

3. Digital Citizens stories



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What is this document about?



This document is part of the Digital Citizens programme which was made by Hōhepa Canterbury.



The Digital Citizens programme supports you to use **digital technology**.



Digital technology means things like:

- smartphones
- laptops
- websites
- social media like Facebook or TikTok.



This document has information about how 3 young people use **digital technology**.



The 3 young people are:

- Jim
- Edna
- Flo.



They are not real people.

We have made them up to show how the digital assessment works.



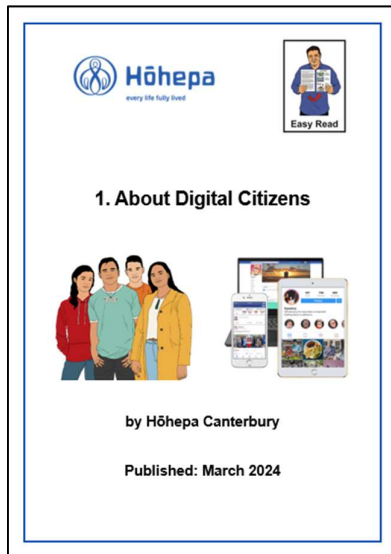
We will explain the digital assessment in the next part of this document.



The story for each young person talks about:

- who the person is
- their digital competency which is how well they can use digital technology
- digital challenges which means problems they have with digital technology
- next steps which means talks about plans to support their digital technology use.





There is an Easy Read document called:

About Digital Citizens

About Digital Citizens tells you more about Digital Citizens.



You can find it at:

netsafe.org.nz/supporting-people-with-intellectual-disabilities/



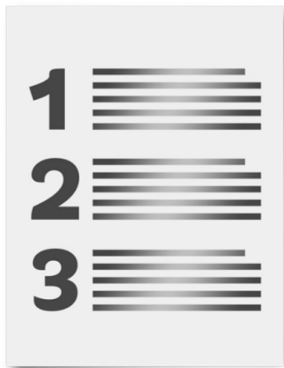
You should read **About Digital Citizens** before this document.

Digital Assessment

Skills	GCSE	Introducing	Emerging	Engage	Flourish	Empower
1. COMMUNICATIONS SKILLS	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.
2. MEDIA AND INFORMATION SKILLS	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.
3. DIGITAL SAFETY AND SECURITY	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.
4. DIGITAL CITIZENSHIP	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.
5. DIGITALLY FLUENT	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.	Use appropriate ICT skills to communicate and collaborate in a range of contexts.
OTHER CONSIDERATIONS						
Parent role	Use appropriate ICT skills to communicate and collaborate in a range of contexts.					
Self-assessment	Use appropriate ICT skills to communicate and collaborate in a range of contexts.					

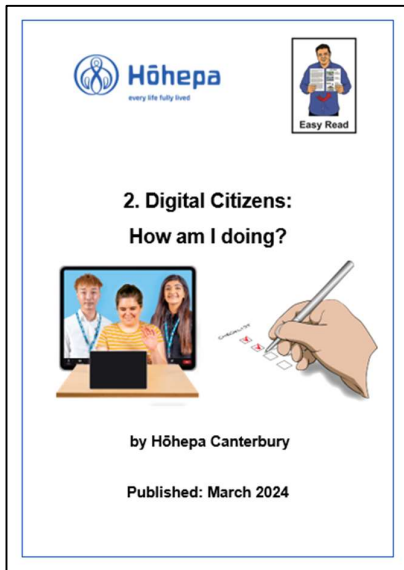
In every story is a digital assessment example.

It shows where each person is for different parts of Digital Citizenship.



The different parts of digital citizenship are:

- support / safeguard needs
- values and attitudes
- cyber safety aware
- digitally literate
- digitally fluent.



There is an Easy Read document that explains how the Digital Assessment works.

That document is called:

Digital Citizens: How am I doing?

It explains what each of the different parts of digital citizenship mean.



You can find it at:

netsafe.org.nz/supporting-people-with-intellectual-disabilities/

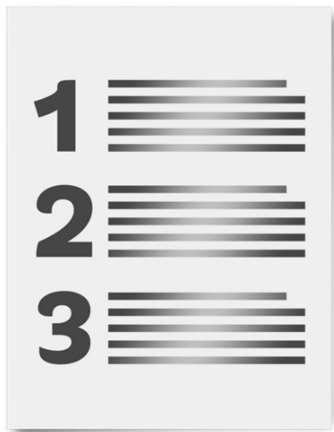


You should read **Digital Citizens: How am I doing?** before this document.



Each of the parts has different **levels** which show the different things you might know / be able to do.

The different levels are:



- introducing
- emerging
- engaging
- extending
- empowering.



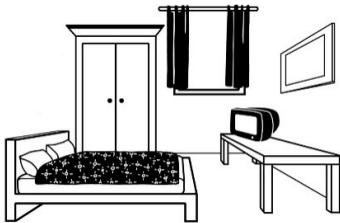
What people can do at each level is also explained in the Easy Read document: **Digital Citizens: How am I doing?**

Jim



Jim is 20 years old.

He lives in **residential care**.



Residential care is when you live in a place with other disabled people with support from a disability support service.



Before residential care he:

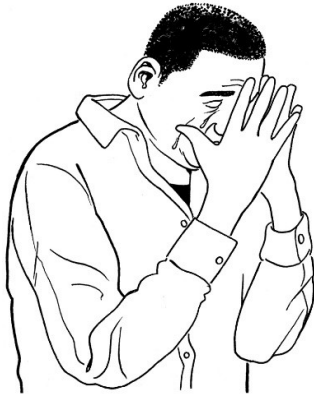
- lived with his parents
- went to a school for disabled children
- could use digital technology how he wanted.





Jim has a learning disability.

His learning disability means he does not know about **risks**.



Risks are things that might go wrong.

In the past the way he has used technology has made things dangerous for him.



The police have been involved.



Jim likes spending time with friends outside.

He likes being with his family.



He enjoys watching **Netflix**.

Netflix is a way of watching TV using the internet.



He also likes staying in touch with friends through:

- Snapchat
- Instagram.

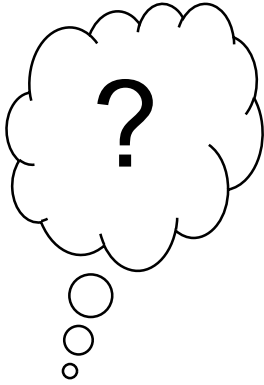
Digital competency



Jim is very good at using lots of different kinds of digital technology.

Jim needs social media to stay in touch with his friends.

Digital Challenges



Jim does not know about all the dangers that can happen online.



He can find out ways to get around things people set up to make sure he is safe.

When he lived with his parents there was nothing done to keep him safe online.

Digital assessment

The image shows a screenshot of the Digital Literacy Assessment tool. It is a grid-based assessment tool with columns representing skill levels: Pre-emerging, Emerging, Engaging, Extending, and Empowering. The rows represent different categories of digital literacy skills. The categories are: Learning Objectives, Values and Attitudes, Cyber Safety Awareness, Digital Literacy, and Digitally Fluent. Each cell in the grid contains a description of the skill and a corresponding icon. The 'Pre-emerging' column is highlighted in yellow, indicating the current level of the user.

Measures	GOAL	Introducing	Emerging	Engaging	Extending	Empowering
LEARNING OBJECTIVES	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.
VALUES AND ATTITUDES	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.
CYBER SAFETY AWARENESS	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.
DIGITAL LITERACY	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.
DIGITALLY FLUENT	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.	Use digital tools to create content for learning and teaching.

Jim is in these places in the Digital Assessment:

- Support needs: Emerging
- Values and Attitudes: **Pre-emerging**
- Cyber safety aware: **Pre-emerging**
- Digital literacy: Engaging
- Digitally fluent: Emerging

Pre-emerging means before emerging.



The support team for Jim has worked with him to:

- understand he needs supports to keep him safe
- find a course on keeping safe online that works well with Jim.



The support team has a plan to work with Jim and a counsellor on understanding his **self-worth**.

Self-worth means seeing yourself as important.



The support team also make sure they:

- support Jim with his internet use
- celebrate when things go well
- make it so he feels ok sharing when he is worried.

Edna



Edna is 21 years old.

She has a mild learning disability.

She left school early.



Friends are very important to Edna.

Edna likes:

- making new friends
- going to the shopping mall.





Some of her online friends **take advantage** of her because she is very **trusting**.



Taking advantage means getting things from her in ways that are not fair.

For example they might tell her she needs to give them money because they are her friends.



Trusting means she always believes people are:

- telling the truth
- safe to be with.



Digital competency

Edna is very good at using digital technology



She spends between 8 to 12 hours online every day.

Digital challenges



Edna has been scammed out of money by people she thought were her online friends.

Being scammed is being tricked or told lies so someone gets things like:

- money
- your private information.

Digital assessment

My journey to being being assessed that uses technology in a way that is safe, empowering and supports my wellbeing is a central digital class.

Measures	GOAL	Introducing	Emerging	Engaging	Extending	Empowering
1. SUPPORTING CLASSROOM VALUES	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.
2. VALUES AND ATTITUDES	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.
3. CYBER SAFETY AWARE	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.
4. DIGITAL LITERACY	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.
5. DIGITALLY FLUENT	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.	Use digital technology to support classroom values and digital citizenship.
OTHER CONSIDERATIONS						
Notes and other	Use digital technology to support classroom values and digital citizenship.					

Edna is in these places in the Digital Assessment:

- Support needs: Extending
- Values and Attitudes: Engaging
- Cyber safety aware: Extending
- Digital literacy: Engaging
- Digitally fluent: Engaging.

What happens next?



Edna knows she needs support to keep safe online.

She feels okay talking to her Mum and Dad about anything she is worried about online.



She agrees with her whānau / family to have some safeguards so she is not scammed again.

Flo



Flo is 15 years old.

She has been in **Oranga Tamariki care** since she was 8.



Oranga Tamariki care means that the government is in charge of looking after her not her parents.



She does not spend much time with her whānau / family.



She has had a smartphone from the age of 13.



Flo plays netball on weekends.



Flo finds it hard to make friends.



Flo thinks she is good with digital technology but she is not staying safe online.



Anyone can see her information on Facebook.

Digital challenges



Flo easily shares **personal information**.



Personal information is things like:

- your date of birth
- your address.



This has led to people she does not know coming to her home.



She sends **inappropriate pictures** to people she does not know well.



Inappropriate pictures might be:

- sexual pictures of herself
- pictures of herself without clothes on
- pictures she would not want other people to see.



She has shared her **passwords** with other people.

A login form with a dark blue background. The title "Login" is at the top. Below it, the text "Please enter your email and password to log in" is displayed. There are two input fields: "Email:" with the placeholder "yourname@email.com" and "Password:" with a masked password of ten dots. Below the password field, there are two links: "Remember Me" with a checked checkbox and "Forgot password?". A blue "LOGIN" button is at the bottom.

Passwords are like codes you use to make sure only you:

- sees your information
- can post things like on your social media accounts.

Digital Assessment

Digital Literacy - "How well I manage"
My journey to being being someone that uses technology in a way that is safe, empowering and supports my wellbeing - is a successful digital citizen.

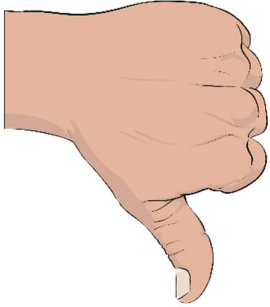
Measures	GOALS	Introducing	Emerging	Engaging	Extending	Empowering
1. COMPETENCY AND KNOWLEDGE	Learn digital skills to use and support my wellbeing	Use basic digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing
2. VALUES AND ATTITUDES	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing
3. CYBER SAFETY AWARE	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing
4. DIGITALLY FLUENT	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing	Use digital skills to communicate and support my wellbeing
OTHER CONSIDERATIONS						

Flo is in these places in the Digital Assessment:

- Support needs: **Pre-emerging**
- Values and Attitudes: **Pre-emerging**
- Cyber safety aware: **Pre-emerging**
- Digital literacy: Emerging
- Digitally fluent: **Pre-emerging.**

Pre-emerging means before emerging.

Next steps



There is a risk of things going wrong for Flo because of:

- her age
- how she uses the internet.



Her team has worked with her to help her understand why they are worried about her.

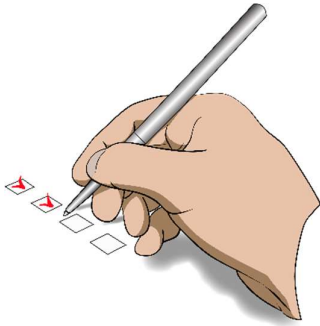


Flo has agreed she would like support to be safe online.

Monitoring has been started to support Flo to stay safe.



Monitoring is checking what someone is doing.



How the monitoring is going is **reviewed** with Flo every month

A **review** is checking how things are going.



Flo is taking a course called: Being safe online.



Flo has counselling to support how she feels about herself.



Her support team are supporting her to understand what are good ways of being in touch with people online.

More information



You can find more information at:

netsafe.org.nz/supporting-people-with-intellectual-disabilities/

You can also contact us by email at:

info@hohepacanterbury.com





This information has been written by Hōhepa Canterbury.

Make it Easy
Kia Māmā Mai



It has been translated into Easy Read by the Make it Easy Kia Māmā Mai service of People First New Zealand Ngā Tāngata Tuatahi.

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