

Maddie is online: a creative learning path to digital literacy for young people.

MARTZOUKOU, K.

2022

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MADDIE IS ONLINE: A CREATIVE LEARNING PATH TO DIGITAL LITERACY FOR YOUNG PEOPLE

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“THE LIBRARY OF THE FUTURE”

ODORHEIU SEQUIESC CITY LIBRARY

25-26 AUGUST 2022

WHY ‘MADDIE IS ONLINE?’



- [Video introduction](#)
- Project featured in CLA Schools [blog](#)
- CILIPS [Campaign: #LibrariesAreEssential to Young People’s Digital Literacy](#)
- [CILIPS Blog](#)
- [SLIC Blog](#)

- Increase overall numbers of **young people’s digital literacy skills**.
- Increase the number of schools delivering **digital skills-related activities** involving students directly as a means of expressing their own voices and **opening dialogue** about the challenges/opportunities of online connectivity.
- **Dispel negative perceptions** about the dangers of **digital connectivity** and focus on positive skills development and dialogue.

SOME KEY RESEARCH INSIGHTS

INFORMATION AND DIGITAL LITERACY SKILLS

FINDINGS OF PREVIOUS RESEARCH

Approximately 80 per cent of children in the UK lack “the ability to judge the credibility of information” (McGrew et al., 2018, pp. 4–5)



“Three in ten young people believe that if a website is listed by a search engine it can be trusted” (Ofcom, 2020)

For half of 12-15 year old children it is “hard to know what is true and what is false about Coronavirus”, while a quarter agree that they are “confused about what I should be doing in response to Coronavirus” (Ofcom 2020, p.2)



61% of children in the UK have set up their first social media account at age 12 or under. Some experience cyberbullying and have social pressure online to be popular all the time The Children’s Society and Young Minds (2018)



Almost half of 11-18-year-olds admitting checking their mobile device after going to bed (Salmons, 2016)



One in ten 12-15s have ‘gone live’ by sharing a video using live streaming services such as Facebook Live, Snapchat’s Live Stories or Instagram Live. (Ofcom, 2029)

1 in 5 children in Europe face online harms (Ofcom, 2017).

Education for a Connected World

A framework to equip children and young people for digital life



<https://lnkd.in/dQVirEQ>

FRAMEWORK



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

MADDIE IS ONLINE - SERIES 1 ONLINE RESILIENCE/SAFETY



Maddie is Online - Introduction



Maddie is Online - Scenario 1 Ignore the message



Maddie is Online - Scenario 2 Confront the Child



Maddie is Online - Scenario 3 - Go to mum and ask her what to do



Maddie is Online - Scenario 4 Give the phone to mum



Maddie is Online - Scenario 5 Go to mum and ask her to speak to the child



Maddie is Online - Scenario 6 Unfriend and block the child

<https://maddiesonline.blogspot.com/>

MADDIE IS ONLINE

RESOURCES AND LESSON PLANS

<https://maddiesonline.blogspot.com/>

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PANAYIOTAKIS &
JES HERBERT



RESOURCES KEY

SERIES 1 ONLINE RESILIENCE



intended
age group



child-
accessible
without
supervision



advice /
how to
guide



interactive
/ discussion
activity



adult-
directed
information



podcast



support or
helpline



cartoon
or video



online
gaming



digital
footprint /
reputation



infographic
/ poster



playable
game



social
media /
online
friendship



accessibility
features



media /
information
literacy



cyber security
/ data
awareness



cyberbullying



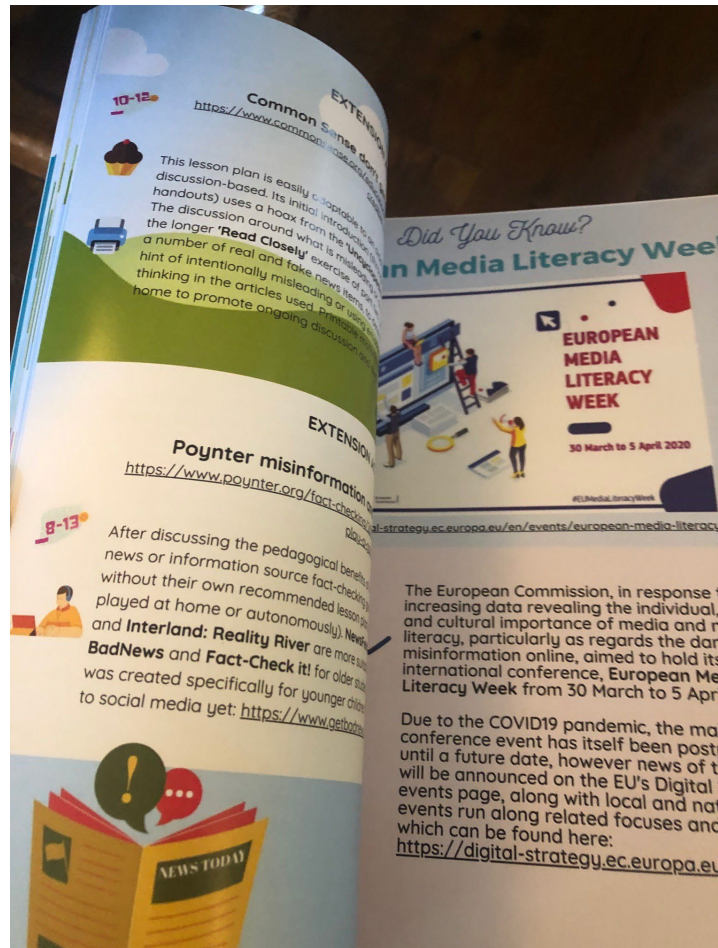
media
balance /
screen time

SERIES 2 ON MISINFORMATION



<https://maddiesonline.blogspot.com/>

SERIES 2 BOOKLET



<https://www.slideshare.net/martzoukou/maddie-is-online-series-2-misinformation-booklet-updated>

MADDIE IS ONLINE RESOURCES AND LESSON PLANS

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Series 2
2021

SERIES 3: COPYRIGHT



MADDIE IS ONLINE — SOME OF THE VOICE-ACTORS



Miss Mason
(series 2 & 3)



Judge Isaias & Andy
(series 2 & 3)



Pinachu (Series 3 - Holds
the Creative Commons
Book)



Zouvious & receptionist
(series 2 & 3)



Narrator and voice of
Betty (series 2 & 3)



Professor Adrienne Muir
(Copyright Consultant for
this series)



Professor Charles
Oppenheim
(used a real gavel while
recording his role!)



Dalia Garcia



Dr Alan MacLennan



Fionnuala Cousins

SERIES 3 COPYRIGHT BOOKLET

EPISODE 4: LESSON PLAN

Is it Michael's Fault?



13:17 minutes
<http://youtu.be/NS2ba1s5Xs>



EPISODE DESCRIPTION

Michael is in trouble for pasting the image he altered. Is it his fault? Miss Mason and Pinachu decide he needs their advice about copying right so Miss Mason visits Michael and explains that it's not always right to use other people's images without their permission.

Michael defends himself and says Maddie has also been copying content without permission. She doesn't check if she's allowed to use photos, music or videos before she uses them.

Miss Mason explains that you must always check copyright rules first and Michael promises to be more careful.

CONCEPTS EXPLORED

Consequences of using images without permission, memes, considering the feelings of others, importance of copying things right, importance of others.



LEARNING OUTCOMES

- To introduce the consequences of copying things without permission
- To highlight the importance of considering the feelings of others
- To encourage a discussion on the need to be respectful to others and their work
- To reinforce the pupil's understanding of the definitions of copyright and plagiarism
- To encourage the pupils to discuss memes and their impact



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Lead-in QUESTIONS

Discuss in small groups and feedback to class



45 mins

- Share the episode title and ask the class to discuss if it is Michael's fault or not. Why?
- Why do you think Michael shared his altered image of Maddie's drawing?
- Put yourself in Maddie's shoes. How would you feel if someone copied your drawing and changed parts of it to make fun of you? Have you ever been in a situation like that?
- What do you think copying things right means?
- Discuss in terms the meaning of a 'meme'. Do you have a favourite meme?

ACTIVITY PLAN



- Watch the video for Episode 4. Be prepared to help the class critically reflect on their discussion after the episode to check their understanding of copying things right.
- Focus on Michael's question in Episode 4 (from 11:28 to 11:59 minutes) that addresses sharing a photo of a friend (Mara) who is upset and crying. Ask the pupils what they would do in that situation.
- Discuss the phrase "Mission Permission". Ask the class to explain in their own words what it means. Why would Michael and Maddie need permission to share other people's work? Ask them to think of examples from their own lives. Do they share images or photos that someone else has created?
- Ask the pupils if they have heard of the words "plagiarism" and "copyright"? What do they think they mean?

Some videos on plagiarism, fair use and copyright you may wish to use for this exercise:

Plagiarism

Wendy Foreman: http://youtu.be/u4mm5YSe_us
BrainPOP: http://youtu.be/_5Y5tarsD84

Copyright and Fair Use

Common Sense Education: <http://youtu.be/svZhtwR8tQ>
Fellows and Associates: <http://youtu.be/tT4H-KVNCY>



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IDEAS FOR EDUCATORS



Get Your Copy Right:

https://al6daz7ay57st.cloudfront.net/uploads/2018/02/get_your_copy_right_resource-compressed.pdf

This National Literacy Trust resource includes guides to Copyright (pp. 24-25), Plagiarism (p. 26) and Creative Commons (p. 27) for teachers/librarians. These can be used as starting points into thinking about the issues.



Understanding and Communicating about Copyright:

https://al6daz7ay57st.cloudfront.net/uploads/2020/06/ALCS_Understanding_and_Communicating_about_Copyright_Guide_For_Children.pdf

This ALCS resource aims to make teaching children about copyright fun and straightforward. It includes information on the importance of protecting your work, what copyright means, how long it lasts, copyright on YouTube, etc.



The Power of Words:

<https://www.common sense.org/education/uk/digital-citizenship/lesson/the-power-of-words>

Depending on how the activity plan goes and what questions the pupils are most engaged with, you may want to address how Maddie is feeling at 5:50 minutes into the episode when she says she is feeling bad about what happened and how she feels ashamed.

The Power of Words lesson plan from Common Sense Education would be a useful starting point to address hurtful language and how to respond to it.



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MADDIE IS ONLINE RESOURCES AND LESSON PLANS

<https://maddiesonline.blogspot.com/>

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<https://www.slideshare.net/martzoukou/maddie-is-online-series-3-copyright-resources-toolkit>

VALUE

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization IV. Affective V. Reflection
Research	VI. Information literacy VII. Media literacy
Thinking	VIII. Critical thinking IX. Creative thinking X. Transfer



Schools:

- 6 schools S1 East Renfrewshire
- S1 at Broughton High in Edinburgh.
- S1 Ellon Academy
- S1 Cults Academy Aberdeenshire
- P5 St Serf's Airdrie

Interviews with 18 people and email conversations with several experts in the UK and abroad (e.g. international schools in Kiev and Dubai)

“I've taken a look at all the materials and what you've done is absolutely amazing”

“Honestly, we love what you are doing!”

“I am really interested in the Copyright materials you are preparing and am definitely interested in using that too.”

Broughton High, Edinburgh

“At Leith Academy we are hoping/planning to use the Maddie Online series with our S1 & S2 students. We are planning to focus on Maddie 2”

Leith Academy

“I have no doubt it will help many children and schools!”

“it certainly would be of interest. We would be looking at it from the point of view of migrant and refugee families. English as an Additional language and potential language barriers are one consideration but there could also be cultural differences at play too”.

Aberdeenshire EAL service

“We have been in discussions with our school librarians and other staff about how to improve elements of digital literacy teaching - including misinformation, copyright and online safety – so this comes at just the right time for us in SLC”

South Lanarkshire Council

“I am loving what you are doing with the Maddie is Online resources. I've popped a few feelers out to relevant members of staff this morning”

Aberdeen City Council

“We're ready to launch Maddy is Online on the w/b 13 September”.

Ellon Academy

SOME FEEDBACK (PRE-VIEW OF SERIES 3)



- “I’m very much interested in creative ways to getting my students informed about different aspects of online activity and the 'Maddie is online' series seems to be a great way to do that.
- “I am interested in using it in my school as part of Information Literacy lessons”.
- “Have been looking at the series 1 episodes which were impressive and watched some of series 2. Liked what I saw and wanted to see how copyright would be approached - loved it!! Better than I had imagined it would be”.
- It's appealing to the kids because it's animated and the real voice-overs make it more real and relatable”.
- “I like that it is in cartoon format, and it's quirky and different. I think it's good that children do some of the voices.
- “Cartoon/animation world will have strong appeal to majority of young people. It fills a massive gap in teaching information skills - which is requiring a big shift to digital literacy”
- “Getting broad principles across; value of Creative Commons”

INTRODUCING OUR STUDENT INTERNS (SERIES 3)



Emma Grey: RGU Information and Library Science Student and Intern (Series 3)



Niall MacDonald: RGU Information and Library Science Student and Intern (Series 3)

RESOURCES OVERVIEW (NIALL)

EPISODE 7: LESSON PLAN

Maddie's Evidence



7:48 minutes

<https://youtu.be/c-ALFDvuPpk>



EPISODE DESCRIPTION

It's now Maddie's turn to take to the stand under the watchful eye of judge Isiac. Claiming ignorance and being unaware of the Creative Commons book, Maddie calls Pinachu to the stand to give evidence on her behalf. Pinachu begins to detail the purpose of the Creative Commons book, sharing some of the symbols used in the resource and outlining what they mean in a copyright context. Pinachu then begins to examine the concepts of copyright and how they relate to music, playing a popular song to the crowd, reinforcing how these can be copyrighted and the notion of public domain.

CONCEPTS EXPLORED

Creative Commons, sound recording rights, public domain, accreditation, licensing



LEARNING OUTCOMES

- To demonstrate the importance of Creative Commons.
- To raise understanding in the applicability of copyright as it relates to music and the repurposing of songs.
- To raise awareness of the public domain in terms of how this can be utilised when posting content to social media and websites.
- To highlight the importance of correctly crediting music.

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IDEAS FOR EDUCATORS



Social marketing expert **Shannon Cox** has compiled a comprehensive guide to YouTube copyright. This list is useful for anyone interested in uploading videos to YouTube and it outlines subjects such as 'what YouTube considers fair use, types of content that meet fair use and what to do when you get a YouTube copyright strike.'

<https://filmora.wondershare.com/youtube/ultimate-guide-to-youtube-copyright.html>



Fair Use Tube is another useful tool for determining if your video is in line with copyright guidelines

<http://fairusetube.org/guide-to-youtube-removals/3-deciding-if-video-is-fair-use>



There has been a number of high case music infringement stories that could be explored in place of the ones listed in the extension lesson activity. Several of these cases are listed in the following section and include potential areas of debate that could inspire different listening activities for the classroom.

If educators are interested in keeping up-to-date with the developments of music copyright law, there are a number of resources that aim to educate in addition to provoking different ways of thinking regarding artists and copyright. This article from **ASCAP** outlines the top 5 places to keep up the conversation surrounding copyright:



<https://www.ascap.com/help/music-business-101/five-essential-music-copyright-resources-on-the-web>

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RESOURCES OVERVIEW (EMMA)



EXTENSION ACTIVITY 1

Copyright Knights and Plagiarism Pirates

7-11

<https://d16dqzv7ay57st.cloudfront.net/uploads/2016/05/Copyright-Knights-and-Plagiarism-Pirates-Teaching-resource-WEBSITE-FINAL.pdf>

This resource, from ALCS, encourages children to think about what copyright is and why it is important. It also addresses plagiarism and explains why it is wrong. It contains several fun activities including:

-  **Word Search** – Explain the meaning of the words before asking the pupils to find them all. Once they've found them, ask the class if they can remember what they mean.
- Walk the Plank** – A physical game which requires a gym mat. Read out the sentences and get the pupils to decide whether they are plagiarism or not. Reward correct answers/walk the plank (gym mat) for incorrect answers.
-  **Copyright Knight vs Plagiarism Pirates** – Split the class into two groups. Knights write a code of copyright conduct while pirates write a song about plagiarism and its consequences. Shield and scroll templates are provided.



EXTENSION ACTIVITY 2

WHAT THE DICKENS?

9-14

 <https://www.alcs.co.uk/copyright-education>

This ALCS resource aims to help pupils understand copyright abuse and plagiarism through the work of Charles Dickens. The outcomes are an understanding of the need to respect the works of other people and the consequences of copyright abuse.

There are 6 lessons plans (these don't need to be completed sequentially), a pupil activity sheet and 3 videos.

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EXTENSION ACTIVITY 3

A Creator's Rights and Responsibilities

9-10

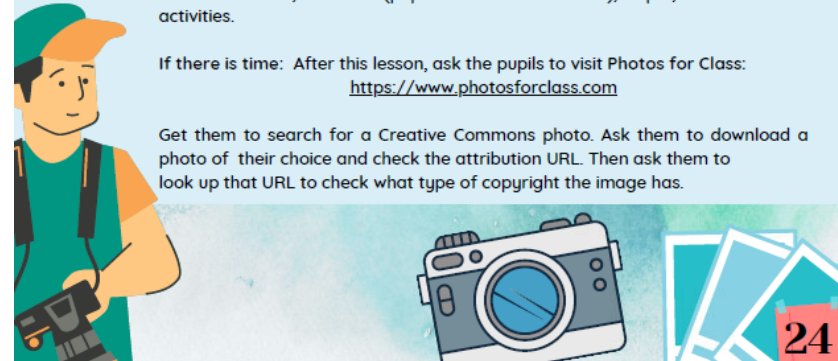
 **45 mins**

 <https://www.common sense education.org/education/uk/digital-citizenship/lesson/a-creators-rights-and-responsibilities>

 Please note: This requires an account to access but sign up is free.

-  If there is time: Before this lesson plan, get pupils to play the Mix-n-Mash game in the Digital Passport. This will provide a good introduction to the ideas covered in the lesson.
 - <https://www.common sense education.org/education/digital-passport>
-  This Common Sense Education lesson plan aims to help pupils understand the responsibilities they have when using images they find online. It covers definitions of copyright, intellectual property, plagiarism, attribution and license. It includes slides, handouts (pupil and teacher versions), a quiz, and take-home activities.
-  If there is time: After this lesson, ask the pupils to visit Photos for Class:
 - <https://www.photosforclass.com>

Get them to search for a Creative Commons photo. Ask them to download a photo of their choice and check the attribution URL. Then ask them to look up that URL to check what type of copyright the image has.



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CILIP InfoLit Group @infolitgroup · Apr 7

Recommended read from @Dinamartz on the 'Maddie is Online' project: A video cartoon open-access resource on information and digital literacy available for schools: cilips.org.uk/librariesares... #infolit

#LibrariesAreEssential to Young People's Digital Lit...
by Dr Konstantina Martzoukou, Teaching Excellence Fellow at Robert Gordon University 'Maddie is ...'
cilips.org.uk

5 6

You Retweeted

CILIPScotland @CILIPScotland · Apr 7

'There is now a unique opportunity for librarians, working in both school & public contexts, to be at the forefront of information literacy...' @Dinamartz shares why #LibrariesAreEssential to young people's digital literacy and how @MaddiesOnline can help! cilips.org.uk/librariesares...



CILIPScotland @CILIPScotland · Mar 22

Have you met Maddie? Pop along next week to discover this colourful, creative resource from @OneHEmindsets & @Dinamartz designed to support young people with digital literacy. Need online advice, kids? You can't beat a super-cool librarian with pink hair! eventbrite.co.uk/e/maddie-is-on...



9 13

SLIC @SLIC1991 · Feb 19

Replying to @Dinamartz @MaddiesOnline and 2 others

A great project here and so much potential! You can find out more about the individual projects here 📖



SLIF Awards 2020
scottishlibraries.org

FutureScot @FutureScot_News · Apr 29

A new web series 'Maddie is Online' will teach Scottish children growing up on the internet about digital literacy and online safety. The project has been awarded almost £10,000 by the School Library Improvement Fund. 📖



Web series launched to support children 'growing up online' to naviga...
'Maddie is online' web series is one of just 12 project to receive funding
futurescot.com

Woodfarm High School @WoodfarmHigh · 21h

Very pleased to have Dr @Dinamartz delivering to a very enthusiastic S1 class this morning. Gratitude is due to Ms Brogan and the Woodfarm Social Sciences for hosting the online safety delivery. @SLIC1991 @DigiSchoolsERC @MaddiesOnline @CILIPinfo



1 1 14

Dina Martzoukou @Dinamartz · 21h

Thank you to Ms Brogan and Mr Panayiotakis for making this possible. What a lovely and lively class we had this morning! I really enjoyed playing @MaddiesOnline animation videos and co-presenting the activities with Mr Panayiotakis #online #safety #resilience

Librarian @EastwoodLib1 · May 13

An excellent delivery from Dr @Dinamartz for online safety at @EastwoodHighERC Library. Many thanks to Ms Workman and her S1 for their positive engagement. @DigiSchoolsERC @SLIC1991



5 14

Maddie is Online Retweeted



ICT Mrs F- St. Serf's Airdrie @MrsF_StSerfs · Oct 4, 2019

Some internet safety this week in @stserfs5 with #maddieisonline. Lots of great, sensible suggestions to help us become responsible #digitalcitizens



Fantastic to see @MaddiesOnline planned for S1 at Broughton High in Edinburgh next session. We hope the board fills in with lots of thoughts and ideas, opening up the dialogue with young people about digital literacy and online connectivity!

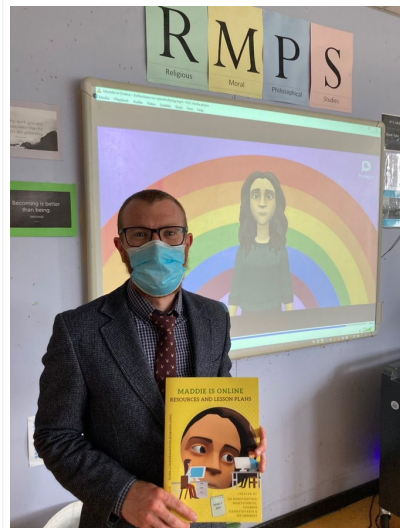
BRO_Library @BRO_Library · Jun 24

We're hoping to centre our S1 Literacy programme around @MaddiesOnline next session, but it's never too soon to start making displays!



Librarians are essential! #LibrariesAreEssential.

Many thanks to school librarian Christopher Halligan for organizing @MaddiesOnline delivery @StLukesHigh and to Ms Farrell for her help. We had a great time presenting with @Dinamartz @EastwoodHighERC @SLIC1991 @DigiSchoolsERC



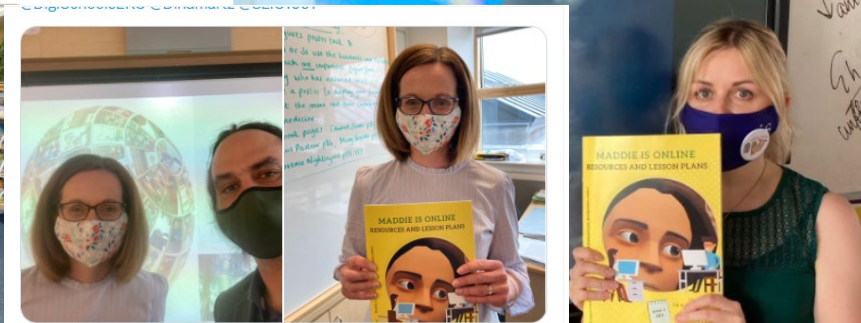
Librarian @EastwoodLib1 · May 19

Really enjoyed the visit to Mearns Castle and my first delivery of @Dinamartz @MaddiesOnline . Many thanks to the School Librarian Kirsty McEachern for all her help and the wonderful S1 students for their contributions @SLIC1991 @DigiSchoolsERC @EastwoodHighERC @WoodfarmHigh



Woodfarm High School @WoodfarmHigh · Jun 7

Starting the new semester with the librarian's new @MaddiesOnline presentation. Many thanks to Mrs Sannachan and her enthusiastic S1 for their contributions! @Dinamartz @SLIC1991 @CILIPinfo @DigiSchoolsERC



VISITS TO EAST RENFREWSHIRE SCHOOLS — ENGAGEMENT WITH CHILDREN



- Children evaluated the sessions
- Expressed feelings (positive & negative) around being connected online
- Identified preferred areas for further support

- **Series 1 'Online resilience'**
- Collected data from **239 children** from 6 schools:

- Woodfarm High School
- Eastwood High School
- Barrhead High School
- Mearns Castle High School
- St Luke's High School
- Williamwood High School

QUESTIONNAIRE

1. How you enjoy the session today? Tick one of the faces below.

☹️ 😐 😊 😄 😁

Not at all Not so much I am not sure I enjoyed it I enjoyed it very much

2. How much have you enjoyed the session?

YES/NO

3. What was the best part of the session? Please write a line or two.

4. What was the worst part of the session? Please write a line or two.

5. Would you like to have more activities like this one today at your school?

Yes No I am not sure

6. What would like to know more about? This will help us to create more custom activities relevant to you. Tick all that apply.

My online image and identity and how other people online can influence it.
How to have good online communication and positive online relationships with others.
Online reputation (i.e. how others make judgements about me online).
 Online bullying (i.e. how to set up your online bullying and other aggressive behaviours).
Having and choosing your online avatar (character) in the way that you want it to be.

In the last month how did 'being online' make you feel?

VISITS TO SCHOOLS SUMMER 2021

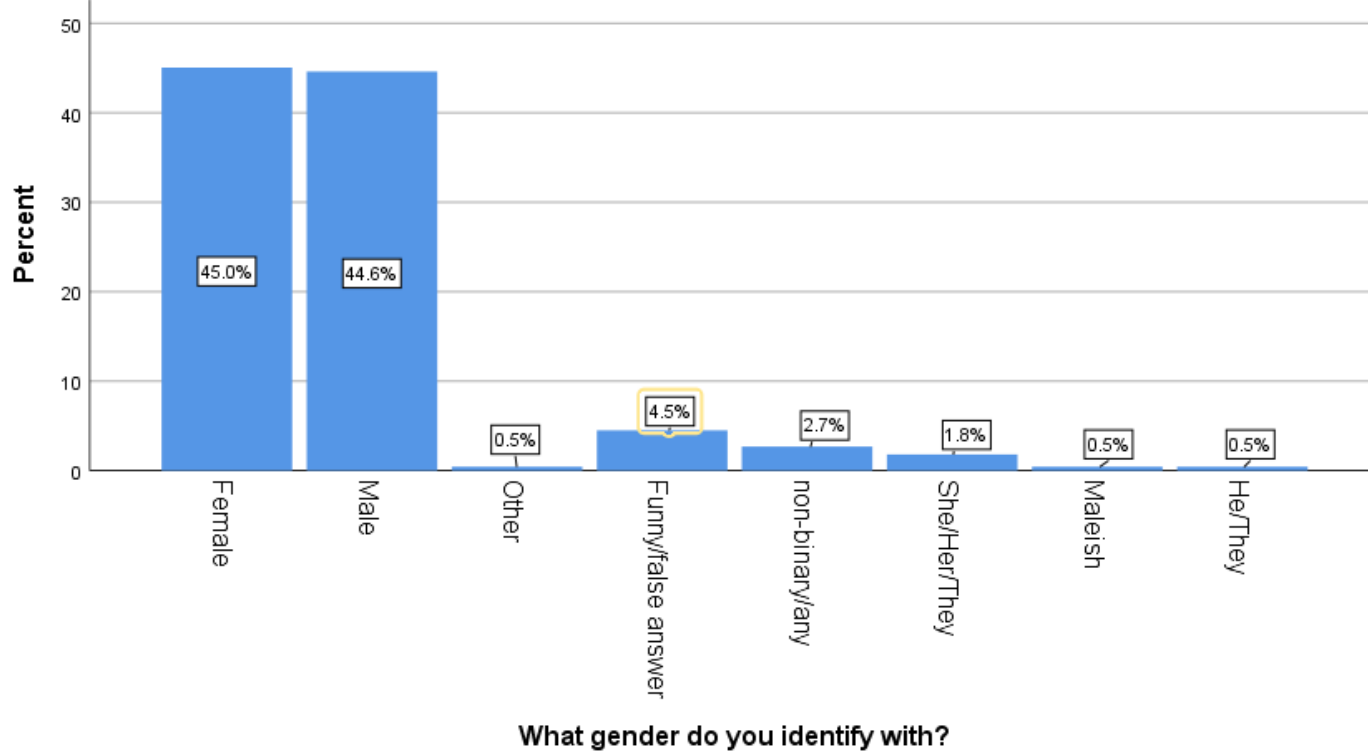
SUPPORTED BY THE SCOTTISH LIBRARY AND INFORMATION COUNCIL - SCHOOL LIBRARY IMPROVEMENT FUND.

@MaddiesOnline

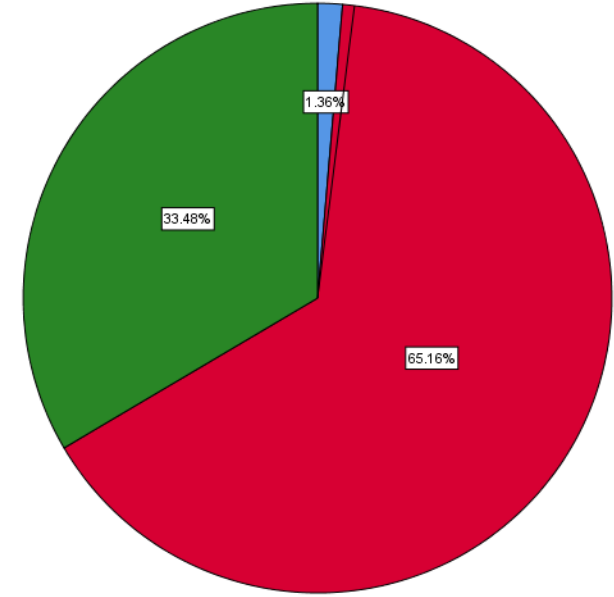
"INSECURE. SOMETIMES IT MADE ME FEEL A BIT SAD BECAUSE I SAW REALLY PRETTY GIRLS WITH PERFECT FIGURES AND IT MAKES ME WANT TO LOOK LIKE THAT"

DEMOGRAPHICS

What gender do you identify with?



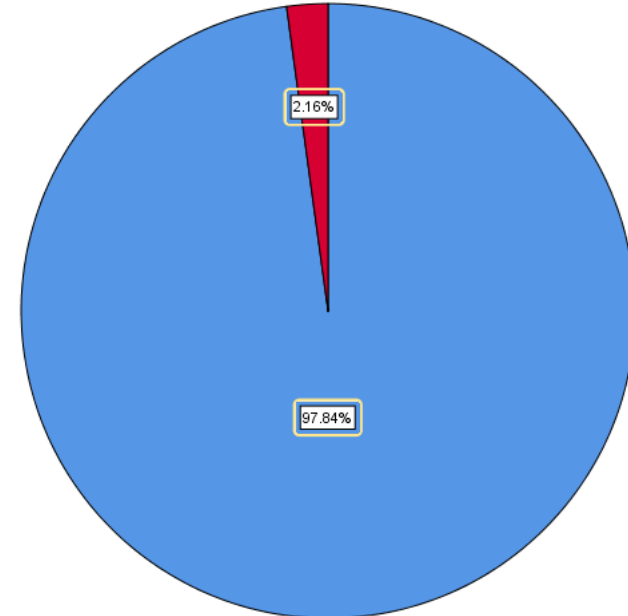
What age are you?



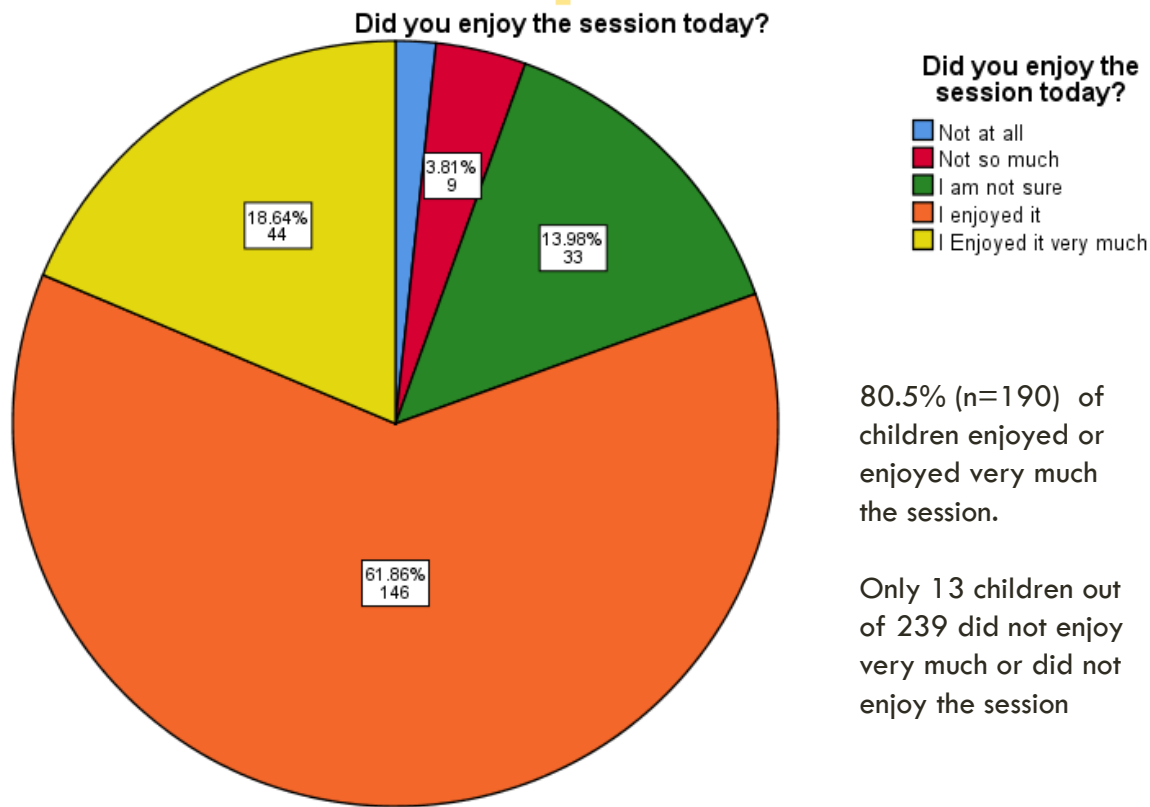
What age are you?



Do you have your own smart phone?



DID YOU ENJOY THE SESSION TODAY?



80.5% (n=190) of children enjoyed or enjoyed very much the session.

Only 13 children out of 239 did not enjoy very much or did not enjoy the session

BEST PART

- Watching the videos about 'Maddie is Online' was my favourite part.
- Watching how Maddie dealt with her problems
- I liked the videos and how the story played
- Watching how Maddie dealt with the comment
- The interactive worksheets
- Watching the videos
- I liked the animations in the videos. The info was very useful.
- Watching the videos and seeing what would happen
- The videos were very informative
- Showing how to deal with cyberbullying
- The worksheets were good and interactive
- Watching the video
- I enjoyed the videos on what would happen if she used the different scenarios
- Watching the videos
- I most enjoyed getting to choose the scenario as to how she dealt with the comment
- I liked watching the videos and choosing what she should do
- Choosing the scenarios and deciding for ourselves
- Getting to watch the solutions
- I enjoyed the videos with all of the different scenarios
- I liked watching the videos
- The best part of this session was when we got to choose the scenarios and write about them

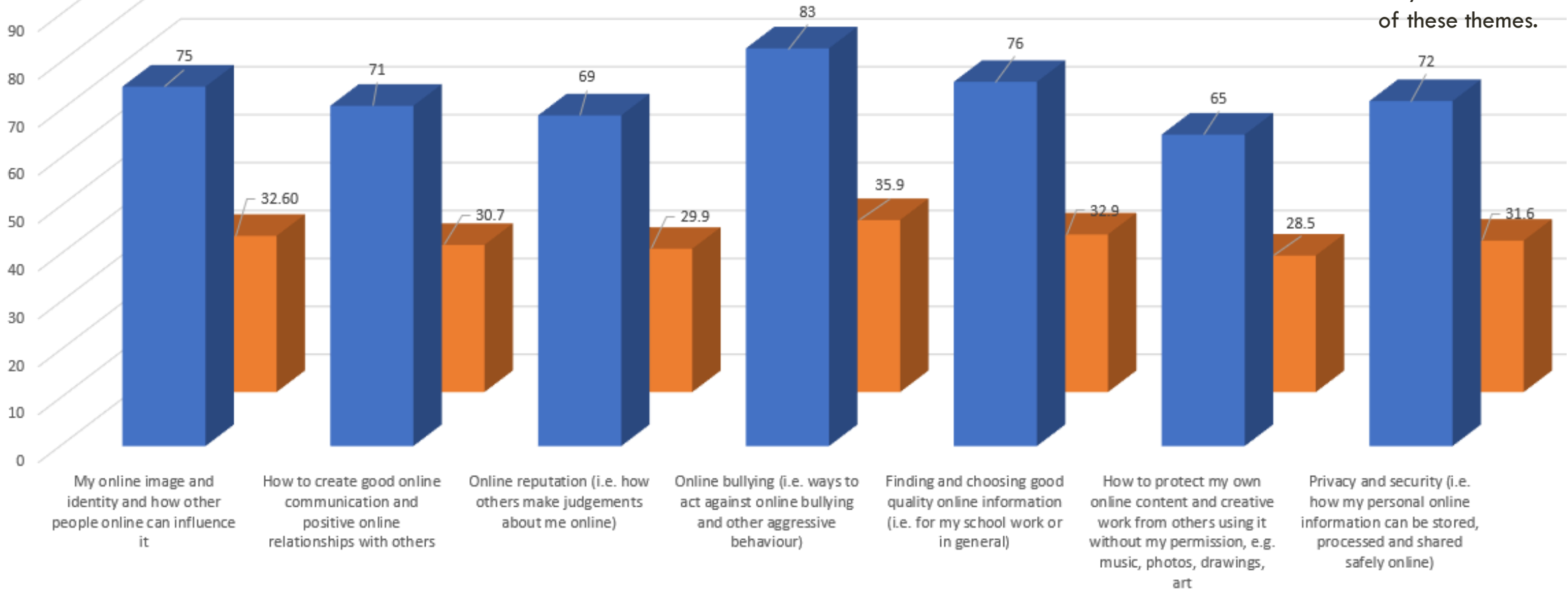
WORST PART

- When Maddie was cyberbullied
- I enjoyed it all. I don't have a worst part
- There wasn't one
- There were no bad parts of the lesson
- I already knew everything
- Writing what we thought was good or bad about being online
- When Maddie got cyberbullied
- Maddie she was obsessed with other people's opinions
- When she unblocked the bully.
- When we watched scenario 5
- We didn't see Maddie stopping the mean bully
- Watching the mum do nothing to help
- Writing so much
- nothing, I enjoyed it all!
- Watching Maddie being upset
- I didn't have a worst part
- Not knowing the answer
- That we didn't find out the right solution
- When we had to do work
- Jasmine calling Maddie videos bad

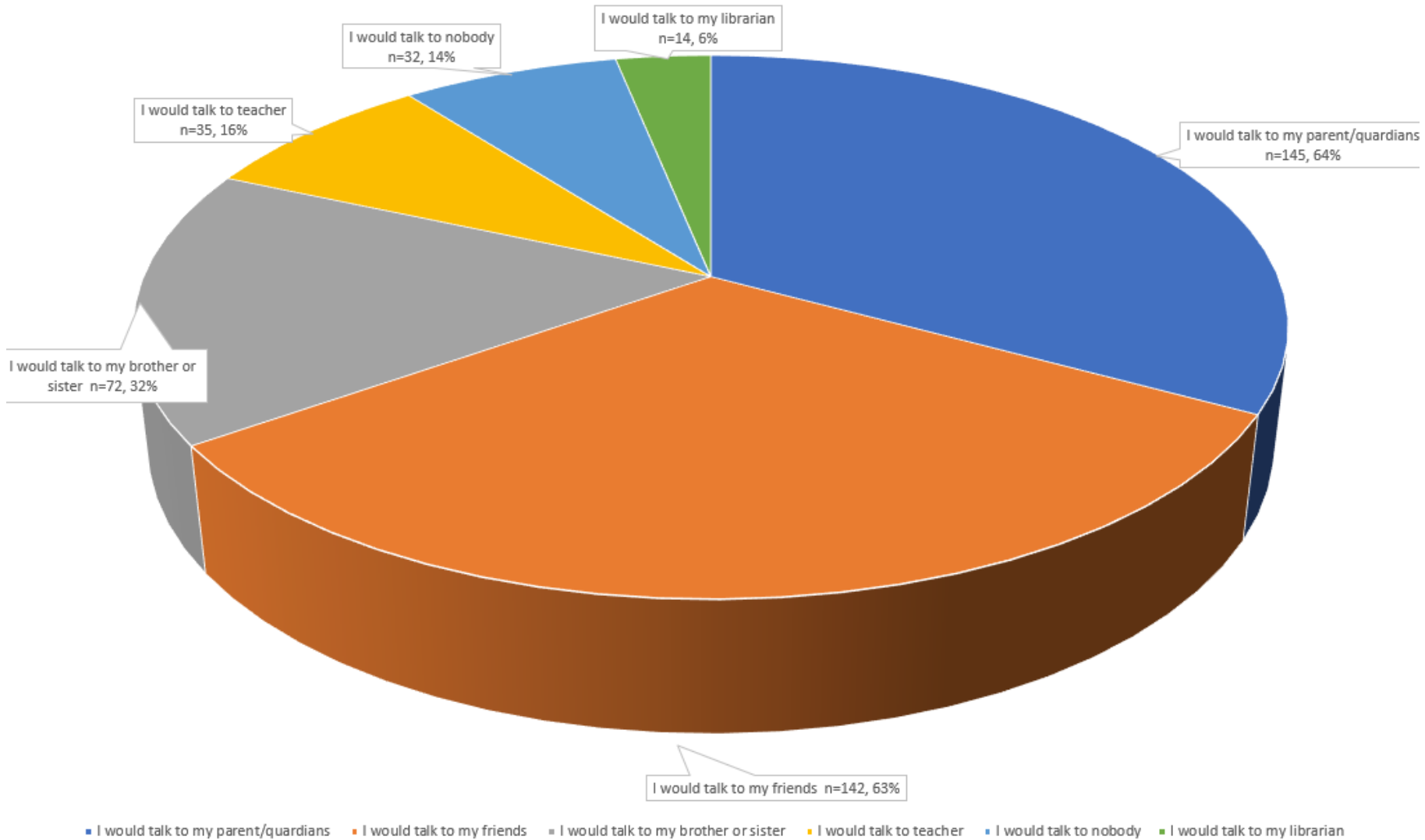
WHAT WOULD YOU LIKE TO KNOW MORE ON?

On average each child selected **more than two** of the listed areas with a total of 511 instances.

15.9%, n=36 indicated that they are not interested in any of these themes.



WHOM WOULD YOU TALK TO IF YOU HAD WORRIES ABOUT THE ONLINE ENVIRONMENT?



CHILDREN'S REPORTED FEELINGS (CONNECTED ONLINE)

Distracted. Stay up too late. Not being able to sleep.

Sociable. I Socialise with pals. I feel connected with the world.

Dumb because I am not good with technology and so I can't get into certain websites and my siblings and parents and friends can which is embarrassing.

Annoyed. last month I felt very annoyed due from lockdown, as we had to work online. Sometimes I won't be able to get onto classes or my WIFI would be down.

Left out – because you could make friends online and you could leave your real friends out.

Worried about my school work and the things happening in the world.

Becoming **addicted** to my phone.

Distracted. Lonely. You can get made fun or sad.

Fun. It's fun because I can run away from real life.

Happy, because after I'd finished school I could still talk to my friends and play games.

Included, because I can talk to my friends and catch up with them.

Socialising and **learning** new things online.

Proud, because I recently got 1000 followers on TikTok and I never thought that would happen.

Included, because I got to talk to my friends and see people that I wasn't able to during lockdown.

Sociable. I play Minecraft and I have a lot of online friends.

Smart – because I was doing my online work. Sometimes happy when I played games with my friends.

CILIPS SOCIAL MEDIA TAKE OVER

In the last month
how did 'being
online' make you
feel?

VISITS TO SCHOOLS
SUMMER 2021

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"Included. Seeing other people online feeling a bit stressed or worried made me feel better because I know I'm not the only one feeling that way".

In the last month
how did 'being
online' make you
feel?

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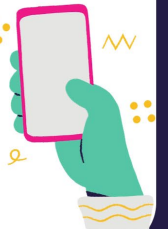
"Left out. Some of my friends went out for lunch and posted it to Instagram and tagged me to make sure I saw it."

In the last month
how did 'being
online' make you
feel?

VISITS TO SCHOOLS
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"DISTRACTED: I AM DISTRACTED BECAUSE I AM PROBABLY SUPPOSED TO BE DOING MY HOMEWORK, CLEANING MY ROOM, HELPING MY SISTER ETC., AND I GO ON MY PHONE AND GO ON TIKTOK JUST TO WATCH "I" TIK TOK BUT I END UP WATCHING LIKE 50 TIK TOKS".

In the last month how did 'being online' make you feel?



VISITS TO SCHOOLS
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"INSECURE. SOMETIMES
IT MADE ME FEEL A BIT
SAD BECAUSE I SAW
REALLY PRETTY GIRLS
WITH PERFECT FIGURES
AND IT MAKES ME WANT
TO LOOK LIKE THAT"

In the last month how did 'being online' make you feel?



VISITS TO SCHOOLS
SUMMER 2021

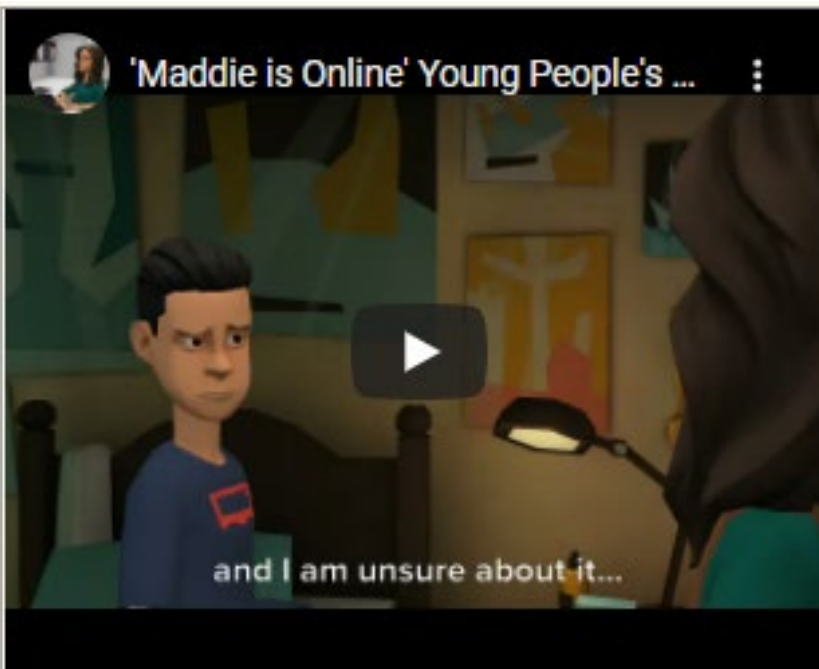
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"Distracted and worried
because I found the
constant notification
stressful and when I
wouldn't get responses I
would worry whether
people were safe and
okay"

VOICE-OVERS (DATA)



<https://bit.ly/3ptjUql>

SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

Digital Literacy Scottish Curriculum for Excellence

The competition addresses 'Experiences and Outcomes' within the following 'Digital Literacy' Third Level Technologies curriculum organisers:

- Using digital products and services in a variety of contexts to achieve a purposeful outcome.
- Cyber resilience and internet safety.
- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.

**School Competition:
The ethics of online safety and security**

We are seeking creative student teams (third level - S1 and S2) from schools across Scotland to share a short story of around 500 words on the theme 'Ethics of online safety and security'.

All schools entering the competition

- Gain access to free school and parent workshops on the 'ethics of online safety and security'.

Selected teams

- Gain support to develop their story, using cartoon characters, voice-overs and animation.
- Develop creativity, technical and teamwork skills as well as confidence as they design and create their own projects.
- Gain access to two free animation/online safety careers workshops for young people.
- Receive a free subscription to Plotagon Story animation tool for a year.
- Receive 'Maddie is Online' personalised gifts.

Winning team

Gift Voucher (£100) for each member of the winning team.

APPLY NOW!

FUNDED BY THE SCOTTISH GOVERNMENT AND SUPPORTED BY DIGITAL XTRA FUND

Applications close by 1st September 6pm

The competition addresses 'Experiences and Outcomes' within the following 'Digital Literacy' Technologies Scottish curriculum (Third Level):

- Using digital products and services in a variety of contexts to achieve a purposeful outcome.
- Cyber resilience and internet safety.
- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.

Online Data Security

Identifying online scams/phishing

Understanding online terms and conditions

The Internet of Things

Private and Personal Information online

SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

THEME 1 - ONLINE DATA SECURITY

- setting up strong passwords
- protecting personal data/information online
- keeping devices up-to-date and backing up data

THEME 2 - THE INTERNET OF THINGS

- how different devices can collect and share data about people with or without their knowledge

THEME 3 - UNDERSTANDING ONLINE TERMS AND CONDITIONS

- making safe and age appropriate choices of online tools, apps and services
- browsing the Internet safely, e.g., online consent, understanding digital cookies

'Maddie is Online': a creative learning path to ethics of online safety and security for young people



THEME 4 - IDENTIFYING ONLINE SCAMS/PHISHING AND FRAUDULENT WEBSITES AND DIGITAL MESSAGES


- how a device - computer, laptop, webcams, phones etc. can get hacked

THEME 5 - PRIVATE AND PERSONAL INFORMATION

- data handling and privacy
- online behaviours that may result in risk of harm to others
- private versus public ideas of personal data on social media

SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

MADDIE IS ONLINE
RESOURCES



Series 4
'Ethics of Online
Safety and Security'
2022


Funded by the
Scottish
Government and
supported by
the Digital Xtra
Fund

CREATED BY
DR KONSTANTINA
MARTZOUKOU
EMMA GREY &
NICHOLAS HERBERT

<https://maddiesonline.blogspot.com/>

THEME 2: THE INTERNET OF THINGS

I Want Your Shoes





Concepts Explored

how different devices can collect and share data about people with or without their knowledge

Maddie and Michael came across a pair of cool smart shoes that can collect data about their movement when they run, play and walk to school. The shoes get connected to an app on their phone and send data about how many steps they did every day, how far they walked, if they walked fast or they ran and also offers personalised fitness advice.

However, when using the shoes, they give data about their heart rate, their physical condition, as well as their age, weight and their location which captures where they are throughout the day.

These can end up in the hands of hackers or send to other businesses for advertisement purposes. What are the benefits and challenges? Maddie and Michael argue for and against this app using evidence to debate on the issues.



How Warm is your House?

Maddie's and Michael's parents found out about an amazing system to regulate their house temperature using a thermostat that changes the temperature to warmer when it detects that they are at home. They are considering buying the system but they have been told that it will be collecting data from the family when they are using it, and it will know, for example, that at 4pm the house gets warmer (as it is the time when they are back from work and school), what time they wake up and how much energy they spend.




The system can detect family preferences and can organise automatically a personalised programme for them which will be very helpful for saving them a lot of money and using less energy, which is good for the environment. However, it also collects personal information and there are some security concerns (e.g., the times when the family is away can be found).

Maddie and Michael argue for and against the system and get their parents to decide about installing the system or not, but the decision is not that straightforward. They have to explore the pros and the cons in detail and decide how to best move forward.

Theme 2 Learning Outcomes

From Education for a Connected World

- I can explain the terms 'connectivity' and 'Internet of Things' (i.e., Internet connected devices or toys).
- I can explain how the security of devices connected to the internet may be compromised (e.g., webcams, monitors, phones or toys).
- I can demonstrate actions people can take to minimise such compromise (e.g., covering cameras on computers when not in use).



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SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

IDEAS FOR EDUCATORS

NSPCC **Internet Connected Devices**
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/>

This website provides advice on internet connected devices and toys. It includes explanations, risks, and tips for staying safe.

internetmatters.org

What does the Internet of Things mean for children growing up?
<https://www.internetmatters.org/hub/question/what-does-the-internet-of-things-mean-for-children-growing-up/>

A useful article for teachers/librarians on the Internet of Things and how to ensure children have a safe experience using them.

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Theme 2 Extension Activities

EXTENSION ACTIVITY 1

GCFLearnFree.org
 What is the Internet of Things?
<https://www.youtube.com/watch?v=EKRvILAoHck>

This short video explains what the Internet of Things (IOT) is, provides examples, and discusses the future of IOT.

EXTENSION ACTIVITY 2

Defend the Rhino
<https://cyberskillslesson.com/activity/defend-the-rhino/>

Use data science to protect a crash of rhinos from poachers! This interactive lessons allows pupils to collect data from security cameras, analyse the data for patterns, and visualise the data to figure out where the poachers are.

EXTENSION ACTIVITY 3

What is the Cloud?
<http://idea.org.uk/badge/cloud>

Note: This requires sign up with an email address.

This short activity helps pupils develop an understanding of cloud computing and how the cloud is used to store data without taking up space on devices.

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EXTENSION ACTIVITY 4

Automation
<http://idea.org.uk/badge/automation>

Note: This requires sign up with an email address.

This short activity encourages pupils to think about algorithms, variables and the Internet of Things by completing a multiple choice quiz to progress through the learning to achieve a badge.

EXTENSION ACTIVITY 5

What is AI?
<https://dm.idea.org.uk/what-is-ai>

Note: This requires sign up with an email address.

With this activity pupils learn what AI is, explore the history of computer chips, build a smart home, learn about how AI could impact the future of work and the ethical implications, and explore a smart city.

EXTENSION ACTIVITY 6

Problem Solving with AI
<https://dm.idea.org.uk/problem-solving-with-ai>

Note: This requires sign up with an email address.

This activity covers the 3 domains of AI (including how AI is used with the Internet of Things), how AI is used in our daily lives, when AI solutions are appropriate, and how to identify problems which could be solved with AI.

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TECH for Tomorrow

EXTENSION ACTIVITY 7

The Internet of Things
https://techfortomorrow.com/static/media/TheTech-Classroom_Activities-Creative_Coding_1955c03c.pdf

60 mins

Students are tasked with developing a new Internet of Things product. In groups, they have to think about how their non-tech product could evolve in order to become "smart". Students create diagrams to show the product connectivity capabilities and report back to the rest of the class. Designs are then reviewed to assess the security aspects which need to be considered when connected their products to the Internet of Things. Activity comes with a video, handout and security discussion questions.

EXTENSION ACTIVITY 8

Microsoft's Internet of Things
<https://www.microsoft.com/en-gb/home/digital-future-programme/internet-of-things/%23explore-iot>

These lessons are split into 2 sections: Explore IoT and Practice IoT.

60 mins

Explore IoT outcomes:

- Understand basic IoT concepts
- Identify everyday examples of IoT
- Consider why the sharing of information between devices is important
- Explore the impact of IoT

Practice IoT outcomes:

- Consider how IoT can be a solution to local issues
- Think creatively and innovatively to brainstorm solutions
- Apply the principles of IoT to issues on a larger scale

Explore IoT Educator Guide:
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEf>

Practice IoT Educator Guide:
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEg>

Explore IoT Lesson Slides:
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWEH8a>

Practice IoT Lesson Slides:
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEh>

Includes videos, case studies, group work and supplementary learning links.

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BRIDGE | INFORMATION AND DIGITAL LITERACY AT SCHOOL



INFORMATION AND DIGITAL LITERACY AT SCHOOL. A BRIDGE TO SUPPORT CRITICAL THINKING AND EQUALITY VALUES FOR PRIMARY EDUCATION USING CHILDREN'S LITERATURE AND TRANSMEDIA

PROJECT CODE: 2021-1-ES01-KA220-SCH-000032527

BRIDGE aims to foster information literacy in primary education. Our team is composed by 6 countries: Spain, Turkey, Italy, Finland, Greece and United Kingdom

approximate middle primary school stage (aged 8-11 years)

- create a **transnational cooperation network** for the exchange of good practices and resources for the joint promotion of information and digital literacy (IL) as a way of underpinning education in equality values in primary schools.
- enable key actors to make **better use of digital technologies**, develop innovative teaching, training and learning methods, and have quality resources to develop activities.
- take advantage of the **educational potential of children's literature** (especially picture books) and **transmedia** to engage with students about equality, diversity and inclusiveness and global citizenship, and as a door to information and digital literacy activities that help to foster informed, enquiry-led learning and critical thinking.

Universitat Jaume I (Spain), Hacettepe Universitesi and Cankaya Universitesi Vakfi (Turkey), Università degli Studi di Genova (Italy), Oulun Yliopisto (Finland), Ionian University (Greece), InformAll (United Kingdom) and SP4IL (United Kingdom).



MADDIE IS ONLINE

Blog:

<https://maddiesonline.blogspot.com/>




Video
Playlists

bit.ly/2LwnE6T




A cartoon-based
resource for schools





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