbs, adjectives, names of games, social media platforms). Meanwhile, the trainer comments on the words and moderates the group.

1.2 The screenshot from Menti (from one of the workshops in Turkish) shows the answers to the question: "What comes to your mind when we say 'online'?" Some words include: platform, bullying, screen time, last seen, headache, social, social media, blue light, risk.

Access to the Internet

RECONNECTING TO THE INTERNET — 10 MIN

In this module, the participants are introduced to some background knowledge on the internet. As an exercise, they have to guess how long the internet has existed and how long it has been available to the broader public. The trainer is encouraged to add some local perspective by means of reliable data and facts. The participants are then briefly introduced to the evolution of the internet (please see → here and → here).

After highlighting that almost every aspect of our lives (e.g. education, entertainment, communication, and socialising) are somehow linked to the internet, the trainer poses a discussion question: "Is life without the internet possible?" Participants can answer on Menti (or can vote on Zoom) or simply share their opinions out loud (yes, no, or maybe). It is important to mention that there is no correct answer to this question. Then participants share why they think a life without the internet is possible or impossible.

Further moderation questions for the trainer
Imagine that you wake up tomorrow and you realise that you no longer have the Internet…

- What might happen in your life/in the world?
- How might your life/people's lives be affected by this change?
- What would be an advantage/disadvantage of it?

The trainer moderates the discussion. In order to encourage the diversity of perspectives within the group, the trainer allows adequate time for participants who have said yes, no or maybe to elaborate on their own reasoning.

**IS EVERYONE ONLINE?** — 10 MIN

With the help of some data, graphs and visuals pre-
sented on Menti, the participants are introduced to the
following concepts: digital inequality, digital gap, and
offline population. Without further explanation of what
offline population means, the participants first think
about the possible reasons for being offline (e.g. no or
limited access to the internet, no or limited access
to digital tools or low digital literacy skills). The trainer
shares the → data on the offline population and wraps
up the concepts.

Rights and Responsibilities Online

RIGHTS AND RESPONSIBILITIES ONLINE
— 15 MIN

The trainer presents the Miro board (alternatively the
→ cards). Participants are divided into groups of 3 to 4.
They read the statements provided by the trainer and
name them either as a "right" or as a "responsibility."
Before the group meets at the main session, each group
chooses one right and one responsibility that they find
particularly interesting, important or confusing.
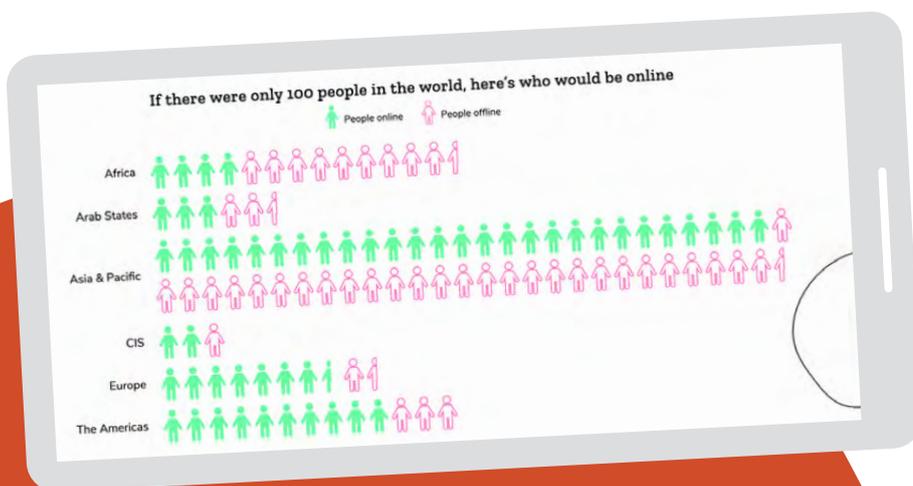
2.1 A screenshot from Menti, showing data on the offline population.
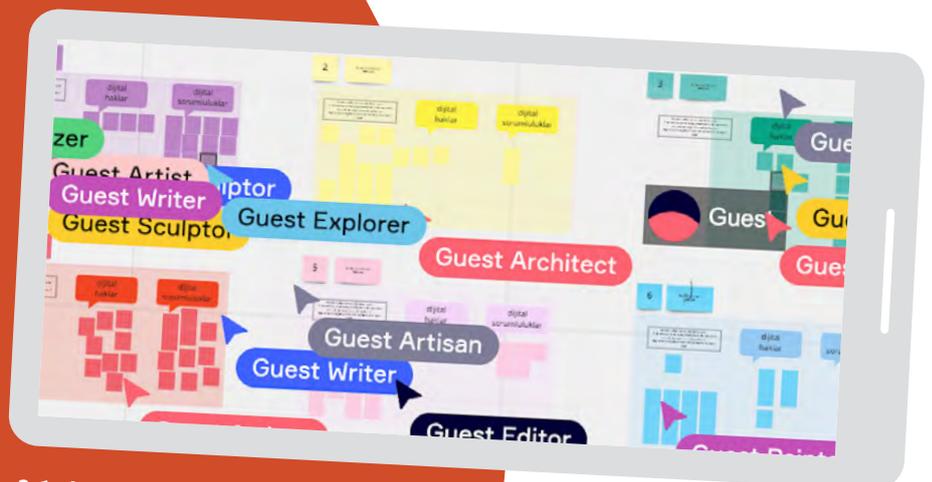
3.1 A screenshot from the Miro board

Reflection and Feedback

A ROUND OF FEEDBACK ON DIGITAL CITIZENSHIP — 10 MIN

When the groups return to the main session, each group shares their work. The trainer clarifies any aspect that needs to be made clear. Some statements might be considered as both a right and a responsibility, depending on how one reads it (e.g. spending or being able to spend meaningful time online). Thus, the trainer can ask for more details to understand how the group has come to that decision and can help them to look at the statement from different angles. During this exercise, participants hear their participants' perspectives, highlights and questions, while the trainer gains insight into the relevance of this topic from each group's point of view.

REFLECTION ON THE DIGITAL WORLD — 20 MIN

Once the participants have a deeper understanding of digital citizenship and our rights and responsibilities online, it is the time to reflect upon this. This final exercise thus focuses on building a bridge between what they have learned during the workshop and their own experiences. The trainer provides → the visuals and asks participants to select one of them to answer the following questions:

- What do you see?
- What do you think it represents in the digital world? Can you describe it?
- Based on your description of the visual, what responsibilities and rights are realised and what not?

Expect the challenges of the digital world to come up during this module. Some participants might raise their concerns and some might imagine a better digital world during this exercise. Topics such as the negative impacts of social media on body image, hate speech, misinformation, anonymity, digital security or any other topic can be raised. The trainer should recognise the risks and challenges of the digital world, yet empower the participants by explaining what digital citizenship offers and reminding them of their own role for change to happen.

* If the trainer does not use the visuals, participants can alternatively make a combination of "an adjective a colour, and an object or place" to describe how they imagine the digital world.

FEEDBACK — 5 MIN

In the final round, the trainer highlights the importance of digital citizens for democratic societies. The trainer asks for feedback on the workshop. The participants can also use this space to reflect more, ask questions or share their thoughts on the topic.

The workshop enables participants to take the first steps towards being able to raise their concerns in the digital world, acknowledge their rights and responsibilities, feel empowered to participate in the digital world, give concrete examples of rights and responsibilities online, and reflect critically on the role of active and responsible digital citizens for democracies.

AUTHOR
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Kansu is interested in digital citizenship and youth participation in the digital world. Her master's degree is from the Centre International de Formation Européenne where she studied the rights-based approach to children's digital literacy. She voluntarily contributes to the Journal of Media Literacy Education as an editorial assistant and currently works as the Head of Education at the independent fact-checking organisation, Teyit, based in Turkey where she leads educational projects and conducts workshops on critical digital literacy, mis/disinformation and fact-checking. She is a Fellow in the → Digital Europe Programme (2021) by → Schwarzkopf Foundation and → Alfred Herrhausen Gesellschaft as part of the Educational Network → Understanding Europe.

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5. Imprint