



# **DIGITAL CITIZENSHIP ACTION PLANS: A MANUAL FOR SCHOOLS & FAMILIES**



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

This publication is a project result of the «EDC Media Literacy - Empowering Digital Citizens Media Literacy For Tomorrow's Leaders » project funded by the European Union.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

This publication is an open educational resource (OER) that is free to download from the project website <https://edcm medialiteracy.com/>



Reproduction is authorised, provided the source is acknowledged.

Authors: Partners of the project EDC Media Literacy - Empowering Digital Citizens Media Literacy For Tomorrow's Leaders Innovative Teaching

Contact information: <https://edcm medialiteracy.com/>



# EMPOWERING DIGITAL CITIZENS-MEDIA LITERACY FOR TOMORROW'S LEADERS

2024-1-PL01-KA210- SCH-000255153

## DIGITAL CITIZENSHIP ACTION PLANS: A MANUAL FOR SCHOOLS & FAMILIES

Target Audience: Educators, Students, Parents, and Community Leaders

Website: <https://edcmartialiteracy.com>

# TABLE OF CONTENTS

## PART 1: DIGITAL CITIZENSHIP ACTION PLANS

### I. INTRODUCTION & GLOBAL REALITIES

- Why This Plan is Necessary
- Global Challenges We Face
- Defining Digital Citizenship (The 5 Competencies)

### II. COUNTRY-SPECIFIC ACTION PLANS

#### TÜRKIYE: The Vocational & Technical Integration Plan

1. Historic & Current Reality
2. Strategic Goals
3. Action Steps (School, Student, Parent)

#### FRANCE: The Digital Professional & International Mobility Plan

1. Historic & Current Reality
2. Strategic Goals
3. Action Steps (School, Student, Parent)

#### HUNGARY: The Bilingual & Talent Management Plan

1. Historic & Current Reality
2. Strategic Goals
3. Action Steps (School, Student, Parent)

#### POLAND: The Artistic & Visual Literacy Plan

1. Historic & Current Reality
2. Strategic Goals
3. Action Steps (School, Student, Parent)

### III. ERASMUS+ RESULTS, SUSTAINABILITY & IMPACT

1. Tangible Results (Project Outputs)
2. Dissemination Strategy (ESEP, eTwinning, Erasmus Days)
3. Sustainability & Exploitation of Results

# TABLE OF CONTENTS

## PART 2: THE DIGITAL AMBASSADOR HANDBOOK Peer-to-Peer Leadership for a Better Digital World

### I. MISSION & ROLE

- Your Core Mission
- Your Responsibilities

### II. CORE TRAINING MODULES

- Module A: The 3 C's of Digital Risk  
(Content, Contact, Conduct)
- Module B: Critical Thinking & "The Pause"
- Module C: Turning Bystanders into Upstanders

### III. ACTIVITY BANK (For Student Workshops)

- Activity 1: The "Algorithm Audit"
- Activity 2: "Fact-Check Friday"
- Activity 3: "Privacy Settings Party"

### IV. AMBASSADOR CODE OF ETHICS

# TABLE OF CONTENTS

## PART 3: PARENT'S GUIDE TO DIGITAL SAFETY

Empowerment & Protection for the Modern Family

### I. THE NEW REALITY: WHY WE NEED THIS GUIDE

### II. BALANCING PROTECTION & EMPOWERMENT

- Safety vs. Growth Comparison Table

### III. PRACTICAL STRATEGIES FOR PARENTS

1. "Co-Viewing" and "Co-Playing"
2. The "Mobility" Conversation  
(For Traveling Students)
3. Managing the "Content Monster"  
(Pornography & Violence)

### IV. FAMILY DIGITAL AGREEMENT (Template)

- Student Pledges
- Parent Pledges

# I. INTRODUCTION & GLOBAL REALITIES

## Why This Plan is Necessary

We live in a "constantly connected" world. As noted in the Aspen Institute report, digital citizenship is no longer optional—it is a prerequisite for participation in modern democracy. However, access to technology does not equal literacy.

## Global Challenges We Face:

- **Information Overload & Misinformation:** The rise of "fake news" and algorithmic bias requires sophisticated analysis skills.
- **The Digital Divide:** A gap exists not just in access to hardware, but in the skills to use it effectively for civic engagement.
- **Digital Wellness:** Issues like cyberbullying, sexting, and screen addiction are threatening the mental health of youth.
- **Environmental Impact:** The "Digital Carbon Footprint" is a growing reality; every email, stream, and server request consumes energy.

## Defining Digital Citizenship

Based on the Renee Hobbs/Aspen Institute framework and Erasmus+ priorities, we define Digital Citizenship through five competencies:

1. **Access:** Finding and using tools skillfully.
2. **Analyze & Evaluate:** Critical thinking about message credibility and bias.
3. **Create:** Composing content (videos, blogs, code) with purpose.
4. **Reflect:** Applying ethical principles and social responsibility.
5. **Act:** Working collaboratively to solve community problems

# II. COUNTRY-SPECIFIC ACTION PLANS

The following plans are tailored to the specific educational contexts of the partner schools in Türkiye, France, Hungary, and Poland.



## TÜRKIYE: The Vocational & Technical Integration Plan

Context: Based in Tokat, the school focuses on Vocational and Technical education (Chemical Tech, IT, Land Registry) serving students from diverse socio-economic backgrounds.

### 1. Historic & Current Reality

- Background: Türkiye has made massive investments in hardware (e.g., the FATİH project), but the "soft skills" of critical media analysis need strengthening to match the hardware availability.
- Local Challenge: Students in vocational tracks often focus heavily on technical utility. The challenge is to bridge "technical skills" with "civic responsibility" and critical thinking.

### 2. Strategic Goals

- Goal A: Integrate Media Literacy into Vocational Subjects (e.g., ethics in IT, source verification in Land Registry).
- Goal B: Establish a "Digital Support Corps" to bridge the socio-economic digital divide in the local community.

# II. COUNTRY-SPECIFIC ACTION PLANS

## 3. Action Steps

For Schools (Tokat Cumhuriyet Mesleki ve Teknik Anadolu Lisesi):

- **Curriculum Integration:** Don't create a separate class. In IT classes, teach algorithm bias alongside coding. In Chemistry, teach how to spot pseudo-science and fake health news online.
- **The "Digital Ambassador" Network:** Select 20 student leaders to become "Digital Ambassadors." Their role is to peer-mentor younger students on cyberbullying and privacy.
- **Teacher Training:** Implement "interdisciplinary bridge-building". Vocational teachers must pair with Humanities teachers to design lessons that mix tech skills with ethical reflection.

For Students:

- **Project Idea:** "Tech for Good." Create a capstone project where IT students design a website or app that solves a specific local community problem (e.g., a recycling map to reduce carbon footprint).
- **Campaign:** Run a "Fact-Check Friday" where students debunk a viral local rumor using verification tools.

For Parents:

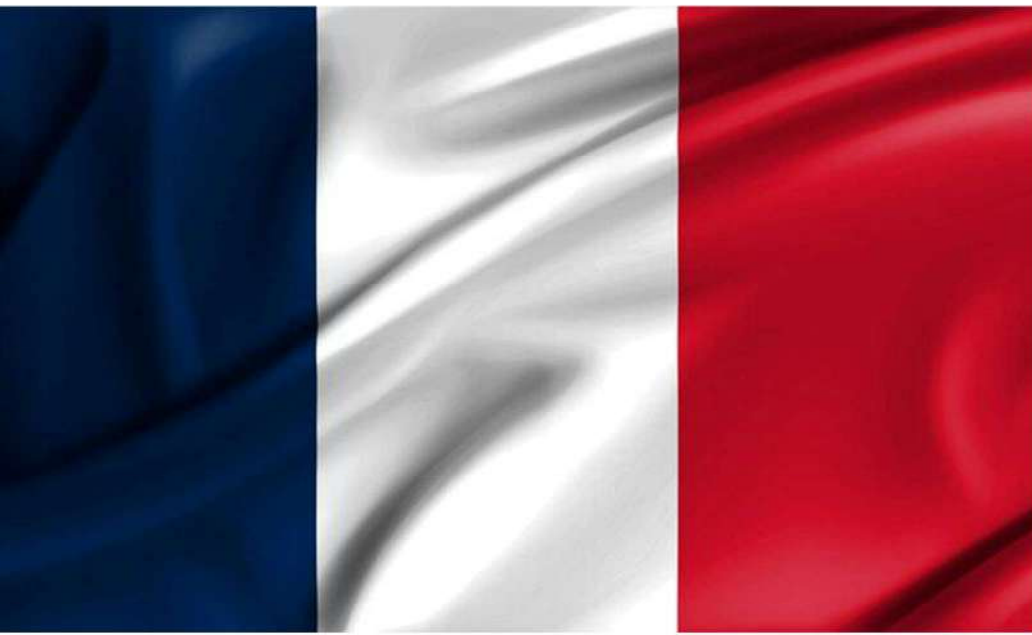
- **Workshop:** "Parenting in a Digital Age." Vocational schools are community hubs. Host evening workshops teaching parents how to use e-government services and monitor digital safety without stifling their children.

Resource Mapping:

- Partner with local universities (Tokat Gaziosmanpaşa University) to access research on youth media habits.
- Utilize the school's "Revolving Fund" capacity to finance student-led media productions.

# II. COUNTRY-SPECIFIC ACTION PLANS

Context: Based in Brive-la-Gaillarde (Lycée Bahuet), the school focuses on Management, Tourism, and IT/Digital Media, with a strong emphasis on international mobility and languages.



## FRANCE: The Digital Professional & International Mobility Plan

### 1. Historic & Current Reality

- **Background:** France has a strong intellectual tradition of l'esprit critique (critical thinking). The French education system emphasizes secularism and civic values.
- **Local Challenge:** Preparing students for a globalized workforce where digital reputation management and cross-cultural digital communication are vital.

### 2. Strategic Goals

- **Goal A:** Professional Digital Identity. Teaching students to curate a professional online presence suitable for international careers.
- **Goal B:** Cross-Cultural Analysis. Using Erasmus+ mobility to compare how different countries report the same news events.

# II. COUNTRY-SPECIFIC ACTION PLANS

## 3. Action Steps

### For Schools (Lycée Bahuet):

- **News Literacy Integration:** Use the "Know the News" model (Aspen Rec #6). In English and Spanish classes, have students compare news coverage of a single event (e.g., climate change) from French, American, and Turkish media sources.
- **Digital Professionalism:** Create a module on "LinkedIn Literacy" vs. "TikTok Literacy"—understanding context, audience, and professional boundaries online.
- **Video Documentation:** Create a "Mobility VLOG" standard. Students traveling on Erasmus+ must document their trip not just as tourists, but as "Student Journalists," reporting on cultural differences.

### For Students:

- **Project Idea:** "The Global Newsroom." Collaborate with partners in Poland and Hungary to write a joint monthly digital newsletter about European youth issues.
- **Action:** Conduct a "Digital Carbon Audit" of the school. Calculate the energy cost of the school's data storage and propose a "Green Digital" policy.

### For Parents:

- **Guide:** Distribute a "Study Abroad Digital Guide" for parents, explaining how to support their child's digital safety while they are traveling internationally (roaming data, public Wi-Fi security, emergency contacts).

### Resource Mapping:

- Leverage partnerships with local tourism boards to have students create "Digital Tourist Guides" that are fact-checked and culturally sensitive.

# II. COUNTRY-SPECIFIC ACTION PLANS



## HUNGARY: The Bilingual & Talent Management Plan

Context: Based in Kőszeg (Jurisich Miklós Gimnázium), a historic secondary school with a bilingual (English-Hungarian) program and a focus on disadvantaged talent (Arany János Program).

### 1. Historic & Current Reality

- **Background:** Hungary has a unique linguistic position in Europe. Bilingual education is a key gateway to global information.
- **Local Challenge:** Ensuring that students from the "Arany János" talent program (socially disadvantaged backgrounds) are not left behind in the sophisticated use of digital tools.

### 2. Strategic Goals

- **Goal A:** Linguistic Digital Fluency. Using English media literacy to access global scientific and academic resources.
- **Goal B:** Bridging the Divide. Empowering disadvantaged students to become content creators, not just consumers.

# II. COUNTRY-SPECIFIC ACTION PLANS

## 3. Action Steps

**For Schools (Stowarzyszenie Animatorów Wszechstronnego Rozwoju Młodzieży):**

- **Content Creation Focus:** Move beyond consumption. Use the "Multimedia Composition" practice (Aspen Rec #7). Students in the bilingual program should translate and subtitle educational videos (TED Talks, Khan Academy) into Hungarian for their community.
- **Debate Clubs:** Host "Digital Ethics Debates" in English. Topics: "Should AI be allowed in classrooms?" "Is internet access a human right?"
- **Inclusion Strategy:** Ensure the Arany János program includes a laptop loaner system and dedicated mentoring on informational searching (not just entertainment).

**For Students:**

- **Project Idea:** "Heritage Goes Digital." Use the historic nature of the school (342 years old) to create a digital archive or VR tour, teaching skills in photography, history, and coding.
- **Peer Teaching:** Senior bilingual students run "Fake News Workshops" for junior students, teaching them how to spot mistranslations and manipulated images in international news.

**For Parents:**

- **Outreach:** "Family Connection Nights." Invite parents of disadvantaged students to the computer labs to show them what their children are creating. Demystify the technology to build parental support.

**Resource Mapping:**

- Partner with national bilingual education networks to share "best practices" in teaching media literacy through a foreign language.

# II. COUNTRY-SPECIFIC ACTION PLANS



## POLAND: The Artistic & Visual Literacy Plan

Context: Based in Gliwice (Stowarzyszenie Animatorów Wszechstronnego Rozwoju Młodzieży), focusing on Arts (photography, film, sculpture, design).

### 1. Historic & Current Reality

- **Background:** Poland has a rich history of visual arts and poster design. In the digital age, this translates to

"Visual Literacy"—understanding the power of the image.

- **Local Challenge:** The "Instagram effect"—students are inundated with highly curated, manipulated visuals. The challenge is distinguishing artistic expression from manipulation/propaganda.

### 2. Strategic Goals

- **Goal A:** Visual Analysis. Deconstructing images to understand how lighting, framing, and editing manipulate emotion.

- **Goal B:** Creative Activism. Using art and design to promote positive social messages (Action #9 in Aspen: Youth-Produced PSA).

# II. COUNTRY-SPECIFIC ACTION PLANS

## 3. Action Steps

**For Schools (Stowarzyszenie Animatorów Wszechstronnego Rozwoju Młodzieży):**

- **Content Creation Focus:** Move beyond consumption. Use the "Multimedia Composition" practice. Students in the bilingual program should translate and subtitle educational videos (TED Talks, Khan Academy) into Hungarian for their community.
- **Debate Clubs:** Host "Digital Ethics Debates" in English. Topics: "Should AI be allowed in classrooms?" "Is internet access a human right?"
- **Inclusion Strategy:** Ensure the Arany János program includes a laptop loaner system and dedicated mentoring on informational searching (not just entertainment).

**For Students:**

- **Project Idea:** "Heritage Goes Digital." Use the historic nature of the school (342 years old) to create a digital archive or VR tour, teaching skills in photography, history, and coding.
- **Peer Teaching:** Senior bilingual students run "Fake News Workshops" for junior students, teaching them how to spot mistranslations and manipulated images in international news.

**For Parents:**

- **Outreach:** "Family Connection Nights." Invite parents of disadvantaged students to the computer labs to show them what their children are creating. Demystify the technology to build parental support.

**Resource Mapping:**

- Partner with national bilingual education networks to share "best practices" in teaching media literacy through a foreign language.

# III. ERASMUS+ RESULTS, SUSTAINABILITY & IMPACT

## DOCUMENT 1: THE DIGITAL AMBASSADOR HANDBOOK Peer-to-Peer Leadership for a Better Digital World

**Target Audience:** Selected Student Leaders  
(The "Digital Ambassadors") **Project Context:** EDC Media Literacy (Erasmus+)

### I. MISSION & ROLE

Welcome, Ambassador! You have been selected because you possess the leadership potential to bridge the gap between technology and responsibility. As a Digital Ambassador, you are not the "internet police." Instead, you are a mentor, a guide, and a role model.

**Your Core Mission:** To help your peers move from being passive consumers of technology to active, ethical Digital Citizens who can Access, Analyze, Create, Reflect, and Act.

#### Your Responsibilities:

1. **Mentorship:** Guide younger students who are struggling with online conflict or confusion.
2. **Workshop Facilitation:** Lead small group discussions on "fake news," gaming ethics, and privacy.
3. **Role Modeling:** Demonstrate positive digital behavior (avoiding toxicity, citing sources, respecting privacy).

### II. CORE TRAINING MODULES

Use these modules to prepare for your sessions with other students.

#### Module A: The 3 C's of Digital Risk

Based on European research standards.

When helping peers, categorize their problems into three types to find the right solution:

1. **Content Risks:** Is the student exposed to hateful, violent, or unwanted sexual material?  
oAction: Teach them how to use "Report" and "Block" buttons and when to alert an adult.
2. **Contact Risks:** Is the student dealing with harassment, cyberbullying, or strangers asking for personal info?  
oAction: Document the evidence (screenshots) and never reply to the harasser.
3. **Conduct Risks:** Is the student the one acting badly? (e.g., illegal downloading, gambling, bullying others) .  
oAction: Peer mediation. Ask them, "Would you say this to their face?"

# III. ERASMUS+ RESULTS, SUSTAINABILITY & IMPACT

## Module B: Critical Thinking & "The Pause"

Many students share misinformation because they react emotionally before thinking. Teach the "Pause Protocol":

1. Who is the author? (Is it a real journalist or a random account?).
2. What is the purpose? (Is this trying to inform me, scare me, or sell me something?).
3. How was this constructed? (What music, colors, or editing tricks are used to manipulate my feelings?).

## Module C: Turning Bystanders into Upstanders

Cyberbullying thrives when people watch silently.

- **The Strategy:** Don't feed the trolls. Support the victim privately first. "I saw what happened, are you okay?"
- **The Action:** Encourage students to report bullying anonymously if they feel unsafe intervening publicly.

## III. ACTIVITY BANK (For Student Workshops)

### Activity 1: The "Algorithm Audit"

- **Goal:** Understand how social media bubbles work.
- **Task:** Have 3 students search for the exact same term (e.g., "climate change" or a current political event) on their own phones.
- **Discuss:** Why are the results different? How does your previous history shape what you see?.

### Activity 2: "Fact-Check Friday"

- **Goal:** Build verification skills.
- **Task:** Find a viral rumor circulating in the school or on TikTok. Use 3 distinct sources to prove it true or false.
- **Rule:** One source must be a recognized institution (e.g., a university, government agency, or legacy news outlet).

### Activity 3: "Privacy Settings Party"

- **Goal:** Digital hygiene.
- **Task:** Everyone opens their app settings (Instagram, Snapchat, etc.).
- **Checklist:** Who can see your location? Who can tag you? Are your old posts archived or public?

# IV. AMBASSADOR CODE OF ETHICS

1. **I will Protect Privacy:** What a student tells me in confidence stays private, unless they are in immediate danger.
2. **I will Be Inclusive:** I will help students of all technical skill levels, including those with disabilities or language barriers.
3. **I will Verify Before I Share:** I will practice what I preach regarding misinformation

## DOCUMENT 2: PARENT'S GUIDE TO DIGITAL SAFETY

Subtitle: Empowerment & Protection for the Modern Family Target

Audience: Parents & Guardians Project Context: [EDC Media Literacy \(Erasmus+\)](#)

### I. THE NEW REALITY: WHY WE NEED THIS GUIDE

Your child is growing up in a "constantly connected" world. The internet is not just a place for games; it is their library, their social plaza, and their future workplace.

**The Challenge:** Many parents feel "tech-shy" or view devices only as entertainment. You might feel like you can't keep up. The Good News: You don't need to be a tech expert to be a good digital parent. You just need parenting skills: communication, boundaries, and trust.

### II. BALANCING PROTECTION & EMPOWERMENT

We often think we must choose between protecting our kids and letting them explore. In reality, they are "two sides of the same coin".

#### Protection (Safety)

Using filters to block adult content.

Monitoring screen time limits.

Knowing their passwords.

#### Empowerment (Growth)

Teaching them why that content is harmful so they self-regulate.

Encouraging them to create content (art, code, blogs) instead of just watching

Trusting them to come to you when they make a mistake.

**Key Insight:** If you only ban technology, your child won't learn the skills to handle risks when you aren't around.

# IV. AMBASSADOR CODE OF ETHICS

## III. PRACTICAL STRATEGIES FOR PARENTS

### 1. "Co-Viewing" and "Co-Playing"

Don't just ban video games or ignore them. Sit down and play with your child for 20 minutes.

- **Why:** It builds a bridge. When you understand their world (e.g., Minecraft, Roblox), they are more likely to listen to your advice about safety.
- **Ask:** "Who are you playing with?" "How does this game decide who wins?"

### 2. The "Mobility" Conversation (For Traveling Students)

If your child is traveling for Erasmus+ or an exchange:

- **Digital Etiquette:** Remind them that laws and norms differ abroad. A photo that is funny in France might be offensive in Türkiye.
- **Security:** Public Wi-Fi in airports and cafes is often insecure. Teach them to avoid logging into banking apps on public networks.
- **Disconnect to Connect:** Encourage them not to spend their whole trip on FaceTime with friends back home. Being "digitally present" at home means being absent from the cultural experience abroad.

### 3. Managing the "Content Monster"

- **Pornography & Violence:** These are real risks. About 15% of teens receive unwanted sexually explicit images.
- **The Talk:** Don't wait for them to find it. Have an honest conversation: "You might see things online that are disturbing or grown-up. If you do, turn off the screen and come tell me. You won't be in trouble."

# IV. AMBASSADOR CODE OF ETHICS

## IV. FAMILY DIGITAL AGREEMENT (Template)

Print this and sign it together.

As a Student, I agree to:

- Never share my home address or financial info with strangers.
- Tell my parents if I feel scared or uncomfortable online.
- Balance my screen time with sleep, exercise, and face-to-face friends.
- Treat people online with the same respect I treat them in person.

As a Parent, I agree to:

- Listen without judgment when my child shares an online problem.
- Respect my child's privacy as they grow older, as long as they show responsibility.
- Model good habits (I will not text while driving or use my phone during dinner).
- Learn about the apps my child loves so I can understand their world.

## V. RESOURCES & FURTHER READING

- [Common Sense Media](#): Reviews of apps and games for parents.
- [Finding Dulcinea](#): A guide to finding credible information online.
- [Project Look Sharp](#): Tips for analyzing media messages.

[Erasmus+ Sustainability Note](#): Please keep this guide digital! If you must print, use recycled paper and share it with other families to reduce our environmental footprint.

# FINAL REFLECTIONS AND CLOSING STATEMENT

Throughout this Erasmus+ project, we came together as educators and young people with a shared belief: that digital citizenship is not only a technical skill, but a social, ethical, and cultural responsibility. By working collaboratively across borders, we explored how digital media shapes our identities, relationships, democratic participation, and environmental awareness.

This project provided us with the opportunity to learn with and from one another. Through mobilities, webinars, workshops, digital storytelling activities, and cultural exchange events, we strengthened our understanding of responsible digital behavior, media literacy, ethical online engagement, and eco-friendly digital practices. More importantly, we experienced firsthand the value of cooperation, dialogue, and mutual respect in an international learning environment.

The Erasmus+ experience allowed us to step beyond our local contexts and view global challenges through diverse perspectives. We learned that while our cultural backgrounds may differ, the digital challenges we face are shared. This realization reinforced our commitment to promoting critical thinking, empathy, sustainability, and active citizenship among young people.

# FINAL REFLECTIONS AND CLOSING STATEMENT

The Digital Citizenship Action Plans Manual we have prepared represents a collective outcome of this journey. It is not only a project result, but a practical guide shaped by shared experiences, reflections, and collaborative learning. We believe this manual will continue to support schools, teachers, students, and families in fostering responsible and informed digital citizenship long after the project has ended.

As partners, we are proud of what we have achieved together. We leave this project with stronger professional bonds, enriched cultural understanding, and a renewed motivation to carry Erasmus+ values into our educational communities. The impact of this project will continue through the actions we take, the awareness we raise, and the young people we empower.

## Project Partner Institutions

- Cumhuriyet Mesleki ve Teknik Anadolu Lisesi - Türkiye
- Stowarzyszenie Animatorów Wszechstronnego Rozwoju Młodzieży - Poland
- Jurisich Miklós Gimnázium és Kollégium - Hungary
- Organisme de gestion du lycée privé Bahuët - France