unthinkable

# The Scout Association:

## Report and recommendations for Digital Citizen curriculum

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# 1 Executive summary

In partnership with Nominet, the Scout Association commissioned Unthinkable to undertake research to identify the key outcomes associated with Digital Citizenship that Scouting could help young people achieve. This report sets out Unthinkable's findings and recommendations.

## 1.1 Current concepts of Digital Citizenship

'Digital Citizenship' is a concept that has evolved rapidly over the past couple of decades, and continues to do so. The label is often attached to lists of topics and outcomes without being clearly defined in its own right.

Most influential models emphasise the cultivation of individual responsibility to steer a safe path through the potential harms created by the internet and digital technology, without creating new ones of your own.

To the extent that existing models of Digital Citizenship widen out to embrace more positive perspectives on the possibilities of digital, they focus on individual flourishing through the acquisition of digital skills.

In recent years, there has been an increased focus on digital rights alongside responsibilities.

Existing models of Digital Citizenship tend to treat the internet as a self-sufficient domain. As such, the digital skills considered within these frameworks concern mastery of technology in its own right.

Similarly, to the extent that the concept of citizenship plays a part in current frameworks of Digital Citizenship, it is generally not connected with older or wider concepts of citizenship in the physical world.

Popular terminology that contrasts 'virtual' with 'real' (e.g. 'in real life' or 'IRL') obscures the fact that, particularly for children and young people, digital and physical are intertwined and equally real.

The prevailing discourse around Digital Citizenship could be summarised as a useful set of prescriptions for the positive, safe and healthy use of digital technology.

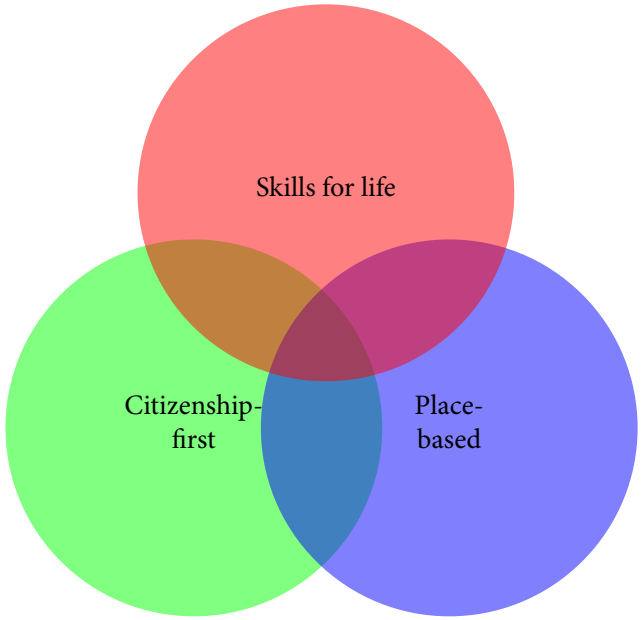
## 1.2 Digital Citizenship in a Scouting context

The Scouts' Digital Citizenship curriculum should retain and build on what is positive from this agenda.

At the same time, in order to engage and inspire children and young people, the Scouts should look for ways to present Digital Citizenship that are both distinctive and in keeping with the Scouts' purpose, values, method and Theory of Change.

There are three central ways in which the Scouts can offer a distinctive programme for Digital Citizenship that is in keeping with the purpose and values of the movement:

- **Skills for life**: the Digital Citizenship curriculum should be based on the real life needs, goals and aspirations of children and young people and explore how digital technologies can help scouts address these goals and live their lives more fully.
- **Citizenship-first**, not digital-first: build a curriculum that equips young people for confident participation in the civic sphere.
- **Place-based**: Digital Citizenship should equip children and young people to be active citizens of the place where they live, not just of the internet as a separate domain.




*A distinctive Scouting view of Digital Citizenship*

We propose the following definition of Digital Citizenship in a Scouting context:

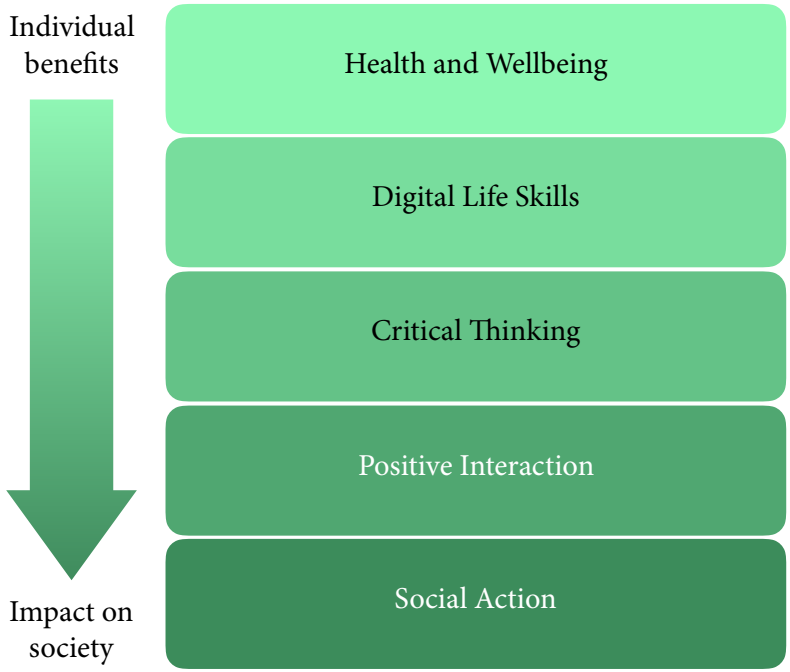
*The safe, responsible and ethical use of digital technology to exercise rights, support individual thriving, improve the lives of others and take positive social action in local, national and international communities.*

This report proposes a set of topics and outcomes based on five overall themes:

1. Health and wellbeing
2. Digital life skills
3. Critical thinking
4. Positive interaction
5. Social action

Together, these themes encompass the individual benefits that can come from learning the skills associated with Digital Citizenship, as well as the wider positive impact on society that a specifically Scouting version of Digital Citizenship should seek to empower young people to make.

The Scout Association now intends to work to create a set of educational resources that are relevant and engaging for Scouts groups in order to achieve the outcomes set out in this report.




*Five themes for Digital Citizenship*

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# 2 Methodology

This section sets out our approach to conducting the research has informed this report, between January to April 2019. The research was carried out in the following sequence (with overlaps):

1. Internal literature review
2. Interviews
3. Discussion of interim findings
4. External literature review
5. Workshops

There was also regular consultation with the Scout Association throughout the research.

## 2.1 Literature review

### 2.1.1 Internal literature

- The Scouting Programme[1]
- Programme Methods[2]
- Beyond 2018 - Theory of Change and Impact Measurement

[1] https://members.scouts.org.uk/supportresources/search/?cat=767, accessed April 2019
[2] https://members.scouts.org.uk/supportresources/149/methods, accessed April 2019

### 2.1.2 External literature

**DQ Institute: DQ Framework – 'Global Standards for Digital Literacy, Skills, and Readiness' (March 2019)**[3]

Built in alignment with the OECD's 2030 Learning Framework, the DQ Framework aggregates 'over twenty leading global frameworks into 24 competencies that are necessary for digital life today'[4], broken down into eight areas each presented within three distinct 'levels': Digital Citizenship, Digital Creativity and Digital Competitiveness.

The DQ Institute also provides its own succinct definition of Digital Citizenship:

'The ability to use digital and media in safe, responsible, legal and ethical ways.'

**UK Youth: Digi-Know Citizenship (October 2017)**[5]

Taxonomy of proposed outcomes and resources for digital citizenship.

[3] https://www.dqinstitute.org/dq-framework/, accessed April 2019
[4] http://www.oecd.org/education/2030/, accessed April 2019
[5] Report provided over email by UK Youth, available on request.

The Digi-Know programme, part of the Digital Reach programme by Nominet Trust, was launched in 2017 by UK Youth to address the lack of digital skills in young people, particularly those who are facing personal, circumstantial or systemic barriers.

'It helped empower disadvantaged young people to access a world that's now digital-by-default. Through Digi-Know, UK Youth set up 10 unique Digi-Know hubs in youth organisations in [their] network, creating a bespoke digital space within each local service and providing training to youth workers and young Champions to deliver creative digital skills sessions[6].'

**The Digital Citizenship Institute: Nine Elements of Digital Citizenship**[7]

A taxonomy of the elements of digital citizenship as understood by the Digital Citizenship Institute, a US 'consortium of educators working together to help everyone (students, educators, administrators and parents) to not only navigate the digital world but to improve our understanding of it'. The Digital Citizenship Institute also defines Digital Citizenship, as:

'the norms of appropriate, responsible technology use'

**Institute for Strategic Dialogue: Digital Citizens Impact Report (December 2017)**[8]

'A partnership between Google, UK Youth, Livity, Wonder and ISD, Internet Citizens ran day-long educational workshops for 13–18 year olds in youth centres across the UK, from Glasgow to London, Kent to Cardiff. These workshops were designed to teach media literacy, critical thinking and digital citizenship, and sought to encourage young people to be positive voices online while increasing their resilience to hate and extremism. It further sought to help give participants the confidence to use platforms like YouTube to express their identities, as empowered producers and not just consumers of content…

The first phase of delivery saw the workshop take place in 17 youth centres, reaching 500 young people and around 75 youth workers. These first 17 workshops were subject to an impact and process evaluation, designed to ensure that they reached the target audience, to identify whether the workshops had the desired impact and to find out what changes should be made for future delivery.'

That evaluation formed the basis for the impact report.

[6] https://socialtechtrust.org/blog/building-a-safer-internet-together/, accessed April 2019

[7] http://www.digitalcitizenship.net/nine-elements.html, accessed April 2019

[8] http://www.isdglobal.org/wp-content/uploads/2017/12/Internet-Citizens-ISD-Impact-Report-Dec-2017.pdf, accessed April 2019

**5Rights Foundation: 5Rights[9]**

An articulation of the rights of children in the context of their use of digital technology.

'5Rights takes the existing rights of children and young people (under 18), and articulates them for the digital world. We believe that they should be supported to access digital technologies creatively, knowledgeably and fearlessly.'[10]

**UK Council for Child Internet Safety (UKCIS): Education for a Connected World (February 2018)[11]**

'Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.'

**European Commission Joint Research Centre: DigComp 2.0 (2016): The Digital Competence Framework for Citizens12**

'The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence. DigComp was first published in 2013 and has become a reference for many digital competence initiatives at both European and Member State levels.'

The framework includes a competency for 'Engaging in citizenship through digital technologies':

'To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.'

[9] https://5rightsfoundation.com/the-5-rights/, accessed April 2019
[10] https://5rightsfoundation.com, accessed April 2019
[11] https://www.gov.uk/government/publications/education-for-a-connected-world, accessed April 2019

[12] http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101254/jrc101254_digcomp%202.0%20the%20digital%20competence%20framework%20for%20citizens.%20update%20phase%201.pdf, accessed April 2019

**iDEA**[13]

'iDEA is a programme that helps you develop digital, enterprise and employability skills for free. Through our series of online challenges and events, you can win career and life enhancing badges, unlock new opportunities and, ultimately, gain industry recognised awards that help you stand out from the crowd. iDEA is about lifelong learning, for anyone who wants to develop their skills. Our learners include school pupils, apprentices, business leaders, pensioners, students and community groups.'

## 2.2 Interviews

We conducted depth interviews between January and March with a range of external experts as well as Scout volunteers who had a particular interest or expertise in the area of the impacts and applications of digital technology for young people.

### 2.2.1 Interview plan

Our interviews explored the following questions, although conversations were allowed to flow freely rather than rigidly sticking to the exact detail, wording and sequence of these questions:

- What is digital citizenship?
- What does a good digital citizen look like?
- How does digital tech shape young people's engagement with a range of challenges, and how will the Digital Citizen Badge and programme support that? Including:
    - Learning & finding my career path
    - Being an active member of society
    - Engaging in politics in a healthy and constructive way
    - Being sensible with my digital footprint
    - Building relationships
    - Managing mental health and wellbeing
- What outcomes are appropriate at different stages?
- What are some good practical activities that can support these goals and be delivered in the context of Scouts meetings?

### 2.2.2 Contributors

We spoke to the following interviewees, whose contributions will be references using the initials show in brackets after their names:

[13] https://idea.org.uk

**External experts**

Sonia Livingstone (SL)
*Professor of Social Psychology, London School of Economic[14]s, with a research focus on the opportunities and risks of digital media use in the everyday lives of children and young people*

Christina Watson (CW)
*Head of Programmes, UK Youth[15]. UK Youth is an umbrella organisation for the non-uniformed youth sector, 'a leading national charity, committed to providing access to appropriate, high quality services in every community so that young people are empowered to build bright futures, regardless of their background or circumstances.'*

Paul Finnis (PF)
*Chief Executive, Learning Foundation[16]. The Learning Foundation is a charity dedicated to expanding access to digital technology for young people and schools.*

Jon Alexander (JA)
*Founder, New Citizenship Project[17]. New Citizenship Project is a social innovation consultancy working with organisations to create projects and prototypes to engage people as citizens rather than consumers.*

Rachel Coldicutt (RC)
*CEO, Doteveryone[18]. Doteveryone is 'an independent think tank that explores how technology is changing society, shows what responsible technology can look like, and catalyses communities to shape technology to serve people better.'*

Cliff Manning (CMa)
*Head of Digital, Parent Zone[19]. Parent Zone is a for-purpose consultancy that provides support and information to parents, children and schools, working globally to help families to navigate the internet safely and confidently. We work with parents, schools, governments and businesses to study, understand and address the impact of emerging technologies on young people.'*

[14] http://www.lse.ac.uk/media-and-communications/people/academic-staff/sonia-livingstone
[15] https://www.ukyouth.org/who-we-are/#about-us
[16] https://learningfoundation.org.uk/about/our-vision-and-beliefs/
[17] https://www.newcitizenship.org.uk
[18] https://doteveryone.org.uk/about/
[19] https://parentzone.org.uk/about-us

Oliver Quinlan (OQ)
*Senior Research Manager, Raspberry Pi[20] (formerly programme manager at Nesta, school teacher).*

Kate Harwood (KH)
*Senior Account Director, Livity[21]. Describing itself as a 'youth-led creative network', Livity is a social purpose-driven content and marketing agency.*

Kerensa Jennings (KJ)
*Director, Office of HRH The Duke of York, leading The Duke of York Inspiring Digital Enterprise Award (iDEA – see section 2.1) which is part of The Prince Andrew Charitable Trust.*

**Volunteers**

Stevan Rose (SR)
*Section leader, Hazlemere, Surrey*

Carl Monk (CMo)
*Explorer Scout leader, former Technical Advisor*

Chris Meadows (CMe)
*Deputy County Commissioner, member of programme support team, former Scout leader*

Peter Turner (PT)
*Programme support volunteer, nr Southampton*

## 2.3 Workshops

We conducted two workshops with Scout leaders in Gilwell Park (21 March) and Birmingham (3 April), a workshop with Scouts in Lancashire (27 March) and with Explorer Scouts in North London (25 April). We used the workshops to:

- Discuss the digital lives of children and young people in the Scouting movement
- Gauge general reactions to a proposed definition and set of themes for digital citizenship
- Gather participants' input on appropriate range of outcomes for our chosen themes
- Conduct co-creation exercises for an appropriate range of Scouts activities
- Discuss the enabling factors for successful Scouting activities around digital citizenship

[20] https://www.raspberrypi.org
[21] https://livity.co.uk/about

## 2.4 Contribution of Scout Association

We have been in regular consultation with the Scout Association throughout the development of our research, including:

- Sarah Margono, Corporate Partnerships Account Manager
- Sarah Kerry, Corporate Partnerships Account Manager
- Liam Burns, Chief Programme Officer
- Niall Pettitt, Volunteer Head of Curriculum

In particular, we presented our interim findings in March following interviews and internal literature review, and received very useful feedback and input from Sarah, Sarah, Liam and Niall, as well as from Chris Ashworth of Nominet (project sponsors).

# 3 Summary of research findings

## 3.1 Current assumptions about Digital Citizenship

'Digital Citizenship' is a concept that has evolved rapidly over the past couple of decades, and continues to do so. According to SL, "everyone working with young people… began in a panic with anxiety and safety, and then they all began thinking… we need to teach basic functional skills. The whole area of research and practice is maturing" towards a more social and connected concept of digital citizenship.

Despite this observation, the prevailing public discourse around young people's engagement with digital technology remains one of damage limitation. Schools present parents and children with a picture of digital that focuses on risks and dangers, such as the need for safeguarding against individuals who would use online encounters to cause children harm or to the potential negative impacts of excessive use of digital devices.

During the period of this research, online safety has featured prominently in the national news. In February, Instagram undertook to remove all graphic images of self-harm from the platform[22], partly in response to the discovery that 14-year-old Molly Russell, who took her own life in 2017, had accessed distressing material about suicide using her Instagram account.

Instagram's commitment led to a debate about social networks' 'duty of care'. And in April the DCMS published the Online Harms White Paper[23] proposing an independent regulator with the power to develop and enforce a 'code of practice' for social networks and other internet companies to combat both behaviour that is already illegal such as hate crimes, harassment or child sex abuse, and harmful behaviour that is currently less clearly defined in law such as cyber-bullying, trolling or the spread of fake news.

In this context, considerations of safety and risk mitigation remain central to most models of Digital Citizenship. The phrase 'Digital Citizenship' is often attached to lists of themes or topics without being clearly defined, but the two clear definitions that we have

[22] https://www.bbc.co.uk/news/uk-47160460?intlink_from_url=https://www.bbc.co.uk/news/topics/c1824w39w4yt/internet-safety&link_location=live-reporting-story

[23] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/793360/Online_Harms_White_Paper.pdf

identified emphasise individual responsibility to steer a safe path through potential harms, without creating new ones of your own:

> *'The ability to use digital and media in safe, responsible, legal and ethical ways.'* (DQ Institute)
>
> *'The norms of appropriate, responsible technology use.'* (Digital Citizenship Institute)

The DQ Institute outlines a schema for Digital Intelligence, or DQ (Digital Intelligence Quotient), described as 'a comprehensive set of technical, cognitive, and socio-emotional competencies that enable individuals to face the challenges of and adapt to the demands of digital life'.

DQ consists of eight broad areas: digital identity, use, safety, security, emotional intelligence, communication, literacy, and rights; across three levels: Digital Citizenship, Digital Creativity, and Digital Entrepreneurship. Within the level of Digital Citizenship are contained prescriptions for appropriate knowledge, skills and attitudes/values for the following areas:

- Digital Citizen Identity
- Balanced Use of Technology
- Behavioural Cyber-Risk Management
- Personal Cyber Security Management
- Digital Empathy
- Digital Footprint Management
- Media and Information Literacy
- Privacy Management

The Digital Citizenship Institute's 'Nine Elements' framework places a similar emphasis on personal responsibility in using digital technology, with its own schema that comprises:

- Digital Access
- Digital Commerce
- Digital Communication
- Digital Literacy
- Digital Etiquette
- Digital Law
- Digital Rights & Responsibilities
- Digital Health & Wellness
- Digital Security (self-protection)

The contents of both schemas – and of the wider discourse around Digital Citizenship – could be fairly characterised as a useful set of prescriptions for **the positive, safe and healthy use of digital technology**.

## 3.2 Thematic review of interviews & workshops

The participants of our interviews and workshops tended to focus simultaneously on definitions and recommendations for digital citizenship and a critique of current thinking and practice in the area. That dual focus is reflected in the thematic review that follows.

### 3.2.1 Topics and themes

**Citizenship first**

Several of our interviewees made the point that the same principles that apply when considering the concept of citizenship in general should equally be applied in any description of Digital Citizenship.

For CW, Digital Citizenship is **a subset of citizenship**, relating to principles that can apply across from the wider concept of citizenship:

- Understanding rights
- Communication
- Empathy

It needs to include social and emotional learning; what children and young people need in order to be able to navigate the world around them, and what they need to get full access to opportunities (social mobility).

For CMa, the rights and responsibilities of a citizen in the digital environment should be the same as they are anywhere else. He suggested that the name 'digital citizenship' sets a high bar, and that to do justice to it, we would need to build in community activism/social action.

For SR, a good digital citizen is the same as a good real life citizen. Good citizenship revolves around being nice to people, staying safe, keeping others safe, respecting others' property and work, all well aligned with the Scout law and promise, which are about respect for others, self and the environment.

OQ suggested that any approach to Digital Citizenship should use a 'citizenship-first lens' rather 'digital-first lens'.

CMo also agreed that digital citizenship should be embedded in citizenship.

For KJ, digital citizenship is the way we behave as we go about our business in the world, through a digital lens, and could be summarised as 'digital awareness, safety & ethics'. It involves asking the questions, first 'How do you do it?' and then 'How do you do it with a digital lens?'

**Place**

For JA, one of the most powerful aspects of the word 'citizen' is that you're a citizen **of** something. It implies that you're part of a community of some sort. He suggested that the Scouts' digital citizenship curriculum should be about how digital interacts with your real world: 'about how you reposition digital as a means of connection'. He also suggested that a better title for the curriculum might be 'citizenship in a digital age'.

**Social action/activism**

CW recommended the model used by UK Youth called the **Social Development Journey**[24]. This model starts by getting kids engaged outside their school community. The next stage is social learning; then social action; then social leadership. In the design of programmes and content, UK Youth consider how to engage children and young people and move them through this stages.

For PT, one way that Scouts can give back is by **helping out with digital for their group**: getting involved in designing group websites or maintaining Facebook pages. Working with Facebook in this way could also provide the opportunity for conversations about permissions.

RC introduced the idea of **progression** in this area, positing that a Scout could start by doing something that's good for herself and then move on to something that's good for society (e.g. fundraising).

JA wondered if children and young people could be invited to take meaningful action in progressively wider physical contexts (school; local community; national; global).

**E-safety, health and wellbeing**

Many of our interviewees (SL, CMa, CMo) and workshop participants recognised the need for an element of e-safety in any digital citizenship curriculum.

CMe raised the importance of understanding and managing **digital footprints** – how fast data can spread, as well as what tools and resources might be available to children and young people to manage that.

For OQ, we could extend the concept of 'staying safe' to one of staying mentally safe and healthy in how you engage with information (CMe also referred to **digital health and wellness** in relation to mental health). He underlined the importance of being intentional in how you use a particular tool, and not getting sucked into a set of activities that are neither of your own choosing nor particularly positive or helpful, referring to the "meta-cognition of

[24] https://www.ukyouth.org/who-we-are/

understanding how you use tools". SL, CMa and PF also all emphasised the importance of thinking about quality of digital use, not just the quantity.

Alongside the recognition of the need to emphasise safety, interviewees and workshop participants were also aware of the risks of overdoing this aspect. SL emphasised that digital citizenship **must be about more than e-safety**.

RC thought that a prescriptive approach to "digital hygiene" might also be widened out to an opportunity for young people to question what has always seemed normal to them: to look at how things could actually be done differently from the obvious affordances of popular platforms, in a way that they might not have imagined. SL also criticises the way we rely on children and young people to protect themselves without demanding equivalent responsibility from ourselves as adults or from technology companies (although as we've noted, that picture is changing fast and has changed even since the interview with SL was carried out).

**Digital positivity**

PF pointed out that conversations about young people's use of digital technology tend to focus on the need to control and manage that use, with very little or no consideration of positive impacts.

JA put the issue more colourfully, suggesting that digital citizenship "can't just be protecting them from the shit bits", coupled with the observation that digital technology is "the toolkit with which they can change the world".

**Digital life skills**

Several of our interviewees disliked the way that digital is typically treated as a self-contained domain rather than an integral part of the fabric of life.

For CW, just as digital citizenship is a subset of citizenship, so digital skills are a subset of life skills in general rather than something distinct. We should think of digital in the context of what an individual young person is trying to achieve, e.g. to communicate or get a job.

OQ proposed that we introduce ideas of work/life balance: how much space you want to give different things and how much you can realistically achieve. Thinking about ambitions for life (not for digital) is an aspect of citizenship.

CMo has had conversations with other Scout leaders who question whether digital is Scouting. His answer is that digital is part of children's lives now, so Scouting needs to be there accompanying them. 'We're a movement, we have to keep moving.' Although children are exposed to digital technology at home and at school,

"we're there to teach them how to be better people and digital is part of that".

**Appropriate social interactions**

Several of our interviewees and workshop participants mentioned the need to focus on how we behave towards one another when communicating using digital technology. CMe spoke about "appropriate social interactions" – understanding that despite the opportunity for anonymity, we have Scout values and we should be using these when interacting with the world around us. Scouts should also know what inappropriate content is and how to report it.

JA singled out the importance of thanking people on social media, supporting one another and "bigging people up". Despite the fact that "it makes you look smarter to be critical than it does to be celebratory", we should set out to foster an appreciative mentality and reward children and young people for congratulating one another.

**Other suggested topics**

Several of our interviewees suggested individual topics that are harder to group or generalise into bigger themes and categories. CMe was particularly prolific with useful ideas in this area, having prepared ahead of time for our conversation. Topics included:

- **Mobility and urbanisation** (CMe): understanding the digital city and how you as a citizen are part of that
- **Digital learning** (CMe): the blurring of lines between formal, non-formal & informal education, e.g. the role of MOOCS (Massive Open Online Courses)
- **Critical thinking** (CMe, CMo): filtering and challenging (mis)information; skills & tools to challenge & verify information; trusted sources; hierarchies of evidence; recognising an advertisement for what it is; using reverse searches on imagery to find sources
- **The spread of fear & insecurity through social media** (CMe): young people need to understand that this happens, and (at upper stages) what scouts can do to combat it (at upper stages) - challenging negative stereotypes.
- Understanding the positive and negative impact of **gamification** (CMe)
- SL urged us to remember **gaming**, pointing out that adults tend to be so obsessed by social media that they don't see the good and bad aspects of citizenship in games too.
- CMo argued for the retention of aspects of **personal creativity** in the digital citizenship curriculum.

### 3.2.2 Enabling factors

**Being youth-led and open-ended**

A number of our external experts (CW, SL, PF, KH) saw the digital citizenship curriculum as an opportunity to give responsibility to young people by adopting an approach that allows for open-endedness and/or young people setting the agenda. They were emphatic on the need to avoid an overly didactic approach, or for adults to prescribe the entire agenda. CW spoke of the need for every level of society to come up with solutions together, and the importance of trusting that young people can take on big questions, with no need to dumb down. SL strongly endorsed the idea that digital citizenship could provide young people with the means to help develop other aspects of the Scouting curriculum and badges.

Although such an approach presents challenges in the Scouting context, several of the volunteers we interviewed proposed practical ways of putting it into practice. SR cited how his group developed their own Code of Conduct based on a facilitated discussion, and suggested the same approach could work for digital. He also suggested that digital citizenship provides a good opportunity for older scouts to help younger ones along. He gave the example of the Personal Challenge curriculum, which gives suggested ideas but allows scouts to supplement with their own.

CMe proposed that we should encourage scouts to find their own resources, suggesting that the Scouting movement needs to foster the resourcefulness and skills of young people, giving them tools but not answers.

Volunteers participating in workshops were supportive in principle of the idea of the **discussion and reflection** that open-endedness implies. But they were cautious about the limitations of scouts' attentions span, and suggested that reflection will work best when it is structured in a physical (particularly for Beavers and Cubs) or visual way, interspersed with more physical activities, based on competitive or gaming dynamics and/or use scenarios.

**Inspiration**

For CW, inspiration (in the forms of guests, content etc) is essential in order to provide structure and stimulation if an open-ended approach is to be successful. CMo also recommended tapping into the tech community for support and inspiration. Several interviewees suggested working with STEM Ambassadors or professionals "in the Tech for Good space" (CW).

Workshop participants suggested that stimulus content could be created and shared by leaders, with a sense that material can be progressively more closely based on real-life experience (and the scouts' own experiences) as we move through age groups. Material can be shared on the OSM activity database as well as on Facebook.

**Overlap**

SR spoke of the opportunity of ticking off digital citizenship badge requirements simultaneously with other activities, providing a practical Scouting framework to accommodate the idea of 'Digital life skills' referred to above, giving the example of using a mapping app as part of an outdoors activity.

**Self-directed activities, and expectations on scouts**

Opinion among volunteers in both interviews and workshops was somewhat divided on the merits and feasibility of creating activities that depend on scouts doing things in their own time away from the Scout hut, with CMe and CMo emphasising the benefits of this approach, but PT disagreeing.

In workshops, this question was resolved to some extent with reference to two points:

- Self-directed activities could be presented as options for fulfilling badge requirements, but not as essential, as motivation will vary greatly within groups.
- Beavers and Cubs will typically be fairly diligent as they will be supported by parents in their work away from the Scout hut. Explorers will be fairly self-motivated, as they are taking part for the most part because they want to be. For Scouts, follow-through will depend on personal motivation, so there is typically a 50/50 split.

Workshop participants also cautioned that not all scouts will return to every session. Therefore it's important to design activities in such a way that it's sufficient for some Scouts to do things between sessions, and that all will benefit from the related discussion and reflection.

**Evidence**

SR proposed considering the scope to interact with other badge platforms, such as iDEA. This also tallied with CMo's mention of the fact that Explorer Scout leaders often accept evidence from external sources (e.g. swimming instructors) that scouts have fulfilled badge requirements.

Several volunteers including CMo were also comfortable with the idea that scouts could fulfil badge requirements through self-directed activities of their own choosing, so long as they are able to demonstrate what they've done and talk their leaders through it.

**Inter-age group collaboration**

Volunteers including SR mentioned the opportunities afforded by the digital citizenship curriculum for older scouts to help and mentor younger ones.

Workshop participants also suggested that Explorers could help with creating stimulus stories/examples for activities for younger age groups.

JA saw opportunities for scouts to use digital technology to feel more empowered and involved in the running of their Scouts groups, using platforms such as Loomio[25] for collaborative decision-making or Cobudget[26] for budgeting. Such opportunities for participation may also enable inter-age group collaboration, perhaps asynchronously.

**Equipment**

Workshop participants pointed out that computers and screens are not always available at scouts huts, that there is often no wifi and that even electricity can be tricky. In one of our workshops, there was also a fairly strong feeling that scouts should be discouraged or banned from bringing phones to meetings because of the high risk of distraction and the possibility of embarrassment for those kids who don't have their own phones.

Therefore volunteers advocated that activities should be able to work without equipment wherever possible, perhaps using other props such as whiteboards creatively to imitate electronic devices.

That said, volunteers also pointed out that it's possible to arrange sessions at Apple Stores or Barclays, thanks to partnerships that the Scouts have with these organisations. One volunteer also mentioned that the Scouts can create free charity accounts on Office 365, and that his group was using it to collaborate on documents for a film-making project as part of the Entertainment badge.

**Age limits**

PT pointed out that scouts will ignore age limits on social networks. Despite schools often banning the use of Facebook and other social networks, children and young people will use them anyway. Scout leaders therefore need to be more open and embracing to support them in their activity so that outcomes can be as positive as possible.

This does however raise a question about whether the Scout Association is comfortable with allowing or encouraging volunteers to talk openly with kids under 13 about what they're doing on platforms where they may have lied about their age.

[25] https://www.loomio.org
[26] https://cobudget.co/#/

## 3.3 Impressions from workshops

Our workshops were designed to generate structured insights centred on learning outcomes, activities and enabling factors. At the same time, our workshops with Scouts in particular also gave us more general insights into the context of, on the one hand, the atmosphere and energy of Scout sessions and, on the other, the digital lives of Scouts. In this section we briefly share our impressions based on these general insights. We'd caution against too much being weight being given to these impressions, based as they are on a single Scouts session in rural Lancashire and a single Explorer Scouts session in urban north London.

**Physical energy**

The Scouts session we attended was a rambunctious, high-energy event, strongly suggesting that the more reflective and discursive elements of activities in the Digital Citizenship curriculum need to be highly structured, contained to limited time periods and ideally incorporate physical elements, up to and including the age of Scouts (14).

**Presentation and performance**

In both sessions, we noticed a couple of dynamics that will probably be thoroughly familiar to most experienced Scout volunteers. First, there was a wide range of levels of confidence in taking part in discussions and presenting work and ideas, with certain individuals naturally tending to dominate and at the other end of the spectrum, others who are painfully embarrassed when faced with the task of addressing the whole group either informally in a discussion, or worse, in presenting back on behalf of a small group.

Second, although some Scouts will show off in the context of discussions and group activities, the showing off is more likely to take the form of playing up than of displaying knowledge and skills.

**Digital angst (Explorer Scouts)**

Our discussion with the London Explorer Scouts about their digital lives was striking in the level of angst it revealed about digital technology among a savvy group of teenagers. Whether through their own experience, formal education or what they've picked up in the media, it seemed to us that this group had formed some fairly negative impressions of the effects of digital technology and approached it with a strong awareness of its limitations and dangers.

Unprompted by us as facilitators, a discussion of social media moved quickly into the area of using psuedonyms and multiple accounts. The idea of a separate personal and spam account seemed generally understood and accepted. Several of the participants also spoke about using 'fan accounts', for the purposes

of building a following around specific cultural topics. This prompted a discussion of the difficulty of finding an unoccupied niche in which to grow a following to a level that could be monetised. What struck us from this conversation was that the motivations behind it were to do shooting at scarce opportunities for fame and money rather than, say, the idea of making meaningful connections, discovering new ideas or simply having fun.

There was also a sense that connecting online may in itself be a risky business, in which it's better to keep one's head down. We asked the group how they would react when encountering bullying online, and the general response had to do with avoidance tactics, with blocking being a particularly popular option, rather than confronting negative behaviour or trying to model positive behaviour online. This suggests that, in order to achieve the outcomes set out in the next section, Scout volunteers need to be aware that they will be confronting feelings and opinions about the digital domain that are in many cases entrenched and problematic.

# 4 Recommendations

## 4.1 Objectives and principles

We've seen in section 3.1 that much attention is now rightly being paid to online safeguarding, and that the subject has been broadened out to an understanding of Digital Citizenship as the positive, safe and healthy use of digital technology.

In a context where such an agenda is likely to underpin much of what scouts learn about digital technology at school and in the home, the question of distinctiveness presents itself, though we must also be conscious that not all provision will be of an even standard and that not all scouts will receive the same thorough grounding in digital at home and at school.

### 4.1.1 Objectives

In the light of these considerations, we propose the following objectives for a Digital Citizenship curriculum for the Scouts:

- To ensure that a high-quality grounding in safe, positive and healthy use of digital technology is widely available at all Scouting stages
- To offer elements of thinking and learning about digital citizenship that are fresh and distinctive from what is offered elsewhere
- To offer a curriculum that is closely aligned to the Scouts' purpose, values, method and Theory of Change

### 4.1.2 Principles

There are three central ways in which the Scouts can offer a distinctive programme for Digital Citizenship that is in keeping with the purpose and values of the movement:

**An emphasis on skills for life**

Too often, Digital Citizenship is framed as a series of competencies that relate to a self-contained digital domain, rather than understood in a wider context. Digital is often elided with the concept of 'virtual' and contrasted with 'real life', whereas in fact the digital and the physical are interdependent aspects of reality, and particularly for the generations of children and young people who are currently part of the Scouting movement the distinction between them is blurred, arbitrary and old-fashioned.

In this context, digital skills remain crucial, but instead of framing them as skills in using digital technology in its own right, we should place them in the context of wider life skills. The Digital Citizenship curriculum should be based on the real life needs, goals and aspirations of children and young people and explore how

digital technologies can help scouts address these goals and live their lives more fully.

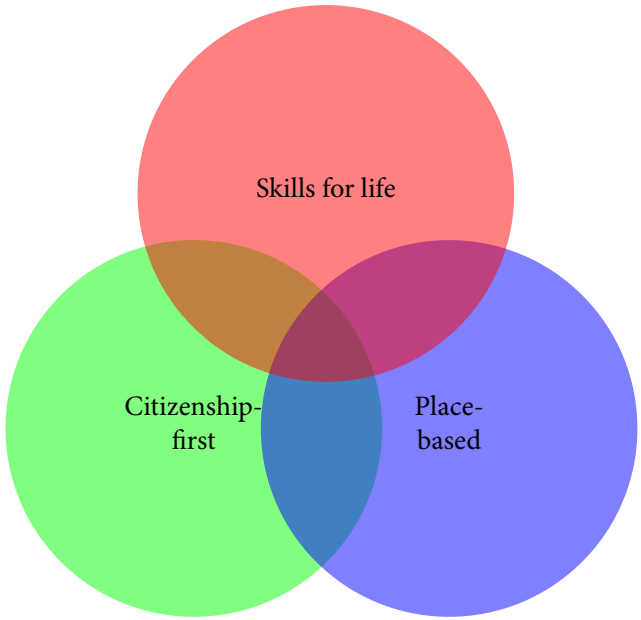
**Citizenship-first**

Notably absent from the concepts, definitions and frameworks of Digital Citizenship that we've explored for this report is a social or collective context. Building on our previous principle that digital skills should be conceived as an integrated and instrumental part of life skills in general, Digital Citizenship by extension should be seen as the application of digital technologies to the formation of the habits, attitudes and skills of good citizenship. This could not be more resonant with the Scouts' Theory of Change, in particular the emphasis on civic participation that is summed up in the phrase:

> *Scouting gives young people opportunities to improve the lives of those around them, taking positive social action in their local, national and international communities.*

**Place-based**

Just as existing frameworks around Digital Citizenship often pay scant regard to the concept of citizenship, and the social dimension that it implies, they also tend to ignore the aspect of place that is central to traditional understanding of citizenship. To the extent that digital citizenship is conceived of as relating to a place at all, the domain of which one is a citizen is assumed to be the virtual world. In keeping with our reframing of Digital Citizenship within the context of life skills and citizenship, it follows that we should see it in the context of citizenship *of* somewhere, rather than simply a free-floating set of desirable attributes. In moving through a curriculum of Digital Citizenship, scouts should be encouraged to explore their relationships with place as citizens of their local areas, their towns, regions, country or of the world, and to see all of these levels of place as potential arenas for positive social action.




*A distinctive Scouting view of Digital Citizenship*

This is not to say that the idea of a virtual domain is illegitimate and should form no part of the Digital Citizenship curriculum. Virtual worlds and global forums can indeed be theatres for the development and exercise of Digital Citizenship skills. But as part of ensuring the distinctiveness of a Scouting approach to Digital Citizenship and as a useful corrective to the lack of attention paid to the interaction of digital and physical elsewhere, we propose that the emphasis for Scouts should be on the nested levels of physical place – local, regional, national, international – that we've described.

### 4.1.3 Definition

We propose the following definition of Digital Citizenship in a Scouting context, as encompassing the objectives and principles outlined above:

*The safe, responsible and ethical use of digital technology to exercise rights, support individual thriving, improve the lives of others and take positive social action in local, national and international communities.*

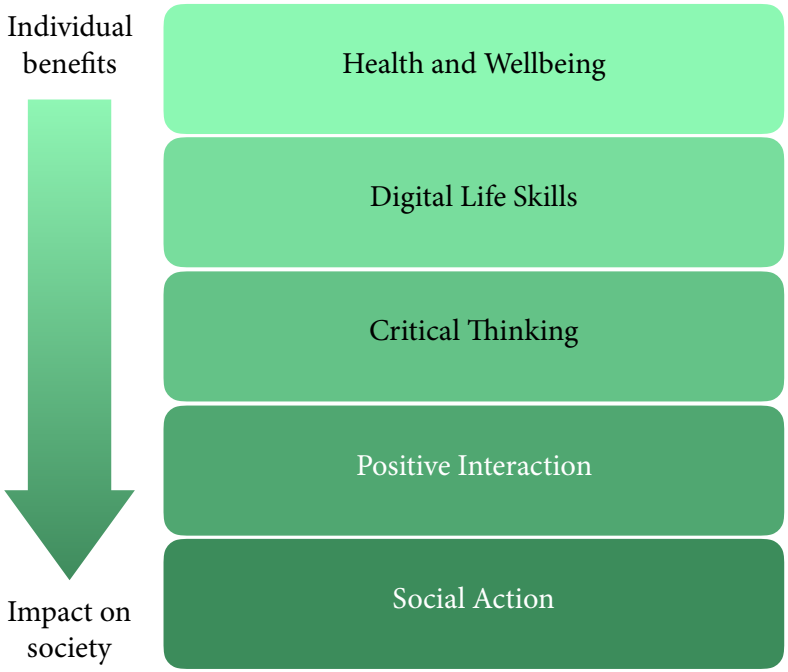
## 4.2 Outcomes

We've divided our outcomes into a set of five overall themes:

1. Health and wellbeing
2. Digital life skills
3. Critical thinking
4. Positive interaction
5. Social action

Together, these themes encompass the individual benefits that can come from learning the skills associated with Digital Citizenship, as well as the wider positive impact on society that a specifically Scouting version of Digital Citizenship should seek to empower young people to make.

In this section, we detail the suggested topics and learning outcomes associated with each of these themes. We've also suggested alignment in each case with the relevant outcome from the Scouts' schema of overall learning outcomes.




*Five themes for Digital Citizenship*

### 4.2.1 Health and wellbeing

This theme deals with a range of topics that encompass staying safe online, using technology in a healthy way and also – in keeping with our emphasis on skills for life – using digital technology to enhance overall health and wellbeing. Topics could include:

- E-safety
- Managing your data & content, including your digital footprint
- Privacy management
- Building positive self-image / identity
- Balanced use of technology – quality and quantity
- Using digital resources to support your mental and physical health
- Telling your story digitally

Outcomes within this theme include the following, broken down by section:

| Topics | Digital Citizenship outcomes: Health and wellbeing | | | | Overall outcomes |
|---|---|---|---|---|---|
| | **Beavers** | **Cubs** | **Scouts** | **Explorer Scouts** | |
| Balanced use of technology – quality and quantity | | Be aware of the time you're spending doing different things online. | Be aware of the time you're spending doing different things online. | Use digital technology in a way that balances learning, communication, relaxation and creativity. | **Live healthily** Gain awareness and practical skills to take care of your body and mind. |
| Balanced use of technology – quality and quantity | | Understand why it's important to keep a balance between screen time and other activities. | Understand why it's important to keep a balance between screen time and other activities. | Understand why it's important to keep a balance between screen time and other activities. | **Live healthily** Gain awareness and practical skills to take care of your body and mind. |
| Managing your data & content, including your digital footprint | Understand what it means to share something online. | Know what things you should and shouldn't share online. | Be aware of what you're sharing online and the consequences of doing so. | Be aware of what you're sharing online and the consequences of doing so. | **Live healthily** Gain awareness and practical skills to take care of your body and mind. |
| Privacy management | Understand what other people, including your parents, share about you online, and why. | Know what's OK for you to share about others and for others (including your parents) to share | Know what's OK for you to share about others and for others to share about you. | Know what's OK for you to share about others and for others to share about you. | **Raise self-esteem** Be confident, understand your strengths and worth, and have a positive |

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| | | about you. | | | attitude towards yourself. |
| Privacy management | | Be aware of less obvious privacy issues, such as inadvertently sharing location. | Change and control what others can see about me online. | Confidently manage privacy settings, consent for communication, cookies and other forms of data exchanged between you and online services and apps. | **Be independent**<br>Learn to make your own decisions, succeed without adults' help, and achieve things for yourself. |
| Privacy management | | | | Be aware of the ways in which your data is used, individually and collectively, by algorithms and people in government and private companies to make decisions about your life. | **Develop skills**<br>Gain a range of practical and modern skills for school, work, and your social life. |
| E-safety | Know when you need to talk to a parent or trusted adult about | Know when you need to talk to a parent or trusted adult about | Know how and when to flag inappropriate content and | Know how and when to flag inappropriate content and | **Problem solve**<br>Find it easier to understand |

| | | | | | |
|---|---|---|---|---|---|
| | something you've seen, done or want to do with digital devices. | something you've seen, done or want to do with digital devices. | interactions within different services. | interactions within different services. | challenges, consider your options, and find solutions. |
| E-safety | Understand that you can say no to anything about using digital devices and the internet that makes you uncomfortable. | Understand that you can say no to anything about using digital devices and the internet that makes you uncomfortable, and recognise when your peers are under similar pressure. | Understand that you can say no to anything about using digital devices and the internet that makes you uncomfortable, and recognise when your peers are under similar pressure. | Understand that you can say no to anything about using digital devices and the internet that makes you uncomfortable, and recognise when your peers are under similar pressure. | **Raise self-esteem** Be confident, understand your strengths and worth, and have a positive attitude towards yourself. |
| E-safety | | Understand that bad things happen online, know how to spot them and be confident about how you can safely help out when you do. | Understand that bad things happen online, know how to spot them and be confident about how you can safely help out when you do. | Understand that bad things happen online, know how to spot them and be confident about how you can safely help out when you do. | **Help your community** Be able to take an active role in the community, give to others, and make the world a better place. |
| Using digital resources to support your mental and | | | Know how to look online for the help and support you need. | Know how to look online for the help and support you need. | **Live healthily** Gain awareness and practical skills to take |

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| physical health | | | | | care of your body and mind. |
| Telling your story digitally | | | Understand how others will perceive you based on the information that you share. | Confidently present yourself online and know how to share as much of your life as feels comfortable and appropriate in different contexts | **Raise self-esteem** Be confident, understand your strengths and worth, and have a positive attitude towards yourself. |

### 4.2.2 Digital life skills

This theme deals with the use of digital technology to live a full life and fulfil a wide range of personal needs, be they for learning, preparing for a career, buying and selling, using public services or practical tasks including cooking, navigation and DIY.

Topics could include:

- Learning / research
- Transactions
- Practical tasks (cooking, DIY, navigation etc)
- Collaborate using digital tools
- Evaluate / curate other people's ideas & content
- Create across a range of media & software
- Remixing / re-use

Outcomes within this theme include the following, broken down by section:

| Topics | Digital Citizenship outcomes: Digital life skills | | | | Overall outcomes |
|---|---|---|---|---|---|
| | **Beavers** | **Cubs** | **Scouts** | **Explorer Scouts** | |
| General digital skills | Know how to create and remove an online account in several appropriate services, and when to get help with this from a trusted adult. | Know how to create and remove an online account in several appropriate services, and when to get help with this from a trusted adult. | Keep information and passwords up to date and secure across several online accounts. | Keep information and passwords up to date and secure across multiple online accounts. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |
| Learning / research | Know how to use online services and content to learn new knowledge or skills. | Know how to use online services and content to learn and apply new knowledge or skills. | Know how to make choices about what to learn and where to find information about it. | Know how to use a range of sources to get a balanced perspective. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |
| Learning / research | | Know how and where to look for information online. | Recognise the line between useful research and distraction. | Carry out detailed and in-depth research independently to help make practical decisions. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |
| Learning / research | | | | Use the internet to help research career options and to | **Develop skills** Gain a range of practical and modern |

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|---|---|---|---|---|---|
| | | | | explore things you can learn or do to make it possible for you to get into a chosen career. | skills for school, work, and your social life. |
| Create across a range of media and software | Use software to write, draw and make music. | Use software to write, draw, make music, animate or film. | Use software to write, draw, make music, animate or film. | Use software to write, draw, make music, animate or film. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |
| Collaborate using digital tools | Collaborate with other people using a shared device. | Collaborate on a creative project online with other cubs, cub groups or sections. | Use several different sorts of software to collaborate on creative and practical projects, with an awareness of sharing mechanisms (e.g. cloud, USB, email). | Know how to create a secure shared space in cloud, to enable others to collaborate safely and effectively. | **Be a team player** Learn to work better with others, achieve shared goals, and put the team first. |
| Evaluate / curate other people's ideas & content | | | | Use collaborative software to comment on, annotate or organise content created by other | **Be a team player** Learn to work better with others, achieve shared goals, and put the team first. |

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| | | | | people. | |
| Transactions | Understand that money can be spent online and some places where this can happen. | Understand the limits to online spending and use a budget responsibly. | Understand that not all places I can spend money online are trustworthy, and how to identify if websites and apps are trustworthy. | Set my own limits for spending, and have the self-discipline to stay within them. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |
| Transactions | | | | Know how to use websites to access essential services, e.g. applying for a driving licence or registering to vote. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |

### 4.2.3 Critical thinking

This theme deals with developing an understanding of the ways online networks and platforms can generate unreliable information and unhelpful communication, and learning how to source trusted content and contribute in a constructive way. Topics could include:

- Sourcing trusted information
- Recognising & dealing with:
    - Emotional manipulation
    - Bias
    - Filter bubbles
    - Fake news

Outcomes within this theme include the following, broken down by section:

| Topics | Digital Citizenship outcomes: Critical thinking | | | | Overall outcomes |
|---|---|---|---|---|---|
| | **Beavers** | **Cubs** | **Scouts** | **Explorer Scouts** | |
| Sourcing trusted information | Understand that some websites and services and more reliable than others. | Understand that some websites and services and more reliable than others. | Understand that content is produced, edited and paid for in different ways on different websites. | Understand how the media or social media services you use make money, and how this will affect the reliability of information you can find on them. | **Problem solve** Find it easier to understand challenges, consider your options, and find solutions. |
| Sourcing trusted information | | Understand how to use search engines and how to interpret results. | Know what popups and clickbait are and why you should be sure before you click. | Be able to research and confirm the sources of a given item of information, particularly before citing or reposting something. | **Problem solve** Find it easier to understand challenges, consider your options, and find solutions. |
| Recognising and dealing with fake news | Know some places to look for trustworthy information (e.g. BBC, Scouts). | Recognise the difference between reliable and unreliable information. | Recognise the strengths and weaknesses of different sources of information. | Recognise the strengths and weaknesses of different sources of information. | **Develop skills** Gain a range of practical and modern skills for school, work, and your social life. |

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| Recognising and dealing with emotional manipulation | | Understand the difference between facts and opinions. | Question why certain facts, images have been selected in telling a story. | Understand the value of balanced debate and respect for opposing viewpoints. | **Be responsible** Believe in doing the right thing, being trustworthy, and doing your best. |
| Recognising and dealing with bias and filter bubbles | | Understand that the same information can be presented in different ways to support different opinions. | Understand the power of social networks to confirm existing beliefs and reinforce conformist views. | Seek out and consider opposing viewpoints in traditional and social media. | **Be a citizen** Know that you're a local, national, and international citizen, and understand your responsibilities. |

### 4.2.4 Positive interaction

This theme deals with how to interact positively online, show empathy, respect others and respond appropriately faced with negative communication such as trolling, stalking or hate speech. Topics could include:

- Empathy / respectful communication
- Recognising and dealing with bullying & trolling
- Recognising and dealing with hate speech

Outcomes within this theme include the following, broken down by section:

| Topics | Digital Citizenship outcomes: Positive interaction | | | | Overall outcomes |
|---|---|---|---|---|---|
| | **Beavers** | **Cubs** | **Scouts** | **Explorer Scouts** | |
| Empathy / respectful communication | Be kind and caring in social situations, listening and showing empathy. | Be kind and caring in online interactions, paying attention to others and showing empathy. | Be kind and caring in online interactions, paying attention to others and showing empathy. | Be kind and caring in online interactions, paying attention to others and showing empathy. | **Care**<br>Help other people, think about their feelings, and care about the impact of your actions. |
| Empathy / respectful communication | Be aware that what you write or do online can hurt others. | Be aware that the people you meet online are human beings with feelings. | Congratulate and show approval and encouragement when you see something you like online. | Congratulate and show approval and encouragement when you see something you like online. | **Communicate**<br>Learn to express your own views, listen to others, and understand what they're trying to tell you. |
| Empathy / respectful communication | | Be aware that culture and language may affect how people interact online. | Be aware that culture and language may affect how people interact online. | Be aware that culture and language may affect how people interact online. | **Respect others**<br>Value and trust others for who they are, regardless of their background. |
| Empathy / respectful communication | | | | Know how to convey your ideas at a level | **Communicate**<br>Learn to express your |

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| | | | | that's appropriate to your audience (e.g. simply language if communicating to cubs) | own views, listen to others, and understand what they're trying to tell you. |
| Recognising and dealing with bullying | Understand that people can mistake your tone of voice more easily online. | Know the line between playfulness and bullying. | Know how to respond in a way that feels appropriate and comfortable when you witness bullying, to you or others. | Know how to respond in a way that feels appropriate and comfortable when you witness bullying, to you or others. | **Help your community**<br>Be able to take an active role in the community, give to others, and make the world a better place. |
| Recognising and dealing with trolling, hate speech, harassment | | | Understand that certain online behaviours are criminal offences (malicious communications, harassment, hate speech), and how to report such behaviours. | Understand that certain online behaviours are criminal offences (malicious communications, harassment, hate speech), and how to report such behaviours. | **Be a citizen**<br>Know that you're a local, national, and international citizen, and understand your responsibilities. |

### 4.2.5 Social action

This theme deals with the use of digital tools to take action to make positive change at local, national and international levels, whether through campaigning for change, combining with like-minded individuals, volunteering or sharing my skills, knowledge and wisdom with others. Topics could include:

- Making a difference
- Sharing skills
- Connecting / volunteering
- Campaigning / organising

Outcomes within this theme include the following, broken down by section:

| Topics | Digital Citizenship outcomes: Social action | | | | Overall outcomes |
|---|---|---|---|---|---|
| | **Beavers** | **Cubs** | **Scouts** | **Explorer Scouts** | |
| Making a difference | Understand that people care about the world around them, and that many people try to do what they can to help. | Talk about the things that you care about in your local community. | Make a video about a topic that you care about in your local community, country or planet. | Create content in a variety of media about a topic that you care about in your local community, country or planet. | **Help your community** Be able to take an active role in the community, give to others, and make the world a better place. |
| Making a difference | | See examples of where young people have used digital technology to help make a difference. | Share your content and opinions respectfully and appropriately via social media. | Share your content and opinions respectfully and appropriately via social media. | **Be a citizen** Know that you're a local, national, and international citizen, and understand your responsibilities. |
| Sharing skills | | | Share digital skills with older or younger people. | Share digital skills with older or younger people. | **Help your community** Be able to take an active role in the community, give to others, and make the world a better place. |

| | | | | | |
|---|---|---|---|---|---|
| Connecting and volunteering | | | Raise funds online for a charity you support. | Use online tools to help organise an event for a charity you support. | **Help your community** Be able to take an active role in the community, give to others, and make the world a better place. |
| Connecting and volunteering | | | Use digital tools to help support and promote the Scouts. | Use digital tools to help support and promote the Scouts. | **Be a team player** Learn to work better with others, achieve shared goals, and put the team first. |
| | | | | Know where to find volunteering opportunities online (e.g. National Citizen Service). | **Help your community** Be able to take an active role in the community, give to others, and make the world a better place. |
| Campaigning and organising | | | Understand that everyone has a right to access information and services online. | Understand the ways in which people's rights to access information and | **Be a citizen** Know that you're a local, national, and international citizen, |

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|---|---|---|---|---|---|
| | | | | services online can be compromised (e.g. through accessibility problems). | and understand your responsibilities. |
| Campaigning and organising | | | Understand the tools you can use to help make change (e.g. FixMyStreet, TheyWorkForYou, online petitions, Citizens UK). | Create a campaign online using a variety of tools in support of a cause that matters to you. | **Be a citizen**<br>Know that you're a local, national, and international citizen, and understand your responsibilities. |
| Campaigning and organising | | | Contribute online to one or more campaigns whose causes you support. | | **Be a citizen**<br>Know that you're a local, national, and international citizen, and understand your responsibilities. |

## 4.3 Enabling factors

In section 3.2.2 above, we set out the contributions of interviewees and workshop participants regarding the various factors enabling delivery of the Digital Citizenship curriculum. Here, we briefly summarise our recommendations with regard to these factors:

- Where possible, activities should not depend on **the availability of IT equipment and connectivity** in Scout sessions (or alternative versions of activities should be available). That said, completely avoiding the use of digital technology is unnecessarily limiting to the delivery of a curriculum for Digital Citizenship.
- Some outcomes and activities will depend on Scouts carrying out **activities in between sessions**. Not all Scouts will have the time and diligence to follow through in this way, and not all Scouts will return to every session. Therefore it's important to design activities in such a way that it's sufficient for some Scouts to do things between sessions, and that all will benefit from the related discussion and reflection.
- Although this report doesn't make specific recommendations about badge requirements, it's likely that for any set of requirements based on the outcomes detailed above, a whole range of **self-directed digital activities** will be relevant, over and above activities created specifically for the curriculum. Some of these will be of Scouts' own choosing based on their existing activities (for example in gaming or social media), and it will be important for leaders to be open-minded in discussing and assessing these activities.
- Scouts and leaders should also be aware of **relevant external resources**, in particular **iDEA**[27] (see also section 2.1), a programme with its own system of badges and awards, which offers a wide range of online resources to learn digital, enterprise and employability skills.
- **Inspiring content** is likely to be very helpful in giving context and stimulus to Scouts as part of this programme, in particular when it comes to the possibilities of social action online. We recommend further investigation into the commissioning of content and the selection of guests to visit Scouts groups. As a nationwide network of expert volunteers, **STEM Ambassadors** could be a helpful partner to work with in this connection.
- Pretty much every adult we've spoken to during this research, Scout volunteers and external experts alike, has agreed on the need to **avoid a didactic approach** in rolling out this curriculum. We suspect this can be taken as read for the Scouts, but include it here for the sake of completeness. All of the activity examples below reflect this principle.

[27] https://idea.org.uk

- **Collaboration** is a hugely important part both of digital skills and of employability in general in the modern marketplace. The Scouts have a great resource in the existence of a **national and international network of Scout groups**, which is already used for digital collaboration via tools like ScoutLink and JOTI. There are various possibilities for creative uses of this network and we recommend that the Scouts experiment creatively with these as part of creating and rolling out this programme.

## 4.4 Example activities

The activities in this section are not intended to be comprehensive, but to illustrate through a diverse set of examples the different ways in which outcomes could be supported in different themes and across different age groups.

### 4.4.1 Documenting a Scout camp (Scouts)

1. Select a group of individuals to be the documentary team during a Scout camp.
2. Ensure that you know who has given permission for photos or videos of them to be shared on social media.
3. Assign specific roles to each individual (photos, video, interviews, social media promotion, editor).
4. Discuss and agree a brief with the team before going to the event, including:
    a. What kind of story are we trying to tell?
    b. Who is our audience and how can we make sure they will be interested?
    c. What kind of content does each team member aim to gather and why?
    d. What kind of editorial control or signoff is needed?
    e. Where will we upload content, and when?
    f. What kind of privacy settings and choices do we need to be aware of?
    g. Be clear about anyone who has opted out of being photographed or filmed.
5. Make sure everyone has devices that are appropriately set up in terms of software, accounts and privacy settings – lend out additional devices if need be.
6. At the event, the team works alongside the rest of the group, documenting their activities (e.g. tent pitching, cooking). Members of the team are relieved of some other responsibilities!
7. After the event, everyone should review the content and its reception by the intended audience (likes, comments, reposts etc).
8. Come back together at a future meeting to discuss what went well.

**Equipment**

Appropriately configured smartphones

**Relevant outcomes**

- Use software to write, draw, make music, animate or film *(digital life skills)*.
- Be aware of what you're sharing online and the consequences of doing so *(health and wellbeing)*.
- Know what's OK for you to share about others and for others to share about you *(health and wellbeing)*.

- Understand how others will perceive you based on the information that you share *(health and wellbeing)*.
- Use digital tools to help support and promote the Scouts *(social action)*.

**Differentiation / potential application to other sections**

Beavers or cubs could take photos to be printed and write stories about what happened at a group meeting, creating an analogue version of an online post.

### 4.4.2 Share / don't share running game (Beavers or Cubs)

1. Create some materials with different kinds of content, e.g.
    a. Pictures of pets
    b. Pictures of your friend's baby brother
    c. Stories about the great time a Beavers group had on a trip together
    d. Some really good pictures you or your friends have drawn
    e. Rude comments people have made to each other
2. Lay the materials out randomly on tables that are spaced around the room.
3. Talk about what it means to share something online, and that lots of people you don't know will probably see what you've shared.
4. You have five minutes to pick up as many materials as you can and run across the room to drop them into a 'share' box on one side, or a 'don't share' box on the other.
5. Empty the boxes and talk about why Beavers have chosen to share some things and not other things.

**Equipment**

Pre-prepared printed materials, tables, boxes

**Relevant outcomes**

- Understand what it means to share something online *(health and wellbeing)*.
- Know what things you should and shouldn't share online *(health and wellbeing)*.

**Differentiation / potential application to other sections**

Scouts could do a digital version of the game where the different materials are presented on a web form, and scouts have to tick boxes for 'share' or 'don't share', with a score presented at the end. This could be done at home and discussed at the next session.

### 4.4.3 Anonymous group chat (Explorers)

1. Create a new chat using software that enables anonymous login (e.g. tlk.io).
2. Create a mission, e.g. discuss and agree plans for the group for the next few months, or for an Explorers camp.

3. Hand out sheets assigning roles to different members of the group, e.g.: helpful; creative; excitable; pessimistic; disruptive; cheerful; mysterious; shy etc, and giving them instructions to log in.
4. Invite groups to log in and get started on their mission. Tell them that the object of the game is to guess both who's who and what role each person has (not to actually complete the mission).
5. Points are earned for each correct guess you make of either identity or role, and for each correct guess that others make of your identity or role – though if everyone guesses your identity there is a penalty.
6. After the game, discuss how it felt to adopt the different roles, both positive and negative, and to be at the receiving end of these different roles.
7. Potentially run again with different roles.

**Equipment**

This activity would depend on availability of devices at the session, ideally PCs. Potentially it could be run at a partner venue (e.g. Apple Store or Barclays branch) alongside one or two other activities that require IT equipment. There is appropriate free software available on the web.

**Relevant outcomes**

- Be kind and caring in online interactions, paying attention to others and showing empathy *(positive interaction)*.
- Be aware that what you write or do online can hurt others *(positive interaction)*.

**Differentiation / potential application to other sections**

This could also work offline, in a version in which roles need to be acted and guessed but not identities. This could work for Cubs or Scouts and/or in situations where the necessary equipment is not readily available.

### 4.4.4 Contribute ideas for new activities (Explorers)

1. At national level, highlight some areas of the Scouting curriculum that would benefit from being brought up to date with new activities – these activities could be digital or physical and address any area of the Scouting curriculum, and across all age sections.
2. Set up a Trello board or Padlet wall for your group.
3. Share the challenge with your group: you're being invited to contribute to a national appeal for fresh activities that are relevant to your lives.
4. Form the Explorers into small teams and assign each their own project share space (e.g. shared folder in Office 365 or Google Drive).

5. Teams spend some time in the session to pick an area they want to work on and workshop some initial ideas.
6. Teams then go away and collaborate on contributing ideas and examples on how activities for their chosen badges could be improved.
7. After a set period of time (a week or two?), teams come back together to present to each other. The best ideas from the group are uploaded to the board/wall, which is then shared alongside other groups' ideas nationally. The teams generating these ideas are given an appropriate token reward?
8. The best ideas nationally are selected and added to Online Scout Manager, with rewards for the groups generating the best ideas.

**Equipment**

No equipment is strictly necessary in the session, though a screen to present ideas might be helpful. Explorers will need their own computers to communicate and collaborate in between sessions, and volunteers will also need their own equipment to set up project share spaces and Trello/Padlet.

**Relevant outcomes**

- Use digital tools to help support and promote the Scouts *(social action)*.
- Use several different sorts of software to collaborate on creative and practical projects, with an awareness of sharing mechanisms (e.g. cloud, USB, email) *(digital life skills)*.
- Use collaborative software to comment on, annotate or organise content created by other people *(digital life skills)*.

**Differentiation / potential application to other sections**

Activity ideas could potentially be developed in real time during an Explorers session (as they have been as part of the current project).

### 4.4.5 Research resources to support mental wellbeing (Scouts)

1. Discuss the kinds of problems and concerns commonly faced by young people as they go through puberty, and from primary to secondary.
2. Talk about what kind of support might be helpful at different times.
3. Invite members of the group to go home and research what resources they can find online to support themselves and each other, to come back and share at the next session.
4. At the next session, those who've had the time and inclination to research share what they've found.
5. Talk about the resources they've found (e.g. does Childline look useful to them?), but also the process of research – was it easy to find what they were looking for? What problems did they

encounter (e.g. crafting the right search terms, getting distracted, having to look through resources that weren't valuable)? Did they find any reviews of any services? From what sources? Were those sources reliable?

**Equipment**

No equipment is strictly necessary in the session, though a screen to present resources (i.e. navigate to them via a browser) might be helpful. Scouts will need their own computers to research in between sessions.

**Relevant outcomes**

- Know how to look online for the help and support you need *(health and wellbeing)*.
- Know how to use online services and content to learn new knowledge or skills *(digital life skills)*.
- Recognise the line between useful research and distraction *(digital life skills)*.
- Recognise the strengths and weaknesses of different sources of information *(critical thinking)*.

### 4.4.6 Additional activities

Through interviews and workshops we gathered a lot of great ideas for activities. Some of these have been worked through in detail above, and here we list some additional possibilities we've come across that also seem promising:

**Digital life skills**

- Create a survey to ask families and friends a set of questions about the various digital services they used, what they pay for them and how they assess the value of those services against their cost.
- A game with cost and time limits where money can be spent to increase the limits. Cubs have to decide how to spend the money to complete the game.
- Individuals choose a new skill to research in their own time between sessions, and demonstrate it at the next session.
- Beavers create a drawing together on a shared device e.g. tablet.
- A session on how to use search, including recognising an advert for what it is.

**Critical thinking**

- Use reverse searches on images to find out where they came from.

**Social action**

- Make an audio recording of an elderly person's favourite book.
- Share digital knowledge with an older person – could be family member, someone in care home, an older volunteer.
- Navigate the web using a screen reader or visual impairment glasses and recognise the problems caused by inaccessible design.