Calgary Board of Education

Sunnyside School

School Digital Citizenship Plan 2025-2026

Please share a relevant version of your School Digital Citizenship Plan with parents and students on your school's website.

Relevant contextual information about your school and School Development Plan:
- K-6 school with a diverse population
- 50% English as Additional Language Learners
- Targeted literacy instruction to improve reading skills and comprehension

Relevant evidence and data that informs your Digital Citizenship Plan:
- As early learners, students are new to using digital tools for learning

School Digital Citizenship Plan						Progress		
Long Term Goal (e.g. spanning 8-10 months)	**Competency** (may be chosen from the CBE DC Competencies)	**Short Term Goals** (in support of the long term goal)	**Outcomes**	**Activities & Resources**	**Measures**	**November**	**January**	**June**
Long term goal #1 Students will learn to make mindful, balanced, and responsible choices when using screens for learning and personal use. Through explicit instruction and modelling, they will develop an awareness of how screen time affects their well-being, focus, and relationships.	**Balanced**	**Short term goal 1** Students can name healthy habits around screen time.	Students can name healthy habits around screen time (e.g., understanding brain fatigue, taking breaks, asking permission, setting time limits).	**Activities** **"Screen Smart or Not?" Sorting Game** Sort picture cards into two categories: *healthy habit* or *not so healthy*. E.g., "Takes a break after 20 minutes" vs. "Plays games all day". **"My Screen Plan" Drawing Page** Students draw themselves using a screen in a healthy way	I can list one or two things I do to take care of myself when I use a screen (e.g., taking eye or body breaks, set a time limit). I can ask a grown-up before I start using a screen. I can help make a "healthy screen rules" poster with my class. I can talk about how long is "too long" to be on a screen and what to do instead.			

				(e.g., stretching, using a timer, sitting with good posture). **Classroom Anchor Chart: "Healthy Tech Rules"** Build a co-created chart with classroom screen expectations (e.g., *ask an adult, take eye breaks, use quiet voices*)				
		Short term goal 2 Students recognize when screen use supports learning vs. distracts.	Students recognize when screen use supports learning and when it becomes a distraction.	Sort pictures into **"Helps My Learning" vs. "Distracts Me"** (printed cards or SmartBoard). Read short **screen-time scenarios** and students vote 👍/👎 to show if it helps or distracts. Create a **traffic light chart** (Green = learning, Red = distracting) and do quick check-ins after tech use. Compare **photos of on-task vs. off-**	I can name two ways screens help me learn (e.g., research, reading, drawing, math games). I can explain when a screen might become a distraction (e.g., games during work time). I can show that I'm using my iPad or computer for the right reason during learning time. I can help my class make a list of "on-			

				task screen use and discuss what is happening.	task" and "off-task" choices with screens.			
		Short term goal 3 Students demonstrate increased self-awareness and reflection around using technology for learning.	Students demonstrate increased self-awareness and reflection when using electronic devices.	Co-create a class anchor chart: **"Tech helps me when…"** / **"Tech distracts me when…"** Partner interviews: **"What helps me learn?" "What distracts me?"**	I can notice how I feel after using a screen (e.g., tired, happy, focused). I can stop and take a break if I notice I'm feeling wiggly or frustrated while using a screen. I can use a visual checklist or class rules to remind myself how to use technology respectfully. I can reflect during circle time or journaling: "What went well with screens today?" or "What could I do differently next time?"			
Long term goal #2 Students will learn to communicate kindly and	**Respectful**	**Short term goal 1** Students can identify what respectful digital communication looks and sounds like.	Students recognize examples of kind and unkind online communication.	**Activities** - Read *The Technology Tail* by Julia Cook or *Once Upon an Online* by David Bedford. - Create a class T-	- Student participation in class discussion and chart creation. - Teacher observation of student language			

respectfully when using digital tools. Whether sharing ideas, giving feedback, or collaborating online, students will practice empathy, positive language, and active listening to build safe and caring digital spaces.				chart of "Respectful vs. Disrespectful" digital behaviors. - Co-create an anchor chart of "Digital Kindness Rules."	during collaborative digital activities.	
		Short term goal 2 Students practice using positive and encouraging language when commenting, sharing, or giving feedback online.	Students use sentence starters to provide positive feedback (e.g., "I like how you…" "Next time, maybe try…").	- Model giving feedback on Google Classroom posts. - Role-play digital comment examples and identify which show care. - Create a "Digital Compliment Wall" using Padlet or Jamboard.	- Review of student Seesaw comments for use of positive, specific feedback. - Teacher notes from role-play observations.	
		Short term goal 3 Students show care for others when communicating digitally by listening, taking turns, and asking clarifying questions.	Students demonstrate active listening and empathy in digital spaces.	- Practice digital turn-taking through partner activities (e.g., "My Turn, Your Turn" recording task on). - Use puppets or scenarios to model digital misunderstandings and ways to respond kindly. - Reflect in journals: "How did I show care online today?"	- Student reflections show awareness of respectful communication. - Teacher checklists of students demonstrating turn-taking and empathy during digital interactions.	

Next Steps & Focuses for the Coming School Year
- Notes to refer to when creating your next DC Plan