

# Digi-NAUTS



**ASSESSING THE IMPACT OF THE DIGI-NAUTS SERIES**

*A Digital Citizenship Education resource for young children*

# Impact of the Digi-Nauts series as a digital citizenship education resource

## Table of Contents

1. Introduction .....	3
2. Impact assessment criteria .....	3
3. Impact assessment feedback .....	4
3.1 Appeal and active engagement .....	4
3.2 Understanding and retention of messages .....	5
3.3 Accessibility and user-friendliness.....	7
3.4 Added value of the Digi-Nauts Activity Book.....	8
4. Recommendations drawn from the impact assessment .....	9
Annexes.....	12
A.1 Validation team .....	12
A2. Useful links.....	12
A.3 Digi-Nauts Assessment Form.....	13
A.4 Children’s smiley quizzes .....	14

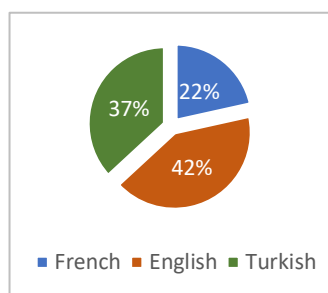
## 1. Introduction

The Digi-Nauts series published by the Council of Europe in 2023 aim to address digital citizenship issues with children up to the age of 9 years, both in class and at home. Each of the currently available 3 episodes in the series comprises a up to 3-minute-long video accompanied by 4 activities published online in the Digi-Nauts Activity Book<sup>1</sup> to help children transfer and practice the concepts presented in the video. The videos, activities and a Teachers' Guide<sup>2</sup> were developed after extensive analysis of concepts and activities proposed in school curricula for children of this age, and with input from experienced educators. Videos and activities were all pilot-tested with children and teachers in English and French prior to publication.

The activities are intended to be done in class or at home after children have viewed the video they relate to. They aim to clarify the key messages put across in the videos and encourage discussion about digital citizenship concepts. The Digi-Nauts include 5 different characters designed to underline the uniqueness of each of us and facilitate the engagement of children from widely diverse backgrounds.

To assess the impact and usability of the Digi-Nauts series, 13 sessions were held with children in class and at home between May to July 2024 in 5 different countries: France, Germany, Ireland, Türkiye and the United Kingdom (Figure 1). In each country, the sessions were guided by the members of a validation group of educators and researchers, who

**Fig. 2: Session language**



worked together in the 2-month period lead up to the impact assessment

to develop an assessment protocol and an online survey (see Annex 1). Further sessions will be held in Ireland, and possibly in

Belgium at the beginning of the 2024-2025 school year. Viewings of the videos and assessment sessions took place in 3 languages: 42% in English, 22% in French and 37% in Turkish, see Figure 2.

## 2. Impact assessment criteria

The impact assessment sessions were implemented to assess the **effectiveness** of the Digi-Nauts series, and the cultural adaptability across the 46 member countries of the Council of Europe. If the Digi-Nauts is to become a valuable educational resource that reinforces digital

**Fig. 1: Overview of impact assessment sessions**

Country	Audience	Class/age	Context
France	3	Parents	Home
France	25	7-8 yrs	In class
France	45	8-9 yrs	In class
Germany	27	11 yrs	(EN) class
Ireland	2	6 yrs; 8 yrs	Home
Türkiye	25	4-5 yrs	In class
Türkiye	32	7 yrs	In class
Türkiye	32	8 yrs	In class
Türkiye	36	9 yrs	In class
UK	26	8-9 yrs	In class
UK	28	8-9 yrs	In class
UK	29	4 yrs	In class
UK	29	6-7 yrs	In class
<b>Total audience</b>	<b>339</b>		

<sup>1</sup> <https://rm.coe.int/digi-nauts-activity-book-for-children-eng/1680aec99f>

<sup>2</sup> <https://rm.coe.int/digi-nauts-teachers-guide-eng/1680aeca00>

citizenship education objectives, the effectiveness of the videos and the activities need to be proven in **getting across well-retained messages** to children (and parents), as well as the **overall user-friendliness**. Children must consider the videos **fun and appealing**, easily identifying with the characters and finding the activities **engaging**. Feedback from parents and teachers is important to understand which activities children prefer, and the utility of each episode in fostering discussion about digital citizenship concepts. The findings of the impact assessment can then be used to guide the development of future episodes and activities and inform dissemination strategies.

Four criteria have therefore been used to assess the impact:

1. Appeal and active engagement of children from diverse cultures
2. Understanding and retention of messages
3. Accessibility and user-friendliness of the series for children, teachers and families
4. Added value of the Digi-Nauts Activity Book

The assessment has also provided feedback on which types of exercises are most popular amongst under 9-year-olds, as well as suggestions on ways to support teachers to facilitate roll-out. Teachers in France took a slightly different approach to the assessment, using it as a means to understand how much teachers and parents know about digital citizenship and the importance they place on it.

### **3. Impact assessment feedback**

#### **3.1 Appeal and active engagement**

All teachers who took part in the impact assessment seemingly concur that the Digi-Nauts series is appealing for children. Teachers in France reported: *They loved the episodes and were very enthusiastic about seeing more next year*. A UK teacher adds: *Great concept and fab videos which really engaged the kids*. Comments like these were generally echoed in the feedback from all 13 sessions, along with constructive criticism such as: *You could make the characters even more 'cool' and realistic so that children can relate to them even more*. Children of all ages from the 4 to 5-year-old pre-schoolers participating in Türkiye and the UK to the 11-year-olds who watched the videos with student teachers in English class in Germany said they liked the characters, with marked preferences for one or another. Teachers pointed out, nevertheless, that it would be helpful to more “formally” introduce the characters, either in an introductory episode of the Digi-Nauts or through ‘selfie’ posters with a brief profile that could be printed or projected in class. The suggestion will be discussed with the Council of Europe for implementation along with the 3 upcoming episodes of the series.

Children in different countries seem to prefer different characters. Many wanted to know more about the Digi-Nauts and understand what a Digi-Naut is. Most see the Digi-Nauts as being kind, involving and playing with everyone, and Robi is a robot, but he is also kind and helps them. A class of 6 to 7-year-olds in the UK particularly liked Robi because “it” could do magic, and their teacher noted that this gave a lot of potential to discuss what magic the children would do if they had those powers. In Ireland, the children liked Lila best and *wanted to know if Noa was a girl*. A Turkish teacher noted that: *children liked all of the characters very much (but) they liked Sigma the most*. The older children in Germany enjoyed the characters too, though one Ukraine girl in the class *found the name Sigma hilarious*. This comment will be followed up with Ukraine teachers to understand if this

could be a cultural *faux-pas*. Interestingly, we also learn from the German session that, for older children, the **message is more important than the characters** who simply become an element of the context: *There was no focus on the characters, message was more important for the children.*



The dog unexpectedly raised interest among many children, who would like to see it in every episode. The children in Germany wrote a story about giving it the name ‘Tailer’ because his tail is an integral part of him! Given the interest expressed and the affinity most children have with their pet animals, the dog will take a bigger role in new video episodes. One recurring question from children in several countries was about the **name of the dog – currently it doesn’t have one**. We therefore suggest that a “name the Digi-Nauts’ dog” competition could be conducted in pre-schools and primary schools in the coming semester or in 2025 to build on the interest children have shown and, by the same token, raise the public profile of the Digi-Nauts and foster more discussion in home and at school about digital citizenship.

### 3.2 Understanding and retention of messages

The Digi-Nauts strive to develop in young children the competences they need as digital citizens, and improve the understanding of schools and families of the concepts involved in digital citizenship. Several teachers underlined the importance of visuals in getting the message across, especially for young children, many of whom may not, or can hardly, read and write. The Turkish pre-schoolers, amongst the youngest involved in the impact assessment, *loved the Digi-Nauts characters, watched the videos with interest, and realized that they too are digital citizens*. The videos triggered discussion about things that they can do in their free time to build their citizenship skills.

Children seemed to take away different messages depending on their age, level of development, and the digital citizenship topics they had already encountered in the school curriculum. Such factors had been carefully analysed when the series was being developed to ensure that, regardless of their age, all children would find elements in the videos they could understand and relate to. In Türkiye, the follow-up questions on the “Access and Inclusion” video enabled children to project their own experiences on to the characters and, in the process, learn to appreciate the differences in learners and their own uniqueness. This same phenomenon was apparently noted in 3 different classes, with 4 to 5-year-olds, 7-year-olds, and 8 to 9-year-olds.

One UK teacher made note of the fact that the “Access and Inclusion” episode actually builds on topics in their PSHE (Personal, Social, Health and Economic) curriculum, which encourages children to learn and talk about helping each other, and about how differences making life more interesting. He stated that children in his 6 to 7 years age group enjoyed talking about the different characters and clearly understood the message, stating: *In our school we talk about this a lot through PSHE and this was clear from their responses. Through the related story-telling activity (on page 9 of the Activity Book) they applied their understanding of the message to go on to add a story of their own about a situation in which they could face a problem and have someone help them with it. This episode was a good introduction to the idea of being a good citizen before then introducing the digital elements of citizenship*. He goes on to suggest: *There could be a clearer, more obvious link made between being a good citizen in the first episode and how*

*this relates to the digital world (the message is there but the younger children could not easily make that link). Maybe a future episode could refer back to the citizenship skills in the first one to help the Digi-Nauts solve an online problem.*

Similarly, the “Health and Well-being” episode encouraged these 6 to 7-year-olds to: *talk about experiences they have had when they were lost in their world on a device. Some children did seem to reflect more on this episode and it has the potential to impact on modifying attitudes more than the first episode which contained much more familiar PSHE-type content that they have experienced in lessons before.*

The “Health and Well-being” episode, also a favourite for several classes in Türkiye and the UK, led to discussions about *the things children like talking about and the games they play online, then about spending too much time online as well as the many fun things that they can only do offline.* Some children even proposed a scenario for future videos about Health and Well-being. The follow-up *Taking a break* activity proved to be fun as well as a reminder of healthy habits, and some classes finished up in the school garden trying to make the suggested yoga shapes.

The “Consumer Awareness” episode was apparently the favourite video and section for the older group of children in Germany. One Turkish teacher felt that the activities from this episode were the favourites for his/her class of 8-year-olds, stating: *“Let’s work together to take better care of our planet” and “Save Planet Earth: Word Search Puzzle”* in the third chapter of the workbook were the activities children enjoyed the most. *In this section, they learned new concepts (and) asked more questions because there were interesting topics.* The UK teacher of the class of 6 to 7-year-olds found this episode especially interesting too: *It raised some issues that they were unaware of or had little experience of (in terms of what is behind the digital world they inhabit). The content in episode 3 has potential for much longer discussion and investigation (e.g. Being more aware of where our products come from and the impact of our choices). The children were able to discuss needs and wants and recognise some of their own habits in the characters in this episode.* However, the teachers of children aged around 7 years in Türkiye felt that: *The concepts in this video content made it difficult for younger children to understand. They could only complete the activities with teacher support.*

Teachers from all countries reported that the videos and activities helped children understand basic concepts such as respecting differences, making friends and sharing and communicating, although one teacher suggested that a lot of children (in the UK) already had these views and attitudes. Several of the Turkish teachers felt that children often needed guidance to get to the underlying messages of the videos. Not surprisingly, some teachers pointed out that, in the short term, it is difficult to analyse the impact of the messages embodied in the episodes or see significant changes in attitude as a result of working on the series. Without necessarily being able to measure impact, one of the UK teachers noted that: *It was good for them to share ideas for keeping safe and being responsible and I feel that hearing each other influenced their attitudes.* Another added: *The videos made the children reflect and think. The children gave some good responses and were able to have deep discussions after each video.*

The videos and activities raised lively discussions in the group of older children in Germany on the pros and cons of digital technology, and apparently highlighted broad differences in children’s knowledge and approach to digital technology. One of the teachers reports: *The*

*children did participate very actively and were interested in the topic. Some of them even had background knowledge and were very informed and involved as well. There was one child who had knowledge on an advanced level. He knew about AI, digital footprint, dark net and deep fake.*

### **Children's worksheets and a quiz in France for parents**

The validation team developed a short quiz using smileys (see Annex 4) to gauge whether children had understood the intended message in the videos. Out of the total 18 true/false/don't know statements, 6 per episode, it is apparent that some children are having difficulty understanding certain concepts. Average findings from the sessions show that the 8 and 9-year-olds apparently fully grasp the underlying meaning of the videos though, not surprisingly, children under age 8 have more difficulty. The quiz statements tackling the need for respectful behaviour and interactions, and balancing between online and offline activities, appear to be the most challenging for all children. Reflecting on posture when online, and the impact of our actions on the sustainability of the planet are two further areas that need to be reinforced.

The French validation team developed their own short quiz to learn more about parents' and teachers' approach to digital citizenship. Only 1 in 3 respondents say they are certain about what digital citizenship is, a figure that corroborates with findings from the parent survey conducted by the Council of Europe in 2020-2021<sup>3</sup>. Nevertheless, 2 out of 3 respondents state that it is an important topic for them, and 100% consider it an important topic for society and one which reflects the values of the Council of Europe. The parents and teachers consulted agree or fully agree that the Digi-Nauts series uses language that is appropriate and well understood by their child, and the messages intended in each of the 3 episodes clearly come through in the videos. **The majority, however, only somewhat agree that the messages delivered in the Digi-Nauts correspond to the values they would like their children to have. Given the low number of parents who, according to the fore-mentioned study, are certain about what digital citizenship is, it would be interesting to know what values they are referring to.**

**The quiz highlights three major concerns: how to help children understand the importance of collaboration with others, how to help them find a balance between their online and offline activities, and how to reach parents with more information about digital citizenship.** All quiz respondents agree or fully agree that the Activity Book will help them discuss topics with their children that they have seen in class.

### **3.3 Accessibility and user-friendliness**

In Germany, an 11-year-old participant reportedly *had very high expectations on the videos and wanted to see more videos on Netflix; he was disappointed there were only 3 episodes.* A number of children in the class of 6 to 7-year-olds in the UK were disappointed, too, that there were no more episodes to watch, because they had *enjoyed and engaged well with the clips and the activities.* **The Digi-Nauts series is one of the very few digital citizenship education resources available for young children, and could effectively reach a much broader public if it was made accessible through a range of dissemination channels.**

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<sup>3</sup> Richardson, Samara (2022). Digital Citizenship Education from a Parent's Perspective. Council of Europe, November 2022. ISBN 978-92-871-9084-0 (PDF)

It could, for example, be made available in national languages on the websites of ministries of education, parent organisations and schools. Nowadays children, teachers and parents look for educational resources on subscription channels, which could offer an interesting opening for the continuation of the Digi-Nauts series, with accompanying resources attached in PDF format to the videos so that they are available to the public in a single click. Broader dissemination would allow for a more comprehensive impact assessment.

Besides accessibility, user-friendliness is an important criterion, and in their feedback teachers have suggested several ways to improve this. Firstly, they would like to see an introductory video for children to become more easily acquainted with the Digi-Nauts characters, as described above. A UK teacher would like to see: *Images of each character on a poster with their description to share with the class before the videos are watched. Such posters would not only spark the interest of children before they view the videos, but could also be posted on the class walls to serve as a constant reminder of the characteristics or competences of digital citizens such as respect and empathy, collaboration, and openness to diversity.* They would also provide child-friendly examples of good practice in creating online profiles, an under-developed skill of considerable importance for all digital citizens. An introductory video and the posters would increase the usability and versatility of the series, offering a solid base for teachers and parents to adapt and build upon.

Teachers agreed that they do need some guidance to get the most out of the series and deepen their own understanding of digital citizenship. That said, **they would seemingly prefer to have short, easily accessible notes for each episode rather than a lengthy teachers' guide.** This would facilitate the task of teachers wanting to create activities of their own alongside the ones proposed in the Activity Book. This reflection was enlarged upon by one of the UK teachers: *(I) Just feel that for them to be ready for busy teachers to use properly it would be good for them to come with a Powerpoint to guide discussion or a much shorter set of teaching notes as realistically you often have a very small amount of prep time before lessons to decide what questions to ask. I imagine on average most teachers won't have time to read through all of those notes and make good decisions about what questions to ask prior to lessons.* Another teacher would like to have a short PowerPoint presentation per episode *to help guide class discussion, then the questions can be shared with the class after each video to aid good discussion.* A word of advice from another teacher on this topic: *Ensure that there are not too many questions after each video but be selective in the questions asked.*

### **3.4 Added value of the Digi-Nauts Activity Book**

Many of the teachers taking part in the impact assessment have highlighted the fact that the videos have triggered class discussions that children found enjoyable, and that the proposed activities led children to reflect more deeply and talk about what it means to be a digital citizen. Although the video content and triggering questions for group discussions can be made in such a way that they appeal to all children in the targeted age group, the activities need to be tailored differently for pre-readers and for children who can read and write. This point had already been raised by experts in the validation group, and was echoed in feedback from Turkish teachers: *1st grade students are not literate; activities such as matching (shapes, objects...), colouring and computer-free coding activities are best for them.* Disparities in age and skill levels were especially noted in reference to the activities



linked to the “Consumer Awareness” episode, which is a slightly longer video than the other two episodes and puts over more complex concepts. **One lesson drawn from the feedback is the need to visibly show which activities all children should be able to do and the ones more suitable for slightly older children, and perhaps also provide downloadable supplementary activities for older children in a separate PDF file.**

Certain activities in the Activity Book were especially appreciated because they broke away from the usual class routine, and could perhaps set a precedent for future episodes. One such example is “Time to take a break”, a physical yoga-type exercise where children make shapes (e.g. a tree) with their body. Another is the “What fun things can we only do offline”, which led to a homework exercise as well as a discussion with children about things they can do with videos and photographs. Puzzle creation, completing stories, responding to open-ended questions, problem solving and keeping a diary were activities that were especially appreciated by teachers. Such activities are especially useful in fostering creativity and citizenship skills in meaningful contexts.

Many suggestions were made about the topics that teachers would like to see covered in future episodes and activities, all of which should be considered very important and relevant:

- **navigating safe sites and choosing accurate and reliable information sources;**
- **taking precautions against false information, inappropriate content and in-game and in-app purchases;**
- **identity theft, phishing, online privacy violation and avoiding disclosure of personal information;**
- **visuals of situations where children have to spot faulty behaviours;**
- **bullying, cyberbullying, online game risks.**

#### **4. Recommendations drawn from the impact assessment**

The impact assessment of the Digi-Nauts series has provided invaluable insights into the needs and wishes of teachers and parents who are striving to educate young children to become responsible digital citizens, as well as directly from children. Ongoing consultation with the small group of researchers and educators who constitute the Digi-Nauts validation group greatly facilitated its preparation and implementation, and the guidance they have provided to participating practitioners in their home country have transformed the evaluation process into a constructive learning exercise for all. The findings from the assessment will not only help to shape future episodes of the Digi-Nauts, but also improve the materials provided with the 3 existing videos and help increase their dissemination.

One preliminary observation is that feedback from all assessment sessions conducted so far has been encouragingly positive, with some more general suggestions that will be applied in future episodes in the Digi-Nauts series:

- remember that visuals are more important for children of this age than descriptions;
- differentiate between activities for pre-readers and older children;
- the content in certain episodes could be targeted to appeal to older primary children in year 4 and above.

The central findings from the impact assessment can be summarised under 3 headings: children, activities, and teachers.

**Children** are already engaging strongly with the Digi-Nauts characters but want more information about them. Learning more about the characters will enable them to more easily relate the messages delivered through the Digi-Nauts' adventures to their own experience. They could also benefit from another episode going back over the digital citizenship skills presented in the "Access and Inclusion" to deepen their understanding of what it means to be a digital citizen.

**Activities and discussions** triggered by the Digi-Nauts episodes correspond well to curricula requirements and help foster the development of digital citizenship competences. Questions attached to each episode need to be few and selective and the activities shaped around the topics underlined by teachers, as these are the areas where learners most require support. Imaginative and creative activities have the power to promote learning in areas beyond the usual remit of citizenship education.

**Teachers** are enthusiastic about using the Digi-Nauts materials with their learners, and consider them easy-to-use, child-friendly resources that fit well into the curriculum in an area where few resources are currently available. They would, however, like to have brief notes that would support them in introducing each episode. They would also like to have supplementary material that they can use with their students, such as a poster for each Digi-Nauts character and a Powerpoint presentation that they can use with their class.

Although it was intended to include parents in the assessment, their number was too limited for real analysis. It is nevertheless noted from the French survey that parents still seem to have an insufficient understanding of digital citizenship despite the many valuable resources available to them. One objective of the Digi-Nauts is to involve families in their children's digital citizenship education, and perhaps a broader but more targeted dissemination of the series will contribute in part to this goal.

Assessing the impact of the

# Digi-NAUTS



A video and activity series for -9 year-olds to practice being digital citizens in class and at home.

*Learning about the things that count in a fun way, including....*

## Access & Inclusion



## Health & Well-being



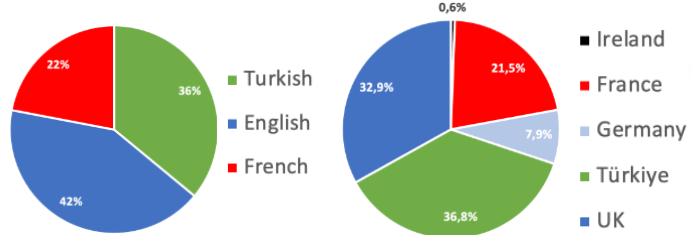
## Consumer Awareness



Available in 6 languages, impact tested with 340 children in 3 languages, 5 countries.

Catalan	Macedonian*
Dutch*	Romanian*
English	Turkish
French	Serbian*
Greek*	Ukrainian*
Italian*	

\*Sub-titled only



## Feedback from teachers, parents...

Children loved the episodes and were very enthusiastic about seeing more next year.

100% of children find the characters appealing, engaging.

Great concept, fab videos which really engaged the kids, made them reflect, led to deep discussions.

100% of teachers think series fits with curriculum requirements

Raised lively discussion on pros & cons of digital tech, highlighted vast differences in uses & approaches.

100% of children above age 5 apply messages independently beyond home & class.

Children related the Digi-Nauts characters to their own life, realized that they too are digital citizens.

Children like that the Digi-Nauts involve and play with everyone, created own episode about online gaming.

## Recommendations

- More visual activities for pre-readers.
- Create some episodes for older children.
- Children want more information about the Digi-Nauts.
- Teachers want brief, easy-to-access notes to help guide class discussions.

## Annexes

### A.1 Validation team

Janice Richardson, Veronica Samara, Council of Europe experts, with:

1. Prof. Dr. Gudrun Marci-Boehncke (teacher trainer at Dortmund University, Germany)
2. Nathalie Terrades (DCE Promoter, seconded by French Ministry of Education)
3. Isabelle Dufrêne (Head primary school teacher, leader in Democratic School network, France)
4. Dr Fiona Scott (Director Literacies, Language Research Cluster, University of Sheffield, UK)
5. Stéphane Chaudron (Early childhood researcher, EU Joint Research Centre, Italy)
6. Zeynep Beyza Karakoç (DCE Promoter, Branch manager MoNE Innovation unit, Türkiye)
7. Jane McGarrigle (Project officer, Webwise safety and citizenship unit, Ireland)

### A2. Useful links

1. Council of Europe website for educators: <https://www.coe.int/en/web/education/dce-for-educators>

2. Digi-Nauts videos (English version)



Episode 1: Access and Inclusion <https://vimeo.com/844159509?share=copy>



Episode 2: Health and Well-being <https://vimeo.com/844159630?share=copy>



Episode 3: Consumer Awareness <https://vimeo.com/844159694?share=copy>

3. Digi-Nauts Activity Book (English version):

<https://rm.coe.int/digi-nauts-activity-book-for-children-eng/1680aec99f>

4. Digi-Nauts Educators' Guide: <https://rm.coe.int/digi-nauts-teachers-guide-eng/1680aeca00>

### A.3 Digi-Nauts Assessment Form

The DG-Nauts series aims to help young children on their path to becoming digital citizens. Your feedback will help shape the next videos in the series. Please use one form per assessment group.

\* Indicates required question

#### 1. Assessment session 1: Which episode did you watch? \*

- Episode – Access and Inclusion
- Episode – Health and Well-being
- Episode – Consumer Awareness

#### 2. In which context? \*

- In class
- At home, with 1 or 2 children
- With a group of 3 or more children
- In a focus group with parents and children
- Other: \_\_\_\_\_

If you indicated 'Other', please describe the context.

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#### 3. Number of a) children and/or b) parents taking part in the assessment session? \*

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#### 4. Please indicate the age range of the children in the group. \*

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#### 5. Which other episodes did you watch with the group?

- Episode – Access and Inclusion
- Episode – Health and Well-being
- Episode – Consumer Awareness

#### 6. Which follow up activity (ies) did children enjoy the most, during discussion and in Activity Book? \*

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**7. Which activity(ies) did children find most difficult, during discussion and in Activity Book? \***

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**8. Did the video and activities seem to modify children’s attitudes in any way? \***

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**9. If the children did the emoji test sheets, please indicate the average class/group score for each sheet.**

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**10. Please indicate any feedback that you received from parents in days following their children’s viewing of the Digi-Nauts video(s)**

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**11. Do you have any suggestions for upcoming episodes of the Digi-Nauts, follow-up activities or dissemination channels? \***

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**A.4 Children’s smiley quizzes**

Provided in the following 3 pages – sheets
























## Digital citizens

Digi-Nauts are digital citizens. What do you know about them? You will find here below some sentences that describe the Digi-Nauts. Read each of the sentences and circle the correct response.

TRUE  NOT TRUE  I DO NOT REALLY KNOW 

### ACCESS AND INCLUSION

	 TRUE	 NOT TRUE	 I DON'T KNOW
The Digi-Nauts know that it is ok to be different.			
The Digi-Nauts are mean to each other.			
The Digi-Nauts help each other.			
They don't like to do things together.			
The Digi-Nauts all look alike.			
The Digi-Nauts are a strong team because they come from different places.			



## Digital citizens



Digi-Nauts are digital citizens. What do you know about them? You will find here below some sentences that describe the Digi-Nauts. Read each of the sentences and circle the correct response.

TRUE 

NOT TRUE 

I DO NOT REALLY KNOW 

### HEALTH AND WELL-BEING

	 TRUE	 NOT TRUE	 I DON'T KNOW
The Digi-Nauts think about their posture when they use digital devices.			
The Digi-Nauts wasted their whole day playing inside on their computer.			
They know how important it is to do physical activity and play games together.			
They know how much fun it is to play outside.			
They only have fun when they play video games.			
The Digi-Nauts are not kind and respectful to each other.			



















## Digital citizens



Digi-Nauts are digital citizens. What do you know about them? You will find here below some sentences that describe the Digi-Nauts. Read each of the sentences and circle the correct response.

TRUE  NOT TRUE  I DO NOT REALLY KNOW 

### CONSUMER AWARENESS

	 TRUE	 NOT TRUE	 I DON'T KNOW
The Digi-Nauts don't know how to use a tablet or computer.			
They never worry about what they may be doing to the environment.			
They know the difference between the things we need and the things we want but don't really need.			
They like to buy things that come from far away.			
Sigma has a lot of information about carbon footprints.			
The Digi-Nauts want to help look after the planet.		