



# FACILITATOR GUIDE: TEACHING DIGITAL CITIZENSHIP WORKSHOP

This guide is designed to support you in effectively facilitating the “Teaching Digital Citizenship” workshop.

## Workshop Overview

The “Teaching Digital Citizenship” workshop aims to equip educators with the knowledge and skills to teach digital media literacy and online safety. It covers the four main categories of online risks (Content, Conduct, Consumer, Contact) and emphasizes fostering digital resilience in students. The workshop content aligns with curriculum expectations, primarily for Health and Physical Education (Healthy Living) and Language Arts (Digital Media Literacy).

## Before the Workshop: Preparation is Key

### 1. Build Your Expertise and Reflect on Your Approach:

- **Before conducting your first workshop**, take some time to go through the workshop to familiarize yourself with the content.
- **As you go through the presentation**, envision how you will present it to your audience. Imagine any questions that might arise
- **Deepen your understanding** of digital media literacy. MediaSmarts’ [Digital Media Literacy Fundamentals](#) articles and [Digital Media Literacy 101](#) workshop will give you the essentials.
- **Reflect on your own identity, beliefs, and biases** related to these topics, ensuring they don’t

negatively impact your delivery. Approaching teaching with cultural humility is crucial for creating inclusive environments where diverse experiences are valued.

- **Print off the script and study it until you feel comfortable with the information.** This workshop is designed so that you can present it by reading directly from the script. Your audience will get more from the workshop if you are familiar and comfortable with the material.
- ### 2. Create a Welcoming Learning Environment:
- **Co-create or revisit agreements** that promote a culturally responsive and trauma-informed space. Examples include encouraging open contributions, respecting differences, using thoughtful and non-judgmental language, and avoiding sharing distressing personal stories in a public setting.
  - **Prepare to address misconceptions** among participants in ways that are respectful and empathetic. Most of these will come as a result of good intentions, so emphasize the shared value of wanting to protect and empower students while explaining the research basis for the material.
- ### 3. Plan for Participant Engagement:
- **Assess participants’ needs and urgent questions** at the start to tailor the session and ensure relevance.

## During the Workshop: Effective Facilitation

- **Balance Content and Engagement:**
  - **Integrate “thinking time”** when you reach the slides with reflection questions.
- **Consider Intersectionality and Cultural Humility:**
  - **Avoid making assumptions** and generalizations of participants’ backgrounds and identities. Instead, use inclusive language and inclusive approaches such as referring to them by their preferred names and pronouns or mirroring the examples they give and the ways they rephrase, interpret and speak about the workshop material.

## After the Workshop: Support and Reflection

### 1. Facilitate Feedback and Reflection:

- **Have participants engage in the final reflection question** and encourage them to share their answers as well as the resources they have identified.
  - Optional: If time allows, have participants create **concept posters** that will help them synthesize their learning. This exercise will take roughly half an hour, and will require the following materials:
    - Large sheets of paper (flip chart paper, Bristol board, etc.)
    - Markers in various colours
    - Sticky notes (optional)
  - Ask each participant to create a concept poster that outlines how they will approach digital citizenship in their classroom, drawing on the strategies and concepts discussed in the workshop. (If you prefer, participants can work in pairs or small groups.) The poster should include:

- **A Tagline:** A catchy, concise phrase that summarizes their core approach to teaching digital citizenship
- **An Illustration/Visual:** A drawing, diagram, or graphic that visually represents their approach. It doesn’t need to be artistic, just clear
- **Key Points (3-5):** List the most important strategies or concepts they plan to implement. These could relate to the “Four Cs” of risk (Content, Conduct, Consumer, Contact), fostering resilience, or specific teaching strategies
- **Additional Detail:** Briefly elaborate on each key point, explaining how they will implement it. For example, if a key point is “Fostering Resilience,” the detail could describe specific activities like role-playing moral dilemmas or guiding students to recognize design tricks.
- If time allows, ask each participant or small group to briefly present their Concept Poster to the larger group
- Emphasize that these are “rapid presentations,” focusing on their tagline, illustration, and key takeaways. This encourages conciseness and highlights the core ideas.

### 2. Promote Ongoing Support:

- **Be prepared to connect educators with school, board, and community services** for additional support related to mental health, digital media, or substance use concerns.
- **Validate feelings and ensure privacy** if a student (or educator) becomes upset during discussions, demonstrating empathy and encouraging help-seeking behavior.
- **Provide participants with access to the MediaSmarts resources** on the handout that follows.

## RESOURCES TO SUPPORT THIS WORKSHOP

All of the resources below can be accessed or downloaded for free, in both English and French.

### PROFESSIONAL DEVELOPMENT

#### [Digital Media Literacy 101](#)

The Digital Media Literacy 101 educator workshop provides an overview of the key concepts, essential knowledge and core competencies of digital media literacy, as well as concrete steps for bringing lessons and activities into the classroom and tips for integrating it across the curriculum.

#### [Critical Thinking Across the Curriculum](#)

The *Critical Thinking Across the Curriculum* workshop provides teachers with a comprehensive approach to fostering critical thinking skills at all grade levels, with particular attention to addressing online misinformation and online hate through teaching critical thinking.

#### [Facing Online Hate](#)

The *Facing Online Hate* tutorial examines how the Internet is used to spread and incite hate – and how parents, community leaders and educators can respond.

#### [Addressing AI in the Classroom: Tips for Teachers](#)

Teachers can play a critical role in educating their students about AI, even if they aren't experts on it.

#### [Digital media literacy articles](#)

These web articles provide up-to-date information on nearly every topic relevant to digital media literacy, from its core competencies and key concepts to the latest research on subjects like cyberbullying, sexting, advertising, online privacy and pornography.

#### [Digital media literacy outcomes for Ontario](#)

Updated every year, this section provides an overview of where digital media literacy can be found across the Ontario curriculum. Expectations from each course and grade level are highlighted and links to relevant MediaSmarts resources are provided.

### CLASSROOM RESOURCES

#### [Digital Media Literacy Textbooks](#)

These online textbooks were commissioned by the Ministry of Education to support the Language 1-8 and English 9 curriculum. Each includes twenty or more lessons that cover the full range of relevant curriculum outcomes for its grade level and dozens of interactive and multimedia activities.

#### [Use, Understand & Engage: A Digital Media Literacy Curriculum Framework](#)

This resource provides a road map for teaching digital media literacy skills in Canadian schools. Divided by grade level and spanning nine essential digital media literacy topics, the framework includes hundreds of downloadable lessons created by MediaSmarts' digital media literacy experts.

## STUDENT TIP SHEETS

- [Break the Fake: How to tell what's true online](#)
- [Break the Fake: Make Your Own Custom Search Engine](#)
- [Building your brand: Establishing a positive presence online](#)
- [Communicating Safely Online: Tip Sheet for Youth](#)
- [Dealing with digital stress - Tip Sheet](#)
- [Escaping the Comparison Trap](#)
- [First Do No Harm: How to be an active witness - Tip Sheet](#)
- [Help! Someone shared a photo of me without my consent! - Tip Sheet](#)
- [Setting good passwords](#)
- [What to do if someone is mean to you online](#)

## PARENT RESOURCES

The following resources can be provided to parents to support and reinforce the learning in your classroom.

[Raising Digitally Resilient Kids](#): This workshop, which can be presented in-person or accessed as a self-directed tutorial, outlines how parents and guardians can support children's well-being and help them balance the risks and benefits of digital media.

Parent tip sheets on...

- [Co-Viewing with Your Kids](#)
- [Dealing with Fear in Media](#)
- [Helping Kids Get a Healthy Start with Phones](#)
- [Making Household Media Rules](#)
- [Supporting Healthy Media Experiences](#)
- [Using Parental Controls](#)

Printable tip sheets for talking to kids about...

- [Advertising](#)
- [AI](#)
- [Building empathy](#)
- [Communicating safely online](#)
- [Gender stereotypes](#)
- [Media and body image](#)
- [News](#)
- [Online hate](#)
- [Pornography](#)
- [Protecting your privacy on apps and websites](#)
- [Sexting](#)

Media safety tips for:

- [Early childhood \(birth to 5 years old\)](#)
- [Middle childhood \(6 to 9 years old\)](#)
- [Tweens \(10-13 years old\)](#)
- [Teens](#)