Digital Citizenship Plan | 2026-2027

Battalion Park School

Calgary Board of Education

Digital citizenship is about using technology and participating in digital environments. It is key to helping our students learn to use available technology responsibly in the classroom and beyond. This Digital Citizenship Plan addresses how we work to build a community where we live and work together as digital citizens.

Relevant contextual information about our school and School Development Plan:

- K-6 school with a diverse population (English as an Additional Language, Students with specific learning needs)
- Implementation of the new Alberta Curriculum - ELAL & Mathematics – Gr K-6, Science Gr K-6
- School Development Plan – Writing Focus About our school

Relevant evidence and data that informs our Digital Citizenship Plan:

- As early learners, students are new to using digital tools for learning
- Teachers are developing their understanding of the tools available to embed technology into the classroom for students to represent their understanding in a variety of ways. About our school
- Challenge with new AI tools and accessing information from a variety of sources (K-Gr 6 ELAL curriculum)

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
Long term goal #1 Students will learn about balance and understand times when it is appropriate to use technology.	**Balance** I balance time online and offline to promote positive mental, emotional and physical well - being	Students will brainstorm when technology is appropriate and a class discussion about balance. Teachers will purposefully integrate technology in balance with other learning tools	Students will develop healthy, balanced habits with technology by learning when and how it supports their learning, and by seeing teachers model purposeful use of digital and non -digital tools.	**Potential Activities and Resources:** Grades 1 – 3 • Tech vs. No - Tech Sort: Give students cards with activities (e.g., “drawing a picture, “Googling information,” “reading a book,” “watching a video”). Students sort into technology and non -	Teaching Practice – evidence of a mix of technology -based and non - technology -based activities in classroom lessons Student Learning & Health – classroom

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	I understand appropriate times and situations to use technology			technology categories and discuss when each is helpful. • Daily Balance Tracker: Students track their screen time and non - screen activities (playing outside, reading, board games) for a day. Reflect as a class. • Scenario Role -Play: Pose simple scenarios (e.g., “You have 10 minutes before dinner—do you watch a show or help set the table?”). Discuss choices. • Classroom “Tech Helper” Job: Rotate responsibility for safe, balanced use of classroom devices. Grades 4 – 6 • Pros & Cons Debate: “Should we always use technology for schoolwork?” Have students argue both sides, then connect to balance. • Create a Balanced Day Plan: Students design a schedule showing a healthy mix of tech (schoolwork, fun) and offline activities (sports, reading, family). • Tech Traffic Light: Students evaluate scenarios and decide: Good to use	discussion / sharing – teachers note how students justify choices about tech use

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				tech, Maybe — depends, Not appropriate. • Digital Well - Being Journals: Reflect on how they feel after different types of screen use (games, social media, research). Resources • Common Sense Education (Digital Citizenship Curriculum): Free lessons for K –12, including balance, media literacy, and online safety. commonsense. org/education • Google's Be Internet Awesome: Interactive lessons + online game Interland for Grades 3 –6. Focuses on balance, safety, kindness online. beinternetawesome.withgoogle.com • MediaSmarts (Canada): Lessons, activities, and tip sheets on digital balance and online safety mediasmarts.ca • Books for Younger Students: • Unplugged by Steve Antony – about discovering fun without screens. • Tek: The Modern Cave Boy by Patrick McDonnell – a funny story about too much screen time.	

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				• When Charlie McButton Lost Power by Suzanne Collins – about balancing tech and imagination.	
Long term goal #2 Students will learn how to check digital information and resources to determine if they are accurate and trustworthy.	**Informed** I validate the accuracy of digital information and resources	Students will learn to ask questions about where digital information comes from and who created it.	Students will develop the skills to evaluate digital information by questioning where it comes from, who created it, and whether it can be trusted before using or sharing it. Curricular Connections - ELAL Kindergarten - Share factual information Gr 1 - Gather factual information on topics from various sources. Gr 2 - Gather factual information from a variety of digital or non-digital sources. Gr 3 - Accessing information from a variety of	**Calgary Public Library Media Literacy** **Kindergarten – Grade 3** **Fact or Fiction Detectives:** Examine child-friendly websites, images, advertisements, videos and AI-generated examples. Students identify clues that help them decide if information can be trusted. Teacher Model thinking aloud: *"I wonder if this is real. What makes me think that?"* Use picture books, videos and classroom examples to practise questioning information. Parent: Encourage children to **pause before believing or sharing** something online. Ask questions about where information came from and help children check another source.	

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			sources to answer questions or expand knowledge. Gr 4 - Access information from a variety of sources to critically answer questions or expand knowledge. Gr 5 - Revise or confirm predictions based on new or additional information from texts or additional sources. Gr 6 - Analyze the validity and reliability of information and sources.	**Grade 4 – 6** Digital Information Detectives: Compare multiple websites, videos, social media posts or AI-generated information. Students investigate the author, evidence, date, purpose and other sources before deciding whether information is trustworthy. Teacher: Explicitly teach strategies for evaluating sources, including **authorship, purpose, evidence, date, bias and corroboration**. Model fact-checking and responsible use of AI-generated information. Parent: Discuss how information can be misleading, incomplete or inaccurate. Encourage students to explain **how they know** something is trustworthy rather than simply asking, “Is it true?” Parent: Discuss how information can be misleading, incomplete or inaccurate. Encourage students to explain **how they know** something is trustworthy rather than simply asking, “Is it true?”	

Long Term Goal	Competency	Short Term Goals	Outcomes	Activities & Resources	Measures
		Students will learn to use simple strategies to check whether digital information is accurate before using or sharing it.			

Next Steps and Focuses for the Coming School Year

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