



# DIGI-NAUTS

## EDUCATORS' GUIDE

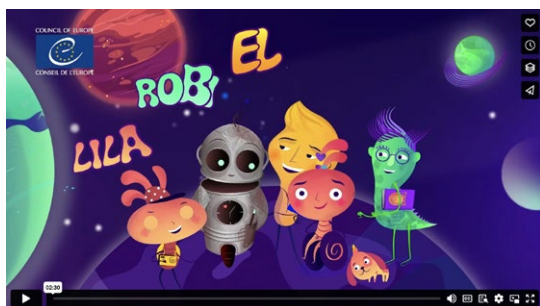
Using the Digi-Nauts videos and activity book in class and at home with young digital citizens

COUNCIL OF EUROPE



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## Digi-Nauts – links to the episodes



### Episode - Inclusion

▶ English ▶ French

### Episode – Well-being

▶ English ▶ French

### Episode - Being a consumer

▶ English ▶ French

<https://www.coe.int/en/web/digital-citizenship-education/digi-nauts>

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# Chapter 1

## Digi-Nauts: objectives and description

— The Digi-Nauts is a video series developed by the Council of Europe to encourage young children, as well as their parents and educators, to think about what it means to be a digital citizen. Each video is accompanied by activities and exercises brought together in an Activity Book to recall scenes from the videos, reinforce key messages introduced, and generally support the development of digital citizenship competences.

### COMPETENCES FOR YOUNG DIGITAL CITIZENS

— The series is part of the Council of Europe's Digital Citizenship Education (DCE) project, initially launched in 2016 ([www.coe.int/dce](http://www.coe.int/dce)). The project provides content and guidance to support educators and families in helping children and young people develop the values, attitudes, skills, and knowledge and critical understanding that we all need in today's digitally rich world. A digital citizen can be described as someone able to:

- actively and responsibly engage in online and offline, local and global communities,
- learn autonomously throughout life, conscious of the positive and negative impacts of digital technology,
- contribute positively to society.

— The model underpinning the DCE concept is built on a set of competences known as *Competences for a Democratic Culture*. These include skills such as listening and observing, co-operation and empathy, all part of the national early childhood curricula in most countries. Competences also include human dignity, justice, fairness and an appreciation of cultural diversity, all values most parents and educators strive to foster, along with attitudes such as responsibility, civic-mindedness and respect. A critical understanding of language and communication, and self-awareness, are amongst the competences grouped under the umbrella of *knowledge and critical understanding*. The Digi-Nauts videos and Activity Book provide an innovative, fun way for educators and families to work with children around the age of 4 to 9 as they learn to use technology creatively and develop on their path to becoming digital citizens.

### BEING ONLINE, WELL-BEING ONLINE, RIGHTS ONLINE

— Children participate in many different types of activities linked directly or indirectly to digital technology. In the DCE model proposed by the Council of Europe, activities are divided into ten different areas, or domains, that are broadly grouped into three clusters: *Being Online*, *Well-being Online* and *Rights Online*. The three videos produced in 2023 and the key messages linked to them are highlighted in the table below in yellow. The table also lists the other 7 domains and indicates a brief message or description for each.



Feedback from families and educators will help shape the videos yet to come, and the key messages they will promote.

## The 10 Digital Citizenship Education Domains

Cluster	Domain	Message for young children (*provisional message)
<b>BEING ONLINE</b>	1. Access and Inclusion	Being different is OK, and it makes the world more fun.
	2. Learning and Creativity	*With digital tools we can learn and create.
	3. Media and Information Literacy	*Let's surf the digital world wisely, sorting the gems from the junk.
<b>WELL-BEING ONLINE</b>	4. Ethics and Empathy	*We take care of ourselves online and watch out for others too.
	5. Health and Well-being	The internet is fun, but there is a time and place for everything!
	6. ePresence and Communication	*Our digital footprint grows with every step we take on the internet.
<b>RIGHTS ONLINE</b>	7. Active Participation	*We play our part, share our views and respect the views of others.
	8. Rights and Responsibilities	*We learn about our rights on- and offline, and that helps us protect our own rights and those of others.
	9. Privacy and Security	*We protect personal information and act wisely online.
	10. Consumer Awareness	Let's work together to take better care of our planet!

The Digi-Nauts are a team of four characters, of indeterminate age and with very different physical attributes and interests. Their names have been adapted to suit a multi-national audience. They explore various facets of online and offline life, interacting with Robi the Robot. Robi is a companion and sometimes a guide, able to pull out his magician's hat, cloak and wand when the situation calls for a touch of magic.



## Chapter 2

# Using the Digi-Nauts in class and at home

### VIEWING WITH A PURPOSE

■ The videos each last approximately 2 to 3 minutes, and adopt an exploratory rather than an instructional tone. They have been created with children aged 4 to 9 years in mind, however they have been successfully piloted with children in younger and older age groups as well. Because of the depth of detail in the images and story, and the relatively fast pace of the action, children will capture some or all of the messages conveyed depending on their age and level of maturity.

■ The multi-dimensional nature of each scenario lends itself to multiple viewings. We suggest that children are introduced to the characters and the theme of each video before actually viewing it, to sharpen listening and observing skills through anticipation. The first page of activities in each chapter of the Activity Book has been designed with this purpose in mind. By skimming through the activities in the relevant chapter of the Book, educators and parents can easily prepare the ground for a meaningful viewing of the video even if they don't have in-depth knowledge of the topics themselves.

■ An underlying aim of the series is to provide opportunities for children to identify some of the situations depicted in the video with situations that they will have encountered themselves. They will see that other people share similar fears, and that it is always possible to find a solution. For example, in *Episode - Inclusion*, one of the characters complains about something that most children will have encountered: *No one ever wants to play with me [because I look different]*. In this way, the videos can be used to trigger discussion with parents or educators, or between peers, about things that are troubling them.

■ Digital citizenship education is not a stand-alone subject area, but can and should be tackled in a cross-curricular approach. The Digi-Nauts videos and Activity Book have been created with this in mind.

### BREAKDOWN OF CONTENT IN THE DIGI-NAUTS ACTIVITY BOOK

■ The Activity Book can be used individually, with each child receiving a copy of the book, in electronic form or as a printed version of all pages from 3 to 15. Pages could also be printed and given to children on a just-in-time basis with the educator or parent choosing which pages to be used. There is, nevertheless, a proposed sequence to the activities relevant to each video, as follows:

- Introduction to the theme - this activity can be done before or after the video, or without viewing the video at all.
- Exercises to reinforce the central message, which is worded in several different ways.
- Creative activity to transfer the notion to a broader context.

■ All activities have been designed to easily fit into national curricula for early childhood education; the specific objectives are indicated on page 16 of the Digi-Nauts Activity Book. The Council of Europe has also produced a series of leaflets proposing further activities on each of the 10 domains, many of which could be adapted to meet the needs of children in this age group.

## EVALUATING THE IMPACT – WALKING THE TALK

Children will have pre-conceived ideas and attitudes related to the themes introduced in the Digi-Nauts series, and the impact of the modules can only be evaluated by taking stock of these before working on activities from the Activity Book or watching the video. In the three following chapters, we begin with introductory questions that could help set the scene and provide some background as a starting point to enable parents and educators to discern changes in attitude or dialogue over time.

Meaningful change in attitude cannot be evaluated in the heat of the moment. After an introductory discussion and a first viewing of the video, encourage children to progressively work through the Activity Book, one or two activities at a time. Note their questions and observations, keeping in mind the objectives of that specific domain but also how it links to other domains or areas of digital citizenship. For example, the question *How do you feel?* and the creation of emojis to reflect this (Episode - Inclusion) can be carried through to consecutive chapters. Similarly, the way we use digital technology as discussed in *Episode – Well-being* has a direct link to consumerism and sustainability of the environment.

## TRIGGERING CREATIVITY

Before beginning on the final creative task or discussion in each set of activities, encourage children to watch the video again. They should be able to pick up on new elements they missed in the first viewing, and that they have become aware of whilst working with the screen shots, texts and images contained in the Activity Book. The ease at which even young children can cut-and-paste text and images thanks to digital technology is considerably curbing creativity. It has been seen during the piloting of the English and French versions of the Digi-Nauts that the wealth of detail, the multi-dimensional nature of the videos and the strategically shaped activities in the Activity Book can lead children to create quite imaginative output. Educators and parents are once again advised to note the comments and observations made during or after the second viewing, for comparison with those triggered by the initial viewing.

Finally, several days after the initial viewing of the video or completion of some of the tasks from the Activity Book, the sample introductory questions provided in the following pages can be adapted and put to children to gauge the overall impact of the module.

Educators and parents are invited to share their observations via the Council of Europe website at <https://www.coe.int/en/web/digital-citizenship-education/digi-nauts>.



### Notes:

- 1) it is recommended to complete all activities of the Activity Book. However, if an activity is too difficult for a particular age and/or level of maturity of some children, it can be left out.
- 2) In the following pages, 3 videos and sets of activities are described. Upon release of further videos, the relevant information sheets for parents and educators will become available at <http://www.coe.int/dce>.



## Chapter 3

# Being Online – background, messages and activities

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### DOMAIN 1: ACCESS AND INCLUSION (BEING DIFFERENT IS OK)

— Nowadays, most children are already online well before age 4, watching videos, communicating with out-of-town family members, playing games or doing activities. Rather than simply looking at the basic digital skills required to be online, the first cluster of 3 domains (*Being Online*) aims to trigger reflection on the inequalities that exist in accessing the internet, and more generally in life itself, as well as the many factors involved in digital technology usage. It is an essential first step in helping children look at the impact of digital technology on our lives today, and the opportunities it brings as well as the divides it may create between people.

— The first of the Digi-Nauts videos tackles the topic of Access and Inclusion. Lila, a female character, arrives with Sigma, an alien, in a space mobile and wants to introduce Sigma to her friends who are busy at table tennis. The scenario looks at differences between people, exclusion, and its potential consequences in everyday life. The characters in the story model behaviour and find ways around the difficulties they encounter to make everyone feel accepted, equal, and able to join in the fun. The closing message is: **Being different is OK, and it makes the world more fun!** The script of the video is available on the next page.

### SAMPLE INTRODUCTORY QUESTIONS

— In what ways are we different from our friends and family? How do these differences help or bother us? Why are we sometimes mean to people who are different? What do you need to connect to the internet? Why do you think that many people in the world are unable to access the internet?

### PROPOSED ACTIVITIES

— The **Activity Book** proposes six activities for Access and Inclusion, beginning with a *connect-the-dots* exercise to introduce the characters in the story, and a matching activity to link objects to the characters. This could lead to a discussion in class or at home on interests, ownership and the importance of being ourselves and respecting the choices of others. The following activity, *spot the differences*, ends with a question: *In what ways are you different from your friends?* The key notions to be emphasised are **respect, acceptance** and **kindness** towards others. The reinforcement of such values is especially important to counteract the impact of digital technology on interpersonal interaction, and to reflect on differences, appreciate and embrace diversity, and challenge stereotypes.

— Storytelling offers a platform for self-expression, and practice in sequencing events. In *Tell the story*, children are invited to draw on the events they have seen in the video and use their creative skills to write or draw ways that they think the Digi-Nauts characters are or could be kind to each other. Asking children how they felt when watching the

video and getting them to create emojis to express their own feelings in the following activities will provide educators and parents the possibility to trigger discussions on why comments online can be more hurtful, and even escalate into bullying. Asking children to compare their emojis will help them understand that people react differently to words and situations, and why it is important to try to understand and to respect the views and feelings of others. It is recommended to discuss feelings, differences, and acceptance of others before launching the video to draw the attention of young viewers to the way the Digi-Nauts behave towards each other.

## SCRIPT FROM THE ACCESS AND INCLUSION EPISODE OF THE DIGI-NAUTS SERIES

### Message

## Being different is ok and makes the world more fun.

**Lila:** "Are you enjoying the ride, Sigma?"

**Sigma:** "Yes! Where are we going?"

**Lila:** "We are going to visit my friends, you will see, they are really cool!"

**Sigma:** "Wow! Awesome landing Lila!"

**Lila:** "Hi five!"

**Lila:** "Hi guys, this is my friend Sigma."

**Noa, Elo:** "Hi Sigma, welcome."

**Lila:** "Oh and this is Robi."

**Sigma:** "Hi everyone, hi Robi!"

**Sigma:** "Your game looks fun, is it difficult?"

**Elo:** "Normally it's rather easy, but Robi beats us all!"

**Noa:** "So, what do you like to play, Sigma?"

**Sigma:** "I like video games, but no-one ever wants to play with me, because I look different."

**Robi:** "Don't worry Sigma, look at me, look at the others! We all are different, and it's not fair to be rejected just because of that. Differences bring colour to the world, isn't that great? We're all amazing!"

**Noa:** "Look, it seems you have many new friends here, maybe we can go somewhere together?"

**Lila:** "How about going for a trip in my SuperCar?"

**Kids:** "YEEES!"

**Elo:** "Let's go!"

**Elo:** "Are you coming Noa?"

**Noa:** "I would like to, but I need some help."

**Sigma:** "Wait a second, I'll help you."

**Sigma:** "Aaah... aaah... it's not easy!"

**Noa:** "Wow, yes!"

**Noa:** "Youhou!"

**Robi:** "Being different is ok and it makes the world more fun. We can learn a lot from everyone, and discover many exciting things."



## Chapter 4

# Well-being Online – background, messages and activities

### DOMAIN 5: HEALTH AND WELL-BEING (THERE IS A TIME AND PLACE FOR EVERYTHING)

— Today, many children spend a lot of their time in overlapping virtual and real spaces, and the more time children spend online the less time they have to communicate face-to-face with friends and family. A recent Council of Europe study indicates that more than 40% of parents with children aged under 9 years are concerned about the time their children spend online. Excessive use of technology can bring about a range of physical and mental issues, from postural distress and lack of exercise to disrupted life-balance. Health and well-being are therefore high on the agenda of the Council of Europe's Digital Citizenship Education project. The second of the Digi-Nauts videos tackles this topic, which is one of the domains in the **Well-being online** cluster.

— In this video, Lila arrives in her space mobile to meet her friends. It is a beautiful, sunny day, but the rest of the Digi-Nauts are inside. They are sitting in front of their digital devices, not paying any attention to Lila. Frustrated, she asks the robot to go outside with her to play. As Robi walks towards the door, he trips on a device cable and hurts himself. He decides on the spot to use his magic wand to switch off all the devices, pushing the Digi-Nauts to go out to play and to enjoy each other's company. The key notion put across in this module is the importance of **balancing** indoor and outdoor, online and offline activities, and maintaining a **good posture** and a **healthy lifestyle**. The closing message is: **The internet is fun, but there is a time and place for everything!** You can find the script of the video on the next page.

### SAMPLE INTRODUCTORY QUESTIONS

— What would we miss most if we weren't able to use a tablet or mobile phone? What are the things we like to do most in our leisure time? Are they all related to technology? What are our favourite outdoor activities and how often do we do them? What is our posture like when we are online? Do we take regular breaks from using devices?

### PROPOSED ACTIVITIES

— The **Activity Book** proposes six activities related to the video, and begins by asking children to match the time on the clock with activities that they do during the day. Besides practising time-telling skills on a clock rather than a digital device, the activity gets children talking about their daily activities and reflecting on the time they spend on- and offline. It will help children synthesise into words the images that depict the activities, and enable educators and parents to reinforce the idea: **there is a time and place for everything**. This message is put across in several different ways.

— The following two activities *What fun things can we only do offline?* and *Things you can't do if you are on your computer* highlight the **value of personal, face-to-face communication**. Children are empowered when they realise that, while digital technology

opens many opportunities, it also has its downsides. The maze *Where is Lila going?* repeats the theme of daily activities within a fun task that invites discussion and a certain level of image interpretation from children. Mazes challenge children's patience and persistence, and give practice in problem-solving and hand-eye coordination.

■ The *Taking a break* activity focuses on motor co-ordination as well as emphasising the importance of exercising in ways that will adapt to the physical capabilities of most children. Physical exercise is an essential aspect of self-awareness, and the activity offers parents and educators a window of opportunity to talk about posture and, in general, a healthy use of technology. This includes avoiding use of screens for at least an hour before bedtime due to the blue light emanating from screens. Children need to learn to take care of their physical and mental health from a young age.

## SCRIPT FROM THE HEALTH AND WELL-BEING EPISODE OF THE DIGI-NAUTS

### Message **The internet is fun, but there is a time and place for everything!**

**Elo:** "Yes!... Wow, hahaha!"

**Lila:** "Hi guys. It's a beautiful day, let's go out and play!"

**Lila:** "Hey, come oooon! Let's go outside. Look how sunny it is.

"Robi, they're not going to leave their computers, will you please come outside with me?"

**Robi:** "OK, let's go! Aouch!"

**Robi:** "Video games are cool, but you don't need them to have fun. Look at Lila, how much fun she is having with her skateboard! And playing outside can be even more fun."

**Elo:** "Hey Robi, you stopped our game!"

**Sigma:** "I have an idea."

**Noa:** "Awesome shot, Sigma! I want to try too!"

**All:** "Gooooaaal!"

**Robi:** "Should I fix the computer now?"

**Elo:** "Don't bother, I don't need it now. Playing with you and everyone else outside was great fun, and now I'm really sleepy."

**Robi:** "The internet is fun, but there is a time and place for everything!"



## Chapter 5

# Rights Online – background, messages and activities

### DOMAIN 10: CONSUMER AWARENESS (LET'S TAKE BETTER CARE OF OUR PLANET)

— In today's media-rich society, children and adults alike are bombarded with ads both on- and offline. We can purchase almost anything anytime with just a few clicks on our devices. It is therefore of utmost importance to society that we all acquire the knowledge, skills, values and attitudes that will allow us to drive a smart, sustainable and inclusive economy. We are living in age of credit cards and online consumerism, and children may not always understand the true value of money, nor why and how ads make products look so attractive and 'must have'.

— This Digi-Nauts video tackles the topic of Consumer Awareness, the 10<sup>th</sup> domain in the DCE model and part of the *Rights Online* cluster. It emphasises the difference between things that are essential in life (needs) and those that are not (wants), and the impact our choices may have on the planet, today and in the future. In this video, the Digi-Nauts are in a store, gathered in front of a tablet screen – this is a metaphor for an e-commerce website. They are amazed at all the fantastic products they find and want to buy them all. Robi enters the scene and asks the children if they know what buying all these things means for the environment. He introduces the concept of 'carbon footprint', and Sigma – with the help of his ever-present book – explains what that means and how it affects nature and the environment. Upon hearing that, Lila invites the other characters to think together about which products are really necessary and which are not. The closing message is: **Let's work together to take better care of our planet!** The script of the video is available on the next page.

### SAMPLE INTRODUCTORY QUESTIONS

— Do we know how and where our favourite things are produced and how they reach us? Are the fruit and vegetables we like eating produced locally, or are they transported from distant places? What does carbon footprint mean and what things are we doing that make our footprint grow? Why do we ask for a particular brand of clothes or cookies?

### PROPOSED ACTIVITIES

— **The Activity Book** proposes six activities and begins with an exercise where children have to decide if the listed images would fall into the *want or need* category. The objective of this exercise is to develop children's awareness and understanding about the things we really need in life, such as food, water, a home, clean air, education, and the things we would like to have, but do not necessarily need. Being able to differentiate between wants, needs and rights, will help them make responsible choices as consumers and citizens of the global world.

In the activity entitled *Let's work together to take better care off our planet!* children are encouraged to use their critical thinking skills to analyse the energy source driving an

action and/or its consequences on the environment. They are then asked to come up with their own ideas on how to save the planet, and synthesise them into a drawing rather than in words. This challenges their thinking skills and promotes metacognition by getting them to think about the short and long-term impact of their actions, rather than focusing on the action itself.

■ The *word search puzzle* is a fun activity that gives children practice in word/pattern recognition and in skimming/scanning skills. Talking about the meaning of the hidden words will trigger further discussion on environmental and other forms of sustainability. The impact of digital technology on the environment should also be part of the discussion.

■ The final sequencing activity will test children's comprehension and information retention skills, and serve as a reminder of the messages put across in this more complex and informative Digi-Nauts video.

### SCRIPT FROM THE CONSUMER AWARENESS EPISODE OF THE DIGI-NAUTS SERIES

Message

**All together we can take better care of our planet.**

Elo: "Oh! Look what I found!"

Lila: "That is so cute!"

Sigma: "I love this toy!"

Noa: "Wow, I want this!"

Elo: "And look at this awesome backpack. I need it right now!!!"

Robi: "Aaaw!"

Robi: "Elo, you just got a new backpack. Are you sure you need another one?"

Elo: "Yes, but look at this one, it's got lots of extra pockets. It's just like the one I saw on TV."

Lila: "And look at this new T-shirt, just like the one we saw too."

Noa: "I'll have some candy."

Robi: "I agree, all of those things look great, but do you really need them right now? Have you thought about what buying all of these things may be doing to the environment?"

Sigma: "Yes, I read about that in my book. It's called a Carbon Footprint. That means the trail we are leaving behind us when we do or buy things that put something called carbon dioxide into the air. We all need certain things like electricity, food, clothing, even toys. But the more things we buy and consume, especially if they come from far away, the more carbon dioxide is produced. That affects nature and our planet."

Noa: "We always need to think about how our actions might affect other people."

Lila: "Great! Let's play the game Need or Want!"

Noa: "What is that?"

**Lila:** "We will sort the objects to reach the lowest carbon footprint!"

**All:** "Yeeeeee!"

**Robi:** "So Elo, do you really need this backpack? Or you just want it?"

**Elo:** "I think I just want it. It is soooo cool! But you're right, I already have one... WANT!"

**Lila:** "NEED!"

**Elo:** "NEED!"

**Sigma:** "WANT!"

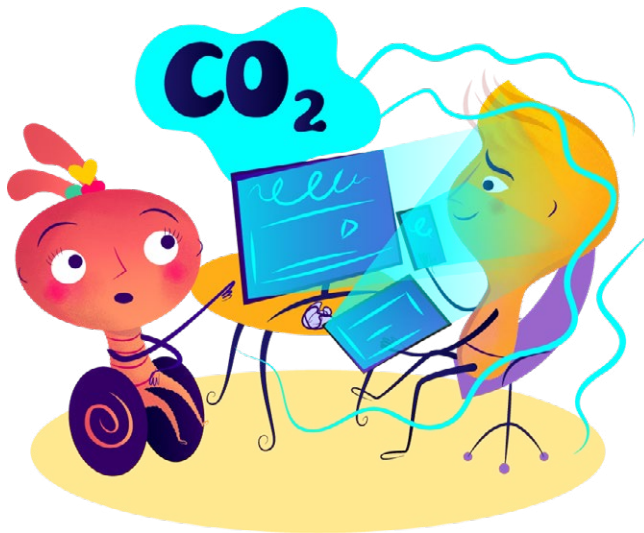
**Robi:** "Fantastic!"

**Noa:** "Candy will make me and my friends happy, but it's not really healthy... WANT!"

**Elo:** "NEED!"

**Robi:** "Fa-fa-fa-fa-fa-fantastic!! You have improved your carbon footprint! Now you are like super Digi-Ninjas who can help save the planet."

**Robi:** "Let's work together to take better care of our planet!"



## Chapter 6

# Extension activities for young digital citizens

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*Readers are invited to consult the full list of activities on page 16 of the Digi-Nauts Activity Book.*

### DIGI-NAUTS EPISODE: ACCESS AND INCLUSION

— Inclusion comes in many shapes and forms, from engaging with people who are physically different from us or have different beliefs or ways of doing things (cultural differences) to appreciating that we don't all have the same opportunities such as access to life's necessities including access to education or to digital technology.

— **Meet the Digi-Nauts** (page 4 of the Activity Book) brings into play both numeracy and co-ordination skills, at the same time familiarising children with the characters in the videos. Children can create their own *connect-the-dots* images to practise counting and move away from the cut-and-paste modes of reproducing images that is currently curbing creativity. Matching objects to characters sharpens a child's observation skills and can be used by educators to open a discussion on ownership and possessions. For older children, extension activities could include spotting obvious differences between behaviour of people, modes of transport, or towns and countries etc. giving children the task of spotting salient differences and explaining the differences.

— **Spot the differences** (page 5): This visual discrimination exercise will be especially useful for beginner readers, but it can also serve to introduce the notion of different modes of locomotion. One character has roller skates, another is in a wheelchair and the robot rides on a single wheel. Children can be asked to explore different modes of locomotion and discuss the challenges and advantages of each, as well as the environmental impact (see the Consumer Awareness video). The locomotion theme is picked up again towards the end of the video, when the characters need to find a way to get the wheelchair into the space mobile.

— **Tell the story!** (page 6) tests comprehension and sequencing skills, and can also be extended into a problem-solving exercise, for example, to find ways people in a wheelchair can have access to transport and public buildings. Children could be taken into the local community to check if solutions exist, developing empathy for the challenges some people face. They could practice their civic skills by advocating for more equal access for all to public facilities. This section of the Activity Book aims to engage children through words and actions, and give free reign to their imagination by encouraging them to express their own ideas in images or words through actions they can attribute to the Digi-Nauts characters.



## DIGI-NAUTS EPISODE: HEALTH AND WELL-BEING

Health and well-being in the broader sense of the term is an essential part of digital citizenship because it relates to a person's capacity to realise his/her full potential, cope with everyday stress, and make a meaningful contribution to society. Wellness largely impacts self-esteem, and is closely linked to human dignity, fairness and interactions with others, but also to learning about our body, posture, diet, health and exercise. This module can therefore be integrated into several different areas of the curriculum for young children.

**The Digi-Nauts are busy** (page 8) is intended to encourage metacognition as children think about their daily activities, triggered by the images provided. It can foster reflection on daily routines at school or of parents and other family members, leading to an exploration of different types of work and the daily routines involved. Many children growing up in the 'digital age' are no longer familiar with telling the time on a clock, and hence this can become a practical activity or even a history lesson when we look at the many ways, past and present, that are used to tell the time.

**What fun things can we only do offline?** (page 9) gets children thinking about the many ways we use technology without even being aware of it. Digital citizens need to be aware of things like internet-connected toys, "smart" household devices and fitness trackers, and the impact they can have on our privacy, autonomy and right to decision-making. It is important for children to take an interest in how things function if they are to be able to make reasoned choices in the future.

**Balancing time and taking a break** (page 11) are recurring themes in this module, intended to contribute to fostering a healthy attitude to online activity. They are also fun ways to develop self-awareness about posture and personal habits, and can be linked back to differences in the Access and Inclusion module.

## DIGI-NAUTS EPISODE: CONSUMER AWARENESS

This is an information-dense episode that will interest older children too. It is fundamental that all citizens understand not only their rights as consumers of products and services, but also the impact that this can have on their own lives and the sustainability of the economy and the environment. The flip side of consumerism is entrepreneurship, a topic that is not directly tackled in this module but is of growing importance to society and is fostered through creative activities, problem-solving, and the development of leadership skills from an early age.

**Do we really need it, or do we just want it?** (page 12) opens a platform for a multi-dimensional discussion that can lead to class projects and exploration on human rights, different life styles and health requirements, to cite just a few related study areas. Moreover, talking about consumerism can lead to discussion about the intrinsic and commercial value of things, as well as the value of money. In today's age of credit cards, cybercurrency and online payments, many educators and parents are concerned that children are losing all notion of the real value of money. By choosing a unit of reference that children know (the cost of an ice-cream or bus ticket), one extension exercise is to ask them to estimate the cost of different things they need or want, for example, *a particular toy, tablet or shoes costs about xx bus tickets/ice-creams.*

■ **Let's work together to take better care of our planet!** (page 13) is underpinned by the need to make children aware that our actions will inevitably have an impact on others, both social through our human interactions, and physical such as the impression our carbon footprint will have on the planet. The *United Nations sustainable development goals (SDGs)* will be of interest to older children and could lead to participation in recycling or other actions underway in the local community. Getting children to analyse actions, for example, from planting trees to wasting paper, and show the process in the form of a diagram will provide useful practice in computational thinking. Discussions will involve words used in the **Save planet Earth: word search puzzle** on page 14.

■ The final image-sequencing activity (page 15) could be extended by a creative activity, with children creating their own comic-book story of an idea they have on reducing their carbon footprint.

# About Digital Citizenship Education

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■ Tablets, mobile phones, computers, interactive toys and digital gadgets play a large role in our lives today, even for very young children. Being a digital citizen means knowing when and how to use digital technology wisely and safely, in ways that enrich our everyday lives but don't negatively influence the way we act and live. These are things that children are never too young to learn.

■ The Digi-Nauts is a video series and Activity Book that takes children up to the age of approximately 9 years on a journey through the digital domains that make up the Council of Europe's approach to digital citizenship education. Independently, or with their parents or educators, they can watch these videos and work through the exercises and creative activities in the Digi-Nauts Activity Book to build their competences as digital citizens. They will learn skills and knowledge that will help them think critically, and respect and protect the personal information of themselves and others. In the process, they will reinforce the values and attitudes that will help them act more wisely both online and offline and make choices that will contribute to positively shaping the world we live in.

**Learn more at:** <http://www.coe.int/dce>

Other publications of the Council of Europe which can support your work:

[\*Easy steps to help learners become Digital Citizens \(2023\)\*](#)

[\*Digital Citizenship Education Handbook \(edition 2022\)\*](#)

[\*Protecting Privacy and Personal Data \(2022\)\*](#)

[\*Educating for a video game culture \(2021\)\*](#)

[\*Act to eliminate exclusion and bullying online and offline \(2021\)\*](#)

**[www.coe.int](http://www.coe.int)**

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